JKTP: Jurnal Kajian Teknologi Pendidikan
Vol. 8, No. 3, August 2025: 192-205
e-ISSN: 2615-8787
DOI: 10.17977/um038v8i32025p192-205
http://journal2.um.ac.id/index.php/jktp/index

KINESTHETIC STUDENTS' PERCEPTIONS OF EFFECTIVE ENGLISH LEARNING STRATEGIES IN ELT CLASSROOMS

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Article History
Received: 29 June 2025, Accepted: 11 August 2025, ***Published: 31 August 2025***

Abstrak
Dalam pembelajaran bahasa Inggris, penting untuk memahami keragaman gaya belajar siswa agar pembelajaran berlangsung efektif. Penelitian ini bertujuan mengeksplorasi strategi belajar yang disukai oleh pembelajar kinestetik di kelas ELT serta bagaimana strategi tersebut mendukung proses belajar mereka. Penelitian ini menggunakan desain studi kasus kualitatif dengan wawancara dua siswa kinestetik kelas XI melalui sesi Zoom semi-terstruktur. Data dianalisis secara tematik. Hasil penelitian menunjukkan bahwa pembelajar kinestetik lebih termotivasi dan terlibat saat pembelajaran melibatkan strategi aktif seperti permainan, proyek kelompok, bermain peran, dan kegiatan luar ruangan. Mereka juga menekankan pentingnya penjelasan guru, terutama bila digabungkan dengan aktivitas fisik, untuk meningkatkan pemahaman. Gerakan fisik membantu mereka tetap fokus, mengurangi kebosanan, dan memperkuat kemampuan berpikir kritis, kerja sama, serta pemahaman materi. Tanpa penyesuaian terhadap gaya belajar mereka, siswa kinestetik berisiko kehilangan fokus dan mengalami penurunan prestasi. Penelitian ini menekankan perlunya metode mengajar yang inklusif dan responsif terhadap gaya belajar siswa. Guru didorong untuk menggabungkan penjelasan terstruktur dengan aktivitas interaktif guna menciptakan lingkungan belajar yang lebih efektif dan berpusat pada siswa.

Kata Kunci: Siswa Kinestetik; Persepsi Siswa; Strategi Pembelajaran Bahasa Inggris

Abstract
In English language learning, acknowledging students' diverse learning styles is essential for effective instruction. This study explores the preferred strategies of kinesthetic learners in ELT classrooms and how these approaches support their learning. Using a qualitative case study design, two kinesthetic students from an 11th-grade class were interviewed through semi-structured Zoom sessions. Thematic analysis was employed to interpret the data. Findings indicate that kinesthetic students are more motivated and engaged when lessons include active strategies such as games, project-based learning, role-playing, and outdoor activities. These students highlighted the value of teacher explanation, especially when combined with hands-on tasks, to enhance understanding. The use of physical movement helps them maintain focus, reduce boredom, and strengthen skills in critical thinking, collaboration, and comprehension. Without appropriate adaptation to their learning preferences, these students may become disengaged and experience decreased performance. This research underscores the importance of inclusive teaching methods that align with students' learning styles. Teachers are encouraged to integrate structured instruction with interactive elements to create a more effective and student-centered learning environment. Adapting strategies to meet the needs of kinesthetic learners can foster better academic outcomes and increase classroom participation, making learning more meaningful for them.

Keyword*: Kinesthetic Learners; Students Perception; English Learning Strategies*

To cite this article:
Nafratilova, M. L., & Degeng, P.D.D.. (2025). Kinesthetic Students' Perceptions Of Effective English Learning Strategies In ELT Classrooms. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 8(3), 192-205. doi: 10.17977/um038v8i32025p192-205

INTRODUCTION

Learning is a highly individualized process, as each person absorbs and processes information in unique ways. These differences may be shaped by factors like prior experiences, individual motivations, or preferred ways of learning. Research suggests that students acquire knowledge through different methods, meaning that an approach effective for one learner may not be suitable for another (Chen & Wang, 2021). This underscores the importance of recognizing diverse learning styles. Students also differ in cognitive, personality, and physical aspects, which can influence both their learning and social skills (Wahyuni et al., 2021). Therefore, effective teaching in the English classroom requires not only linguistic proficiency, but also an understanding of how to apply appropriate instructional strategies. Learning outcomes can be improved by adapting effective instruction to the various learning styles of students (Phavadee, 2020).

