**LEARNING STYLES AND VARIETY OF MATERIALS IN ENGLISH TEACHING AND LEARNING**

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**Abstract**

Applying of Learning styles and variety of materials are the important factors in teaching and learning English. When the teacher wants to teach must be prepare some materials and apply technic to get the students’ gaining. With recognizing about learning styles and variety of materials are very useful for language teachers to prepare and implement the effective and positive influence in teaching and learning English. Understanding the students’ learning style is the best way and technic to maximalise potential of students in learning process. After knowing the students’ learning style, the teacher will consider the best method to apply in the classroom. All students have not same their own learning style for understanding material in teaching and learning English. So the teacher can apply learning style the suitable condition their students and variant materials to get the students’ progress and avoid boring of class situation.

**Keywords: learning style and variety of mateerials**

1. **Backround**

Since learners be engaged to get high motivation and interest in learning english must be supported by learning style from variant activities and materials for students in learning process, because all students have different a strategy they use to remember material more efficiently while studying. So teacher should more known learning style that fit for students in learning process. By knowing a good style and variant materials by teacher that influence learning process in the classroom. Learning style will give positive influence on student learning outcomes which style of learning consists of visual, auditory and kinesthetics. Beside learning style, materials play central role in language teaching, they are considered as the heart of teaching and learning process. It is believed that materials which are chosen selectively and used effectively, will improve the quality of teaching and learning process. They can make the teachers easier in doing their jobs, and lead students to a higher level of understanding in learning.

Even though learning styles are only one part of effective teaching and learning. They should be supported a varied and personalised approach by teachers. Other teaching and learning techniques should be considered and employed in order to personalise learning in different ways and provide each individual student with the most effective learning experience. Learning style can be defined, classified, and identified in many different ways (Keefe,1979: 71) defines learning style as the composite of characteristic cognitive, affective ang physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to the learning environment. By using learning style has potential as a tool for students’ independent study to convert materials into their preferred formats to help them engage with material and the students’ learning. If the students understand their own learning style characteristics, of course they will be more easily to motivated in learning.

1. **Definition of Learning Style**

The term learning style is a complex manner for leaners that most effectively perceive, process, store and recall what they are attempting to learn, it is regarded is one of keys for students to gain their goal in academy. Most students are a combination of some styles but more times than not. They have a predominant style of learning. Learning style usually included analyzing language, seeing it, hearing it, or using it in communication to do something real. Teachers didn’t realize that their students precede information in the different ways. They have their own styles in learning. Learning style models are visual, auditory, and kinesthetics. Learning style assessment can help to identify personal preference as well as potential strengths and weaknesses in how learners deal with content and approach learning tasks. (Wilson, 2012).

Learning styles are found to affect the students’ learning behaviours in gaining information. Talking about information, reading becomes one of the most important skills in learning English which many students are not mastering yet in gaining and comprehending information of a text, especially in their reading achievement. For many language learners, reading is ranked first among the academic skills that they wish to gain mastery over (Grabe&Stoller, 2001). The students’ approach can perceptually form a learning profile by means of the information stored in the memory through visual, auditory, and kinesthetics perceptions. These styles have complementary and characteristic each of them.

1. **Visual learning style**

Visual learners are individuals who prefer to take in their information visually like as maps, diagrams, chart, graphs and others. Visual learning style is the style of learning by looking and emphasized the visual acuity. In teaching strategy for visual learners should include the use of demonstrations and visually pleasing materials, and should make an effort to paint mental pictures for learners. Own to increase their understanding. Visual learning style refers to a preference for learning through vision and visual learners rely on their sight to take the information (Yong,2010:481).

Information typically like to be able to read in journal, article, textbook or magazine on their visual learners are characterized by the following: 1) they tend to prefer sitting at the front of the classroom to avoid visual obstruction. 2) They often prefer to take detailed notes to absurd the information. 3) They use words and phrases that evoke visual image. 4) They learn by seeing body language and facial expression to understand the lesson. (Bruce, 2000). Students who have a visual learning style capture lessons through pictorial materials, have a strong sense of colour, and have sufficient understanding of artistic problems. But it have the constraint to dialogue directly because it is too reactive to the sound so that difficult to follow the advice orally and often misinterpret words. Who loves the visual learning style love to make excellent and neat notes.

