STUDENTS' PERCEPTIONS ON THEIR LEARNING STYLES IN ENGLISH CLASS AT STIA NUSANTARA SAKTI SUNGAI PENUH CITY

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ABSTRACT

This study aims to find out what kind of learning styles that each students have in learning English, as well as their perceptions on it. There are three major kinds of learning styles, they are: Visual learning style, Auditory learning style, and Kinesthetic learning style. After figuring out the types of students learning styles, their perceptions are also studied in order to figure out the students' needs to learn English, so that it will be helpful for the English lecturer to determine any kinds of materials and teaching media that could facilitate the students' learning styles. The design of the research was descriptive qualitative. The population of the research was the second semester students of STIA Nusa, with one class is chosen as the sample of the research by using cluster sampling method. Based on the analysis, it is found that from twenty five students, 13 students are the visual learners and 10 students are auditory learners, and the rest (2) students are kinesthetic learners. Therefore, from interview, it is found that for the visual students they need to learn more by using pictures, videos, and any visual media. For the auditory students, they need more video media with interesting topics. And for the kinesthetic learners, they said that they need more interesting, challenging and interactive media to study English.

Keywords: *Learning styles, students' perceptions, English Class.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui gaya belajar apa yang dimiliki setiap siswa dalam belajar bahasa Inggris, serta persepsi mereka terhadapnya. Ada tiga macam gaya belajar utama, yaitu: Gaya Belajar Visual, Gaya Belajar Auditori, dan Gaya Belajar Kinestetik. Setelah mengetahui jenis-jenis gaya belajar mahasiswa, persepsi mereka juga dipelajari untuk mengetahui kebutuhan mahasiswa dalam belajar bahasa Inggris, sehingga akan sangat membantu dosen bahasa Inggris untuk menentukan jenis materi dan media pengajaran yang dapat memfasilitasi gaya belajar siswa. Desain penelitian adalah deskriptif kualitatif. Populasi dalam penelitian ini adalah mahasiswa semester dua STIA Nusa, dengan satu kelas dipilih sebagai sampel penelitian dengan menggunakan metode cluster sampling. Berdasarkan hasil analisis diketahui bahwa dari dua puluh lima siswa, 13 siswa merupakan pembelajar visual dan 10 siswa sebagai pembelajar auditori, dan sisanya (2) siswa merupakan pembelajar kinestetik. Oleh karena itu, dari wawancara ditemukan bahwa siswa visual perlu belajar lebih banyak dengan menggunakan gambar, video, dan media visual lainnya. Bagi siswa auditor membutuhkan lebih banyak media video dengan topik yang menarik. Dan bagi pembelajar kinestetik, mereka mengatakan membutuhkan media yang lebih menarik, menantang dan interaktif untuk belajar bahasa Inggris.

Kata Kunci: *Gaya Belajar, Persepsi Mahasiswa, Bahasa Inggris*

I. INTRODUCTION

Teaching is the way to convey information about a topic that will be learned by the students. The purpose of the teaching learning process is to make students get knowledge and able to understand the knowledge. To achieve the purpose of teaching, the teacher is as a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowledge. Besides, the role of the teacher is also very important to make learning process run well.

According to Harmer J (2000), there are many roles of teachers such as controller, organizer, assessor, prompter, participant, resource, tutor, and observer. All of them are role of teacher models in teaching. In order to make the process of teaching learning become success, teacher's role will influence the students in learning process especially in learning English.

Nowadays English is an international language and many people have been trying to learn it. However, many of them think that English is difficult, especially for non-native speakers because it is foreign language to them. So, it is a challenge for the teacher in teaching English. Based on the researcher's experience, it is one of quite difficult things to teach English with diversity of students' learning styles because students accept the knowledge with different ways. According to Gunawan (2005), the dominant factor to determine the success of the learning process is to know and to understand well every differences and uniqueness of students' learning style. So, it needs for the teacher to comprehend students' learning styles because it can influence learning process in the class.

