

Implementation of English Language Teaching (ELT) Through Understanding Non-EFL Students' Learning Styles

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Abstract: This research investigates the non-EFL students' learning styles and describes how to teach English with different learning styles. This research is descriptive qualitative research. The analysis shows that there are six types of students' learning styles including VAK (Visual, Auditory, and Kinesthetic), also the combinations of learning styles including visual-auditory, visual kinesthetic, and auditory kinesthetic. This also shows that students can have more than one learning style such as visual-auditory, visual-kinesthetic, and auditory-kinesthetic learning styles. Non-EFL students learning a language tend to apply a visual learning style. Students with a visual learning style more easily absorb information from the sense of sight, such as through pictures/images. While students with an auditory learning style easily understand when processing information through the sense of hearing (listening). On the other hand, students with a kinesthetic learning style need opportunities to be actively moving. Therefore, with understanding and the teacher's knowledge of learning styles each student in the teacher's class can implement interesting and meaningful English learning. Understanding the learning styles may be very helpful for students to learn via activities in the manner in which they learn best. It will assist students to comprehend the course material easily, so enhancing their motivation and language skills, enhancing their enjoyment of the learning process, reducing their stress levels, and resulting in higher performance. When the teacher understands students' learning styles, teachers should provide interesting materials and an appropriate learning environment.

Keywords: auditory, kinesthetic, learning style, students' learning style, visual

Abstrak: Penelitian ini menyelidiki gaya belajar siswa non-EFL dan menjelaskan bagaimana mengajar bahasa Inggris dengan gaya belajar yang berbeda. Penelitian ini merupakan penelitian kualitatif deskriptif. Hasil analisis menunjukkan bahwa terdapat enam tipe gaya belajar siswa yang meliputi VAK (Visual, Auditori, dan Kinestetik), serta gaya belajar gabungan antara visual-auditori, visual kinestetik, dan kinestetik auditori. Hal ini juga menunjukkan bahwa siswa dapat memiliki lebih dari satu gaya belajar seperti gaya belajar visual-auditori, visual-kinestetik, dan auditori-kinestetik. Siswa non-EFL yang belajar bahasa cenderung menerapkan gaya belajar visual. Siswa dengan gaya belajar visual lebih mudah menyerap informasi dari indera penglihatannya, seperti melalui gambar/gambar. Sementara itu, siswa dengan gaya belajar auditori mudah memahami saat mengolah informasi melalui indera pendengaran (listening). Di sisi lain, siswa dengan gaya belajar kinestetik membutuhkan kesempatan untuk aktif. Oleh karena itu, dengan pemahaman dan pengetahuan guru tentang gaya belajar masing-masing siswa di kelas, guru dapat melaksanakan pembelajaran bahasa Inggris yang menarik dan bermakna. Memahami gaya belajar dapat sangat membantu siswa untuk belajar melalui kegiatan dengan cara terbaik bagi mereka untuk belajar. Ini akan membantu siswa untuk memahami materi pelajaran dengan mudah, sehingga meningkatkan motivasi dan keterampilan bahasa mereka, meningkatkan kesenangan mereka dalam proses pembelajaran, mengurangi tingkat stres mereka, dan menghasilkan kinerja yang lebih tinggi. Ketika guru memahami gaya belajar siswa, guru harus menyediakan materi yang menarik dan lingkungan belajar yang sesuai.

Kata kunci: auditori, kinestetik, gaya belajar, gaya belajar siswa, visual

INTRODUCTION

Learners are unique individuals, they have different ways of capturing the information they get. It refers to that every student has varied approaches to acquiring, processing, and comprehending information. Each student has his/her style of learning to make it easier for him

to absorb learning. The student's learning style is the key to developing performance in learning. Learning style can also be interpreted as how a person learns. The concept of learning style is used to describe individual differences (Mercer et al., 2012; Zwozdiak-Myers, 2018). Learning styles are different ways to learn (Taylor-Cox, 2013). It means that the learning styles of students may differ, and the majority of teachers pay little attention to these types when teaching (Rahmawati & Taylor, 2019). In general, learning styles are assumed to refer to personalities, beliefs, choices, and behaviors used by individuals to help students learn. The learning style of everyone can be a factor in people having different understanding competencies about information (Andjariani, 2018).

Every student must have a different learning style (Fitria, 2022a). It depends on the factors that influence the individual itself, for students must be able to understand their learning style so that students can understand the information they get. Learning styles are one area where the concept of learning is realized (Jonathan & Martin, 2013). In learning, a person uses the five senses, especially the sense of hearing, the sense of sight, and the sense of touch. The learning style that students tend to have is related to these three senses, namely the sense of sight which is called visual, the sense of hearing which is called auditory, and the sense of touch which is called kinesthetic.

A visual learner prefers learning through the use of pictures/images such as maps, diagrams, and other forms of imagery; an auditory learner prefers debate, discussion, stories, and musical stimulation; and a kinaesthetic learner prefers activities that involve touch, simulation, and movement (Owen & Burnett, 2014). Typically, these correlate to the abbreviation V-A-K, where V (visual), A (auditory), and K (kinesthetic). As an illustration, if I am a kinesthetic learner, I prefer to learn via body movement and I am skilled at motor skills, using them to communicate with others (Caulfield, 2012).

