

**INVESTIGATING TYPES OF STUDENTS' LEARNING
STYLE**

(A Descriptive Research at the first year of SMA Somba Opu)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Part Fulfillment of the Requirement for the Degree
of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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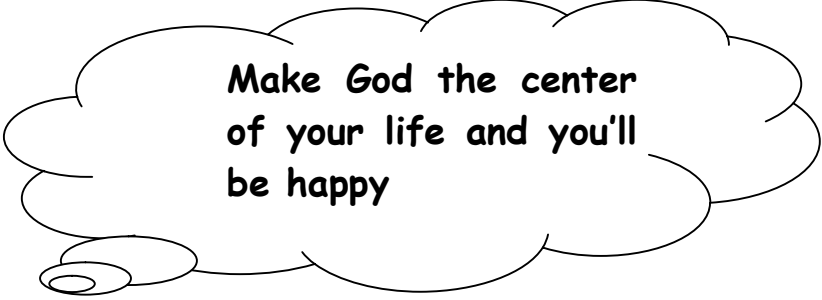
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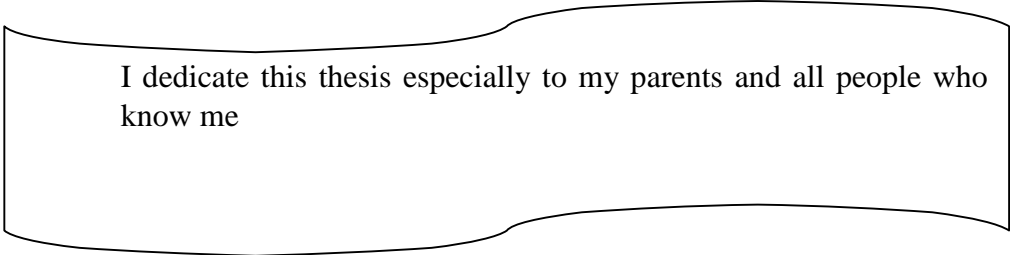
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Motto



**Make God the center
of your life and you'll
be happy**



I dedicate this thesis especially to my parents and all people who know me

ABSTRACT

Dewi Bustiyanti. 2017. *Investigating the Types of Students' Learning Style at the first year of SMA Somba Opu.* (Supervised by H. Bahrun Amin and Nunug Anugrawati)

The objectives of this research were intended to find out types of learning style preferences of the students of SMA Somba Opu and the different types of learning style between male and female students.

The method of this research was a descriptive qualitative. The subject of this research was the first year students of SMA Somba Opu consisted of 14 male and 14 female students. The instrument of this research was Visual, Auditory, Reading or Writing and Kinesthetic on questionnaire consisted within 15 items.

This research used total sampling technique. The data were analyzed qualitatively. The research findings indicated that the first year of SMA Somba Opu were dominantly chose tri-modal category (Visual, Auditory and Reading or Writing) more than other category which was indicated by the data of 35%. The different learning styles preferred by male and female students tri-modal which was indicated 42% namely VAR the highest presented 35 % was mostly chosen by male, while female students dominantly chose multimodal 35% (Visual, Auditory, Reading or Writing and Kinesthetic).

Keywords: Learning style, types of learning style, male and female students' learning style

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May Allah bless them, Aamiin. Finally, the researcher realizes that this Thesis still has some weakness and mistakes. Therefore, she will accept any conructive suggestions and critics to make this Thesis better.

Makassar, Agustus 2017
Researcher

Dewi Bustiyanti

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CHAPTER I

INTRODUCTION

A. Background

The success of teaching-learning process is not only determined by how the teachers teach but also most importantly and principally is determined by how the students learn. Language learning styles is one of the main factors that help determine how the students learn a second or foreign language. A language is probably the most difficult set of skills a person ever struggle to learn. There is no easy way to master a language particularly a language which is not our first language. (Arifin: 2015).

In Indonesian schools English is taught for about 160 minutes in a week for groups of students, which is generally, consisting of 40 students or more. This condition makes English teachers almost impossible to provide practical use of the target language directly to each of the students. It can be the reasons why most of the Indonesian school graduates have a lot of difficulties in using English even though they have learned the language for more than 9 years. (Alkhar. cited in La Dunifa 2016).

The process of learning a language particularly a second language, there are many variables that determine the success of learning, one of the variables is learning styles. In a class made up of various learning styles, it is always necessary for language teachers to identify, respect, and work on the diversity of the learners' differences. (Arifin: 2015).

One of the characteristics of the study relating to absorb, process, and transmit the information is learning styles of learners. Learning styles is a very important learning modality. Information related to the characteristics of student's learning styles that will be taught, is important for teacher or lecturers to improve the quality of learning. Students will also be easier to motivate him in learning. (Sari: 2014).

When learning, students do many things like trying, researching, experiment, trial and error, and others as learning activity. In learning activity, students do many activities to achieve the learning objectives for example mastering subject as preparation for the test, memorizing new vocabularies and categorizing them, repairing some goods, doing assignment, developing material or skill that she/he mastered ever. (Khafifudin : 2013)

Learning style refers to individuals' fastest and best way to learn. Every student absolutely has different way in learning. They have their own way in receiving information from the outside. Some students learn best by seeing, some students learn best by hearing and listening, and others learn best by touching and moving. (Faridah: 2014).

Furthermore, Abante at al (2014), Learning or thinking styles refer to the preferred way individual processes information and also describe a person's typical mode of thinking, remembering or problem solving.

In the field of education, every language worker must understand the student's learning style preferences. Especially, for the English teachers who involve most in teaching and learning process. They are often facing with the

challenging tasks of making classes meaningful and practical for the students. The students differ in learning style preferences, and this difference is reflected in the classroom. Student's learning preferences must be matter of concern. Each student learns and process information in different way. Knowing and understanding their learning styles can be quite for teacher so that they can provide instructional use and create activates at classroom that match student's learning style. Interesting activates and proper methods will be quite a help for student's progress, in other words, understanding the differences between the students help teachers to be able to provide suitable methods that meet not only one type of learners but also other types of learner enjoy the lesson and always be motivate study. (Wahyuni: 2010).

According to Alqunayeer and sadia (2015). Every learner in a classroom receives and processes information in a unique way that makes one student distinct from the others. It is now a proven fact that different people learn differently, and psychologists have attempted through the years to spell out the traits of different types of learners and categorize them into different "learning styles."

The student's preferred learning style varies from one to another. They might prefer one or more ways the three major sensory modalities are defined by the neural system that is preferred when receiving information. Visual (V), Auditory (A), and kinesthetic (K), collectively known as VAK. This classification system was recently by Fleming (2007) to VARK to

include another category: read-write (R, a mixed sensory modality that is not assessed under VAK.).