Many students have probably noticed that when they try to learn something new in classroom, some of them prefer to learn by listening carefully to the teacher who talks about information or perhaps they prefer to read about the information given by teacher, while the rest might be understand better by seeing a direct demonstration from the teacher. It shows that each student has a different way of responding new information in the context of learning. That is what many people called learning style, a student's characteristic dealing with strengths and weaknesses in taking and processing information. It is important for the teacher to know what kind of learning style do students have in order to create such an appropriate technique in teaching because students will be more successful in getting information if the teachers match their way of teaching to students' learning styles.

Moreover, learning style is the way for students to concentrate, process, internalize and remember new and also difficult academic information in learning process (Dunn, R. & Griggs, S.A. , 2000). Studying is different for each student since every one of them has their own learning styles. According to Neil Fleming's as cited in Khan (2015), those learning styles are visual, auditory and kinesthetic (VAK) that are common and widely used. The students, who have visual learning style, will learn by seeing a written text. Students who have auditory learning style (hearing) will learn well by used speaker or listening something. Students, who have kinesthetic learning style (touching), will learn well by what they feel and touch. Therefore, every student has different learning styles which each of other are unique.

Research Questions

Based on the background of the problems above, the research problems can be formulated as follow:

1. What are the perceptions of the students on their learning styles in learning English at STIA Nusantara Sakti Kerinci?
2. How does the teacher should facilitate students' learning styles in learning English at STIA Nusantara Sakti Kerinci?

Review Of Related Theories

According to Harmer (1998), there are many metaphors to describe the teacher, such as: (1) teachers are actors because they are always on the stage, (2) teachers are orchestral conductors because direct construction and set the pace and tone, and (3) the teachers are gardeners because they plant the seeds and then watch them grow. In addition, the teacher is the person who is given responsibility to become an educator in education and also they have the right in education and teaching in formal education institutions.

Ekici (2006) states that teachers are key components in the education system. At this point, their expectations and beliefs have an impact on students' behaviors and, accordingly, on concentration, attitudes and success. When the teacher explores the differences in their own preferences and ways of thinking, it raises awareness of the learning preferences of students. On the other hand, pre-service teacher-education processes aim at enabling teacher candidates to attend to these processes with the skills of a good teacher. In other words, to train qualified teachers, it is highly important to actively include pre-service teachers in teaching processes.

Perception is an element of personal practical knowledge toward someone or something. It can be in form of opinion or intuition. Therefore, someone's opinion or intuition toward particular thing can be influenced by several factors. For instance: the background knowledge of the person, personal experience, or expectations. Student's perception, therefore, is defined as personal knowledge, intuition, image and views of learners on teacher, and teaching and learning (Allahyar and Nazari, 2012).

In addition, students' perception of themselves and their learning are one of the most critical and crucial factors in the teaching and learning process, and more clearly, in constructing teaching activities in the classroom. Teachers should be aware of it since it would communicate their expectations through interaction in a variety of forms. The perception of the students can influence the way he/she sees the teacher, the teaching materials, and teaching media, media and method of teaching, the way they interact with the students during teaching and learning process, and so on.

Sainn et al claim that perception is influenced by both the stimuli and personal variables like experience and intention, as well as social needs; the perceiver (teacher) is not passive in the process of perceiving but is actively engaged in selecting the information and making hypotheses to decide what is actually happening. Moreover, they state that perception provides an individual with a model of his/her world, helping him anticipate some future events and handle them aptly (cited in Allahyar & Nazari, 2012).

Teaching is mainly an outcome of a teacher's perception. Whatever teachers do in their classrooms is an outcome of their educational beliefs, whether they are aware of their teaching philosophy or not (Khaled and Rashid, 2014). Student's belief about how better a foreign language can be learned plays a significant role in deciding how they will conduct their classes. In other words, English students have their beliefs and perceptions about various classroom activities and accordingly they should execute these beliefs and knowledge in their classroom practices.