The majority of students have a particular learning style that reflects the approach or ways in which they efficiently assimilate knowledge. Some individuals employ different learning styles in different settings, and the majority of us have varying degrees of preference for how we prefer to learn. Presenting new material to a learner following his or her chosen learning style facilitates comprehension and lowers frustration (Goodman, 2008). Like students, learning styles grow, adapt, and change, thus it is necessary to reevaluate students every few years. Once we determine a student's preferred learning style, it is crucial to give activities that target that type, but it is also smart to provide a wide variety of activities to foster the development of other learning styles. The techniques given in this book make it simple to achieve this objective.

Numerous variables influence the performance of language learners, including age, aptitude and intellect, cognitive style, attitudes, motivation, and personality. Additionally, learning techniques and learning styles contribute to the success of language acquisition. (Manipuspika, 2020). According to Malone (2003), individual learning styles are often influenced by a person's education, age, experience, and preferences. As the brain matures, it develops its neural networks and, thus, its particular working preferences. Some of these preferences relate to which side of the brain is utilized the most, the learning environment, and the presentation of the information.

According to Dunn et al. (1994), a variety of factors influence the learning style model: environmental, emotional, social, and physical. Some people can learn in bright light, while others are just learning if the lighting is dim. There are some of the nicest people complete their learning tasks in groups, meanwhile, others prefer to study on their own because they feel it is more effective. Some people choose to study with a background of musical accompaniment, while others cannot learn unless it is in an atmosphere quiet. Some people prefer a regular work environment with neatness, but others always roll out everything in order so everything can be seen (Darmadi, 2017).

Incomprehension and incompatibility of student learning styles and teachers' teaching will lead to failure in the learning process. So, educators must know which learning style is owned by students. Learning styles are one factor that impacts students' academic achievement. However, it appears that teachers disregard and disregard it as irrelevant. Every student is distinct and

exceptional, as demonstrated by the equation for adopting instructional strategies in the classroom (Marsakawati, 2013). Learning styles facilitate their incorporation into the classroom, which is one of their most significant benefits. Therefore, understanding the learning styles may be very helpful for students to learn via activities in the manner in which they learn best. It will assist students to comprehend the course material with more ease, so enhancing their motivation and language skills, enhancing their enjoyment of the learning process, reducing their stress levels, and resulting in higher performance.

Teaching is an art that requires certain styles and techniques so that the process of learning becomes more fun and learning materials become easier accepted by students in the way of teaching. English teachers must convey the subject matter well and clearly and the material taught varies according to the area of expertise mastered by the teacher. To be able to deliver effective learning materials and fun, teachers should know that every student/learner has a style different of learning (Rahayu & Sibawaih, 2017). Learning style is very influential on students' ability to absorb the information provided/delivered by teachers.

The introduction of learning styles is very important. For teachers by knowing each learning style student then the teacher can apply the technique and the right strategy, both in learning and self-development. A student must also know the type of learning style. Thus he has self-knowledge better and knows their needs. Every English learner is unique (Fitria et al., 2022). Each has preferences and learning styles that are different from one another (Fitria, 2022b). Students learning styles will, in turn, have an impact on their acceptance and understanding of digesting the information and material presented. Students learning style is influenced by their preference for learning something that feels comfortable doing. It also may change with age and experience in learning. An introduction to learning styles will provide proper service to what and how should it be provided and done so that learning can run optimally. Based on these considerations, students' English learning styles must be an important part of the consideration for a teacher.

By recognizing student learning styles, teachers can design learning activities with a variety of appropriate models, strategies, and methods. These various learning activities will create a learning atmosphere that is conducive, fun, and follows the needs and abilities of students. Each student has advantages and disadvantages, as well as preferences for how information is processed differently for each student. Knowing student learning styles will make it easier for teachers to provide a supportive environment and make it easier for students to absorb information to the fullest. It's good, in addition to knowing student learning styles, teachers must also know their learning styles so they do not misunderstand how students learn. The basic idea is to find learning styles, to help make it easier for students when learning. Each student has the easiest way to learn and absorb information.

There are several previous studies related to students' learning skills, especially for EFL students. First, Gilakjani (2011) state that the favored learning mode of Iranian EFL university students was visual. Second, Phantharakphong (2012) states that the majority of undergraduates favored Kinesthetic (K) and Multimodal (MM) learning techniques over Read/Write (R), Auditory (A), and Visual (V) learning styles. Regarding performance, high-performing students ranked themselves as K, MM, R, A, and V, whereas low-performing students ranked themselves as MM, K, R, A, and V. Third, Sasmita et al. (2014) state that the majority of the EFL students' learning styles were visual. They did not, however, only employ the visual materials that the teacher gave. Instead, they frequently watched television and read books to become more knowledgeable. Fourth, Anita (2015) states that several students are fairly evenly distributed for the three pairs of learning style dimensions (active/reflective, sensing/intuitive, and sequential/global); but it is not the same with the visual/verbal dimension, where there is a very large range between the sum of the two dimensions. Most of the students belong to visual learners. Fifth, Syarfuni & Verawati (2018) states that students' learning styles were dominated by combined auditory and kinesthetic learning styles 25 %, visual 12 %, 20 % auditory, 24 %

kinesthetic, 7 % visual and auditory combination, 12 % visual and kinesthetic combination. Thus, the dominance of student learning styles is auditory and kinesthetic learning styles. Sixth, Wachid (2018) states that every student has a variety of learning styles, and even though the learning style is auditory dominant with 18 students, this result is not recommended to lecturers to make or create learning models for students with an auditory learning style. Seventh, Rahmawati & Gumiandari (2021) explain that visual learning is predominate. Because students have multiple ways of receiving information, but only one will be predominant for each individual. According to the findings, each student's or individual's approach to learning is unquestionably unique. Eighth, Prystiananta (2018) states that students of the Accounting Program at AAK PGRI Jember favored the visual learning approach (44%), and individual style (4%) was the least favored.