Karthigen and Nirmala (2013) that Sex differences are among a number of factors to influence student's learning style other include (age, academic, achievement, brain processing, culture, and creative thinking). s

In SMA Somba Opu, especially of the first year, many students used learn style to learn English. They were learning activities in the classroom, like making a group discussion and grouping for dialogue. But they could learn effectively to use another learning style such as listen to music, watching video in the class or making picture related their material. The teachers should plan the teaching materials and activities that serve every student need.

Thus, through identifying our learning style we will be able to capitalize on our strengths and improve our self advocacy skills. Knowing our learning style preferences can help us plan for activates that take advantage of our natural skills and inclinations. The researcher thinks a study observing the types of learning style of male and female students and which use dominant for each of them is needed to carry out. Hopefully the result will be somehow consideration in how to know learning style students and ménage male and female students in learning process.

Based on the statement above, the researcher was inspired to carry out this research under the topic **“INVESTIGATING TYPES OF STUDENTS’ LEARNING STYLE”**

B. Problem Statements

Based on the background above, the researcher formulates the research problem as follows:

1. What are the types of learning style preferences of the students of SMA Somba Opu?
2. What are the different types of the learning style between male and female students at the first year of SMA Somba Opu?

C. Objective of the Research

Based on the problem statements above, the objectives of the research to find out:

1. To find out types of learning style preference of the students of SMA Somba Opu
2. To know the different types of learning style between male and female students at the first year of SMA Somba Opu

D. Significance of the Research

Research on students learning style from the researcher point of view was of the important issues in students learning process, including their language learning. Each person involving process, especially teacher should understand this matter in order to provide a proper instructional use and activities for the students. The findings of the study hopefully will enhance teachers' awareness of their student's need and interest in learning process. This research is hoped to give information for the teacher about the student learning so that they can create teaching material activities in the classroom.

Many teachers ignore the possibility that students are not learning because they are not given opportunity to use their own style of learning in the classroom. Lastly, the result of the study hopefully will be alternative source of information for further study.

E. Scope of the Research

This research was under the field of psycholinguistics. It was restricted to observe the four types of learning style; those are Visual, Aural or Auditory, kinesthetic and writing or reading. It focused on the preferences learning style by the students and the dominant types preferred by male and female students. Here the students were given a questionnaire to identify their learning style preferences

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Another study conducted by Donkoh (2015) '*Learning Style And Factors Affecting Learning: Perception of 2013/2014 Final Year post-Diploma Sandwich Students from Department of Basic Education*'. Learning style preference of 2013/2014 final year post diploma sandwich students of the Department of basic education (UEW) Ghana. it was a combination of auditory and visual learning style. However, there was a difference in the learning style preference for the male and female students. Whereas the male students preferred a combination of auditory and visual learning style the female students preferred a combination of visual and kinesthetic learning style.

Abante et al (2014) '*Learning Style and Factors Affecting the Learning of General Engineering Students*'. That Learning styles that Male General Engineering first year is mostly composed of visual learners (55.88%) but the least of visual & kinesthetic learners (2.94%) and auditory & kinesthetic learners (2.94%). Female General Engineering 1A is mostly composed of visual learners (90.91%) but the least of auditory learners (9.09%). Overall, General Engineering 1A is mostly composed of visual learners (64.44%) but the least of visual & kinesthetic learners (2.22%) and auditory & kinesthetic learners (2.22%). Male General Engineering second

year is mostly composed of visual learners (80%) but the least of visual & auditory learners (5%) and visual & kinesthetic learners (5%). Female General Engineering 2A is mostly composed of visual learners (88.89%) but the least of kinesthetic learners (11.11%). Overall, General Engineering 2A is mostly composed of visual learners (82.76%) but the least of kinesthetic learners (3.45%), visual & auditory learners (3.45%), and visual & kinesthetic learners (3.45%).

A study carried out by Choudhary et al (2011) ‘*Gender Differences in Learning Style Preferences of the First Year Medical Students*’. He found out that Males (92.98%) and Females (76.27%) preferred information to reach them via multiple sensory modalities. In addition only 15.52% of all students (6.25% males and 23.75% females) preferred using a single sensory modality for information intake. There was a significant gender difference in the percentages of males and females students who preferred multimodal or unimodal styles of information presentation ($p < 0.05$). Some students preferred two modes (32.07% male vs 26.66% females), some students preferred three modes (47.16% male vs 40% female), and some students preferred four modes (20.75% male vs 33.33% female). There were no gender differences in the percentage of males and female students who preferred bi-, tri-, or quadmodal styles of information presentation ($p > 0.05$).

The similar of previous research findings above is identify learning style between male and female students and there are some different with the researcher such as procedure collecting data and data analysis.

B. Some Pertinent Ideas

1. Concept of Learning Style

What is learning style? Learning style has been defined as “characteristic cognitive’ affective and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact, and respond to the learning environment (Nzesei: 2015).

One the surface, the concept of “Learning style” appear to be contradictory the notion of learning implies individual differences. As Reid (1987).

Point out learning style is pervasive quality in the learning strategies or the learning behavior of an individual. A basic assumption underlying the development of learning style instrument is the existence of individual learning style difference learning style instruments are designed to distinguish one kind of learner from another. If all students learned in the same manner, learning style inventories would be unnecessary. Language teacher should understand what learning style is learning style is one of the factors that may affect the learning process in second language acquisition.

2. Definition of Learning Style

Different experts have different concept of learning style. The following are some different definitions of learning style.

- a. Fleming (2012) states learning style refers to individuals' characteristics and preferred ways of gathering, organizing information.
- b. Choudhary (2011) said Learning style is defined as the manner and the conditions under which learners most efficiently and effectively perceive, process, store and recall what they are attempting to learn
- c. Pritchard (2009) point out that learning style is defined variously as a particular way in which an individual learns, a mode of learning an individual preferred or best manner(s) in which to think, process information an demonstrate learning and habits, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning, that individual displays.

All of definition above actually share a similar concept, but they are expressed in different way that is the way in which each person has preferences for the ways they like to absorb and retains new information which can change his/her behavior.

C. Types of Learning Style

There are varieties of models used to characterize learning style. Some of them will be explain below:

1. Three Basic Perceptual Learning Styles

The basic perceptual learning style describe by Jensen & Nicklesen in 2011. They categorized student learning style preferred when receiving information.

a. Visual style (visual learner)

Individuals who fall into this category typically learn through what they are able to see with their own eyes. Visual learners have a tendency to describe everything that they see in terms of appearances. These learners love visual aids such as photos, diagrams, maps and graphs. Visual learners frequently are good researchers and will commonly perform quite well on written assignments.