One commonly implemented model in language education to enhance students' learning experiences is the VAK model, which classifies learners into three categories: Visual, Auditory, and Kinesthetic (Ramadian, Cahyono, & Suryati, 2020). This study specifically focuses on kinesthetic learners. According to Kusumawarti, Subiyantoro, and Rukayah (2020), kinesthetic learners prefer activities that involve movement and emotional engagement, as they perform best in environments where learning is integrated with physical activity. In actual reality, meeting the special requirements of kinesthetic learners is not easy. Conventional methods that do not accommodate different learning preferences still dominate many classrooms. As a result, kinesthetic learners may experience decreased engagement and performance when instructional strategies fail to align with their preferred learning style. Traditional classroom settings often fall short in addressing learners' needs, highlighting the necessity for more adaptive and innovative teaching approaches (Hu, 2024).

Despite the diversity in learning styles, many teachers continue to overlook these differences, often relying on a standardized teaching approach that limits student engagement. This issue is particularly evident among kinesthetic learners, who require active participation and hands-on experiences to maximize their learning potential (Noviska & Anastasia, 2023). Research suggests that incorporating kinesthetic-based strategies can significantly improve student engagement and knowledge retention, as these learners excel in interactive, movement-oriented environments (Rafiq et al., 2023). Consistent with this, Toyama and Yamazaki (2020) note that students demonstrate higher motivation and better language proficiency when their learning preferences are supported through compatible teaching methods. In many cases, teachers may not be fully aware of how specific instructional strategies impact students with different learning styles. Pujiantini (2022) highlights that a uniform teaching method that fails to account for individual learning preferences can negatively impact learning outcomes. Therefore, teachers must adopt diverse instructional strategies tailored to kinesthetic learners' needs, ensuring a more inclusive and effective English language learning experience.

Although various kinesthetic teaching strategies have been explored in previous studies, research that specifically investigates how kinesthetic students themselves view these strategies, especially in the context of English language teaching (ELT) classrooms, is still limited. Most existing literature tends to focus on the design and implementation of kinesthetic learning activities, without giving sufficient attention to the students' voices. For instance, in their study "Students' Perceptions and Experiences in Kinesthetic Learning: Challenges and Benefits," Simamora et al. (2025) investigated how students perceived kinesthetic learning techniques. However, because of the semi-military character of their study environment, the participants were maritime students. They therefore thought that using kinesthetic learning activities (KLA) would provide an alternative (Simamora et al., 2025).

Understanding students' self-assessments of engagement and learning can offer crucial insights, enabling teachers to refine their teaching strategies (Padilla-Petry & Vadeboncoeur, 2020). Students' perspectives refer to their viewpoints on learning experiences, which are influenced by factors such as flexibility, communication, and overall satisfaction in educational settings (Amir et al., 2020). These perspectives play a vital role in determining how students interpret instructional methods and interact with learning activities. Gaining a deeper understanding of students' perspectives is essential for developing teaching approaches that effectively support their learning needs (Alqarni et al., 2024). When teachers actively listen to students' perspectives, it can enhance their engagement, foster a sense of ownership in the learning process, and help students feel recognized and valued (Taylor et al., 2023). Without such insights, students may face challenges in comprehending material, participating actively, and maintaining motivation. Therefore, by examining the direct perceptions of kinesthetic-oriented students, a component that is still underrepresented in ELT research, this study explores new ground.

Accordingly, this study will discuss kinesthetic students' perceptions of effective learning strategies in ELT classrooms, emphasizing the importance of student perspectives in shaping adaptable teaching methods. In line with this, the discussion will seek to answer these following research questions: (1) What English learning strategies do kinesthetic students prefer in ELT classrooms? (2) How do these strategies support their learning process?

