

STUDENTS' AWARENESS AND PERCEPTION TOWARDS LEARNING STYLES

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Abstract

Learning style is one of the significant elements in learning process that helps students achieve their learning goals. Nevertheless, students should be aware of their own style in learning which make them maximally enhance learning. Therefore, in study, the researcher examined students' awareness of learning styles and their perception of their learning styles. A quantitative descriptive research was used in this study. Then, the data was collected through online questionnaire distributed for 100 students of fifth semester of English Language Education Department by using random sampling technique. VARK (Visual, Auditory, Reading, and Kinesthetic) questionnaire created by Fleming and Likert scales were used to explore the issue under investigation. Findings of the research showed that students had moderate to high awareness of their learning styles. Within the context of this study, this findings were new in a way that it showed students' perception on learning styles and how it affected their learning experiences. the Moreover, research findings also indicated that students believes that the learning styles they adopted helped them in achieving their learning goals supported by their learning environment. The result of the study indicated that students preferred visual learning styles.

Keyword : *Learning style, students' awareness of learning styles, perception of learning styles.*

INTRODUCTION

Learning can be defined as a process of gaining knowledge or skill by experiencing or practicing. People have capability to broaden their knowledge learned by reading, listening,

writing and also speaking. According to Yaakub & Hashim¹, learning is a mental, physical, and also spiritual activity which changes the process of people manner and behavior. Meanwhile, learning is also defined as a process that leads someone to be better, which occurs as a result of the increase of improved performance and future learning².

In learning process, students have their own style to absorb and understand the information. Learning style is a popular concept in psychology and education used to identify how people learn. Nevertheless, not all teaching styles should be attributed to students' learning styles, as it depends on the age of students, the level of students and also the subject that they learn³. Then, effective learning comes when instructors can work together with learners to reach goals of teaching and learning.

According to Fleming⁴, there are four basic learning styles that will help students understand their learning preference. After being modified, the VARK (Visual, Auditory, Read/Write, Kinesthetic) learning styles become four basic learning styles divided into visual, auditory, read/write and kinesthetic or commonly known as VARK learning styles. Each style has its own classification depending on learners' ability. Visual learners tend to learn by thinking using real media such as pictures, movies, or diagrams. Auditory (Aural) learners absorb information easily by listening to music, discussion or lecturing. However, reading learners tend to learn by reading the subject (textbook) or making list and taking note about what they learn which help them elicit information clearly. While kinesthetic learners learn from movement, imitation, experiment, and hands on action tool.

Most learners do not realize about their learning styles. In many cases, learners combine several learning styles to get the best of their study. For example, when lecturers use speech as their strategy in learning, the students who join the class cannot get information clearly by simply listening to the lectures because their memory is unable to record all of information. Therefore, they take note to help them memorize the information; this strategy is called bimodal.

During learning process, students will adopt different learning styles, especially when they have to cope with difficult subjects. With regard to VARK learning styles, read-write and kinesthetic learners who adopt a deep approach learning strategy perform better than auditory

¹ R. Yaakub, & Shahabuddin Hashim, *Psikologi Pembelajaran dan Personaliti*, Malaysia: PTS Publications & Distributors Sdn. Bhd., 2004.

² A. Ambrose, S., W. Bridges, M., DiPietro, M., C. Lovett, M., & K. Norman, M., *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Fransisco: Jossye Bass, 2010.

³ Spoon, C. J., & Schell, J. W., "Aligning Student Learning Styles with Instructor Teaching Styles", *Journal of Industrial Teacher Education*, Vol. 4(57). 1998. p. 22-27.

⁴ Fleming, N., & Baume, D., "Learning styles again: VARKing up the right tree!", *Educational Developments*. 7(4). 2006, p. 4-7.

and visual learners who engage in superficial study strategies⁵. This was also true in the case of English Language Education students, UIN Ar-Raniry Banda Aceh. For lecturers, knowing students' learning styles can help them implement the best learning strategies.

Even though students have their own preference of learning style, it is useful to be aware of learning styles in order to improve and enrich their learning experiences. For example, when learners have poor academic performance in listening, lecturers can adopt different learning strategies such as visual learning strategies. This includes taking notes while listening, which helps both lecturers and students create and achieve the interaction to accomplish the goals of learning. With regard to this original research, researchers would like to examine and explore students' learning styles at The Department of English Language Education at UIN Ar-Raniry, Banda Aceh. Specifically, this study investigated (1). Students' awareness of their learning style, (2). Students' perceptions towards their learning style and its influence on their learning experiences.

RESEARCH DESIGN

A quantitative research design was used in this original research. Quantitative research can be defined as the explanation of phenomena by gathering the numerical data and analyzing by using mathematical based methods in particular statistics⁶. Researchers used survey questionnaires to measure students' awareness, their perception toward their learning styles, and what it does to their learning experiences. The tool utilized in this study was VARK questionnaire created by Fleming⁷. As this study was non-experimental study, there was no hypothesis of testing.

This study took place at English Language Education Department (ELED), Education and Teacher Training Faculty, Ar-Raniry State Islamic University, Banda Aceh, Indonesia. The population of this study was fifth semester students in ELED. According to the data from the department, the total number of fifth semester students was 194 students, divided into seven classes. The reason researchers chose fifth-semester students because they have already attended four semesters of study, meaning that they have already been exposed to a variety of different learning environments.

In addition, fifth-semester students are more selective for what they choose in their learning process. They know what kind of learning activities that make them understand the

⁵ Kumar L. R., Voralu K., Pani S. P., & Sethuraman K.R., "Association of Kinesthetic and Read - Write Learner with Deep Approach Learning and Academic Achievement", *Canadian Medical Education Journal*. 2(1). 2011. P. 24-27.

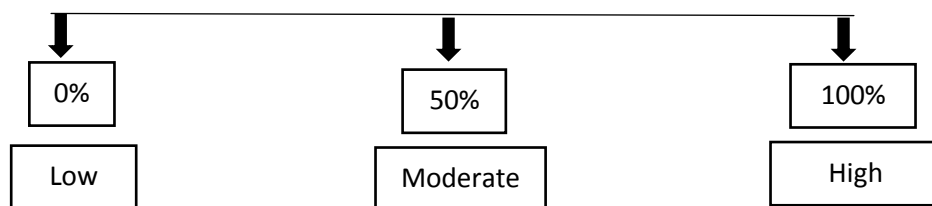
⁶ Muijs, D., *Doing Quantitative Research in Education*, London: Sage Publication. 2004.

⁷ Fleming, N., & Baume, D., "Learning styles again ...".

lessons better. Besides, students in fifth-semester have taken psychology of education giving them specific context about personality, and social context.

In this particular study, researchers randomly selected 100 out of 194 students as sample. The reason why researchers decided to use random sampling because everyone in population had the same chance to participate in the study. Another reason was that there was no significant classification needed to be respondents of the research.

Questionnaire was used as data collection instrument. More specifically, close-ended questionnaire technique was used which required the participants to choose one of several specified answers. It could also take several forms but the alternative answer in which participant had to select was pre-determined answers such as "Yes-No" or "True-False" answer⁸. For the purpose of data collection, the researchers chose to use online questionnaire. Using online questionnaire offers the ease of use and storage as it can be directly stored into database, saving time and cost. It also helps respondents to fill out the questionnaires regardless of place and time. The questionnaires consist of 20 questions and statements, divided into two sections. The researcher decided to use a simple scale to determine students' awareness for the purpose of the research.