The best ways for visual learner to process the information by recording, allocating, calculating, simplifying, describing, proving, preparing, evaluating, rewriting, drawing a picture, making mind-map, making a note, and using graphics organizer.

b. Auditory style (auditory learner)

Auditory is learning style where learner or students are very good in listening. They tend to absorb information in a more efficient manner through sounds, music, discussions, teachings, etc. These individuals will be more likely to record lectures so that they can replay them at a later time for study purposes. Auditory learners appreciate books on tape and may find that reading aloud will help them to retain information. Rather than written reports, auditory learners tend to do better on oral presentations and reports.

The best ways for auditory learner to process the information by Telling the information loudly, Listening the voice recording, Discussing with friends or learning group, recording an argument or

statement, doing interview, teaching someone or people and debating with others.

c. Kinesthetic style (kinesthetic learner)

Kinesthetic style is where students or learners are to do tactile learning. This means that they learn best through moving, doing, acting out and touching. Projects that are hands-on in nature are best for kinesthetic learners. Kinesthetic learners tend to become frustrated when they must sit for long periods of time. They enjoy conducting experiments, exploring and performing tasks.

2. Fleming's VARK (Visual , Aural/Auditory, Reading/writing, and kinesthetic)

The classification system mentioned above was recently expanded by Fleming (2007) to VARK to further differentiate the visual category into two categories: those who prefer graphical or pictorial representation (reading/writing). (R) He also differentiates between unimodal and multimodal learners. Those who prefer using a single sensory modality for information intake are described as unimodal for example single V.A.R. or K. While the ones who preferred two, three or four modes of information presentation are considered multimodal whereas others preferring a variety of styles are known as multimodal, of the multimodal learners, there are sub classification for bi-, tri-, and quad modal learners, who prefer to use two, three, or four styles, respectively. Fleming open all possible combination of the modalities. (e.g.,VA,VRK,e).

a. Visual

Visual learners prefer using picture, videos, posters, or slides. And they can more effectively in learning by textbook within diagrams and picture, flow chart, and underlining different colors highlighters or use symbols.

b. Aural or auditory

Fleming uses the term “aural” to refer to auditory learners. However, it actually means the same type. Aural learners can try the tips below so that they can study effectively and efficiently:

1) In take

To take in the information, they should attend lectures and tutorials discuss topics with other/teacher, explain new ideas to other people use a tape recorder, describe overheads, picture, and visual to somebody that was not there, and leave space in notes for later recall

2) SWOT (Study without tears)

When they are studying, they should understand they may take poor notes because they prefer to listen, expand their notes put summarized notes on tape and listen, read summarized out loud, explain notes to another aural person.

3) Output

To perform well in any test, assignment or examination they should listen to their voice and write down, imagine talk to

the examiner, speak their answer, and practice writing answer to old exam question.

c. Reading or writing.

1) In take

For reading or writing learners, they can do these following tips to assist them in learning more efficiently, in class they should use list and heading, use dictionary and definition, use handouts and textbooks, read, and use lecture notes.

2) SWOT (Study without tears)

When they are studying, they should write out the words again and again, reread notes silently, rewrite ideas into other words and organize diagrams, charts and flows into words lastly, they may imagine their list arranged in multiple choice questions and distinguish each from each.

3) Output

The perform well in any test, assignment or examination they should practice with multiple choice question, write out lists, and write paragraphs, beginnings, endings, and arrange their words into hierarchies and point.

d. Kinesthetic

Kinesthetic learners can try the tips below to help them in learning more efficiently. In class they should use all of their sense, go to lab or take field trips. Use trial and errors methods, listen to real life

examples, and use hands-on approach. When they are studying, they should understand they make take notes poorly due the topics, they not seeming relevant, put examples in not summaries, use picture and photos to illustrate, and talk about notes with another kinesthetic person.

3. The different Gender and Sex

According to Black L (2014), the terms 'sex' and 'gender' may seem to be interchangeable, especially in western cultures, but in reality they refer to two completely different things.

- a. Gender is more complex. It not only includes physical attributes but also the interaction between those traits and a person's sense of self, identification as being male or female as well as how an individual presents himself or herself to the world.
- b. Sex is purely biological. It is determined by physical characteristics including sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia. As soon as an individual is born, they are identified as either male or female

Thus, promote a better understanding of individual differences as well as worldwide acceptance for everyone

D. How to Identify Learning Style

In this research, VARK questionnaire that was developed by Dawiyah and Fleming will be applied, VARK is a questionnaire that provide user with a profile of their learning preferences. These preferences are about

that ways they want to take in and give out information this questionnaire consist of 15 items.

Why is the VARK questionnaire employed in this research? It is chosen in this research for some reasons. Firstly, it is easy to use the questions and the options given were taken from the real-life situation that it make easier for the students to work on the questionnaire. Besides that, the questionnaire is free availability online therefore is not difficult for the researcher to get it.

E. The advantage of learning style

Learning style has an important place in the lives of individuals. When the individual knows their learning style, they will integrate in the process of learning style. They will learn more easily and fast and will be successful. It is very important to understand and explore each individual's learning style can be very helpful and beneficial to the student by aiding them in becoming more focused on an attentive learner, which ultimately will increase educational success. Discovering this learning style will allow the student to determine his or her own personal strengths and weaknesses and learn from them. Teachers can incorporate the learning styles into their classroom by identifying the learning of each of their students. (Gilakjani: 2011).

Thus, using learning style to find the best way for the students to learn effectively and teachers teach efficiently in the classroom.