This research is different from previous studies. All previous studies focus on EFL students. This research focuses on non-EFL students. The researcher wants to know Non-EFL students' learning styles to get a view on how to teach English to Non-EFL students. The research question in this research is: What are the learning styles of non-EFL students? and How is the teaching of English based on the learning styles of Non-EFL students?'. Therefore, the objective of this research is to investigate the Non-EFL students' learning style and describe English Language teaching based on Non-EFL students' learning style.

LITERATURE REVIEW

Learning Style

There are several definitions of learning style. (Jaya, 2019) A learning style is a student's habitual response to and processing of inputs within the context of education. Learning style perspectives meet the students' learning demands, taking into account individual preferences for acquiring and remembering information (Sarasin & Celli, 1999). Learning styles are useful, insightful, and eye-opening material regarding how students receive and subsequently apply information, as well as how their behavior is frequently related to their unique learning style (LeFever, 2011). Learning style relates to the preferred methods of information acquisition and organization (Liu, 2010). West et al. (2008) state that learning styles are the preferred manner in which we perceive and engage with the numerous aspects of any given learning environment. Learning styles refer to the conditions in which learners perceive, process, store, and recall information most quickly and effectively, as well as their preferences for approaching various learning activities (Hall & Roussel, 2020). Bastable (2021) explains that learning style is an essential concept, but educators must be cautious when evaluating styles so as not to disregard them. Other factors that are equally essential to teaching and learning include learning readiness and capacity, educational background, and learning rates.

Kind of Learning Style

Each learner has their learning style, however, it would be very simple to classify everyone as a visual, auditory, or kinesthetic learner (Call, 2003). Visual, auditory, and kinesthetic are the three most prevalent modes of knowledge absorption among students (Gilakjani, 2011). Different learning style models have been developed and used in EFL education (Moayyeri, 2015).

Wellington & Ireson (2013) state that learning styles are based on the assumption that different students have varying learning preferences. Some individuals, for instance, like to learn visually (visual learners), some by hearing (auditory learners), and others by doing, moving, touching, or feeling (kinesthetic). Typically, these three styles are abbreviated as VAK. According to the VAK model, the majority of individuals have a dominant or favored leaning type; nevertheless, some people have a balanced mix of all three forms (Mackay, 2010). Some have claimed that since taste and smell are related to three of the senses including sight, hearing, and touch, they should also be incorporated into learning strategies.

Table 1. The VAK Learning Styles Model (Mackay, 2010)

Learning Style	Description
Visual	Seeing and reading
Auditory	Listening and speaking
Kinaesthetic	Touching and doing

A. Visual Learning Style

Visual learners are those who predominantly need to see to receive information, understand, or learn something. LeFever (2011) states that visual learners require words and/or images to learn. In an auditory learning environment, students may look into space to give their minds time to visualize what is being spoken. We encounter minimal difficulty with the learner who needs to see the words. In the modern learning environment, however, many of our visual learners are more proficient with images than words. According to Turkington & Harris (2006), visual learners understand textual material, notes, diagrams, and images most efficiently. Typically, people will be dissatisfied if they cannot take extensive notes throughout the presentation. For a visual learner, the information does not exist unless it has been seen and written down. This is why some visual learners take notes even when printed materials are available. Written communication tends to be the most successful for visual learners. They constitute around 65 percent of the population.

B. Auditory Learning Style

Auditory learners are those who predominantly need to hear to receive information, understand, or learn something (LeFever, 2011). Auditory Learners will memorize far more than 10%. Visual and tactile/kinesthetic learners may recall significantly less than 10% of what they hear. Some auditory learners cannot take notes because it interferes with their ability to hear. They must pay complete attention to what the teacher is saying because they are so attuned to noise. When they read silently, they often move their lips. They are mentally producing the sound that aids in mental response. Auditory Learners frequently excel in group settings. The majority will gain from cooperative learning. According to Turkington & Harris (2006), auditory learners relate to the spoken language most efficiently. Typically, they listen to a lecture and then take notes or depend on printed notes. Because written material generally has little significance until it is heard, reading written information aloud may be beneficial for auditory learners.

C. Kinesthetic Learning Style

Kinesthetic learners are those who predominantly need to involve physical activities to receive information, understand, or learn something (LeFever, 2011). Learners need movements to learn. Learning requires movement on the part of the learner. It is possible that he or she has poor visual and auditory abilities and would fail if taught in any other way. This student cannot sit still, especially while engaged in an activity that does not involve material manipulation. Writing is not an active learning activity for students. They require approaches involving tangible objects they can touch, feel, and manipulate. They require mechanisms that enable movement. According to Turkington & Harris (2006), the most effective learning methods for kinaesthetic learners include touch, movement, and space, as well as imitation and practice. Typically, the material is not delivered in a way that is conducive to kinesthetic learners' learning styles, therefore they may look sluggish. Approximately 5% of the population consists of kinesthetic learners. Approximately 30% of the population are auditory learners.