Students' awareness is low when percentage of *yes* answer is below 50% and is considered high when the percentage of *yes* answer is approximately 100%.

REVIEW OF LITERATURE

Awareness can be explained as understanding about something taking place in the surrounding. Gafoor (2012) stated that awareness is the state or ability to perceive, to feel, or to be conscious of object or pattern.⁹ Reflecting to the statement above, awareness can be explained by something faced by people in their life such as the process of socialization, learning, and self-understanding.

. Solso (2007) stated that self-awareness means understanding self-characteristics, personality, emotional and also advantages and deficiencies in the class.¹⁰ Zeman divided

⁸ McKay, S. L., *Researching Second Language Classrooms*, London: Lawrence Erlbaum Associates. 2008.

⁹ Abdul Gafoor K. , "Considerartions in the Measurement of Awareness", *National Seminar on Emerging Trends in Education*, India. 2012 (Ihttps://files.eric.ed.gov/fulltext/ED545374.pdf.)

¹⁰ Solso, R., *Psikologi Kognitif*. Jakarta: Erlangga. 2007.

awareness into four categories.¹¹ The first is wakefulness, condition when individual is interacting. The second category is experiment which means preparedness for something that happens around. The third category is mental condition that includes conviction, expectation and also intention. The fourth category is self-awareness that includes self-recognition, self-knowledge, ownership of ideas and individual feeling itself.

In study, self-awareness relates to students' awareness while they are in learning process in the classroom or in other contexts. Students' study awareness means students' consciousness about what they feel in learning and their attention about the way they learn and understand subjects delivered by lecturers. Students' study awareness covers learning style aspect affecting their ability to reach the goal of teaching and learning process. In pedagogy aspect, learning style awareness influences the strategies that the teachers use which in turn help teachers understand more of students' needs.¹²

Another effect or consequence of students' learning styles awareness is to improve consistency between students' behavior and their attitude. Learning style awareness makes students and teachers become more involved during teaching and learning process. Zhenhui mentioned that an effective teaching and learning style can only be achieved when there is awareness from teacher to students' needs, capacity, potential, and also their learning style preferences.¹³

Learning Styles

Learning styles are often influenced by heredity, upbringing, and current environmental demand.¹⁴ It means that learning style is shaped from learners' habit. The way they learn and their learning environment are also contributing to the style applied by learners. One of the most widely accepted definitions of learning styles is Kinsella's definition. "Everyone has a learning style, but each person's is as unique as a signature. Each signature appears to be influenced by both nature and nurture; it is a biological and developmental set of characteristics."¹⁵

¹¹ Zeman, A., *Consciousness*. London: Yale University Press. 2001

¹² Pritchard, A., *Ways of Learning: Learning Theories and Learning Styles In the Classroom*. London: Routledge, Taylor & Francis Group. 2009.

¹³ Zhenhui, R., "Matching Teaching Styles with Learning Style for ESL/EFL Instruction", *TESL Journal*, Vol. VII(7). 2001.

¹⁴ Funderstanding, "Discover your learning styles- Graphically" [Online]. http://www.funderstanding.com/learning_styles.com. Retrieved on August 30, 2019

¹⁵ Kinsella, K., *Understanding and Empowering Diverse Learners in ESL Classrooms*. In Reid, J.M. (Ed.) *Learning Styles in the ESL/EFL Classroom*. Boston : Heinle & Heinle. 1995. p 170-194.

Type of Learning Style

a. Visual Learning Style

Visual learning is known as spatial intelligence which is related to anything visual and the creation of mental images. Visual learning is a style that refers to when learners prefer using figure, maps, chart, or something that uses the mind's eye of visualizing. Visual learners will remember 75% of what they read and see rather than listen some of information even though they still have problem in remembering verbal instruction.¹⁶ Students with visual learning style often take note about the materials during lecturers' explanation to improve their memory. Focus of visual students are easy to be distracted or disturbed by movements or actions. Noise, usually does not bother them.¹⁷

Being able to interpret body language well and having a good perception of aesthetics are the characteristics of visual learners. They also need to see the teacher's body language and facial expression to fully understand the context of a lesson. Besides, visual learners also tend to be detail oriented with strong observational skills. Another characteristic from visual learners is that they prefer written instruction than oral instruction. Visual learners have vivid imagination. For example when a lecturer explains learning material such as narrative text in reading subject, the visual learner will listen to him/her carefully and then transfer it into their imagination. They like to collect some colorful materials to help them in memorizing.

b. Auditory Learning Style

Students with auditory learning styles prefer to listen to the information directly than to take notes. According to Drago & Wagner, students who adapt this style will lose information easily when they get distracted by noise.¹⁸ Students with auditory learning style indicate emotion through tone, pitch, and voice volume. Auditory learners tend to prefer long and repetitive description. According to Wislock, there are some characteristics of auditory learner. First, auditory learners need to hear information to retain it. Second, they prefer verbal instruction over written materials. Third, they remember information through verbal repetition. Lastly, they really enjoy group discussion activity.¹⁹

¹⁶ Fleming, N., & Baume, D., "Learning styles again ...".

¹⁷ Drago, W. A., & Wagner, R.J., "VARK Preferred Learning Styles and Online Education", *Management Research News*. Vol. 27(7). 2004. p. 1-13 .

¹⁸ Drago, W. A., & Wagner, R.J., "VARK Preferred Learning Styles ...

¹⁹ Wislock, R. F., "What Are Perceptual Modalities and How Do They Contribute to Learning?", *New Directions for Adult and Continuing Education*. Vol.59. 1993.p.5-13.

c. Reading / Writing Learning Style

Reading/writing is one learning styles preferring traditional study method collecting every single word of explanation of learning process into notes. Consequently, learners who adopt reading/writing learning style will be likely to spend more time taking notes of new and unfamiliar information. They prefer text based input and output especially report, essay, book, and glossaries. Sometimes they learn from lecturer's note and also from a difficult reading material.²⁰

Students who prefer to write or read learning style are also known as tactile learner which has the same characteristic as kinesthetic learners. They feel more comfortable to read and write in order to get information. They prefer to read aloud and re-write what they have learned as strategies as the tool to upgrade their learning process.

d. Kinesthetic Learning Style

Kinesthetic learning style is multimodal employing a combination of sensory functions. Kinesthetic learners learn through touching, moving, and doing. Kinesthetic learners prefer real life examples rather than imagination contexts. They engage in a deep approach method of study and put in great efforts while learning, especially when they learn sciences subject.