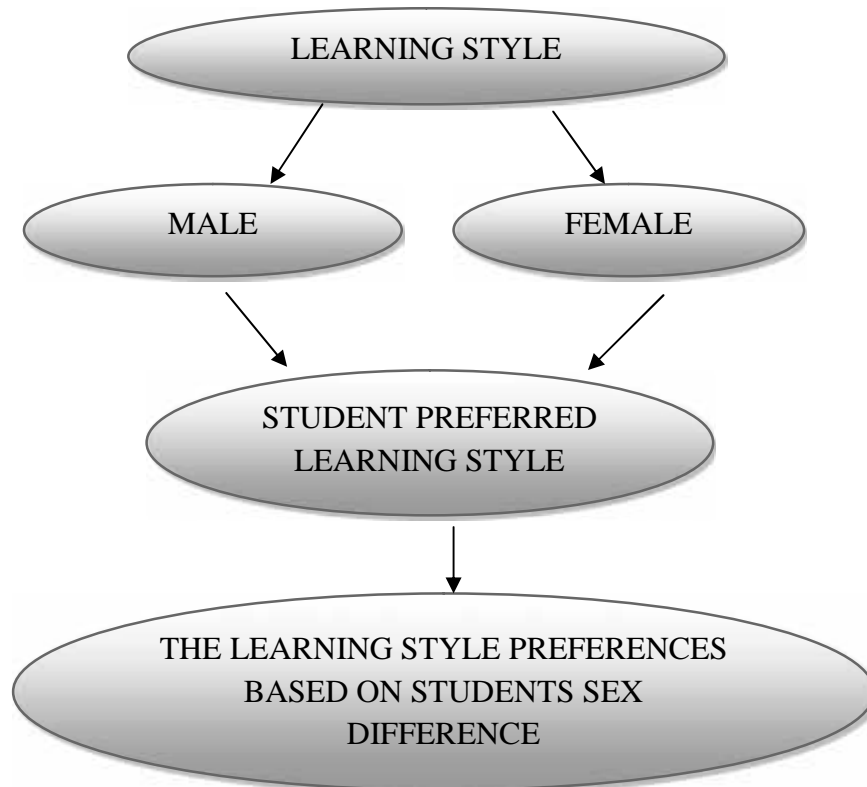
F. Multimodal Preferences

The Swinburne University of Technology states that people commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference. Other people have a more even mixture of two or less commonly, three styles. When you know preferred learning style, you understand the type of learning the best suits you. This enables you to choose the types of learning that work best for you.

Wahyuni (2010) find out, if you have more than one strong preference, it means you are multimodal learners. The preferences may consist of two or three, or modes information (for example VA, AK, or VAK). Multimodal preferences dominate the database for all population and it clearly the most used set preferences when making decisions about learning. Usually, one third or respondents are in the three-part V, A, K set or other large group complete the three and two part modalities.

G. Conceptual Framework

The theoretical framework underlying the researcher would like to identify types of learning style students. Thus the researcher formulates the diagram underlying theoretical framework follow:

Figure 2.1

In this study, there are two kinds of the students will be test. They are male and female students. Here students would be givne test about their basic types of learning style, have as well as the dominant types of preferred by different gender.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method of the research was descriptive method at giving a descriptive account of types of learning style students at the first year of SMA Somba Opu. The results of the present research was hoped to give information for the teacher about the students learning style in order to provide instructional use and activities for students by considering their sex difference in the classroom.

B. Population & Sample

1. Population

The population of this research was the first year students of SMA Somba Opu that consisted of 28 students.

2. Sample

This research used total sampling because there was only one class at the first year of SMA Somba Opu. The numbers of sample were 28 students consisted of 14 male students and 14 female students.

C. Instrument of the research

The instrument used was only one kind of instrument namely questionnaire. This questionnaire was intended to obtain data about the student's learning style preferences (visual, Auditory, Read-Write, and

Kinesthetic) questionnaire. Bellow is the table of the VARK profile of the single preferences, bi-modal preferences, tri-modal, and all four modes.

Table 3.1 VARK profiles

	VARK Profile	Number
Single Preferences	V(Visual) A(auditory) R(Read/Write) K(Kinesthetic)	4
Bi-modal Preferences	VA VR VK AR AK RK	6
Tri-modal Preferences	VAR VAK ARK VRK	4
All four modes	VARK	1
	Total number of profiles	15

The VARK Questionnaire as the instrument of this study were distributed to 28 students. 14 male students and 14 female students completed the questionnaire.

At the same time, the questionnaire was also intended to find out whether difference affected the students' preferences. Considering the pattern dominantly used by either male or female students. In selecting the test for students, the researcher firstly would identify a number of learning style test and then choose one kind of test that can be understood easily by students.

In this questionnaire, the students were not distributed to give only one answer. Before the questionnaire was distributed to the students, it was firstly

translated into Indonesian. The translation was done to make the students easier to answer the questions in the questionnaire.

D. Procedure of Collecting Data

Before distributing questionnaire the students were given explanation of how to answer the test and emphasize that test was not an instrument to measure their knowledge. Second, ask them to answer until finished, and finally the researcher collected the data from the students.

E. Technique of Data Analysis

In this research, the students were allowed to choose multiple answers for one item or more to adequately describe their preferred responses (s) to the situations presented. The total number of student responses tallied for each of the 4 sensory modality (Visual, auditory, Read-write, Kinesthetic) and for possible combination of modalities (e.g. VA, VAR, etc).

To determine the percentage of students in each category, the number of students who preferred each mode of information presentation will be divided by the total number of student's responses. The formula is taken from Sudjana (2002).

$$P = \frac{F}{N} \times 100$$

Note: P = percentage

F= the number of student who prefer each mode of information presentation

N= the total number of students

To determine sex difference exists for each of the following situation.

1. Multimodal and un modality preferences between male and female
2. Tri- and bimodality preferences between male and female.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research are the types of learning style preferences at the first year students and the different types of learning style between male and female students.

1. The types of learning style preferences at the first year students of SMA Somba Opu gowa

Based on the data analysis, it was found that the types of learning style preferences at the first year students of SMA Somba Opu mostly tri-modal preferences, which was the combination between types learning style Visual, auditory and reading (VAR).

Based on the VARK profile the students can be classified into four groups namely the learners who single preferences, bi-modal, tri-modal category, and all four modes. The descriptive account of the classification students' learning style of the VARK questionnaire can be seen in the following.

Table 4.1 Classification of Preferences N = 28

Profile	Total Number of Student responses (F)	Total %	Category %
V	1	3	23%
A	1	3	
R	4	14	
K	1	3	
			Single Preferences
VA	0	0	17%
VR	3	10	
VK	0	0	
AR	2	7	
AK	0	0	
RK	0	0	
VAR	7	25	35%
VAK	0	0	
ARK	0	0	
VRK	3	10	
			Tri-Modal
VARK	6	21	21%
			Multimodal

The table 1, above provides information about the classification of the student's preferences. There are some combinations of single preferences. They are V, A, R and K. (V= visual, A= Auditory, R = Reading/writing and K= Kinesthetic). The table shows, Seven students (23%) were identified as unimodal learners or having single preferences. Each of visual, auditory and kinesthetic was chosen by one student (3%) and four students were read/write category (14%).

Besides that, the researcher classification into Bi-modal preferences, there are six combinations namely VA, VR, VK, AR, AK, and RK. (VA= Visual and Auditory, VR= visual, reading/ writing, VK= Visual and Kinesthetic, AR= auditory and reading, AK= Auditory and Kinesthetic, RK= combination Reading and Kinesthetic). There were five students (17%) who fall in this category. three students (10%) was VR, two students (7%) was AR. None of the students belonged to VA, VK, AK, and RK category.

In tri-modal preferences, exist four combinations VAR, VAK ARK, and VRK. VAR combination from visual, auditory and reading/writing, VAK is visual, auditory, and kinesthetic, ARK combination between auditory, reading/writing and kinesthetic, VRK combination visual, reading/writing and kinesthetic). There were 10 students (35%) categorized into tri-modal category. Seven students were VAR (25%). Three students (10%) were VRK.