METHOD

This study employs a qualitative approach using a case study design to gain deeper insights into how kinesthetic students experience and respond to various learning strategies in classroom settings. According to Ilhami et al. (2024), the case study method is essential in research as it allows for an in-depth analysis of specific issues or cases, whether involving individuals, groups, or organizations. Rather than relying on numerical data, this approach emphasizes the exploration of current and relevant educational phenomena (Sidharta et al., 2022). As noted by Oranga and Matere (2023), qualitative research provides the flexibility, spontaneity, and opportunities for direct interaction with participants, which are key to understanding complex human experiences. In this process, the researcher is the main tool for gathering and analyzing data, and they are crucial in interpreting the results. (Creswell, 2013, p. 45). The participants were selected from an 11th grade class at SMA 4 Malang, which had been identified by the English teacher as a kinesthetic-oriented classroom. Two students were purposely selected as participants: one student who was the most active in class (Student 1) and one student who was less active (Student 2).

Semi-structured interviews via Zoom were used to gather information in this study, as they offer a balance between structure and flexibility. Compared to unstructured interviews, researchers can gather detailed information while staying focused on the research topic by using semi-structured interviews, which are more effective and flexible for qualitative research (Mashuri et al., 2022). In this research, each participant was interviewed separately, and with their consent, the interviews were recorded and transcribed. The data were analyzed using thematic analysis, following Creswell's (2013, p. 180) framework. This process included organizing and preparing the transcripts, reading through the data to gain an overall understanding, coding the responses, generating themes from the codes, and interpreting the meanings of those themes. Following this, as stated by Creswell (2013), qualitative researchers typically present their findings as descriptions or themes, supported by participant quotes, within a narrative discussion (p. 184).

RESULT

In ELT classrooms, English learning strategies have a significant impact on students' learning experiences, particularly for kinesthetic learners whose needs often differ from those of visual or auditory learners. Through a set of structured interview questions, this study identified the learning preferences and perspectives of kinesthetic high school students. The findings revealed several learning tendencies that should be considered when designing inclusive and effective English instruction.

The researcher interviewed two eleventh-grade students using seven guided questions aimed at exploring their responses to different instructional strategies. Their answers revealed recurring patterns, emphasizing the importance of strategy variation, movement-based engagement, and interactive learning. To better illustrate these findings, the following table presents each interview question along with a summary of the student responses.

Table 1. Kinesthetic Students Interview Questions

No	Interview Question	Summary of Student Responses
1	Is it hard for you to stay focused when you have to sit still for a long time? How do you usually feel in that kind of lesson?	Both students reported difficulty staying focused in static or passive settings. They often felt drowsy or disengaged during long lectures without movement.
2	Do you get easily distracted or lose focus when the class is only lecture-based or silent? How do you usually deal with that?	
3	How do you feel about learning through physical movement or hands-on exploration? Does this activity make you more focused?	Students expressed that teacher-centered and quiet classrooms made it harder to concentrate. They tended to seek stimulation through conversation or other distractions.
4	Do you find it easier to understand English lessons when you are doing something with your hands (like making posters, role-playing, playing games or using tools) rather than just reading,writing, and listening to your teacher's explanation?	Students agreed that understanding improved when physical and creative tasks were integrated into lessons. However, these tasks were more effective when supported by teacher explanations.
5	Have you ever learned through a project or solving a real-world problem in class? How did that help you understand the topic better?	Students found project-based tasks meaningful and enjoyable, especially when the content could be applied to real-life situations. They favored tasks that were clear and not overly complex.
6	What do you think about learning through field trips or going outside the classroom to learn English?	Both students viewed outdoor learning as a refreshing and engaging alternative. However, they emphasized the need for alignment between the activity and learning goals.
7	In your opinion, what kind of learning strategies or classroom activities help you think more critically and work better with others?	Group-based games and real-world tasks were considered effective in promoting critical thinking and teamwork, especially when all group members were actively participating.