Drago & Wagner stated that kinesthetic learners emphasize more in their experience when learning something. According to Armstrong students with kinesthetic types are mostly active, quick in learning physical skills and also athletic field. Furthermore, they are more likely to use movement to remember various cases.²¹

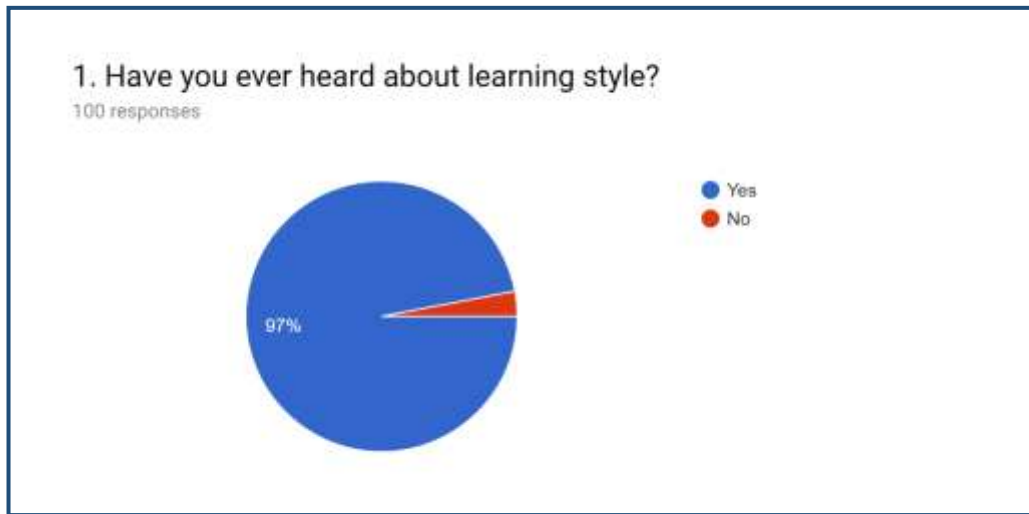
RESEARCH FINDINGS

1. Students' Awareness of Learning Styles

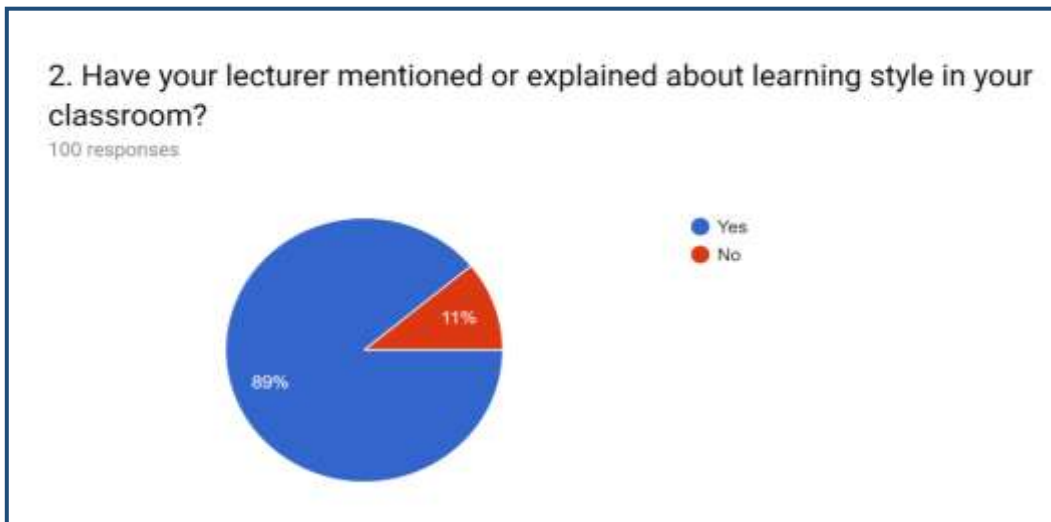
To present findings related to the first research question, the researchers used pie charts to illustrate students' awareness on learning styles. Total 9 questions were given to the participants to explore and examine students' knowledge about learning styles. The findings can be seen in the following section.

²⁰ Drago, W. A., & Wagner, R.J., "VARK Preferred ...

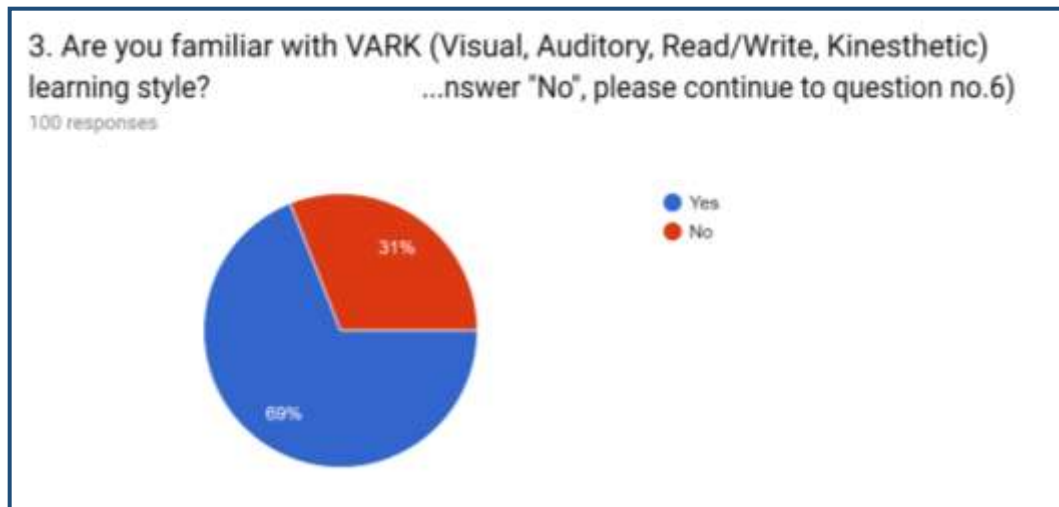
²¹ Drago, W. A., & Wagner, R.J., "VARK Preferred Learning Styles ...



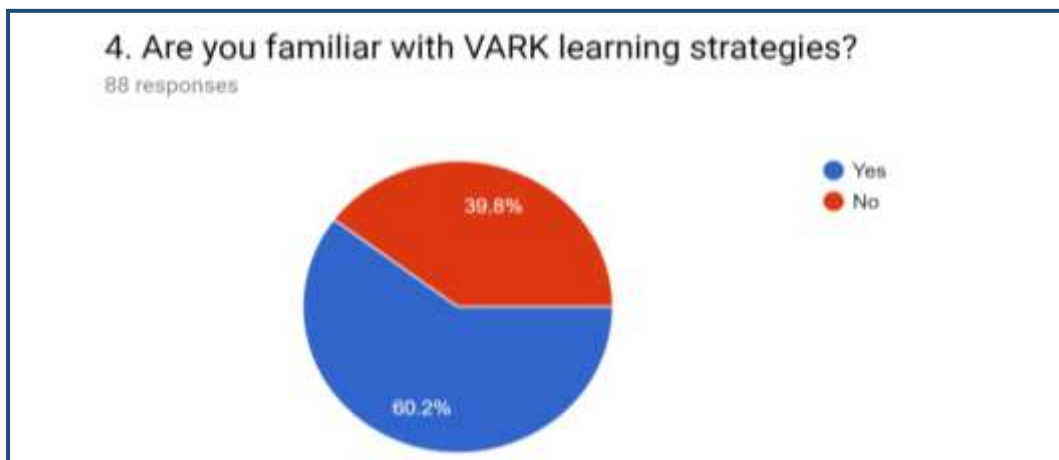
In this question, the researchers wanted to know students' familiarity with learning style term. Almost all of students (97%) stated that they have heard the term of learning style. This means that almost all students are familiar and aware of learning style term.