1. **Auditory learning style**

Auditory learning style is a learning style by listening. Auditory learners tend to like 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 (1999: 13) states 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 learning 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.

The teacher should in teaching strategy for auditory leaners should good and should be planned and delivered in the form of an organized conversation. Auditory learners are characterized by the following: 1) They speak slowly and tend to be natural listeners. 2) They acquire knowledge by reading aloud. 3) They prefer to have things explained to them verbally rather than to read written information. 4) They learn by listening and verbalizing. 5) Like dialogue and discussion. (Bruce, 2000). Students who study with an auditory learning style are easier to receive information during online learnin g, because of they are more active in interacting discussions. Students who use auditory learning style tend to be easier to digest, process and convey information by listening directly. Online learning is more dominant in delivering information via audio during the Covid-19 pandemic and making it easier for students who have an auditory learning style to master lecture material (Bire et al., 2014)

1. **Kinesthetics learning style**

In teaching strategy for kinesthetics learners should include hands on demonstrations and case example to be discussed and solved. The students that have Kinesthetics learners are characterized by the following: 1) Learn best when they are involved or active. 2) They use movement as memory aid. 3) Remember what was done, but have difficulty recalling what was said or seen. 4) They learn by doing and solving real-life problem. 5) They like sit near the door that can easily get up and move around. Understanding learning style helps learners in learning how to learn. Thereby, learners become more autonomous and accountable for their own learning consequently, learners’ confidence will increase and teachers control over leaners will lessen. At this point, learners become the centre of the learning process and control their learning while teachers act as facilitators (Gilakjani, 2011: p.496).

Students that have kinesthetics learning style can absorb information without having to read the explanation and they feel that can learn better if the process is accompanied by physical activity. People who tend to have kinesthetics more easily absorb and understand information by looking at pictures or words, and they also can be done by using various models, such as working in the laboratory. They can take a rest for a moment in the middle of study. There are advantages of identifying learning styles: Academic benefits include enhancing students learning ability, triumph over all educational stage, finding out how to study in an ideal way and gain good grades on test and exams, controlling classroom limitations, alleviating frustration and levels of stress, and broadening your existing repertoire of learning strategies.

1. **Material in Teaching and Learning**

Teaching and learning materials is recognized within the classroom environment by providing support and assistance to the educators with the presentation and transmission of educational content and the achievement of educational objectives. In other hand, they are put into practice by the educators with the primary objectives of imparting learning among students regarding the academic concepts and enabling them to achieve their goals and objectives. There are some aspects in teaching and learning materials: student motivation, developing creativity, evoking prior knowledge, encouraging the process of interpreting, understanding, organizing and amalgamating the educational content, logical thinking, reasoning, and communication. The teaching and learning materials are defined as the instruments of presentations and transmission of the prescribed educational material (Busljeta, 2013)

Materials in learning and teaching process are the primary source of information that help foreign language learners. Ocak et al. (2010) point out that the materials brought to the educational environment has the functions to yield a multi-learning environment, draw attention, increase the awareness levels of students, motivate, save time and enable a permanent and lasting learning. Materials are anything which is used by teachers or learners to facilitate the learning of a language. Materials in a language class are a source of activity for students to practice and they improve a teacher’s effectiveness. Materials should be well-prepared by teachers in order that teaching and learning process run effectively. Careful selection of materials should be performed to make sure that the materials used in the classroom are relevant and appropriate to the students’ need. Learning materials can be noticeably classified into some categories like these following;