The table 1 highlights how students commonly struggle with maintaining focus in lecture-heavy, motionless classrooms. One student stated, "If I just stay silent and sit still, I'll fall asleep or not focus," while the other mentioned turning to doodling or casual conversation to cope with boredom. They noted that these strategies were a way to keep their minds active, even when the lesson failed to engage them. These responses suggest that stillness and prolonged explanation without variation are not ideal conditions for students with kinesthetic tendencies.

To remain engaged, both students preferred lesson formats that included mild physical tasks. Activities such as going to the front to answer questions, standing during games, or moving in small

groups were reported to improve their focus. One participant explained, “I like when we are told to move around a little, like standing to take turns answering. It keeps me awake.” Another added that when they have the chance to do something with their hands, such as manipulating materials or pointing to words, it feels easier to absorb the content. Although these tasks supported concentration, both students agreed that teacher explanation remained essential to fully understand the material.

Project-based learning was also appreciated. One student described creating a short video project and felt that “it helped me remember the lesson better because I used it in real life.” Another recalled a procedural text task in another subject that involved preparing a dish, and commented that hands-on projects were easier to remember and apply. They expressed a preference for projects that were concrete and didn’t involve excessive planning or abstract work. “If it’s too difficult or the group isn’t serious, I lose motivation,” said one student.

In terms of the learning environment, both participants responded positively to the idea of outdoor learning. One student said it felt “refreshing,” and made the lesson feel different from the usual routine. They believed that lessons held outside could make them feel more excited to participate. The other participant agreed, but added that they would prefer outdoor learning only if it directly relates to the material. “If it’s not really connected, it feels like a picnic,” they commented. This indicates that students appreciated the novelty of a changing environment but still wanted a sense of academic purpose behind it.

When discussing critical thinking and collaboration, both participants pointed to games and task-based learning. One student mentioned how “guessing games make me think fast and talk with my friends to figure it out.” These types of activities helped them learn by thinking aloud and reasoning through different options. Another student noted that games were more enjoyable because they involved all students actively. However, they both mentioned that in longer projects, group members sometimes became passive. They suggested that choosing their own groupmates helped improve cooperation and made the work easier to manage.

Digital tools like Canva, flashcards, and learning videos were also mentioned. One student explained, “I like using Canva because it makes the task look nice and organized.” Another said that visual tools helped them remember vocabulary better, especially when accompanied by color or animation. However, they also emphasized that digital tasks should not replace active classroom involvement. “If the activity is just watching something without doing anything, I get bored,” one student commented. This suggests that while media tools can support learning, kinesthetic students still need an element of participation or interaction.

Both participants also emphasized the importance of variation. They stated that repeating the same activity every meeting, even if it was something enjoyable, could lead to boredom. “Sometimes I like games, but if we do games every time, it’s not fun anymore,” said one student. They preferred a balance between teacher-led explanation, independent tasks, group work, and creative activities to maintain motivation and attention throughout the lesson.

DISCUSSION

Effective learning requires maintaining students’ engagement, yet research indicates that after ten minutes, their focus starts to wane, necessitating ways to maintain it (Pllana, 2020). Kinesthetic students in this study reported not being able to concentrate during passive learning. This challenge was reflected in the interview responses, where Student 1 admitted, “especially when I’m just listening and not doing anything active, I start to feel sleepy,” while Student 2 noted, “sitting in class too long makes it hard to focus,” and “I feel bored, and it’s like I just can’t concentrate on what the

teacher is saying." These statements show that passive learning methods do not align with their kinesthetic learning preferences, which rely heavily on movement and hands-on engagement.

However, this finding contrasts with the study by Suryanadi et al. (2024), who found that silent sitting boosts students' academic performance by 55.7%, more than any other aspect. This discrepancy may be due to differences in classroom environments and student learning styles. While passive input might benefit some learners, the present study shows that prolonged sitting negatively affects kinesthetic learners' focus and engagement.