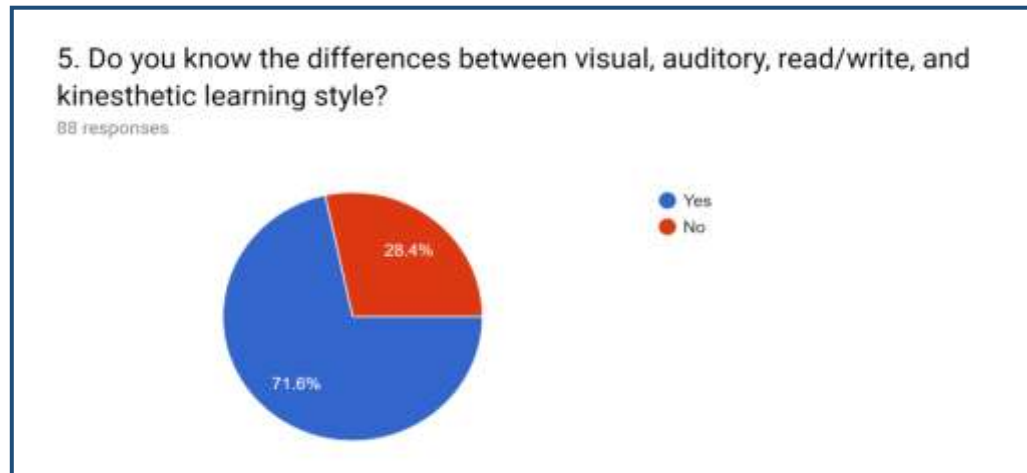
From the chart above, it can be seen that 89% of students became familiar with the term learning style from their lecturers' explanation during the teaching and learning process. The rest 11% knew about learning styles outside of classroom. Thus, the researchers concluded that students were exposed to the concept of learning styles during classroom encounter with their lecturers.



The pie chart above shows that 69% of students were familiar with VARK learning style, while the rest 31% did not know about VARK learning styles.

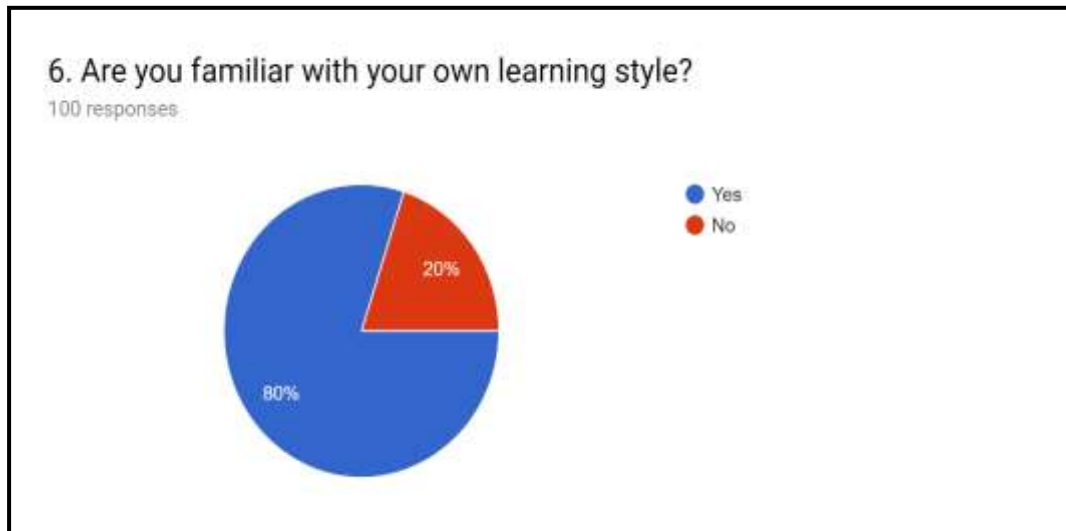


For this particular question, not all respondents answered it, because it was related to the previous question. Respondents can skip this question if they answered *No* in the previous question. From 100 respondents, 12 respondents skipped this question. Based on the chart, 60.2% of respondents answer *yes* which equals 53 students. The rest 39.8% respondent answered *No*, constituting 35 students' answers. The frequency of responses was calculated by finding the result of an accumulation of relative frequency.



From the above figure, it can be summed up 28.4% which equals to 25 respondents did not know the differences among visual, auditory, read/write and kinesthetic learning, even though they claimed that they were familiar with VARK learning strategies and also familiar with vark learning style. On the other hand, there are 71.6% which equals to 63 respondents who answered that they knew the differences among VARK learning style. It can be concluded that not all students who are familiar with term of VARK learning style knew the categories and part of learning style in detail.

In the next figure, the question given was aimed at finding out whether students' know their own learning styles.

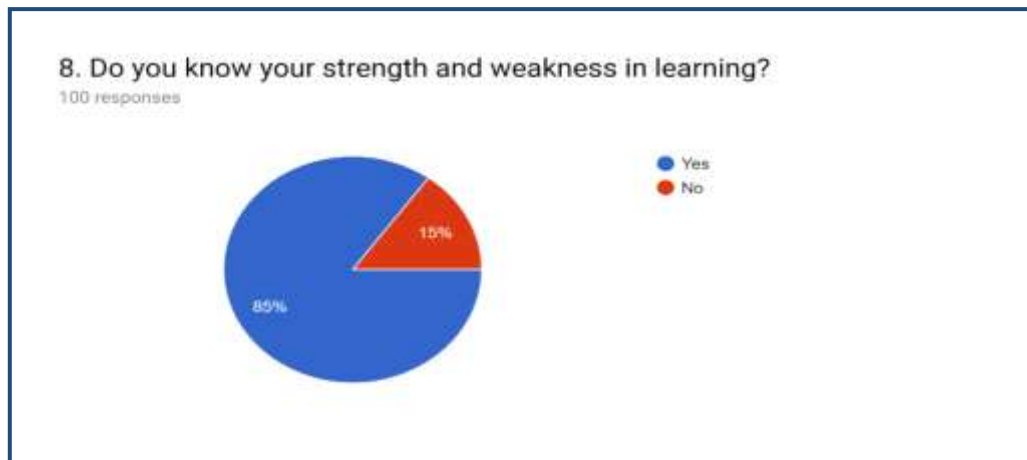


The chart indicates that 20 students (20%) were unable to determine their own learning style. They did not know the learning style that they adopted. Nevertheless, more than half of respondents (80%) were aware of their own learning styles. Based on this result, it can be concluded that most students had high awareness on their own learning style.

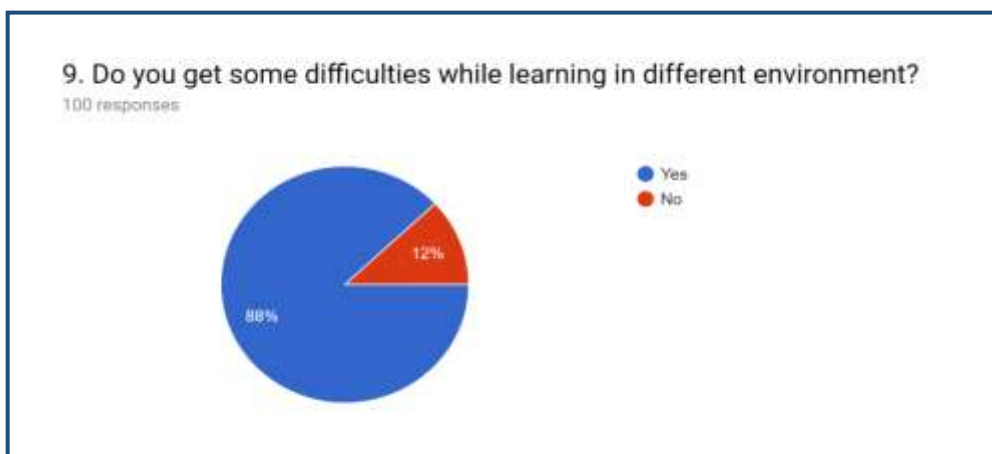
The following question was given in order to examine learners' awareness on their learning personality.