1. **Course book**

Course book is considered as the heart and plays a fundamental role in language teaching (Garton & Graves, 2014). Course books are among the main elements of foreign or second language classrooms. They signify the unseen syllabus of the linguistic lessons in a definite package of curriculum. There is a wide range of choices in selecting course books, and it is not a simple task to choose one which is appropriate to the students’ need. Right course book as a challenging task, requiring teachers to make informed and appropriate choice when selecting course book and supporting materials. The selection of materials involves matching the given materials against the context in which they are going to be used and the needs and interests of the teachers and learners who work within it to find the best possible fit between them (Tomlinson, 2014). Course books or textbooks have a number of recognizable benefits for teachers and leaners since they provide language input and exposure for learners; offer interesting and motivational material, organized in an appealing and logical manner; arrange for a written record of what has been studied, allowing revision and continued study beyond the classroom; and also reduce time teachers require for preparation. Accessibility to computer and web-based technologies are increasingly blurring the boundaries between the textbooks and new technologies (Hall, 2011)

Using course books in language teaching has advantages as follows. 1) it fulfils a wide range of practical needs, particularly in contexts where English is being taught in a non-English-speaking environment and where teachers either lack training or sufficient time to analyse each group’s need; 2) it helps provide a route map for both teachers and learners, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done; 3) it gives structure to lesson and to a course; 4) it saves time-teachers are too busy to prepare their own materials; 5) it gives a sense of security for teachers, particularly those lacking in training and experience; 6) it is reliable as it is written by experts and published by well-known publisher, with current theoretical approaches and methodological practices; 7) it can act as agents of change, allowing innovative ideas to be introduced within their structured framework in a way that enables teachers and learners to develop in harmony with these new ideas (Garton & Graves 2014).

1. **Audio and video material**

Audio and video teaching and learning materials are primarily made use of in schools as well as in higher educational institutions. Audio materials include; human voice, telephonic conversation, audio disc, tapes, gramophone records and radio broadcast. Instrumental and vocal music are various program in radio. The variety of programs in radio will make students easier in learning the target language in relax context. Radio enables students to learn the pace, pronunciation, and even the intonation of the target language. On the other hand, video in teaching learning materials assist students to learn at their own pace and consequently make learning process meaningful (Secer, Sahin, & Alci, 2015). Video is most widely used to introduce and stimulate interest in a topic. Video can be seen in television, television may grant positive motivation such as attracting the learner’s attention to a certain point or arousing attention with the movements of the camera’s coming close, going away, and reflection details. In addition, there are some reasons to use video in language teaching; 1) video contains context; it usually includes body language, facial expressions and artifact, which serve as genuine audiences with whom the learners interact, 2) video gives emotional impacts; it establishes a connection with the unconscious mind and the emotions, and 3) video creates redundancy; it repeats same messages in two modes, visual and verbal (Hung, 2016). There are many published videos provided on the internet, as teachers can get them, which are specifically designed for learning purpose.

1. **Computers**

The use of computers supports group as well as individualized learning. This leads to an increase in the variety of situations and ways. Computers have been advantageous to students as well, especially in implementing assignments and projects, understanding academic concepts and prepare themselves well for tests and competitions. Through computers and internet, the students are able to effectively prepare themselves to answer the queries put forward by the students and to impart them efficient understanding. Computer can used to record, analyse and establish effective communication terms with the students. Furthermore, it can store and manipulate data on an extensive scale.

Computers and internet play a prominent role in enabling the educators and students to achieve academic objectives. Computers are used in teaching and learning process is called Computer Assisted Learning (CAL) or Computer Mediated Learning (CML). The computer interacts and communicates with the learners. The interaction that takes place between the learners and the computers is called pre-designed program. The students are guided through the new concepts in a pre-determined manner. The computer interacts with the learners at every step and thus, it is referred to as interactive learning. The individuals take pleasure and feel contented, when they are making use of computers.

1. **Maps**

Language teachers can use map as teaching materials. A map is a two-dimensional representation of an area. There are three important elements of maps; title, legend, and scale. The title gives a brief description of what is depicted on the map. The legend tells about the symbols represent (e.g., a star may represent a capital, a tree a national park). Map scale is used to show the relationship between distances on a map and the real distances between objects (Moss & Lapp, 2010). Teachers can make use of digital maps like google maps to provide students with exciting learning environment. Utecht (2015) point out that students can add makers at a particular spot in Google Maps, they can create videos, or record their voices and embed them into a marker for others to learn about what happened at that spot. This activity will be able improve the students’ listening and speaking skill as well.