The nature of the teaching performance of the students in the classroom is important, specifically, their verbal interaction with the teacher or among them in teaching and learning process. Also, the way students assess the teachers' behavior in relation to the total educative process. It is necessary then to determine the nature of the teaching performance of the teachers in the classroom, specifically, their verbal interaction with the students, and also the way students assess the teachers' behavior in relation to the total teaching-learning process.

Teachers need to have particular preparation such as the teacher's competencies (approach, method, technique, media, and material) and also learning environment, or

classroom setting. These factors will surely influence them in teaching and learning process. A teacher in English class is supposed to be the one who has sufficient knowledge of teaching skills for the students in term of how he/she delivers the materials, what techniques and strategies should be used, and how to interact with the students. The teacher who takes more parts than others in the teaching learning process will dominate the interaction.

There are some factors which influence the teaching learning process directly and indirectly, such as teacher, curriculum, syllabus, materials, methods, media, evaluation, students, and interaction. Each of those has its own influence to the process of teaching and learning in the classroom. For the sake of having more concentration to the research, the discussion will be focused on the classroom interaction between teacher and students whether or not will influence the learning activities and learning outcomes.

Breen et al therefore came up with a set of principles, factors and practices on which the teachers build the basis of their work. They found that there are five key principles of teachers' belief, they are about (a) language learning, (b) learners and their needs, (c) classroom learning optimization, (d) the content to be taught, and (e) their role as language teachers (cited in Allahyar and Nazari, 2012).

According to Allahyar and Nazari (2012), expectations influence perception and provide the teachers with the lens through which they "see" what they are expecting to see and not to see. This means the way teachers believe in or perceive their students' characteristics during the teaching and learning process in the classroom determines their expectations of them, and leads them to treat students differently in terms of quality and quantity of interaction.

Pritchard (2009) says that learning is something we all have understanding and where we all participate. This participation has been in a very wide range of settings, both formal and informal. And then a basic understanding of the learning process is very important for those who intend to develop activities that have the potential to lead to effective learning that takes place in the classroom, namely the teacher. In more recent times, there is a reduction in the emphasis given to learning about 'learning'.

Moreover, Gary and Kingsley state that learning is a process by which behavior in a broad sense is originated or change through practices or trainings (cited in Snelbecker, 1974). In addition, according to Pritchard, learning is the individual process to build understanding based on their experience from many aspects, the process to get new knowledge or information and change of individual in behavior. So, in learning, students not only get the knowledge and skills but also the good behavior (Pritchard, 2009).

Learning Style

In learning process, students have variation of learning styles. Style is certain thing that is owned by of the all individuals also it will make someone the different to other else. The term 'learning style' has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills (Reid, cited in Lightbown & Spada, 2006).

Learning style is also a conceptual structure which refers to the individual's learning characteristics on the basis of individual differences in learning. According to Haggart (2003), students with different sensory learning styles have distinct ways they prefer to learn and areas where they will have difficulty learning.

In addition, learning style is the way for students to concentrate, process, internalize and remember new and also difficult academic information in learning process (Dun & Griggs, 2000). So, learning style is the way of processing in getting knowledge that is owned by the students where every students will has differences. There are three learning styles that

most common used they are seeing (visual learning style), hearing (auditory learning style), touching (kinesthetic learning style) state from (Neil Fleming, as cited in Khan, 2015).

Types of Learning Styles

According to Gunawan (2005), there are three types of learning styles:

1) Visual Learning Style

Visual Learning Style is the style of learning by seeing. In addition, Reid as cited in Peacock (2001), states that students with visual learning style like to learn by seeing and observing things. Actually visual learning style is a process of learn through seeing, observing, understanding and analyzing knowledge in written form or text. It is done by learners in order to get rich information from what that have seeing such as look some pictures, map, poster, graphic, and written texts. To conclude that learner that uses this style in learning process will get information through sense of sight.