From the figure above, it can be concluded that majority of respondents (72%) were bimodal learners, meaning that they adopted more than one learning style, while 28% were not bimodal learners. The next figure displays percentages of students' self-awareness on their strength and weaknesses in learning process.



The figure shows that majority of respondents answered *yes* to the question indicating that they have a high self-awareness in learning. However, from the answer given, 15% of respondents were not aware of their strength and weakness in learning. The next question was intended to scrutinize whether learning environment affects students' learning process.

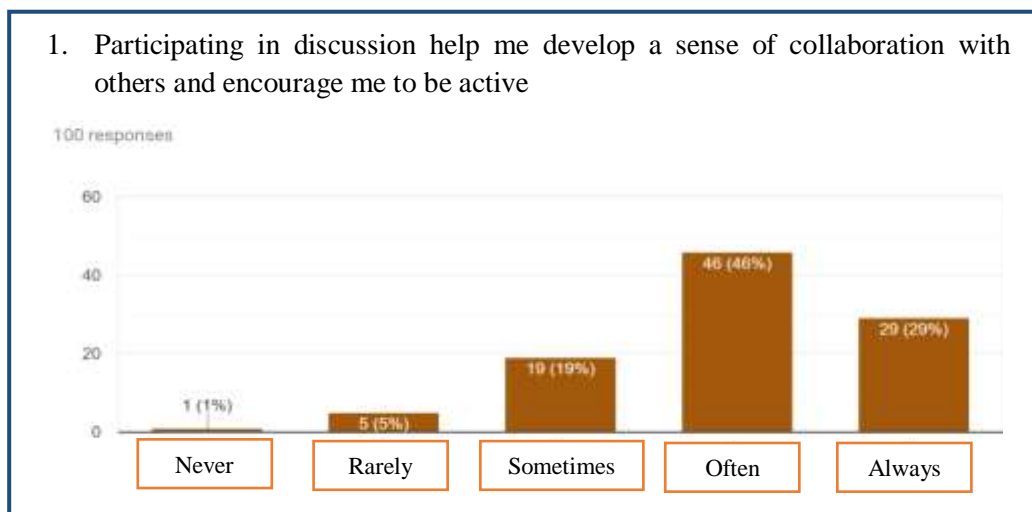


The figure shows the responses of students when being asked whether they get difficulties while learning in different environment. It is clear that almost all of students (89% out of 100 students) get difficulties while learning in different environment. However, the chart presents that a few of respondents (12%) are not getting difficult to learning in different environment. It can be conclude that many of students are difficult to adapt with their new environment especially when they interact with new friend that they have never met before. However, some of students feel comfortable in every environment that they stay for learning.

2. Students' Perception of Their Learning Style.

To address the second research question, the researchers used Likert scale in order to examine students' perception on VARK learning styles. The summary from the chart provides students' answer about their learning style. In this section, the students stated the way they absorb information and the way they learn. Respondents were given 10 statements utilized in order to get their perception on learning styles and what they think about influence of learning styles on their learning experiences.

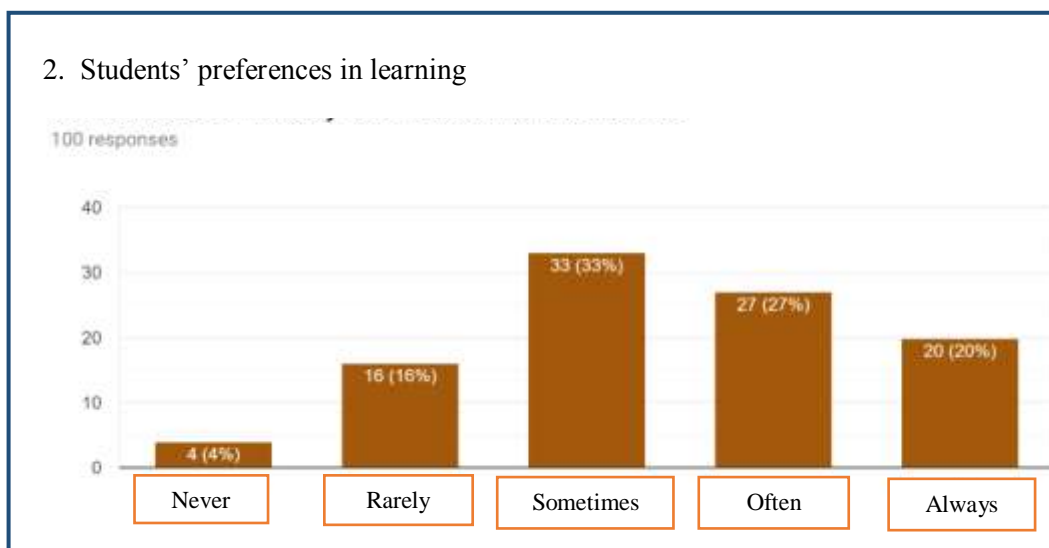
Statement 1 : Participate in discussion help me develop a sense of collaboration with others and encourage me to be active.



The bar chart indicates that 75% of respondents concurred that taking part in discussions help them to work in groups and make them become active. However, 6 out of 100 students stated that participating in discussion did not encourage them to become active.

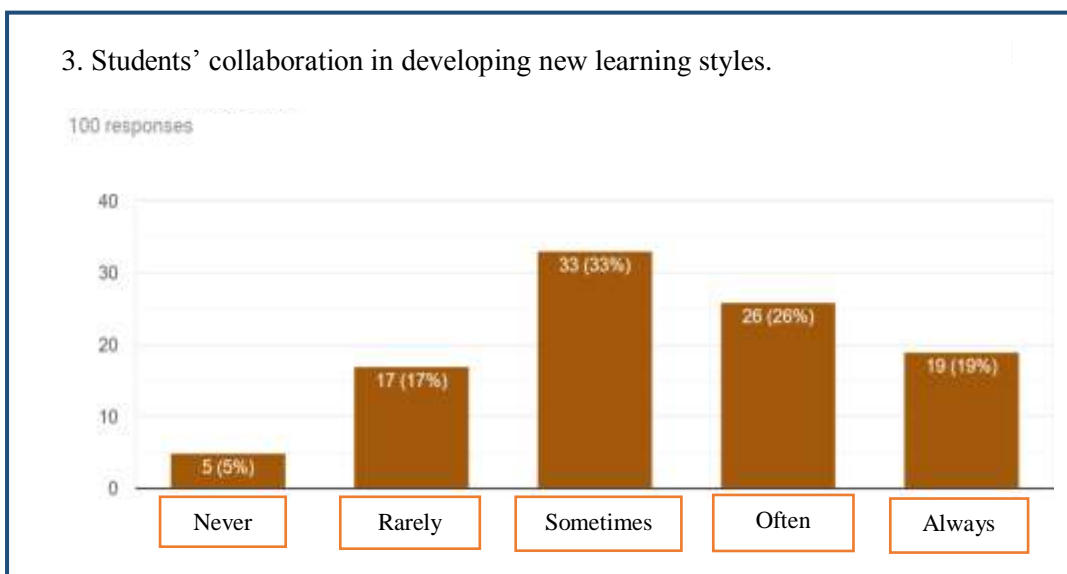
The following chart illustrates students' preference in learning, whether they like to work alone or in group.

Statement 2 : I prefer working individually rather than in group because it makes me comfortable and easy to understand the lecturer.