METHOD

This research is descriptive qualitative. Qualitative descriptive is a research method that utilizes qualitative data and is descriptive. This type of qualitative descriptive data analysis is often used to analyze events, phenomena, or situations socially. In this research, the research

describes the Non-EFL students' learning styles to determine how to teach students with different learning styles.

The method of collecting data uses documents and questionnaires. In using the document, this research was conducted based on a literature review and secondary data with carry out studies, assessments, and interpretations of the sources various literary sources. documentation is a method of collecting qualitative data by examining or analyzing documents made by the subject himself or by other people about the research subject (Mardawani, 2020). The kind of document here is taken from related books, and national and international journals related to learning style. Besides, the researcher uses a questionnaire. Riyanto & Hatmawan (2020) state that a questionnaire is a data collection technique that is done by way of giving a set of questions or statements to respondents to answer. Questionnaires can be made in the form conventional (print) or an online form (for example Google Form). In this research, the researcher uses Google Forms to conduct a questionnaire. The respondents are non-EFL students of ITB AAS Indonesia. As 113 non-EFL students are from various study programs such as Accounting, Tax Management, Sharia Economics and Informatics students. There are 30 statements about learning style, 10 statements about the characteristics of visual learners, 10 statements about the characteristics of auditory learners and 10 statements about the characteristics of kinesthetic learners. The respondents (non-EFL students) asked to choose the responses "Yes" or "No" related to their habit and preferences.

RESULT AND DISCUSSION

Findings

In this research, the researchers describe the Non-EFL students' learning styles to determine how to teach students with different learning styles.

A. Non-EFL Students' Learning Style

In this research, the research describes the Non-EFL students' learning styles to determine how to teach English to different students' learning styles. As stated above, there are 30 statements about learning style. First, to know the students' visual learning style, there are 10 statements about the characteristics of visual learners (including 1. it is hard to focus when you hear voices or people talking, 2. noticing, but missing a lot of certain things. 3. like neatness or things that are neatly arranged. 4. read with full concentration. 5. remember better through visuals (pictures, photos, graphs, tables, diagrams, and others). 6. prefer written instructions over verbal. 7. it is easy to remember shapes, but it's easy to forget names. 8. prepare everything in advance. 9. don't talk much. 10. pay attention to details. second, to know the students' auditory learning style, there are 10 statements about the characteristics of auditory learners including 1. likes to talk to people, 2. likes to talk to himself. 3. easily distracted and lose concentration. 4. prefer oral instructions, rather than written ones. 5. likes to listen to music/songs. 6. reading is accompanied by moving the lips. 7. remembering the name of something is easier. 8. I like listening to people talk. 9. likes to listen to lectures and discussions. 10. have a more open character. third, to know the students' kinesthetic learning style, there are 10 statements about the characteristics of kinesthetic learners including 1. moving a lot, unable to calm down. 2. don't like sitting too long. 3. move a lot when studying. 4. likes to be involved in learning with certain movements or activities 5. like doing something rather than reading. 6. do not like reading. 7. solving problems with action 8. likes to try new things. 9. speak by moving your hands and using body language 10. likes to touch things. The result of the questionnaire about the type of student's learning style can be seen as follow:

Table 1. Non-EFL Students' Learning Style

No	Students' Learning Style	Total	Percentage
1.	Visual	42	37.17 %
2.	Auditory	24	21.24 %
3.	Visual-Auditory	20	17.70 %

No	Students' Learning Style	Total	Percentage
4.	Kinesthetic	17	15.04 %
5.	Visual-Kinesthetic	6	5.31 %
6.	Auditory-Kinesthetic	4	3.54 %
	Total	113	100 %

Based on the table above, shows that there are six types of students' learning styles including VAK (Visual, Auditory, and Kinesthetic), also combinations of learning styles including visual-auditory, visual-kinesthetic, and auditory kinesthetic. There are 42 students (37.17 %) who have a visual learning style, 24 students (21.24 %) who have an auditory learning style, 20 students (17.70 %) who have a combination of visual-auditory learning style, 17 students (15.04 %) who have a kinesthetic learning style, 6 students (5.31 %) who have a visual-auditory learning style, and 4 students (3.54 %) who have an auditory-kinesthetic learning style. It shows that the most dominant non-EFL students' learning style is visual, then followed by auditory learning style. This also shows that students can have more than one learning style such as visual-auditory, visual-kinesthetic, and auditory-kinesthetic learning style.

B. Teaching English Related to Students' Learning Style

For English teachers, carrying out activities learning English in class requires the right method for students can master the teaching materials. English teachers need to know the learning styles of each student. Students who learn English based on their learning style will feel comfortable and happy. This means the teacher has implemented learning that is pleasant (Syarfuni & Verawati, 2018). The learning style of the learner is the most important and interesting attribute in the learning 'scenario' (Bapi et al., 2018). The 'scenario' here means the way of teaching.