Visual learning style also refers to a preference for learning through vision and visual learners rely on their sight to take the information. They typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding. Yong states that Visual learning style refers to a preference for learning through vision and visual learners rely on their sight to take the information (Peacock, 2001).

Therefore, it can be concluded that visual learning style is a process of learn through seeing, observing, understanding and analyzing knowledge in written form or text.

2) Auditory Learning Style

Auditory learning style is the style of learning that use sense of hearing. Based on Peacock, this learning style is learning through hearing something such as oral explanation, discussion or debates. In addition, students also can learn by music, video, listen tape and etc for e.g. when a teacher teach about Cinderella story in the class, then they use video and tape to convey their material. Actually, this learning style has disadvantages because learners that use this learning style usually tend to study in calm situation in order to ease getting information because they just focus to hear (Peacock, 2001).

Moreover, auditory learners tend to like to read plays and dialogues, but they will have trouble reading silently and with speed when not allowed to vocalize. For students who have auditory style, they tend to always rely on the success of learning through hearing. Honey and Mumford (1982) state auditory learners are able to memorize faster by reading text loudly and listening to tapes. The teacher should pay more attention to students who have auditory learning style because they can learn faster by using verbal discussions and listening to what the teacher says. In other word, teacher should try to always involve students who have auditory style to participate well in any discussion both inside and outside the classroom.

3) Kinesthetic Learning Style

Kinesthetic learning style is the style of learning by moving and touching. In addition Students have orientation to do trial-error activity; they are brave to take a risk (Reid J, 1998). While, Gilakjani (2012) states that the best way for kinesthetic style learner through active “hand-on” approach. So, it means that, kinesthetic learning style is a process of learn through physic activity or direct involvement their hand to take a risk. The process of this learning style it happens through sense of taste. Learners that have this learning style are easy to learn if they moving, touching, and also taking and

an action. They will understand about something with feeling, touching or doing action and also they are able to directly practice about something that they learn before.

Also, kinesthetic learners tend to like to read books and action-oriented books, but they will have trouble sitting still or listening for more than four minutes. Student who has kinesthetic style will learn through movements as a way to get information and transfer it into brain. While Honey and Mumford identifies kinesthetic learning style is a learning style in which learning takes place by the student carrying out a physical activity, rather than listening to a lecture or watching a demonstration (Peacock, 2001). In case of teaching in the classroom, they like to think out issues, ideas and problems while they exercise.

In teaching and learning process, something that must be underlined for students who have kinesthetic style, always remember to make notes while the teacher explains the materials, or ask them to come to the front to write down or to demonstrate particular materials. This will help them to stay focused while learning. Kolb (1984) states that kinesthetic learner is when you are learning a new skill or topic, you would prefer to 'jump in' and play with the physical parts as soon as possible (Kolb, 1984). You would prefer to pull an engine apart and put it back together, rather than reading or looking at diagrams about how it works. In case of reading, students who have kinesthetic style will very interest in some specific texts. They are very excited when they asked to talk and discuss about a text which is telling an adventure, field trip, visiting special place, etc. Sometimes, taking lab classes and do the reading activity there will increase students of kinesthetic style in doing the activity.

The Characteristics of Learning Styles

Based on Pritchard (2009), there are some characteristics of learning styles:

First, the characteristics of visual learning style are, they have good visual and prefer information in visual form such as diagram, graphs, maps, posters and displays. The most important in this learning style is sense of sight because it is the strength of this learning style. There are some characteristics of visual learners, they are: thoughts wander during learning process, well organized, like to read and show intense concentration while reading, concentrate well, good handwriting, attention to details and the last is remember better by seeing charts, diagrams, etc.