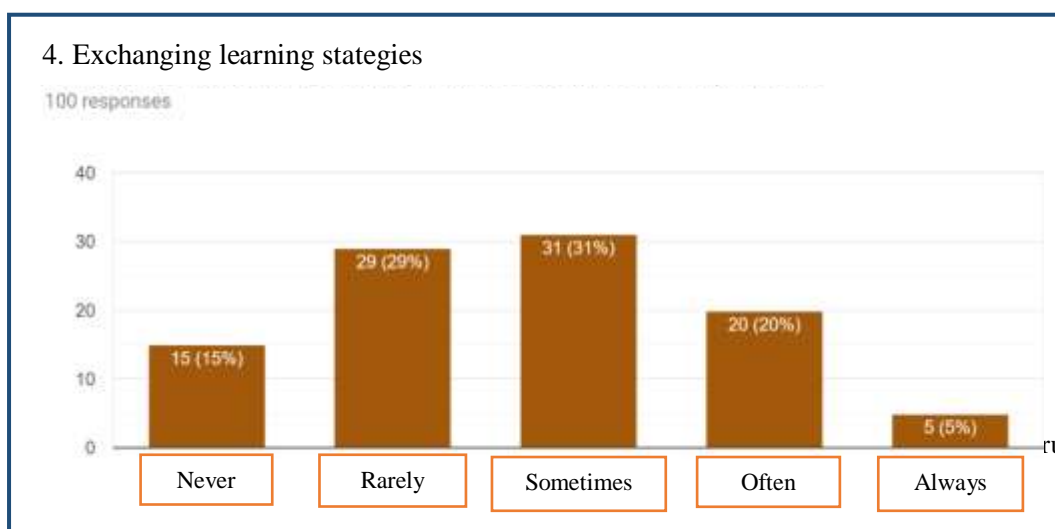
From the bar chart, we can conclude that 20 % of students always work individually, and 27% of students stated that they often work individually. While 33% of students suggested that they sometimes work individually or in group, and only 4% of students stated that always work in group.

Statement 3 : I ask my friends or lecturers to give me feedback that helped me develop new learning style.



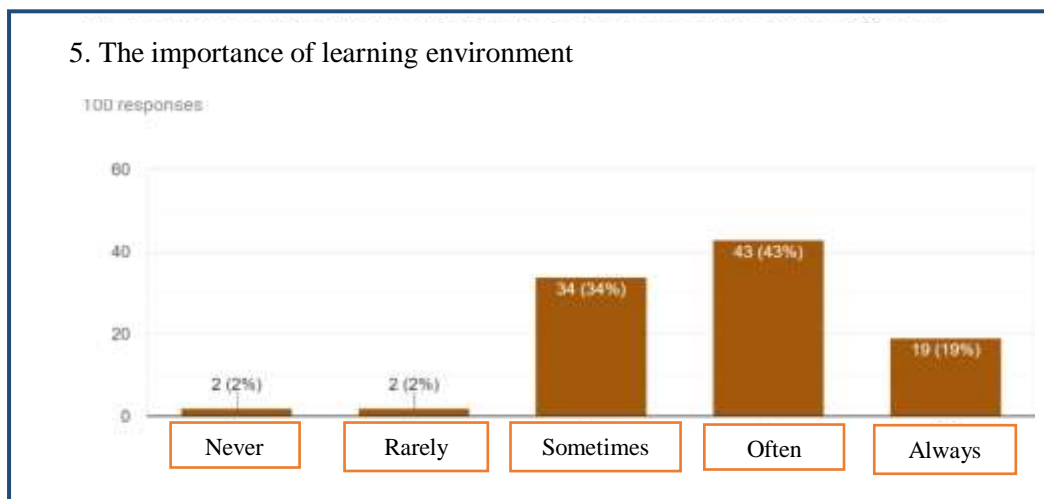
The chart above suggests that only 19% out of 100 respondents who always asked feedback from lecturers or friends in relation to improving their learning styles. 33% of students stated that sometimes they introspect their learning by asking peers or lecturers. On the other hand, only 5 out of 100 students who never asked for feedback that might be helpful in developing new learning style.

Statement 4 : I actively exchange my learning strategies with my friends.



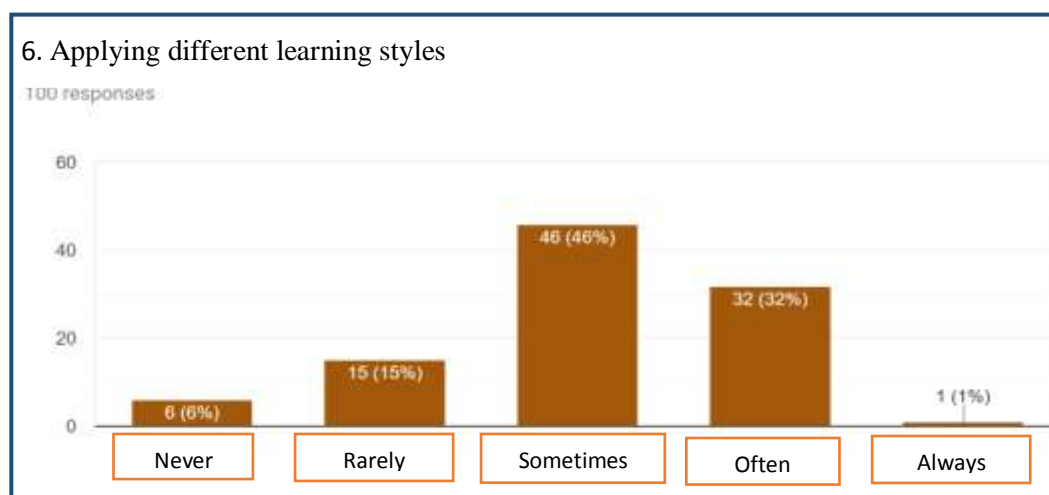
From the figure above, it can be seen that 31% out of 100 students stated that sometimes they actively exchanged their learning strategies with that of their friends'. Meanwhile, 5% out of 100 students stated that they always actively exchange their learning strategies help their learning process. In the next chart, the researchers intended to know students' perception on the importance of learning environment.

Statement 5 : Learning environment is valuable to help me appreciating different perspective .



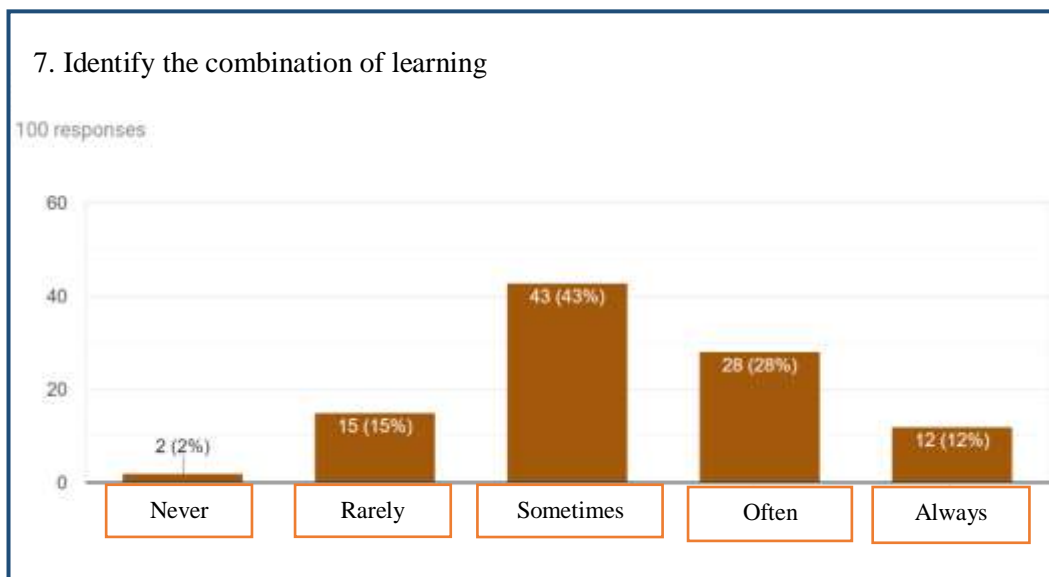
Based on the chart above, it can be concluded that majority of students (43%) suggested that learning environment was of great importance in helping them to appreciate different perspectives in learning. Additionally, only 2% of students decided that they did not concur to the idea, and another 2% suggested that the environments were not significant for learning process. The next figure describes students' perception in the way they receive information in the subject they learn.