The last is all four modes preferences VARK combination all profiles learning style (Visual, auditory, reading/writing and kinesthetic. For multimodal category, six students (21%) were identified to have VARK profile.

This study shows the student's dominant learning preferences are VAR tri-modal which is the combination Visual, auditory and read/write. VAR the highest presented 25%. Other preference is VRK (10%).

2. The different Types of Learning Style between male and Female Students.

Based on the data analysis, it was found that there are some different between the types of learning style of the male and female students were tri-modal (VAR) were mostly chosen by male, while female students dominantly chose multimodal or four modes, combination between Visual, auditory, reading/writing and kinesthetic (VARK).

The descriptive account of the types of the learning style preferences of the male and female students can be seen in the following.

Table 4.2 Classification of preferences of male Students N = 14

Profile	Total Number of Student responses (F)	Total %	Category %
V	0	0	35%
A	1	7	
R	3	21	
K	1	7	
			Single Preferences
VA	0	0	14%
VR	1	7	
VK	0	0	
AR	1	7	
AK	0	0	
RK	0	0	
VAR	5	35	42%
VAK	0	0	
ARK	0	0	
VRK	1	7	
			Tri-Modal
VARK	1	7	7%
			Multimodal

The table 2, above shows the classification of preferences of male students (N=14). There are four categories, namely single preferences, bi-modal, tri-modal and multimodal.

Five students (35%) were identified to have single preferences. Both auditory (A) and kinesthetic (K) were preferred by one student (7%). And three students (21%) were reading (R). No male students were identified visual category.

Two students (14%) was in bi-modal category only one choose VR and AR (7%), the researcher identified the absence of Visual and auditory (VA), visual and kinesthetic (VK), auditory and kinesthetic (AK), reading and kinesthetic (RK) category in male population.

Tri-modal preference was chosen by 6 students (42%) namely VAR combination between visual, auditory and reading category and small number choose VRK (7%) only one student. The most preferred no male students were identified as VAK and ARK category. One male student (7%) fell in VARK category.

Table 4.3 Classification of preferences of female students N = 14

Profile	Total Number of Student responses (F)	Total %	Category %
V	1	7	14%
A	0	0	
R	1	7	
K	0	0	
			Single Preferences
VA	0	0	21%
VR	2	14	
VK	0	0	
AR	1	7	
AK	0	0	
RK	0	0	
VAR	2	14	28%
VAK	0	0	
ARK	0	0	
VRK	2	14	
			Tri-Modal
VARK	5	35	35%
			Multimodal

Table 3, above present the classification of female students learning preferences, two students (14%) were in single preferences category. Only one student chooses preferred visual (V) and Read or write (R) category.

It was different of bi-modal category; three students (21%) were identified to have bi-modal preferences. Two students (14%) belonged to visual and reading (VR) category. Only one student (7%) preferred auditory and reading (AR). Four kinds of combination of modalities VA, VK, AK, and RK were not chosen by the students.

Tri-modal category was preferred by four students (28%). Visual, auditory, and kinesthetic (VAR) and one student include category VRK (14), each of them were chosen by two students were presented (14%). None of students was preferred VAK and ARK category in female population. Five students (35%) were in VARK category.

Learning Preferences of Male and Female Students

Figure 4.1

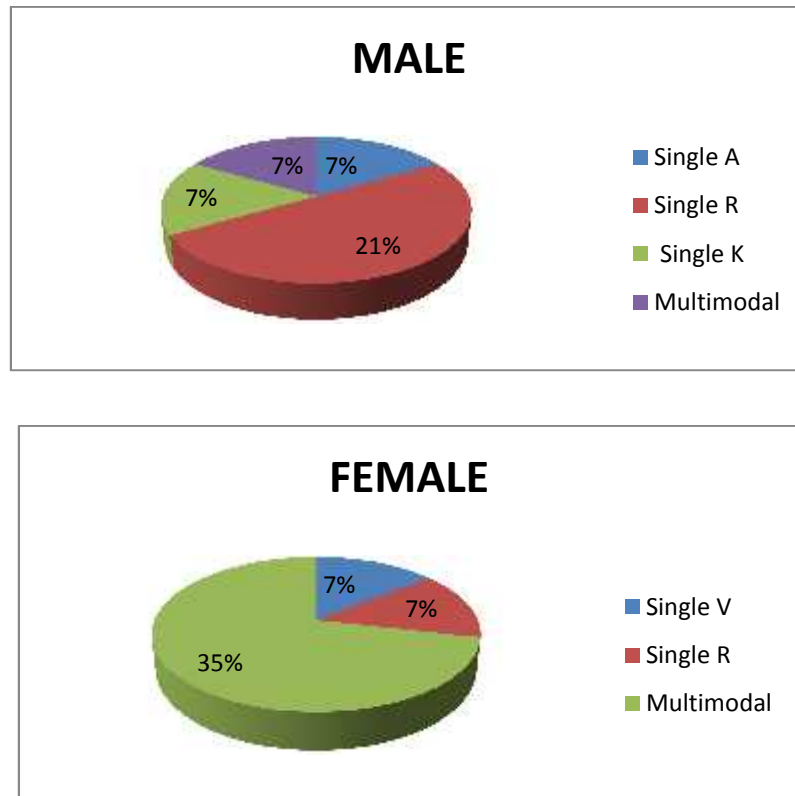
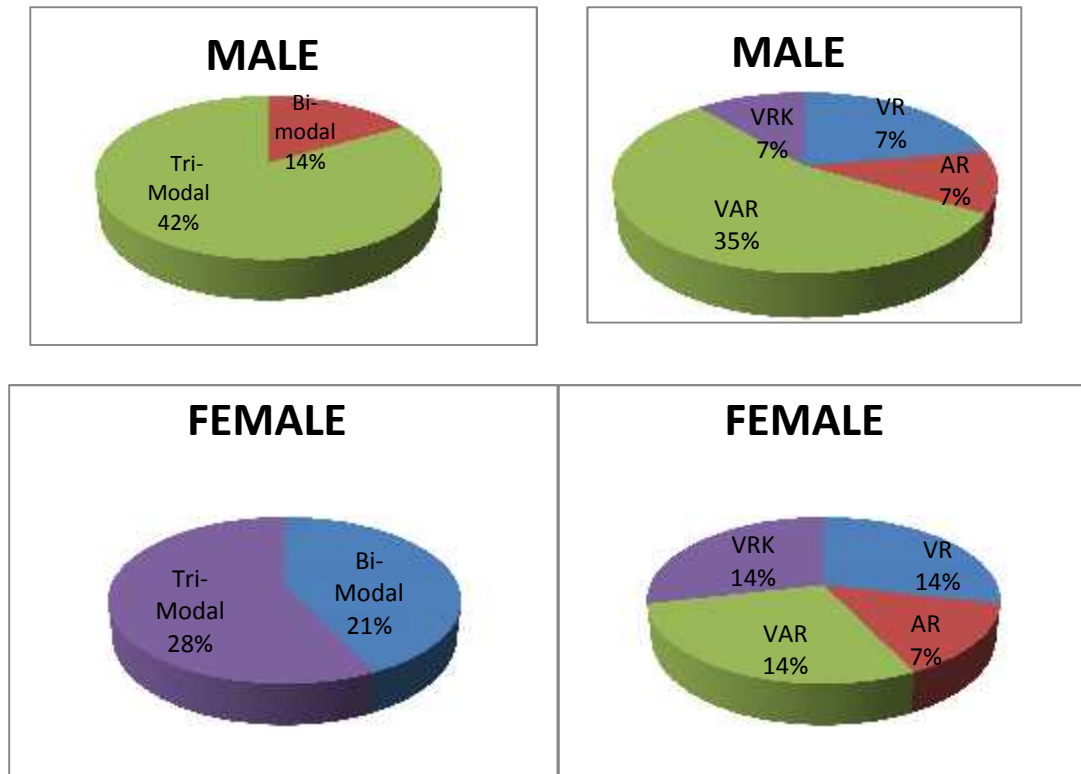