1. Teaching English to Visual Learners

Visual learners like to survey their surroundings and pay attention to the details of situations. In expressing their feelings, they may glare when angry and appear to glow when happy. Facial expressions are an indicator of the emotions shown by visual learners. They think in pictures and details and have strong imaginations. When they have to listen to a lecture that is too long, they may remain silent, but after a while become impatient. In matters of appearance, they can dress neatly on every occasion. They have a strong direct memory through words that are presented visually. Visual learners like to take notes when explained. They tend to be unaware of sound disturbances. However, they can be distracted by visual disturbances or movement. They solve problems by planning and managing their thoughts by writing them down. They like to read things that are descriptive and narrative. In summary, the researcher writes the characteristics of visual learners below. It is hard for the mind to focus when listening to a lecture Paying attention, but it misses a lot of things. Neat. Read with full concentration. Remember better through pictures, photos, or diagrams. Prefers written instructions over verbal. Easy to remember faces, but easy to forget names. Prepare everything in advance. Not much to say. Pay attention to details.

In learning English, visual learners are greatly helped by having pictures, photos, tables, and so on when reading an English text, or when working on English listening questions, they tend to read multiple choice questions and to provide a visual picture in their minds. while listening to recorded English conversations. If we are visual learners, then we should use adequate visual media to help and facilitate the process of learning English. For example, we want to read an English reading, so it is a good idea to look at the pictures or photos that illustrate the reading. After reading, we can make a picture of reading in the form of mind mapping. This mind mapping can help understand an English passage better. It is not much different when we want to hone our writing skills in English. Outlining the form of a picture pattern, a graphics organizer, will give you a clearer picture when we write it. When we want to learn to listen to English words, video media might be our choice. Lip movements, facial expressions, eye gaze, hand movements, and

body language from the actors in a film help us. Likewise, when we want to practice our English conversation, paying attention to lip movements, facial expressions, eye looks, and so on can help us understand what the other person is saying. If the students like looking at pictures, colorful notes, and watching movies, we can ask them to do some activities. We ask them to watch a film. Visual learners are easier to learn if the notes are appealing or interesting. We can try to record our English learning material like tenses with colorful pens. Make the pictures beside our learning keywords/vocabulary to make it easier to remember.

Visual types are those who are happy when they have to learn by looking at videos or pictures. They will understand better if presented with media like that. A visual learner will be very helpful when a diagram or graph is provided when learning something. If students feel they have a learning style like this, it is best to take advantage of it when learning English. For example, by making tables to understand tenses or making a picture dictionary to memorize vocabulary. This method will certainly help students to become more proficient in using English.

To comprehend the material being taught, a person whose primary mode of learning is visual has to be able to see how the instructor moves their body and makes facial expressions. They almost always choose to take a seat in the front of the classroom. They can learn through visual displays such as diagrams, illustrated textbooks, presentation materials, movies, flipcharts, the usage of interactive whiteboards, and handouts. They think in images and can learn from visual displays. They frequently choose to take in-depth notes during lectures or debates in the classroom since it helps them retain more information.

The teaching strategies are: 1) underlining and highlighting important points in writing to remember keywords, 2) creating cards as key information to keep it concise, 3) Limit writing words/information; 4) drawing/painting, 5) converting words and information into symbols, diagrams, and pictures. 6) creating a visual image of the information received. 7) practicing turning visuals into words, 8) making more graphs, diagrams, mind maps, etc.

Ways of learning for visual learners ie can absorb more matter well with a vision that is reading and watching. By looking at the picture, they can infer and express their way. As English teachers, we can ask students to visualize something to learn to remember, create a mind map to help them remember the material, or make flashcards and use the colors on the writing or paper to stimulate their imagination. For visual learners, information is needed needs to be written on the board, books, or papers to help students to be successful in learning in the classroom. Or in other words, the teacher can create charts, graphs, or drawings to illustrate grammar and vocabulary. In this way, learner visuals will be faster and easier to remember and absorb the material. As much as possible maybe a visual learner writes and makes small notes about the information that he got.

2. Teaching English to Auditory Learners

Auditory learners like to collect and understand the information obtained easily. Some students can learn well when the teacher explains directly. They are faster to process information and participate in learning activities. In other words, students can understand information from what has been heard. Auditory learners have problems reading silently and quietly in class. On the other hand, speaking and hearing other people speak is the best way for auditory listeners. Below are some power types of auditory learners namely: good at explaining ideas or opinions understanding people's voices well, ready if you do an oral test, can tell a good story, good group work hearing instructions well, as well memorize words and phrases.

Auditory learners, whose ability to understand and learn something is dominated by the sense of hearing. When their friends try hard to understand and digest the content of long lectures or lectures, auditory learners have no significant difficulty absorbing and remembering what they hear up to 75 percent. Auditory learners say what to do, whether it's agreeing or rejecting it. In expressing feelings, they show it through the rise or fall, of the volume of their voices. They enjoy listening but cannot wait for the opportunity to communicate. They favor lengthy, repetitive descriptions. On the contrary, they enjoy hearing themselves and others speak. They are more

likely to remember names than features and are readily distracted by other sounds. They prefer dialogues and performances over lengthy narratives and descriptions. Auditory learners benefit more from verbal instruction from either the instructor or their colleagues. They prefer hearing or reading information and benefit from repetition. Briefly, the characteristics of auditory learners are: likes to talk, likes to talk to themselves, easy to lose concentration, prefer verbal instruction rather than written, likes to listen to music, reads with whispering lip movements, remembering names is easier, love to hear, likes to listen to lectures and discussions and more open.

In learning English, it is very helpful for auditory learners to voice what they read while reading an English text, or when working on English listening questions, they tend to listen to recorded English conversations rather than looking at multiple choice questions or questions. If students are auditory learners, then it is a good idea to use audio media or a voice recorder that is adequate to help and facilitate the process of learning English. For example, you want to memorize some English words or phrases by listening to an audio recording or an English song over and over again.