Statement 6 : I apply different learning style for different subjects.



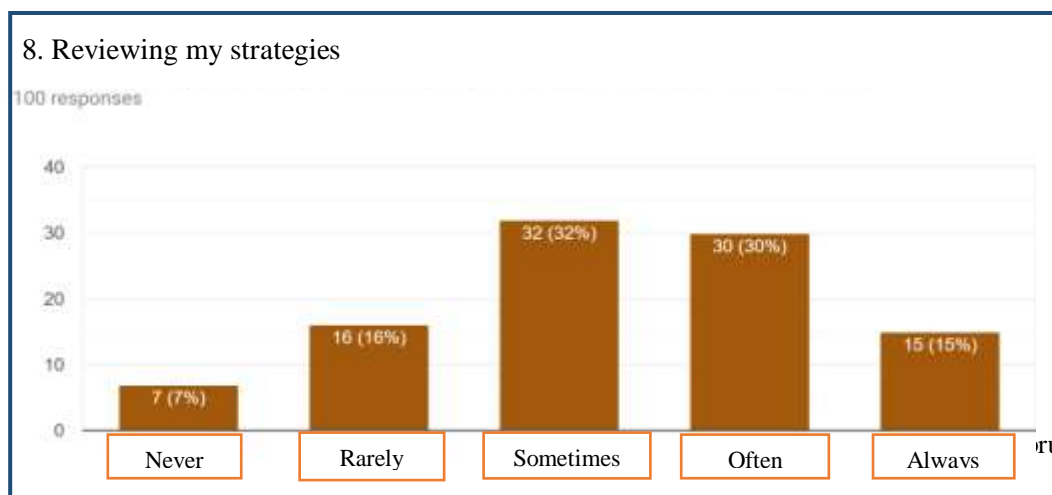
The figure shows that the majority of students (46%) sometimes adopted different styles for different subjects. Based on the chart, 32 of students often apply different style for different subjects. Surprisingly, only one student who always changed his/her learning style when she/he learns different subjects. The next chart provides information about students' ability in identifying the exact learning style that is compatible for them.

Statement 7 : I was able to identify the best combination of learning for myself.



The above chart shows that out of 100 students, only 12 stated that they always knew the learning style that suited them and 43 students suggested that sometimes they knew the learning styles that worked best for them. The next figure presents about the way how students solve their problem in learning

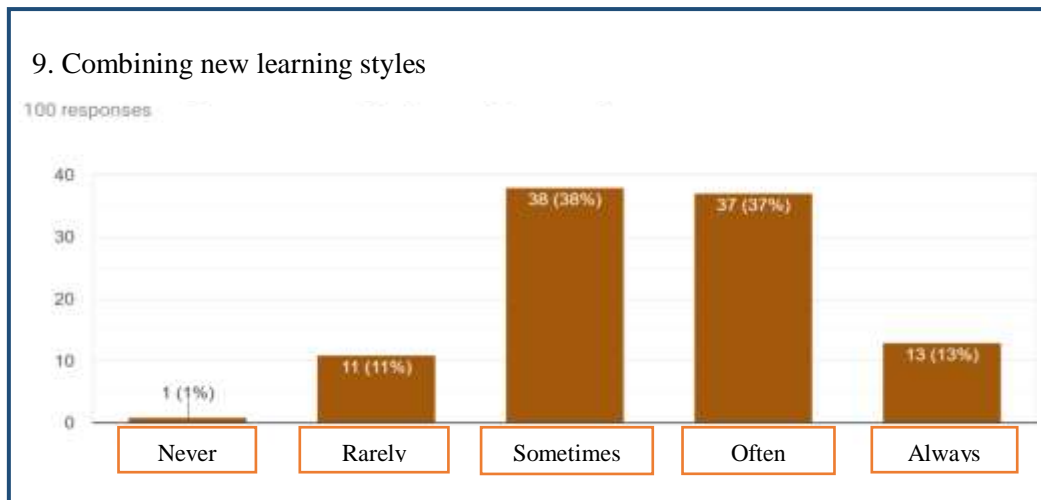
Statement 8 : I review my strategies when I failed to reach my goal in learning.



Based on the above bar chart, it proves that almost all of respondents reviewed their strategies when they failed in their learning process. Only 7% from 100 students never review their strategies when they failed to achieve their learning goals. It is presented that several students (32%) sometimes reviewed their strategies when they failed to reach the goal of learning, which might help to perform better. From the figure above, it can be summed up that almost all students want to perform better in learning.

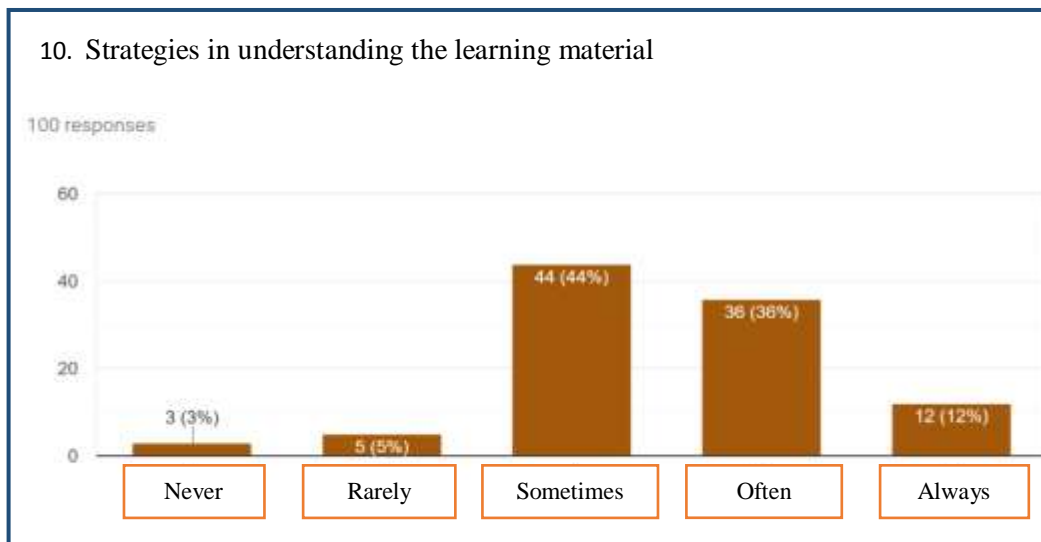
The next statement provides information about students' perception of their performance by combining new learning style. New learning style in this statement means learning style that they never apply before in learning process.

Statement 9 : Combining new learning styles helped me perform better.