Figure 1, shows the percentage of male and female students who preferred multimodal and unimodal preferences. A different percentage of males (7%) and females (35%) preferred multiple modes of information presentation. The different percentage is also shown in unimodal category 35% for males and 14 % for females. One student preferred single V (0% male vs 7% female), single A (7% for male vs 0% female), single R (21% for male vs 7% female), single K (7% for male vs 0 % for female). There were differences found in the percentage of male and female students both in multimodal preferences and single preferences.

Bi-modal and tri-modal both Males and females

Figure 4.2



As presented in Figure 2, it can be seen that there were differences between male and female terms of their learning bi-modal and Tri-modal style. Some students preferred two modes (bimodal: 14% male vs. 21% female) for male, one student preferred VR and AR (7%), while female populations two students identified VR category 14% and AR (7%) was chosen by one student. Some students preferred three modes (tri modal: 42% male vs. female 28%). Five students choose VAR (42%) by male, and one student chooses VRK (7%) while, female two students belonged to VAR and VRK (14%).

The result of this study determined some differences between the choice of male and female students in their learning preferences. However the researcher findings that from the fifteen possible combination of VARK profile either single preferences and multimodal category. Five were presented in the male student population and only two were presented in the female student population, single preferences category from the four option (V, A, R, and K). Only one presented by males preferred single A and K and three students for single R while females preferred single V and R only one student. Six combination of bimodal category (VA, VR, VK, AR, AK, and RK). fourteen were presented in the male population, but only two presented in the male student population (VR and AR), three students were presented in the female student population (VR and AR). Of the four possible combination of tri-modal category, fourthly two six were presented in the male students and twenty eight for female students. In other word, male student, six were presented VAR and VRK and female student only four were presented VAR and VRK.

It is also important to note about the percentages of male and female students whose learning preferences contained either V, A, R, or K somewhere in their preference.

B. Discussion

This part deals with the discussion and interpretation of the findings stated previously. The points that deserve further explanations in the following lines are as follows the student's learning style preferences and the different types of learning style between male and female students.

1. The types of learning style preferences at the first year students of SMA Somba Opu.

In this study, the researcher distributed the VARK questionnaire to observe the student's learning style preferences in general as well as observe the potential difference between males and females preferences. The result shows, the students were tri-modal (VAR and VRK) and the popular preferences from database for all respondents that filled the questionnaire.

In previous related findings by Donkoh (2015) learning style include three namely visual, auditory and kinesthetic. He found, that the most preferred learning style of the students was a combination of auditory and visual learning style (AV). Another finding was also found out that physical factors greatly affected the learning style of 2013/2014 final years post-diploma sandwich students of the Department of basic education.

In this research there are four learning style namely visual, auditory, reading/writing and kinesthetic. The researcher found the most preferred learning style at the first year of SMA Somba Opu was tri-modal

category (35%) or combination between visual, auditory and reading or writing (VAR). The learners who have two or three preferences, usually need to use more than one learning strategies in learning. Their strength is they can be more flexible about how they take in a give out information. The advantage is they need at least two, three or four modes involved in learning to make them satisfied.

2. The different types of learning style between male and female students.

Based on the data from the findings, the different between the two sexes (male and female students). For male students, single preferences and tri-modal A, R, K, VR, VK, VAR, VRK and VARK were the popular choice. On the other hand, V, R, VR, AR, VAR, VRK and VARK dominately choose by female. Beside those popular choices, some profile less preferred. For male students, they were V, VA, VK, AK, RK, VAK, and ARK. For female students, the profile were ARK, VAK, AK, RK, AK, VK, VA, K and A. It seems both males and females preferences.

In previous related findings by Choudhary (2011) via multiple sensory modalities dominantly chosen by males (92.98%) while females (76.67%). Male have highest presentage for all modes more than female. Males and females are unique as far as their learning style preference is concerned. Males have preference for rational evaluation and logic; while female use elaborative processing in which they try to seek personal relevance or individual connection with the material being taught. In additional, male are more achievement oriented, while females are more

socially and performance oriented. The genders also differ in their beliefs about what is most important to students learning with females ranking social interaction with other students. Furthermore, males are likely to attribute their success in the classroom to external causes, such as teaching, whereas females generally see their success as being directly related to their efforts in the classroom. This suggests that males tend to be more externally focused, while females are introspective and self-critical.

Though, the difference of preference of either males or females can be seen from the possible combination of the result of the study preferred by male and female students. The dominantly chosen by male were tri-modal category (42%) combination Visual, auditory and reading/writing (VAR) with indicated (35%), while female dominantly chosen were multimodal (35%) combinations all profile visual, auditory, reading or writing and kinesthetic. In multimodal category female have highest percentage more than male. This because in Indonesian, males tend to be calmer and accept whether method the teacher uses, while female usually tend to like information presented in many ways.

Rihadatulaisy states (2016), when teachers teach in accordance with the characteristics of learning style that the students have and students get things in way that match their character, there are some implications that can be gained by each teacher to the learner. Teachers will be easy to direct students to learn in easy accepted way according to the learning style of each student. The teacher also gives an appropriate assessment for the students

because the students do each job purely accordance with the understanding they have received. Whatever style of learning style is chosen basically has the same goal that is for the concerned can capture the subject matter as well as possible and provide optimal result.

