**AN ANALYSIS OF STUDENTS' LEARNING PREFERENCE
BASED ON GENDER
(A Study At Department Of English Language Education
Of UIN Ar-Raniry)**

THESIS

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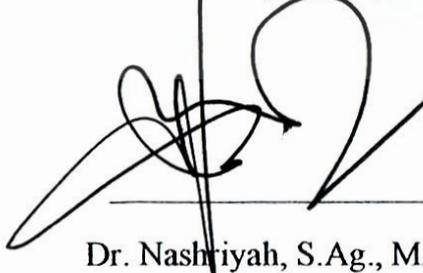
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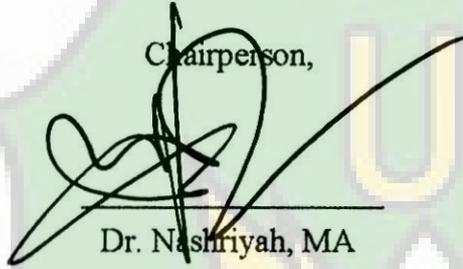
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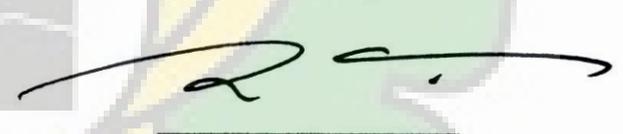
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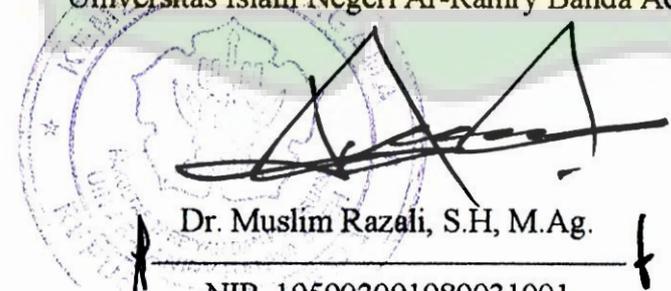
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An Analysis of Students' Learning Preferences Based on Gender (A Study at the Department of English Language of UIN Ar-Raniry)

Adalah benar- benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalam nya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 31 Desember 2019

Saya yang membuat surat pernyataan,

Maulidaturrahmi

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ABSTRACT

This thesis was entitled "An Analysis of Students' Learning Preferences Based on Gender (A Study at Department of English Language Education of UIN Ar-Raniry)". The purpose of this study was to determine learning preferences and understand the learning methods that are suitable for English students. In collecting the data, the researcher used quantitative research involving sixty respondents. The respondents of this study were the first semester students of Department of English Language Education of *Fakultas Tarbiyah dan Keguruan* at the Universitas Islam Negeri Ar-Raniry Banda Aceh by using purposive sampling. The researcher used a questionnaire using likert scale that required respondents to choose one of several answers that were determined, such as strongly agree, agree, disagree, and strongly disagree. The researcher modified the questionnaire by adapting to DePorter and Henarcki's theory and researcher used it as the instrument. The questionnaire contained a VAK learning preference (visual, auditory, kinesthetic). Based on the results of the questionnaire, it showed that sixty English students learned in various ways based on their preferences. In addition, the tendency of learning preferences of English students visual was 40%, auditory was 38% and kinesthetic was 22%. Based on the results it can be concluded that most students of Department of English Language Education tend to learn with visual learning preference was 40%. Furthermore, this study also showed the results of differences in learning preferences between male and female students. Male students who learn by visual learning preference was 63%, higher than female students was 38%. This proved that male students were more inclined to visual learning preferences. On the other hand the majority of female students tended to learn by auditory. Male students who learn by auditory was 30% lower than female students was 70%.