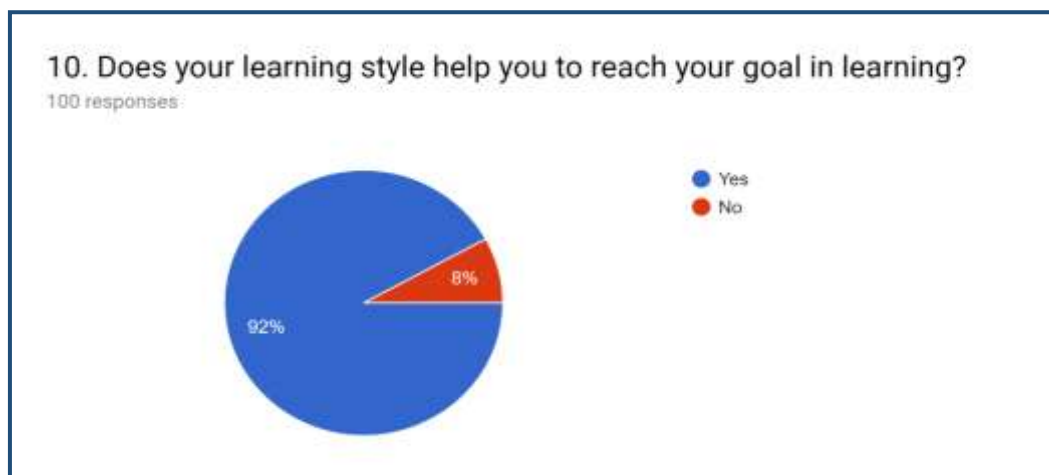
The figure indicates that approximately 88% out of 100 students believed that combining new learning style helped them perform better in learning. Students who were aware of learning style strategies and their personality in learning tried to find something new to help them during learning process. From the figure above, it can be assumed that almost all students are trying to combine new learning style with their previous style to help them to perform better. Nevertheless, some of them (11%) rarely combine their learning style.

Statement 10 : Use more than one learning style make me easy to get the information and understand lecturer explanation.



The chart above shows that half of respondents (48%) believed that applying more than one learning styles enabled them to gather information and understand the lecturers' explanation. One of the findings in study was that almost all students are bimodal learners, meaning that they definitely use more than one learning style. The figure also shows that, there are 3% out of 100 students who never use more than one learning style even though it is easier for them to understand the materials.

To conclude all of respondents' perception of their learning style, the researcher need to know the effect of learning style that they already adopt.



Q.10 : Do your learning style help you to reach your goal in learning?

The chart clearly indicates that almost all respondents (with the exception of 8 students) believe that learning styles help them reach their goals in learning. It means that learning style has significant role in improving their learning experiences even though not all respondents were aware of the differences between learning strategies and VARK learning strategies.

DISCUSSIONS

This section presents discussion about students' awareness and perception of their learning style based on the findings laid out in previous sections. Responses from the first questions intended to examine students' awareness in relation to their learning styles indicated that students have moderate to high awareness of their learning styles. Based on the scale of awareness measurement, the statement drawn from the result of students responses ranges between 60% - 90%. In detail, the result shows that students in fifth semester at English Education Department were familiar with the term of learning style, and with their own learning styles. Being aware of learning styles does not necessarily means that they know the kind of learning styles they adopt. However, in the context of study, it can be observed from the findings that more than half of the respondents were familiar with VARK learning style (60,2%). The rest of respondents stated that they were not familiar with VARK learning styles. The reason behind this unfamiliarity was perhaps because they only learned about it in a glance.

When asked about the source of information with regard to their exposure to the term learning styles and VARK learning styles, respondents suggested that they become aware of these terms from their lecturers. The finding also showed that more than 50% students aware of differences among VARK learning style which means that they know the categories of learning style. Furthermore, majority of students also know their own strength and weaknesses in learning. Respondents claimed that they are bimodal learner.

From the result of questionnaire, it can be concluded that to be able to understand the materials given by lecturers, majority of students answered that they often asked for feedbacks from their peers and lecturers. They also combined different learning styles to excel in the classroom.

When asked about the influence of learning in different environment have on their learning process, the majority of respondents (88%) stated that they faced difficulties to adjust

to new environments. This is perhaps because the respondents were used to study in familiar situation, and find it difficult to adjust to new environments.

The findings of the first research question is relevant to a study conducted by Arunodaya Barman, Rosmina Abd. Aziz, and Yusniza who investigated about learning style awareness and academic performance of students in nursing program at Kolej Poly Tech-MARA, Malaysia.²² The study showed that most of students were aware of their learning styles and there was a significant improvement in students performance after applying different learning styles in learning process.

To address the second research question intended to examine students' perception on learning style and its influences on their learning experiences, the researchers gave 10 questions. The study found that, most of students apply different learning style in learning. Almost of students (88%) prefer to combine learning styles to facilitate them in learning process. It can be observed from the findings that students became more active as a result of

Both genders perceive that they become more active when they participate in group discussion. However, 75% of respondents mentioned that join group discussion help them to develop more in learning. Meanwhile, sometimes they prefer to work individually to ease them in understanding the lecture. The students freely exchange their learning style of learning. Around 77% out of 100% of respondents perceive that they do review to their learning style and strategies when they failed to reach the goal in learning process.

This study also found that, majority of students able to identify what is the best style for them in learning. Researcher found that, students have their own strategies in understanding the learning material. As supporting element of learning process, learning environment is one of the most influential element in teaching and learning process. Almost all of students believed that learning environment is valuable in appreciating others. Yet, there is a great collaboration among students and lecturers in giving feedback which helped the students to develop their ability in learning. In summary, students mentioned that, their learning style support them to achieve their learning goals by applying some strategies and assistance from the lecturer.

The result of this study is relevant to the finding of Anumeha Bhagat, Rashmi Vyas, and Tejinder Singh about students awareness of learning style and their perception to a mixed method approach for learning. The study showed that, a larger number of students (78%) commented that the use of mixed method in learning helped them to improve their performance in the examination, even though they were not able to identify the best combination of learning style for themselves.²³ Awareness of students' learning style and the use of an external strategy help the students to adopt the other learning styles in enhancing their learning goals.

²² Arunodaya , B., Rosniza A, A., & Yusniza M, Y., "Learning Style Awareness and Academic Performance of Students", *South East Asian Journal of Medical Education*. Vol. 8 no.1. 2014. p. 47-51.

²³ Bhagat A., Vyas R, & Singh T., "Students Awareness of Learning Styles and Their Perceptions to a Mixed Method Approach for Learning". *International Journal of Applied Basic Medicine*.5(1). 2015. p. 58-65.

CONCLUSIONS

Through this study, the researchers intended to investigate students' awareness and perceptions toward their learning style, especially students in fifth semester of English Education Department, UIN Ar-Raniry. After obtaining the data from the questionnaire and interpreting the result in the previous chapter, the data shows that 60% - 90% of students were aware of their learning styles and most of them prefer Visual learning styles. Majority of students acknowledged the importance of learning styles on their learning experiences. The fact that they asked for feedback and assistance from both their peers and lecturers indicates that they appreciate the diversity in the way they learn. It means that students acknowledged that learning style was an important factor in learning due to the activation of students' senses.

Learning style has a strong relation with learning environment which helped students upgrade and improve their learning experiences. Learning environment helps students to broaden their knowledge and encourage them to become more active in learning process. Based on the respondents' point of view, they apply more than one learning styles to make them easier in understanding the materials and actively exchanged the learning style based on their needs. They often combine learning style to have a better performance. In addition, the majority of students apply different learning styles for different subjects. They often combine their learning style to cover their weakness in learning.

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