Thus, understanding the learning style of students has very important role for educators or teachers, sometimes as educators, they will find some children in one class who have difference in following the teaching and learning activities in the classroom. But the difference in learning style is also not always the same in each child; it could be in a class of tendencies only in one learning style and several others with different learning style. At these times the teacher should provide methods of learning in the classroom so that teaching and educating time to be effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings and discussion the previous chapter, the researcher would take conclusions as follows:

1. Learning style preferences is the characteristic strength and favorite's people take and process information. The learning style at the first year of SMA Somba Opu was tri-modal category dominantly chosen by students (35%) more than other categories. combination between VAR (25%).
2. The differences found between the choice of male and female students in their preferred learning style. For male tri-modal having the highest preference of 42% (VAR) with indicated 35% while female student population multimodal category showed the highest percentage 35% (VARK)

B. Suggestions

Based on the conclusions, the Researcher gave some suggestion as follow:

1. For the teachers, this study investigating learning style is needed in order to have a more profound insight toward the learner potential in learning. The students need to be given opportunity to explore their selves for their progress in learning. Regarding the result of this study, the researcher sees an important point for teacher to be concerned. It is suggested for

the teacher to have knowledge about their students' learning style preferences, furthermore, the English teachers should employ various teaching strategies that hopefully will match with all the students' learning style.

2. For the students, be aware of their learning style so they will be aware of their strength and weakness. After that, they can find the most suitable strategies for their learning.
3. The school also expected to do any efforts to support the students by providing such learning facilities, such as tape recorder and cassettes or other Medias that can help the students learn English well.

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APPENDIX 1

Choose the answer which best explain your preferences and circle the letters(s) it.

Please circle more than one if a single answer does not match your perception .

leave blank any question that does not

(Visual, Auditory, Kinesthetic, Reading / Writing,)

1. If you will face examination, you are easy to memorize if:
 - A. Memorize the exam material while saying it out loud. (A)
 - B. Walking back and forth while memorizing.(K)
 - C. Flick through the book while reading the exam material. (R/W)
 - D. Create a diagram to remember the material. (V)

2. Which happens most often at school:
 - A. When the teacher explains, your hands can not be silent, play ballpoint. (K)
 - B. You just listen when the teacher explains. (A)
 - C. You notice the teacher's face when she/he is speaking or explaining.(V)
 - D. You write while the teacher explains. (R/W)

3. When assembling an item, you prefer:
 - A. Following the illustration of how to arrange them. (V)
 - B. Listening to people reading the instructions for you (A)
 - C. Immediately do it without following the instructions. (K)
 - D. Read in detail how to arrange them. (R/W)

4. In your spare time, you usually:
 - A. Listening to the radio, chatting. (A)
 - B. Walking, sports, hiking. (K)
 - C. Watching television. (V)
 - D. Reading, fill out the TTS (R/W)

5. If you are angry, it is usually most visible from:
- A. Facial expressions. (V)
 - B. Intonation of sound.(A)
 - C. Body move. (K)
 - D. Choose silence and read a book. (R/W)
6. Usually when you have no activity:
- A. Restless, can not sit still. (K)
 - B. Talk to yourself. (A)
 - C. Daydreaming, staring into the sky. (V)
 - D. Reading a story book.(R/W)
7. Choose the activities you feel comfortable doing:
- A. Writing. (R/W)
 - B. Exercising. (K)
 - C. Drawing. (V)
 - D. Debate. (A)
8. You want to learn a new program, skill or game on the computer. You will:
- A. Follow the diagram in the accompanying book. (V)
 - B. Talk to people who know about the program. (A)
 - C. Read the written instructions that accompany this program. (R/W)
 - D. Use a control or a keyboard. (K)
9. You have completed a competition or exam and want some feedback.
- A. Use a graph that shows what you've accomplished. (V)
 - B. From someone who talks about it with you. (A)
 - C. Use a written description of your results. (R/W)
 - D. Using an example of what you have done. (K)

10. You choose a teacher who likes to use:
- A. Field trips, laboratories, \, Practicum activities. (K)
 - B. Reading books. (R/W)
 - C. Flowcharts, lists / tables, and maps. (V)
 - D. Class discussion.(A)
11. You are not sure whether a word is "dependent" or "dependant":
- A. View or memorize and choose according to their appearance. (V)
 - B. Think how each word sounds and choose one. (A)
 - C. Find it online or in the dictionary. (K)
 - D. Write both words on paper and choose one. (R / W)
12. You should explain your ideas to your friends in front of the class. You will:
- A. Write what you will say then study it and read it over and over again.(R/W)
 - B. Take examples and stories to make your idea more real and practical. (A)
 - C. Write some keywords and practice them repeatedly. (K)
 - D. Create diagrams or graphs to help you explain your ideas. (V)
13. After reading a drama, you are given a task, you choose:
- A. Draw one of the surprises that happened in the drama. (V)
 - B. Practice a round in the drama. (K)
 - C. Write about the drama. (R/W)
 - D. Read a speech in the drama. (A)
14. To simplify and accelerate you to understand something (lessons or other things)
- A. Change the lesson you recorded into the form of easily visible posters. (V)
 - B. Summarize the lesson to be spoken aloud, or even record it on a cassette. (A).
 - C. Try learning in groups. (K)
 - D. Read the lesson and rewrite what you have learned. (R / W).
15. While reading a book, what you often do is:
- A. Tracing each word with your index finger. (K)
 - B. Read it calmly, quickly and diligently. (R / W)
 - C. Reading as you move your lips and say it. (A)
 - D. Read it as you imagine in your mind what you just read. (V)

THE VARK QUESTIONNAIRE

INDONESIAN VERSION

PILIH LAH SATU ATAU LEBIH JAWABAN YANG MENGGAMBARAKAN DIRI KAMU.

(Visual, Auditori, Kinestetik, Reading/ Writing,)

1. Jika akan menghadapi ulangan, kamu mudah hafal jika:
 - a. Menghafal materi ulangan sambil mengucapkannya keras-keras.
 - b. Berjalan bolak-balik sambil menghafal.
 - c. Membolak-balik buku membaca materi ulangan.
 - d. Membuat diagram untuk mengingat materi.

2. Mana yang paling sering terjadi saat di sekolah:
 - a. Saat guru menerangkan, tangan kamu tidak bisa diam, bermain-mainkan ballpoint.
 - b. Kamu mendengarkan saja waktu guru menerangkan.
 - c. Kamu memperhatikan wajah guru saat beliau berbicara/menerangkan.
 - d. Kamu sambil Menulis saat guru menerangkan.

3. Ketika merangkai suatu barang, kamu lebih suka:
 - a. Mengikuti ilustrasi cara merangkainya.
 - b. Mendengarkan orang membacakan instruksinya untukmu.
 - c. Langsung mengerjakannya tanpa mengikuti instruksi.
 - d. membaca secara detail cara merangkainya.