To cope with such challenges, the students also described using emotion-focused coping strategies when experiencing boredom or difficulty concentrating. Student 1 shared, "I usually doodle in my notebook or find something to keep my hands busy while still listening to the teacher," while Student 2 admitted, "when I get bored in class, I sleep," and sometimes resorts to "scrolling through TikTok… joke around or chat with friends." These behaviors demonstrate how traditional classroom methods often fall short for kinesthetic learners who need physical engagement to stay focused.

Interestingly, a study by Rondowunu et al. (2020) supports this by showing that using doodle notes in physics lessons could spark greater interest and improve students' grasp of the material, with 75% reporting increased enthusiasm and 92% giving positive feedback. This shows that small adjustments, like allowing students to doodle meaningfully, can make a real difference for those who learn best through movement and hands-on activities.

Related to attention span, the study's participants noted that a quiet classroom atmosphere can support their concentration, particularly when tackling complex material. However, they also emphasized that prolonged silence and extended teacher talk can lead to fatigue and boredom. Student 1 stated, "I prefer it when the classroom is quiet during explanations, it helps me concentrate better. But if it goes on for too long, it can make me sleepy," and added, "Those texts are long, so sometimes you need that extra push to not feel lazy about reading them." These remarks highlight how important timing is in instructional delivery and suggest that classroom dynamics should be adjusted based on the complexity of the material. This is supported by Kotnik et al. (2024), who discovered that while a midterm break can momentarily lessen this detrimental effect, extended theoretical classes considerably increase students' mental exhaustion.

Moreover, the students emphasized that the nature of the topic plays a significant role in determining the most effective classroom environment. For more serious or cognitively demanding lessons, a quiet and focused atmosphere was viewed as beneficial. As Student 1 explained, "I think it really depends on what the teacher is explaining. If it's a difficult topic that requires full concentration, then I believe a quiet environment is necessary. But if the topic is light or something that should be more fun, then I think it's better when the class is a bit more lively." This viewpoint aligns with the idea that teachers should recognize and value their students' diverse abilities by designing lessons that foster creativity and accommodate various learning styles (Muhic & Johansson, 2024).

In addition, overly passive methods, such as prolonged reading or uninterrupted lectures, were described by students as boring and distracting. Student 2 remarked, "Yes, I get distracted easily when the teacher is just explaining in front of the class. The classroom feels too quiet." This supports Kruk et al. (2020), who outlined how lessons that don't offer enough challenge or fulfillment, repeated exercises, and a lack of interest are common causes of boredom in English classrooms. To break this monotony, the student even requested outdoor lessons, saying, "I asked if we could learn outside sometimes," and appreciated the teacher's response: "The teacher agreed… I felt happy."

This experience illustrates how student engagement can improve when teachers listen to students' input and adapt their teaching approaches accordingly, reinforcing the idea that valuing student voices leads to greater enthusiasm and involvement (Arman, Yuhaniz, & Nazrin, 2024).

Reinforcing this point, active learning that includes movement through games and interactive activities emerged as a highly valued strategy. Students who participated in physically demanding activities showed more motivation, stronger conceptual understanding, and more enthusiastic participation (Simamora & Iskandar, 2025). This was reflected in Student 1's comments: "Some topics are definitely more enjoyable and engaging when taught through physical activities or varied methods," and "the game is simple but still makes you think." Similarly, Student 2 shared, "I feel more excited and focused because it's not just sitting still. I don't get sleepy, and I feel like I understand better," and described learning moments such as "when the teacher gives us a question and we take turns going up to the whiteboard to answer, one student at a time," adding, "like it or not, I have to think." These experiences align with the findings of Cardoso et al. (2024), who emphasized that increased motivation, better focus and behavior, and improved learning retention are all benefits of incorporating physical-based activities into the classroom.

Furthermore, physical and interactive learning activities helped both participants stay mentally engaged. Student 1 shared that even simple, thought-provoking tasks can make lessons more enjoyable and reduce boredom. They also felt that including physical movement in certain lessons enhanced their understanding, especially when dealing with abstract or repetitive material. Supporting this, a previous study by Tarjányi et al. (2022) discovered that high school students' intrinsic motivation is further strengthened by physical activity and their enjoyment of it, which in turn indirectly improves learning motivation and academic achievement.