Next, the characteristics of auditory learning style, they have good auditory memory such as from discussion, lectures, interviewing, hearing stories, and audio tapes. Learner learn faster with what that have they hear about something in learning process such as music, song, dialog and talk. The important thing in this learning style is the sense of hearing. There are some characteristics of auditory learners, they are: Enjoy music, sing, cannot concentrate when noisy, like listening, prefer direction given orally and the last is seldom takes note or writing things in a paper

The last, characteristics of kinesthetic learning style, learners are good at recalling events and associating feeling or physical experience with memory. They prefer to physical activity, field trips, manipulating objects and other practical. Learners are get information from what that they feel or touch. The most important characteristic is they learn with moving such as, directly practice. There are some characteristics of kinesthetic learners, they are: move a lot while studying, like to participate in learning, enjoy problem solving by doing, talk with hands or gestures, like to touch objects, often doodles while listening, thus processing information and may find it hard to sit still for long periods

According to Gunawan (2005), the dominant factors to determine the success of the learning process is know and understand well everyone differences and uniqueness of

students learning style. So, learning styles are very important because it can influence the learning process. Actually, the general form of learning styles are visual learning styles, auditory learning styles, and kinesthetic learning styles (Fleming's, cited in Khan, 2015).

Visual learners are students that learn by seeing, auditory learners are students that learn by hearing, and the last is kinesthetic learners are students that learn by doing something. As the teachers should be identify students' learning styles in order to make teaching and learning process run well. In teaching learning process, the role of the teacher is very important because teacher has to know the student's learning style and apply some techniques to make students understand easily about the learning materials.

Huda (2014:288) states that some or even all characteristics of the learning styles might appear in every person, but a student has a dominant learning style in the process of learning. The dominant learning style than someone has allows the person to learn something better than any other learning style. Moreover, the learning styles are used by someone in order to learn, process information, and communication.

Media or Tools to Support Teaching Strategy that Teacher Use in Adjusting Students' Learning Style

According to Gunawan (2015), there are some media or tools that teachers can use in adjusting students' learning style:

1. For students who are visual learning style, teacher can use book/magazine, graphic, diagram, mind mapping, OHP, computer, poster, flowchart, highlighting, model or equipment.
2. For students who are auditory learning style, teacher can apply material like read aloud, asking and answering questions, audio record, discuss with classmates, role play, hear music and work in group.
3. For students who are kinesthetic learning style, teacher can convey their material though physical involvement, make a model, scenario, highlighting and tick it.

II. RESEARCH METHOD

The design of this research was descriptive qualitative since it looked for the perceptions of the students on their own learning style in studying English, and their views on how the teacher should facilitate their learning styles to the teaching method, media, topic, and any other things that are important in teaching and learning process.

The population of this research was all the students in STIA Nusantara Sakti 2018/2019 academic year, with the samples of the research were students class A of the second semester of public Administration They studied English for Business at the second semester. The sample was chosen by using cluster sampling since it needed one class only as the sample of the research. The sampling was done by using lottery.

To collect the data of the research, the researcher used interview to gather the information needed on this study. According to Miller and Strang (1010), "an interview is an information-gathering technique in which the defining feature is the presence of an interaction between the interviewer and the interviewee".

The researcher identified the students' perception on their learning style by using interview since interview is suitable to be used in this research by asking the students several questions. The researcher used structured interview. Some of the items of the questions were adapted from questionnaire made by Maniza Khan (2015). The interview would clearly figure out what kind of students' learning styles and problems that they faced in the class, as

well as their needs on teaching and learning process in the classroom, The participants were be interviewed for about 8-14 minutes.

Trustworthiness

Trustworthiness in a study functions to verify the accuracy of the data, finding and interpretations (Gay, Mills & Airasian, 2009). In qualitative descriptive phenomenological research design is expected to give contribution toward truth (Groenewald, 2004). Therefore, the trustworthiness or validity of the data needs to be considered in qualitative research because it relates the research quality and credibility. The quality and credibility of the research finding can be improved by using triangulation.