4. Di waktu luang, kamu biasanya:
 - a. Mendengarkan radio, mengobrol.
 - b. Berjalan-jalan, olah raga, hiking .
 - c. Menonton televisi.
 - d. membaca, mengisi TTS (R/W).

5. Kalau kamu marah, biasanya paling terlihat dari:
 - a. Ekspresi wajah.
 - b. Intonasi suara.
 - c. Gerak tubuh.
 - d. Memilih diam dan membaca buku.

6. Biasanya pada saat kamu tidak ada kegiatan:
 - a. Gelisah tak bisa duduk tenang.
 - b. Bicara dengan diri sendiri.
 - c. Melamun, menatap ke angkasa.
 - d. Membaca buku Cerita.

7. Pilih kegiatan yang kamu merasa nyaman melakukannya:
 - a. Menulis.
 - b. Berolahraga .
 - c. Menggambar.
 - d. Berdebat.

8. Anda ingin belajar sebuah program baru, keterampilan atau permainan di komputer.
Anda akan:
 - a. Ikuti diagram di buku yang menyertainya.
 - b. Bicara dengan orang yang tahu tentang programnya.
 - c. Baca instruksi tertulis yang menyertai program ini.
 - d. Gunakan kontrol atau keyboard.

9. Anda telah menyelesaikan sebuah kompetisi atau ujian dan menginginkan beberapa umpan balik.
 - a. Menggunakan grafik yang menunjukkan apa yang telah Anda capai.
 - b. Dari seseorang yang membicarakannya dengan Anda.
 - c. Menggunakan deskripsi tertulis tentang hasil Anda.
 - d. Menggunakan contoh dari apa yang telah Anda lakukan.

10. Kamu memilih guru yang suka menggunakan:
 - a. Kunjungan lapangan, laboraturim.\, krgiatan-kegiatan praktikum.
 - b. Buku bacaan.
 - c. Diagram alur, daftar/table-table, dan peta.
 - d. Diskusi kelas.

11. Kamu tidak yakin apakah suatu kata “dependent” ataukah” dependant” :
 - a. Lihat atau mengingat dan pilihlah sesuai dengan penampilan mereka.
 - b. Pikirkan bagaimana setiap kata terdengar dan pilih satu.
 - c. Temukan secara online atau dalam kamus.
 - d. Tuliskan kedua kata di atas kertas dan pilih satu.

12. Kamu harus menjelaskan ide-ide kamu kepada teman-temanmu di depan kelas.
Kamu akan:
- a. Menulis apa yang akan kamu katakan lalu mempelajarinya dan membacanya berulang-ulang.
 - b. Mengambil contoh-contoh dan cerita-cerita untuk membuat gagasan kamu menjadi lebih nyata dan praktis.
 - c. Menulis beberapa kata kunci dan mempraktekannya berulang kali.
 - d. Membuat diagram atau grafik untuk membantumu menjelaskan ide/gagasanmu.
13. Setelah membaca sebuah drama, kamu di beri tugas, kamu memilih:
- a. Menggambar salah satu kejutan yang terjadi dalam drama itu.
 - b. Mempraktekan sebuah babak dalam drama itu.
 - c. Menulis tentang drama itu.
 - d. Membaca sebuah pidato yang ada di drama tersebut.
14. Untuk mempermudah dan mempercepat kamu untuk memahami sesuatu (pelajaran atau hal yg lain)
- a. Mengubah pelajaran yang kamu catat ke dalam bentuk poster-poster yang mudah dilihat.
 - b. Merangkum pelajaran untuk diucapkan dengan lantang, atau bahkan merekamnya dalam kaset.
 - c. Coba belajar dalam kelompok.
 - d. Membaca pelajaran dan menuliskan kembali yang kamu pelajari.
15. Saat membaca suatu buku, yang sering kamu lakukan adalah:
- a. Menelusuri tiap-tiap kata dengan jari telunjukmu.
 - b. Membacanya dengan tenang, cepat dan tekun.
 - c. Membaca sambil menggerakkan bibir dan mengucapkannya.
 - d. Membacanya sambil bayangkan dalam pikiran apa yang baru saja dibaca.

APPENDIX 3

The students' Learning Preferences based on the VARK profiles

No	SUBJECTS	V (Visual)	A (Auditory)	R (Read/ Write)	K (Kinesth etic)	Total Response	VARK Preferences
1	Subject 1	6	4	5	3	18	VAR
2	Subject 2	3	7	6	1	17	AR
3	Subject 3	5	3	6	1	15	VR
4	Subject 4	3	8	4	2	17	A
5	Subject 5	3	4	3	5	15	VAR
6	Subject 6	5	4	3	3	15	VAR
7	Subject 7	7	3	7	0	17	VK
8	Subject 8	4	7	8	0	19	AR
9	Subject 9	4	6	5	1	16	VAR
10	Subject 10	4	4	6	4	18	VAR
11	Subject 11	4	3	3	7	17	K
12	Subject 12	2	4	7	2	15	R
13	Subject 13	5	7	11	6	29	R
14	Subject 14	8	4	8	4	24	VR
15	Subject 15	5	5	7	4	21	VAR
16	Subject 16	8	0	4	3	15	V
17	Subject 17	3	5	8	5	24	R
18	Subject 18	7	6	11	8	32	VAR
19	Subject 19	10	10	9	9	38	VAR
20	Subject 20	5	6	5	1	17	VAR
21	Subject 21	8	6	7	7	28	VAR
22	Subject 22	4	3	7	4	17	VR
23	Subject 23	8	6	6	5	25	VAR
24	Subject 24	9	10	13	6	38	VAR
25	Subject 25	4	3	7	5	19	VR
26	Subject 26	3	1	7	4	15	R
27	Subject 27	9	5	10	9	33	VR
28	Subject 28	6	2	7	6	21	VR

Documentation





CURRICULUM VITAE



Dewi Bustiyanti is a student of English department of Muhammadiyah University of Makassar. She was born on August 07th, 1994 in Bima. She is the second child of marriage between Abdul Hamid and Maemunah. She has 2 sisters and 2 brothers (Mei Lindafitriani, Ulfatun Rahman, Adi Hidayat, Muhammad Rezky).

In 2000, she started in elementary school at SDN Inpres Bontokape, graduated in 2006. Then, she continued her study at SMP Negeri 2 Bolo and graduated in 2009. After that, she continued her senior high school at SMA Negeri 2 Bolo and graduated in 2012. The next year, she was accepted as English Department student of Faculty of Teacher Training and Education, Makassar Muhammadiyah University. At the end of her study, she could finish her thesis in 2017 entitled “ *Investigating Types of Students’ Learning Style at the first year of SMA Somba Opu*”