Echoing this view, Student 2 explained that being asked to walk to the front of the class to answer questions helped them concentrate better and stay alert. They noted that these moments force them to think, which makes their work more effective. This supports Lee et al. (2021), who found that tasks pushing students' motivation, persistence, and deeper focus are cognitively enhanced when they are nudged out of their comfort zone. These reflections reveal that even small physical activities can significantly help kinesthetic students stay focused and think more deeply.

Building on this, the study also found that kinesthetic students prefer English learning approaches that involve physical engagement and clear explanations. Visual aids and body language are essential for comprehension, but kinesthetic students favor interactive and experiential learning activities (Alarcón Ramos et al., 2025). They prefer variety, where different learning approaches are balanced throughout the class session rather than relying on a single fixed method. This preference aligns with Cattani et al. (2021), who found that variety-seeking improves performance and learning, particularly when the selected learning objectives offer insightful data about the performance environment.

In practice, activities such as role-play, project-based tasks, and games help these students stay focused and motivated. However, questions and explanations are still necessary for full understanding. Student 1 explained, "I don't really mind any learning method, as long as it's not overly monotonous. For instance, sometimes I understand better through reading, writing, and listening to the teacher, but other times I grasp the material more when making posters, playing games, or doing role plays," and added, "it would be listening to the teacher's explanation. I mean, games help me stay engaged, but I often still end up asking the teacher for clarification afterward. So games keep me from feeling bored, but the actual understanding comes more from listening and asking questions." These reflections suggest that while hands-on activities maintain engagement, teacher explanations remain essential for deeper comprehension. Students themselves acknowledge

the importance of this role, as reflected in findings by Lismay et al. (2021), where the teacher's ability to explain lessons received a favorable rating of 77.38%. In order to meet this need for both variety and clarity, teachers may need to create engaging and inventive instructional materials to keep learning from getting boring while simultaneously making it easier for students to access existing learning resources on a variety of digital platforms (Hilhamsyah, Hidayati, & Imama, 2024). To strengthen this further, teachers should not only provide interactive learning opportunities but also offer clear and timely feedback. Wang (2022) notes that enhancing teaching effectiveness in English classrooms involves improving teacher communication in terms of clarity, quantity, and the responsiveness of their feedback. Reflective practices like self-confrontation or teaching diaries can also help educators evaluate and refine their instructional strategies (Lefebvre et al., 2023).

Similarly, Student 2 shared, "It's like half explanation, half activity," and emphasized, "I prefer learning with activities, not just sitting still," "I prefer the ones that involve physical activities," and "So, like, the first week we get an explanation, then the next session we do some practice, and then another session we play a game, stuff like that." These responses highlight the value of mixing teacher explanations with engaging activities to support both attention and comprehension. Research from various subject areas also supports this approach, showing that physical and tactile engagement during kinesthetic learning sessions can enhance students' grasp of complex material (Ganesh, 2020). Furthermore, Student 2 felt that English lessons work best when they start with some explanation, followed by practice and games. Learning without variation or movement is viewed as ineffective, while physical activity is considered helpful for staying focused, awake, and understanding the material more clearly. As Zunidar (2022) noted, varied teaching methods play a key role in boosting student involvement and fostering a more focused and enthusiastic classroom atmosphere.

In line with this, kinesthetic students not only appreciate engaging classroom activities, but they also view real-world applications as an effective way to improve their English skills. This perspective is supported by Dvorianchykova et al. (2024), who stated that applying English in real-world situations can significantly enhance language proficiency. Although teacher explanation remains important, both students in this study argued that learning becomes more meaningful and rewarding when they are able to apply their knowledge in practical contexts.