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CHAPTER I

INTRODUCTION

A. Background of Study

In the globalization era the role of communication is important. The rapid advancement of science and technology provides opportunities to communicate internationally. The communication tool in the whole world is language. Language is a symbol system in the form of sound, arbiter, used by the community to speak, cooperate, communicate, and to identify themselves (Chaer & Keraf, 2006: 1). Without language humans cannot communicate to convey their thoughts and feelings. Integrated language acquisition (including speaking, listening, reading and writing) is an important part of learning. This is consistent with the role of English as a global language as stated by Crystal (2000:1) that English acts as a global or world language because English is studied and used as a means of communication in various countries, both as a first language, second language, and as foreign language. In Indonesia, English as the first foreign language studied as a compulsory subject from junior high school to college. By having English language skills, we can easily access and obtain information and knowledge in English.

In the process of learning English, learning preferences is one of the important aspects that must be considered because learning preferences is one of the factors in determining student success. According to Prashnig (2007: 31) learning preferences is the way humans begin to concentrate, absorb, process, and accommodate new and difficult information. DePorter and Henarcki (2009: 113) stated that there are three Learning preferences namely Visual, Auditory and Kinesthetic. The first is visual learning by seeing, the second is auditory learning by listening and the third is kinesthetic learning by moving, working, and touching. Therefore every student has their own way of learning (Slavin, 2008: 171).

In addition to differences in student learning preferences, gender differences also affect student success. At school there are various students who have different characters, and they must get the same education to develop their abilities. Because at school students can develop their gender identity and spend a lot of their time studying and reading books at school, Evans & Davies: 2000; Taylor: 2003 (as cited in Nashriyah & Khairul 2018: 1). The teacher must be able to understand different student backgrounds and find the right way of learning that is suitable for students. According to Marina (2017: 68) teachers' understanding when interacting with students from various social and cultural backgrounds will be beneficial in the learning process. That way will make students more enthusiastic, closer to the teacher, and interested in learning. A study found that male and female students had no differences in overall academic ability, but differences appeared in some cognitive areas, such as men who were superior in

visual skills, while women had better verbal abilities than men (Santrock, 2009: 186). This makes women generally better for auditory tasks and men better for visual tasks.

Studying English is related to student's learning preferences. Each learning activity is expected to achieve maximum results, but the differences between students not only from the speed of absorbing information but also in processing the information so that students cannot be equated with each other. Besides learning preferences researcher also discuss about gender. From the two crossing studies, the researcher is interested to find out whether there are differences in learning preferences between male and female students, and the extent to which differences in learning preferences is more dominant between male and female students. As we learned earlier, knowing the learning preferences that each student has is very important, especially for teachers. This will help teachers in learning activities, where teachers who know the learning preferences of their students will be able to adjust the methods, and media used in the learning process. In this study, the subject is the English students of UIN Ar-Raniry, because it is one of the famous universities in Aceh and has many achievements. The object of this study was the first semester students in Department of English Language because they were fresh graduated from senior high school, so they are quicker to find suitable learning preferences for them to apply in learning Researcher interested to know deeply about students' learning preferences. Researcher also wants to know the dominant learning preferences between male and female. That is why researcher interested in researching in this field.

B. Previous Studies

There were some researchers conducted the research related to learning preferences based on gender. A study by Khanum in 2014 entitled "Learners 'learning preferences and teachers' awareness in the context of higher secondary levels in Bangladesh." She found that diverse learning preferences from each student. The study found 30% of students preferred learning by reading rather than to learning by listening. The second preference score was 50%. The indication was that students strongly agreed to learn by listening either from the teacher or from classmates. Students prefer working partners to work in groups. The percentage strongly agrees 25% learn in groups, and in working partners it reaches 67%. The students want to talk freely in the classroom but in terms of the students' enjoyment the choices varied.

In addition to learning preferences, the other researcher explained that gender was one of the factors that affect students' English proficiency. There was some researcher who found it, such as under the title research Language and Gender in English by Mahmud (2010), she argued that female students were reluctant to speak with different sexes, women prefer writing to express their opinions. In addition, women have a high possibility to improve their English language skills by working with the same sex, but that does not apply to men, so gender was very influential in the learning process of students.