Triangulation means to examine differences for possible multiple meanings to take a single conclusion. Also, triangulation is the utilization of multiple data sources, methods or strategies to get a more complete picture of a topic under study and to cross-check information (Gay, Mills & Airasian, 2009). In this study, the data will be utilized in this study are interview and transcription of the teaching and learning process. These data will be related each other, so they can be cross-check to gain an effective result of a research.

To gain a valid data, member checking will also be used in this research. It means the researcher will check the accuracy verification, provide clarification on interview conversation, and provide possible suggestion to be considered by the researchers (Smith, 2017). In this study, the opportunity will be given for each participant to rehear his/her recording result to make sure the data and analysis is representative of the discussion and to avoid misunderstanding. After that, the researcher will make the transcript of the data by listening to the participants' recording result for several times. It is based on consideration by listening to participants recording result, the deeper understanding about the information supplied by the participants will be gained.

Also, since the items of questions for interview are taken from available questionnaire that has been validated, therefore the content of the interview questions are considered valid (Brown, 2004). Also, the expert judgment was also conducted in order to gain more valid instruments. The items of the interviews were consulted to an English lecturer in Sungai Penuh.

Technique of Data Collection

There are some steps in collecting the data for this kind of research. They are: (1) Identifying the participants, (2) Determining the type of data collection, (3) Developing data collection forms, and (4) Administering the process in an ethical manner (Creswell, 2012). After identifying the participants, as explained previously, and determining the tools to gather the data needed for the present research, the next step was developing the forms of data collection.

First, because the interview was used to gather the data needed to answer the research questions (regarding the perception of the students on their learning styles), the researcher interviewed all the students of class A in STIA Nusantara Sakti \. Before conducting interview, the researcher was prepared interview protocol. The researcher used personal interview that focuses on teacher individual. It means the researcher interviewed the students one by one. The responses of the students on the interview were noted down.

Technique of Data Analysis

In analyzing the data, the researcher implemented two phases of data analysis which usually conducted in analyzing qualitative research data. They are narrative analysis and comparative thematic analysis. Narrative analysis is phase of data analysis which exploring

the participants understanding. It derives from narrative materials with verbal transcripts from the interviews (Gay, Mills, Airasian, 2009). Thematic analysis is the type of data analysis for identifying and analyzing patterns in qualitative data.

1. Narrative analysis

Narrative analysis offer a way to describe the structures of a stories, which elicited by interview (Gay, Mills, and Airasian, 2009). It is a technique used by the researcher to interpret the way in which the participants perceive their experience. The narrative analysis provides the real experience of the individual about certain event. It also includes the participants experience and their point of view, as well as to explain what has occurred on the individual.

The data from interview were analyzed further by explaining them from many perspectives. It can be the perspective of the teachers themselves, or the analysis of the researcher based on the data from the observation of the teaching and learning process. The narrative analysis would help the researcher to explain deeply the experience of the English teachers while they teach the students, whether they care and regard the students' learning styles or not, and whether the students' learning styles affect their choice of teaching media to accommodate the students to learn based on their way of learning.

2. Comparative Thematic Analysis

Thematic analysis is used to analyze classifications and present themes (patterns) that relate to the data. Creswell (2012) says that thematic data analysis consists of distilling how things work and naming the essential features in themes in the cultural setting. This means an analysis to investigate the participants in a practical way in order to identify how current situations are influenced by their points of view. In this research, the researcher differentiated and compared the students' learning styles in to three types: visual learning style, auditory learning style, and kinesthetic learning style. Therefore, the data from teaching and learning process was classified into these learning styles. Later, this data were confronted with the data from students' learning styles.

The data from interview and the observation of teaching and learning process were analyzed by using triangulation method. If the students' responses on interview about learning styles is auditory learning style, for instance, and so do the data of teaching and learning process, this means both data from transcription of classroom interaction and interview are matched. If both data are not supported each other, the researcher analyzed further of what really happen to the reality of students' learning style on learning English in the classroom. So, at the end of the analysis, the data were analyzed comprehensively toward the topic of the research. Therefore, the conclusion of the research could be drawn well.