This supports the idea that experiential learning promotes the development of soft skills, encourages the pursuit of success, provides opportunities to simulate real-life roles, and connects textbook content to real-world situations (Jones et al., 2020). Student 1 emphasized the importance of understanding concepts through explanation before applying them in real-life situations. They believe that engaging in activities like conversations or role-playing helps bridge the gap between theory and practice. As stated in the interview, "Personally, I think the teacher's explanation is often enough. But applying it in real-life situations definitely enhances understanding. It's like okay, I understand the concept, but then when I apply it in the real world, I realize, 'Oh, so this is how it works.' Sometimes, even though we get the theory, we don't always know how to actually use it in practice. So, I believe real-world application helps bridge that gap." This statement supports Akbar's (2024) theory that simulation-based tools and authentic dialogues promote fluency by providing meaningful opportunities to use the language. Student 1 further explained, "It's important, especially in English. If you want to be fluent and truly grasp the material, you have to apply it. So for English learning, I think it's important," and stressed that, "I think explanations are the most important. Sometimes when we jump straight to practice without understanding the theory, it can be less effective." These insights align with Duan's (2024) suggestion that a combination of instructional strategies, such as role-playing, immersive learning, and communication-based exercises can better prepare students to become proficient English speakers in real-world contexts.

Similar thoughts were expressed by Student 2, who reflected on a hands-on assignment from another subject (PKWU) that required them to prepare and deliver food. They shared, "I've done something like that in PKWU class… we had to actually cook the food we had chosen… It helps a lot," indicating that the practical nature of the task deepened their understanding of the material. This confirms the findings of Taale et al. (2023), who found that students' comprehension, problem-solving abilities, and engagement were greatly enhanced when physics was taught using practical, activity-based approaches. Additionally, Student 2 showed interest in creative, product-based learning by stating, "I'd like to make a film," as an idea for an English project. From these responses, it is clear that kinesthetic learners are most engaged when involved in physical, hands-on tasks, especially those that involve real-world problem-solving or meaningful communication.

Extending this idea, the results showed that both participants believed outdoor learning was an effective strategy, especially for increasing engagement and applying information beyond the classroom. For kinesthetic learners, being in a diverse, dynamic environment instantly excites them, something often lacking in traditional classroom settings. Beyond offering a refreshing change of scenery, outdoor learning is viewed as an opportunity to connect classroom concepts with real-world contexts. This aligns with Smith et al. (2021), who noted that outdoor lessons help students engage more actively by encouraging practical exploration, critical thinking, and hands-on problem-solving. Accordingly, teachers may incorporate beneficial outdoor activities into their daily lessons with relative ease, as outdoor learning supports both students' academic development and overall well-being (Beames et al., 2023).

Student 1 stated that outdoor learning can enhance comprehension by allowing students to apply what they have learned in class, explaining, "Outdoor learning usually helps us understand how to apply what we've learned in class." However, they also acknowledged that certain topics are more suitable for traditional classroom settings, noting, "Some topics are better suited for outdoor learning or physical activities, while others need to be thoroughly explained in class." This balanced perspective is supported by Neville, Petrass, and Ben (2023), who argued that outdoor learning may not be ideal for teaching grammar or abstract language topics, as these often require a more structured and focused environment typically found in conventional classrooms.

Student 2 also found outdoor learning to be both interesting and enjoyable. She emphasized that this method allows students to engage with the world beyond the classroom, sharing, "I think it's a good learning method… it allows us to explore more things outside the classroom, from the real world," and added, "Outside the classroom… it's just more enjoyable. There's more entertainment." Although her focus was not entirely on academic understanding, the emotional engagement fostered through outdoor activities contributed to a more positive and memorable learning experience. Indeed, research supports the emotional benefits of outdoor learning. Swank (2024) found that outdoor learning can boost mood, reduce anxiety and confusion, and foster greater feelings of vitality. For kinesthetic learners, such environments are particularly beneficial, as emotional involvement plays a critical role in sustaining focus and motivation throughout the learning process.