When we want to read English reading, we can read it louder or record our voice while reading it. This will make it easier for students in the process of understanding and digesting the words in the reading. It is not much different when students want to hone their writing skills in English. Making an outline in written form and discussing it with friends will give students a clearer understanding when they write it. When students want to learn to listen to English words, students may be able to imitate the words they hear. In addition, students can record English words and listen to them over and over again, which helps students to understand English words. In addition, listening to English songs can be an option to sharpen students' listening skills in English. Likewise, when they want to practice their English conversation, they should pay attention to the sounds spoken by the interlocutor. In addition, students can record English dialogue dialogues. Then, students listen to it over and over again. Students can also practice English conversation by communicating orally with native speakers.

This way of learning uses the sense of hearing and can do with listening more and listening to make it easier to absorb English material. How to learn for auditory learners. As English teachers, we can use flashcards and read correctly, ask to listen to the word English and repeat, listen to language conversations in English or songs, read English writing, record voice while telling a story, and read English or have conversations with native speakers. The learning strategy is 1) Study in groups or with study partners, namely: discussion, listening, and speaking. 2) Review and read the text before class. 3) Read notes and text aloud. 4) Speak important information to remember. 5) Record important notes and information from instructors and listen to recordings regularly. 6) Use a book with reminder notes

As English teachers, we can ask students in several ways. 1) Listening. We ask them to listen to podcasts, radio broadcasts, or other light a song, of course in English. 2) Having a talking partner. To improve speaking skills, students need to have friends who can speak or discuss in English. 3) Talking to students self. Ask them to talk to themselves is also possibly the most comfortable way of learning English because they do not need to be ashamed and afraid of being wrong. We ask them to record while they speak. If students don't have a partner, they can record their voices while speaking so that they can self-evaluate. So, your learning process will be more measurable. 4) Read aloud. We ask the, to read aloud, so they can hear themselves. If students understand more when learning by listening to oral explanations. Someone happy with the auditory learning method always finds it easier to remember or understand the material if given media to listen to. To be more fluent when learning English, an Auditory should learn through audio-sourced media such as YouTube videos or podcasts. Someone who has an auditory learning style can learn well on their own through verbal lessons, discussions, speaking, and listening to what others are saying. Someone with this type often benefits from reading texts and notes and listening to recorded notes, as well as information from texts.

3. Teaching English to Kinesthetic Learners

Kinesthetic learners who may be only be around 5 percent of the world's population. This type of learner usually experiences difficulties and boredom during lectures or feels anxious in long meetings. Learners with a kinesthetic learning style often have to put more effort into learning through traditional and sedentary activities, such as lectures and meetings. Their minds cannot understand and digest better when listening to or observing something. They need to get up and engage in physical activity to sink in and stick in their memory.

People who learn kinesthetically should learn by using their hands and sitting still for long periods. People who learn kinesthetically can be distracted by their need to move and be active. They learn things by touching, feeling, and manipulating objects. Gestures and body language are indicative of how they are feeling. They tend to move their hands or other limbs to send messages when talking. Kinesthetic learners are terrible listeners. In addition, they typically stand very close to one another when conversing or listening, and rapidly lose interest in lengthy discussions. What is most memorable to kinesthetic learners is what they have done, not what they have seen or heard. They prefer to be involved in what they are learning immediately. In addition, they are readily distracted and find it difficult to focus on an explanation that is predominantly auditory or visual. Not infrequently, they may often feel restless when reading books. Often have difficulty spelling words, they need to write down the words to make sure they "feel" right. In summary, the researcher writes the characteristics of visual learners such as: moving a lot disliking sitting still, moving a lot when studying, liking to be involved in learning, doing something rather than reading, disliking reading solving problems with actions likes trying new things, talks with hand gestures and body language, likes to touch things.

In learning English, kinesthetic learners are greatly helped if they feel involved either emotionally or physically, in reading English, or when working on English listening questions involving physical activity whether it is by writing it down. If students are kinesthetic learners, then it is a good idea to involve physical activity to help and facilitate the process of learning English. For example, students are trying to memorize some English vocabulary or expressions by moving their hands to write on paper or in the air or also using cards containing positive and negative words that will help the process of remembering words. When students want to read an English text, moving or while walking and feeling the content of English reading will help them digest English words. It is not much different when students want to hone their writing skills in English. Outline by moving the pen to write it down so students feel it as if they were experiencing it. When students want to learn to listen to English words, using hand movements to record English words will help them absorb these English words. Likewise, when you want to practice students' English conversation, practicing and demonstrating these English words or expressions will make it easier for them to understand the meaning of the conversation.

Students have to move, they can't just stay still, those are kinesthetic characteristics of learners. If students are kinesthetic learners, they can try it English learning method below: 1) Roleplaying. We can ask them to do role-playing. Playing the role seems the most appropriate for students who can't shut up. Apart from students who have acting talent, our students can add lots of vocabulary from the different roles they play. 2) Storytelling. We can ask them to do storytelling. There are lots of things they can get from learning storytelling, besides they train their truest selves, gestures, and the ability to remember storytelling. Students can also train their pronunciation and reading. Learning while chewing gum is highly recommended for kinesthetic learners. Because chewing gum while studying can keep you stay active. 3) Playing Charades. Charades are suitable for kinesthetic learners, with playing charades you can learn to speak and expand the synonym vocabulary when wondering friends. If students have never played charades, give it a try right away.