III. DATA FINDINGS AND ANALYSIS

Based on the interview of the research, it is found that from 25 students, 13 students are visual learners, 10 auditory learners, and 2 students are kinesthetic learners. This means from total 25 students that are available in the class, 52% of the students are visual learners, 40% of the students are auditory learners, and 8% of the students are kinesthetic learners.

This means mostly the students learn best by looking anything the lecturer proposed as the teaching materials and teaching media in the teaching and learning process in the classroom. The students in the classroom dominantly learn through seeing, observing, understanding and analyzing knowledge in written form or text.

Also, many students prefer to study by listening any audio media or lecturer's talk during the teaching. If it is compared with the reality in the classroom, the lecturer already

did the right things on teaching English for the students. They have good auditory memory such as from discussion, lectures, interviewing, hearing stories, and audio tapes. Learner learn faster with what that have they hear about something in learning process such as music, song, dialog and talk. The important thing in this learning style is the sense of hearing.

Moreover, to answer the second research question, based on the interview, the students said that they studied English sometime by using video (interactive) media, sometimes the lecturer just explained the materials in front of the classroom by writing the materials on the whiteboard and then she explained it, and sometimes the lecturer asked them to have a group discussion. There are some characteristics of auditory learners, they are: Enjoy music, sing, cannot concentrate when noisy, like listening, prefer direction given orally and the last is seldom takes note or writing things in a paper.

Therefore, the interview of the students showed that the teacher did not take a good attention on specific student's learning styles when she chose a topic of the lesson and the method of teaching, as well as the teaching media. The teacher seemed to choose the materials based on the syllabus and the appropriateness of the delivering the teaching media with the materials she was going to teach in the classroom. Therefore, on teaching the English in the classroom, some techniques and media were applied for one meeting based on the needs of the topic of the lesson.

This finding is in line with the theory proposed by Huda (2014, 288-289) that explained that in teaching certain topic of the lesson, a teacher might combine their technique of teaching and media they need to deliver the lesson for the students. Sometimes the students' learning styles should fit the teacher's technique of the lesson since different topic or material needs different way of teaching.

Therefore, from interview, it is found that for the visual students they need to learn more by using pictures, videos, and any visual media. For the auditory students, they need more video media with interesting topics. And for the kinesthetic learners, they said that they need more interesting, challenging and interactive media to study English.

It can be explained that most of the students, whatever the learning style they have, the interactive media seem to be important and could facilitate the students' needs on understanding the lesson delivered by the teacher in teaching and learning process. Since English is seen as a difficult subject at campus, the lecturer should apply a creative and interactive media, such as playing video, conducting role play, and any other technique to facilitate and create a well and interactive atmosphere of teaching and learning English.

The finding supports statements from Gunawan (2015) who says that a teacher must know and understand well everyone differences and uniqueness of students learning style. So, learning styles are very important because it can influence the learning process. Therefore, they can create a good teaching process by considering students' learning styles on choosing the teaching materials, method, and media to deliver the lesson in the classroom.

In line with Huda's statement (2014:288) that some or even all characteristics of the learning styles might appear in every person, but a student has a dominant learning style in the process of learning. The dominant learning style than someone has allows the person to learn something better than any other learning style. Moreover, the learning styles are used by someone in order to learn, process information, and communication. Therefore, interactive media will facilitate the student's learning styles since they combine all learning characteristics: visual, auditory, and kinesthetic learning style.

IV. CONCLUSIONS

1. Based on the explanation above, it can be concluded that from total 25 students in the class, it is found that 13 students are visual learners, 10 students are auditory learners, and the rest 2 students are kinesthetic learners. This means that mostly the students learn best by listening and looking the materials given by the teacher in the classroom.
2. The students believe that they need more interactive materials and teaching media, so the teaching and learning process in the classroom could be more interesting and joyful.

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