Continuing from this, The data show that both participants view collaborative activities, such as games and group projects, as effective tools for building critical thinking skills in English learning. They highlighted the value of teamwork, open discussion, and hands-on involvement in deepening their understanding. This is especially true for kinesthetic learners, who tend to stay more focused and engaged when lessons involve physical movement and group-based decision-making, as these methods align with their active learning preferences (Shorey et al., 2021). In this sense, collaborative learning is crucial to completing project-based learning tasks (Sukmawati, 2023),

which is especially advantageous for kinesthetic students who thrive on teamwork and practical challenges.

According to Student 1, classroom games serve as a simple yet powerful method to foster critical thinking. They explained that such activities naturally prompt students to discuss answers, evaluate word choices, and consider alternatives, particularly during vocabulary exercises or gap-fill tasks. As Student 1 described, "I think what helps students think more critically is playing games. The games may be simple, but they involve teamwork… students get to discuss things like, What does this word mean?… So students can engage in discussion and critical thinking like, 'Could it be this? Or maybe that?' That kind of thing." This observation aligns with findings by Khoiri et al. (2023), who reported that students' creative thinking and teamwork are greatly enhanced by project-based learning through traditional games. Recognizing their class as full of kinesthetic learners, Student 1 emphasized that "games are one of the easiest and most effective ways for us to learn." A preference for group work was also expressed, particularly in game-based learning, because of its fast-paced and engaging nature: "For games, since they happen in real time and don't take a long time like projects do, it's easier to get everyone to participate."

Additionally, Student 2 shared that project-based learning, such as creating a short film, effectively challenges their critical thinking, stating, "Doing projects or solving real-world problems… For example, when we make a short film." This perspective is echoed in Smith's (2020) study, which suggests that engaging in short film-making can foster deeper critical awareness and personal development, as it prompts learners to reflect on their beliefs and consider alternative viewpoints. In the same vein, Dahlberg et al. (2021) point out that using filmmaking in craft education supports the development of deeper conceptual understanding, improves technical craftsmanship, and helps students connect theoretical ideas with tangible outcomes.

However, both Student 1 and Student 2 highlighted that the success of group work depends on team dynamics and mutual effort. This aligns with Gillies (2020), who emphasizes that group collaboration greatly outperforms interpersonal rivalry or individualistic methods in raising student productivity and achievement. Likewise, Garvin et al. (2020) claim that a variety of factors, such as individual member contributions, group dynamics, work habits, and organizational support, impact mutual aid and collective success, shaping how effective group collaboration is. Student 1 noted, "In group projects, if some team members aren't cooperative, it ends up feeling like you're doing everything yourself," and prefers choosing their own group members to ensure better collaboration. Similarly, Student 2 shared, "If the team members are serious and put in effort, I enjoy it. It makes the work finish faster. But if the members are passive or not really active, I don't really like it," adding, "I'd rather choose them myself." These results demonstrate that kinesthetic learners typically flourish in practical, group-based assignments. Allowing students to select their teammates and creating interactive assignments can help ensure that everyone remains engaged and that learning continues to be effective.

CONCLUSION

Learning strategies that involve physical engagement and hands-on experience play a crucial role in supporting the English learning process of kinesthetic students. Through this study, it was revealed that these learners show higher levels of motivation, focus, and understanding when exposed to strategies such as games, role-plays, outdoor learning, real-world applications, and group-based projects. These strategies are not merely complementary, but are central to maintaining their concentration and reducing boredom, which often arises during passive or lecture-dominated instruction. Furthermore, teacher explanations remain important, especially when combined with interactive activities that allow students to apply the concepts meaningfully. The integration of

variety, movement, and collaboration in classroom practices contributes not only to better academic performance, but also to the development of students' critical thinking, communication, and problem-solving skills. However, the effectiveness of such strategies also depends on classroom dynamics, such as peer interaction, group responsibility, and emotional engagement. Without alignment between students' learning styles and the strategies applied, there is a risk of disengagement, reduced comprehension, or negative attitudes toward learning. Therefore, it is necessary for educators to design learning environments that accommodate the needs of kinesthetic learners while still achieving curricular goals. Further research may explore the role of digital media, immersive tools, or long-term experiential projects in strengthening the impact of kinesthetic learning strategies, especially in diverse classroom contexts.

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