A kinesthetic will certainly be happy if they take an English course at the course. At this best English course, students will be invited to learn more actively because practice will always be given after each instructor gives the material. Besides trying an English language course, students

need to practice the material in everyday life. For example, by forcing themselves to join a community whose members are active in English such as English Club. That way, students will feel more enthusiastic about learning.

The kinesthetic method of learning is one of the most prevalent. There is a presumption that students with a kinesthetic learning style will encounter difficulties when learning a language, which can be countered and adapted to by taking certain steps. Those with a kinesthetic learning style have a distinctive approach to learning. Constant motion, sensory stimulation, and contact. It is difficult for this type of learner to remain still for hours because their desire for activity and exploration is so strong. Students with a kinesthetic learning style are fascinated by all aspects of body movement. Experiential learning that emphasizes "learning by doing" is highly recommended for students with a Kinesthetic learning style. Remembering the word while moving and performing the movement will facilitate memorization.

The learning steps include a. When learning English, students can while walking, can also sit back and listen to articles read by parents or audio conversations. b. When reading English text, move your hands while walking or chewing candy. c. Carry out activities with creative as well as educative games to support learning. d. If the students are tired of doing the movement, then allow them to rest for a while and then start studying again. Learning strategies are: studying outside the classroom, quickly reading textbooks, circling while reading aloud, recording notes and listening to them, taking regular breaks, listening to music while studying, sitting at the front of the class, making notes to stay active in class, enter information on cards to study, shuffle, and read them, visit museums and galleries, spending extra time in the laboratory for practice, typing notes from writing and notes in class, and create worksheets, tables, charts to organize.

To make it easier to absorb the material, the tactile learner must move and touch something while learning a language English. This means learning while doing something or "learning by doing" type of experiential learning very much geared towards the present, especially students. Remembering the word while moving and making movements will make it easier to remember. As English teachers, we can ask students/learners to walk or sit back and listen to articles or audio conversations when studying English. We ask them to move their hand while walking or chewing candy while reading the text. We ask them to do activities with games creative. When tired of doing the movement then take a break and then start again study.

Discussion

Learning styles refer to the conditions in which learners perceive, process, store, and recall information most quickly and effectively, as well as their preferences for approaching various learning activities. People have varied learning styles, and the educator must comprehend the basic variations between the educational interests and demands of diverse groups (Hall & Roussel, 2020). For educators to establish an environment for learning that offers experiences that enhance the learner's capacity to reach his or her maximum potential, it is necessary to comprehend the range of learning styles. Understanding learning types may also assist educators with program creation and instructional design considerations.

No learning style is superior or inferior. Most learners can assimilate the same subject with similar success, however, competency in content is determined by individual learning styles. It is widely believed that understanding the learning styles and preferences of students may assist students and teachers alike. Because students learn in different ways, it seems difficult to modify the learning style of each student in the classroom. Instead, teachers may adapt their teaching approach to be more congruent with the learning style of their students (Awla, 2014).

Because each student has a unique intelligence, which the teachers should be aware of before the first class, the teacher should develop an appropriate teaching strategy to accommodate all sorts of language learning methods (Nafis, 2017). The connectivity between the student's learning styles and the teacher's teaching styles also impacts the amount of knowledge a student may acquire (Zhou, 2011). Because having this knowledge will assist teachers in planning their lessons

to match or adjust their teaching and in providing the most relevant and meaningful activities or tasks to suit a particular learner group at different stages, teachers are required to study the preferred learning styles of their students. This is because having this knowledge will help teachers plan their lessons to match or adapt their teaching.

Many learning styles can be applied to learning English. Language learning styles and strategies are one of the most essential aspects that play a significant impact on second language acquisition (Al-Seghayer, 2021). Learning styles guides students to become aware of their interest and to develop strategies to make their language learning successful (Brown, 2002). By recognizing and understanding the differences in students' learning styles, it will be easier to map out the needs needed by students in learning English skills to be more optimal and meaningful. Learning style is the way that permits an individual to learn best (Rocha et al., 2017). People learn in a variety of unique ways, with each gravitating toward a specific instructional approach. Everyone has a variety of learning styles, however, some people may find that one style of learning predominates over the others in their learning process. Others may find that, depending on the circumstances, they utilize a variety of diverse learning styles.

According to Mangal & Mangal, (2019), based on the learners' visual, auditory, or tactile/kinesthetic learning styles, there are a variety of teaching techniques with explanations. Methods for visual learners include ensuring that students can see written words, using images when describing things, creating historical timelines, posting tasks on the board, utilizing overhead transparencies/handouts, and writing out instructions. Methods for auditory learners include repeating difficult words and concepts aloud, incorporating small-group discussions, organizing debates, listening to books on tape, writing oral reports, and encouraging oral interpretation. Methods for tactile/kinesthetic learners include providing hands-on activities (experiments, etc.), assigning projects, permitting regular movement breaks, incorporating visual aides and objects into the lesson, utilizing role-play, and taking students on field trips. In addition, she suggests that teachers may accommodate diverse learning styles by employing a range of teaching approaches from each of these categories. In this approach, teachers are also able to challenge students to learn through a variety of methods to maximize the effectiveness of their instruction. While, according to Petty (2016), the 'visual, auditory, and kinesthetic' (VAK) system proposes three instructional methods. Teachers can convey thoughts by 1) The visual approach, using diagrams known as "graphic organizers," movies, demonstrations, etc. 2) The auditory method, including teacher explanations, and class discussion, etc. 3) The less frequent "kinesthetic" or "tactile" method. Here, students engage with concepts by action; they physically create or perform something in a real-world, hands-on manner, or they experience simulations of things. Typically, they are permitted to walk around the room as part of the activity.