1. **Power point slide**

Power point slides can be used in classroom teaching as well as individualized study. When one is making use of power point slides, there are certain aspects that need to be taken into consideration. They are appropriateness, accurateness, legibility and comprehensibility. Appropriateness refers to the simplicity of slide presentation. Content should be according to the level of the learner. Each slide should be contextualized and graphics are preferred visual than tables. Accurateness refer to the accuracy of content. One needs to ensure that word spelling, and graphical data must be checked regarding accuracy. Legibility is the text within the slide must be readable. It is essential to take into consideration that proper font size is used. The slides should be comprehensible to the learners. When slides are prepared, it is vital to ensure that simple language is used, which may be understandable to the learners in a satisfactory manner.

1. **Graphs, table, and chart**

Graphs is one of the materials in teaching, there are many types of graphs, but graphs which are mostly encountered by students are bar graphs, pictographs, and pie graphs. When reading graphs, it is important to always read the title first, because it will provide a brief explanation about what the graph displays. Bar graphs usually used to compare groups or to show how something changes over time. Pictographs use pictures or symbols to show information. Pie graphs used to show the percentages of a whole (100 %) and it displays information at one particular point in time. Table and chart in addition to graph, they can be maximized by language teachers too. Tables and chart organize data into rows and columns. Charts have pictures as well as words to label the rows and columns, because rows and columns have headings that tell students what kind of information is in each cell of the table. As a teacher can train students to read important information either from graphs, tables or chart. Students should realize how the information shown in graphic, table, or charts supports the material they are reading. Through graphs, table, and chart in language teaching can improve students’ reading comprehension (Price, 2017)

1. **Games**

A game is a structured form of play, usually undertaken for entertainment or fun, and sometimes used as an educational tool. Game is one of that useful in teaching students everything and grammar to social skills. Games always make English classes more fun and engaging. Games are sometimes played purely for enjoyment, sometimes for achievement or reward as well. They can be played alone, in teams, or online; by amateurs or by professionals. The players may have an audience of non-players, such as when people are entertained by watching a chess championship. On the other hand, players in a game may constitute their own audience as they take their turn to play. Often, part of the entertainment for children playing a game is deciding who is part of their audience and who is a player. Key components of games are goals, rules, challenge, art, power, rewards, exploration and interaction between players.
According to Lee (2010,p.65) there are classifications of games into ten kinds: structure games, spelling games, pronunciation games, number games, listen- and-do games, games and writing, miming and role-play, and discussion game. However, McCallum (2011,p.74) categorizes games for language learning into seven kinds: vocabulary games, structure games, spelling games, conversation games, writing games, writing games, role-play and dramatics. There are many advantages of using games in the classroom: 1) games are a welcome break from the usual routine of the language class. 2) they are motivating and challenging. 3) learning a language requires a great dal of effort, games help students to make and sustain the effort of learning. 4) games provide language practice in the various skill-speaking, writing, listening and reading. 5) they encourage students to interact and communicate. 6) they create a meaningful context for language use.

1. **Objectives of Teaching-Learning Materials**

Commonly, objective of teaching-learning materials is to get achievement intellectual and get ability to think in high level. English is very important. The aim of learning English is to make the learners competent communicators and users of this language. The major objectives teaching learning materials are: motivate learners, development of knowledge and skills among teachers, help in longer retention of information, facilitate holistic learning, help in organizing classroom teaching, promoting effective communication, facilitating change attitudes, practical applications, making learning pleasurable, and concept formation.

1. **Conclusion**

Understanding learning styles and variety of materials are the best way for teacher to stimulus and get responds in manage classroom situation, then students’ positive reaction in learning process. Applying learning styles to get adaptation certain strategy in learning as responsibility to take one learning approach its suitable and pursuit with subject. Teaching strategies that encourage more students when they are learning new and difficult knowledge. Using visual, audio and kynestatic style refers to an individual’s preferred way of processing new information for efficient learning. So educators should become more aware of these diverse approach because learning styles are useful to help students and teachers understand how to improve the way they learn and teachers respectively.

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