The learning style not only determines how a student learns and desires to study, but it may also enable a teacher to adapt to specific students for them to learn effectively. When a teacher's techniques do not support a particular learning style, it is more difficult for the pupil to study and acquire knowledge. When students complete learning activities utilizing new technologies, teachers must receive feedback on the student's work to identify potential learning issues early on and select the most effective teaching strategies. Learning styles are cognitive, emotional, and physiological characteristics that serve as generally reliable indicators of how learners interpret interaction and respond to their learning environments.

Not only does a student's learning style specify how he or she learns and how much they like learning, but it may also aid a teacher in adapting to particular students so that they may learn successfully (Vittorini et al., 2017). When a teacher's methods do not support a certain learning style, it is more difficult for the student to study and gain knowledge. Everyone has a combination of learning styles, however, some individuals may have a dominant learning style. Others may discover that their learning methods vary depending on the situation. Sometimes there can be children who have more than one learning style. For example, there may be students who are visually dominant but also need active opportunities to move with a kinesthetic learning style.

Indeed, most students tend to be dominant. But some students are visual auditory or visual kinesthetic, so it would be very good if learning both were combined.

The preferred methods through which students acquire information, skills, and knowledge are used to determine their learning styles (Pujiantini, 2020). English teachers should understand and consider students' learning styles when designing instructional design and executing classroom activities to provide relevant and engaging learning activities that produce successful learning outcomes. Each teacher must put more effort into teaching with learning strategies that suit the student's learning style. Because it will help students to easily absorb learning, understand, and remember it for a long time. In other words, learning styles can maximize the quality of learning so that it becomes more optimal. Therefore, if so far the purpose of teaching that we understand is as a process of helping students learn, then we must also help them to understand the "Style of Learning".

Based on the findings above, there are six types of students' learning styles including VAK (Visual, Auditory, and Kinesthetic), also the combinations of learning styles including visual-auditory, visual kinesthetic, and auditory kinesthetic. The most dominant non-EFL students' learning style is visual, then followed by the auditory learning style. This also shows that students can have more than one learning style such as visual-auditory, visual-kinesthetic, and auditory-kinesthetic learning styles. Non-EFL students on learning language tend to apply a visual learning style, one of which is in language learning English. Therefore with understanding and the teacher's knowledge of learning styles, each student in the teacher's class can implement English learning which is fun (Fitria, 2021).

Bastable et al. (2010) state that no learning style is preferable or worse than another. Most learners can acquire knowledge equally well when presented with the same material, but how they understand the material depends on their learning style. This statement is supported by Turkington & Harris (2006) that there are several learning styles, but none are "correct" or "incorrect." Although a student may have a preference for one style over another, preferences are like muscles: the more they are utilized, the stronger they grow. Successful students have adaptive and interdisciplinary learning methods. No one uses a single style entirely, and learning styles typically overlap significantly.

By recognizing student learning styles, teachers can design learning activities with a variety of appropriate models, strategies, and methods. These various learning activities will create a learning atmosphere that is conducive, fun, and follows the needs and abilities of students. Each student has advantages and disadvantages, as well as preferences for how information is processed differently for each student. Knowing student learning styles will make it easier for teachers to provide a supportive environment and make it easier for students to absorb information to the fullest. In addition to knowing student learning styles, teachers must also know their learning styles so they do not misunderstand how students learn. The basic idea is to find learning styles, to help make it easier for students when learning. Each student has the easiest way to learn and absorb information.

CONCLUSION AND SUGGESTIONS

There are six types of students' learning styles including VAK (Visual, Auditory, and Kinesthetic), also the combinations of learning styles including visual-auditory, visual kinesthetic, and auditory kinesthetic. The most dominant non-EFL students' learning style is visual, then followed by the auditory learning style. This also shows that students can have more than one learning style such as visual-auditory, visual-kinesthetic, and auditory-kinesthetic learning styles. Students with a visual learning style more easily absorb information from the sense of sight, such as through pictures or reading text. While students with an auditory learning style easily understand when processing information through the sense of hearing. On the other hand, students with a kinesthetic learning style need opportunities to be actively moving. By

understanding students' learning styles, teachers can implement interesting and meaningful English learning.

Teachers can devise a variety of models, strategies, and methods for educational activities based on the learning styles of their students. These varied learning activities will create a learning environment that is conducive, enjoyable, and tailored to student's needs and abilities. Each student has unique advantages and disadvantages, as well as preferences regarding how information is processed. Teachers will be able to provide a more supportive environment and students will be able to absorb information to its greatest extent if they are aware of the learning styles of their students. In addition to understanding the learning styles of their students, teachers must also understand their learning styles so that they do not misinterpret how students learn. The fundamental concept is to identify learning styles to facilitate student learning. Each student has the most efficient means of learning and retaining information. This research only discusses what are the learning styles of students, as well as how English teaching is adapted to their learning style. Of course, there are still many shortcomings, so further research is needed. for example the effect of teaching English on student learning styles.

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