The other research stated there was no influence of gender in student learning. Research conducted by Krcelik titled Why (Not) Learning English: Gender Differences in Student Motivation and Demotivation (2017). Petra found that there was no interaction effect between gender on the speaking competence of students of the Department of English Education who took the Speaking III course, but the effect was motivation from the teacher and student persistence in learning.

Finally, research conducted by Ratna (2019), she was a student from Universitas Islam Negeri Ar-Raniry. The study used a quantitative method, which was conducted on non-English students from the twelve Departments of Fakultas Tarbiyah dan Keguruan and she selected fifteen students from each department using convenience sampling. In this study, researchers analyzed to understand the way non-English students learned English and found out their learning style preferences in learning English. The researcher modified the questionnaire model to list learning preferences reproduced by O'Brien and he used it as an instrument. The questionnaire contained VAK (visual, auditory, kinesthetic) and the results of her research was the learning preferences of non-English students with the highest percentage response in visual found in the Mathematics education department (34.46%), and the highest percentage in auditory found in the Counseling education department (35.64%), and finally, the percentage the highest response in the kinesthetic learning style was found in the Informatics Engineering education department (35.61%). She concluded that students have different learning preferences in learning English

C. Research Questions

To conducting the research there are two research questions

1. How are the students' learning preferences in English Language?

2. Are there any gender differences in the learning preference?

D. Research Aim

Based on the research question mentioned above, the research aims to find

1. To find out the students' learning preferences in English Language

2. To find out gender differences in the learning preference

E. Scope of Study

Researcher conducting research focus on analyzing student learning preferences based on gender, especially in the process of learning English. The researcher wants to find out whether gender affects or not in student learning preferences, so that the researcher knows which supports the data from two opposing studies.

F. Significant of Study

1. For lecturers, the results of this study can be used to increase the confidence, knowledge, and skills of a teacher in giving English lessons to students, because students have different ways of learning, especially the differences between male and female, if the teacher already knows the students' learning preferences in learning English, teachers can easily anticipate problems by creating strategies and teaching methods that are more appropriate and interesting than before.

2. For students, the results of this study can be used to improve and develop students' English language skills, giving them a lot of new knowledge, because each student has different abilities, especially in terms of gender. Students can find the right preference learning for themselves, students can found the solutions to several problems while learning. So they will be more confident and enjoy learning English.

3. For researcher, analyzing students' learning preferences in learning English based on gender is a unique thing to study. Based on previous observations, it was found that many difficulties occur in male and female students when they learn English, it was caused by learning preferences and ways that are suitable with themselves. Researcher also wants to know the extent to which gender has an influence or not in learning English, to find out which supports from two opposing

studies. For further researcher, this research can be a reference and description in analyzing other problems that occur in students.

G. Terminologies

1. Learning preferences

Learning preferences are the way humans concentrate, absorb, process, and accommodate new and difficult information (Prashnig 2007: 31). DePorter and Henarcki, (2003: 112) claimed that at the beginning of learning, one of the first steps of a student is to recognize a visual, auditory, or kinesthetic modality (V-A-K). The type of visual learning is learning through seeing, watching and observing, the people with auditory learning preferences they were able to remember information to listening, and Kinesthetic type is learning by working or doing something directly.

2. Gender

Gender is related to the process of trust in how men and women must play their roles and act according to structured values, social and cultural requirements in their environment. According to Santrock, (2009: 217) gender roles are social expectations that determine how men and women should think, act and feel.

3. English Language

English is a very important language Tsui and Tollefson (2007: 283) argue that if you want to access science and technology, one must have an understanding of the use of English. The sources of information in various media are contained in English, as are international relations delivered in this language.

Alwasilah (2001) stated that English should be part of the curriculum because this language is a support for the development of the Indonesian generation.

H. Research Methodology

1. Research Design

The research design is descriptive quantitative research method. According to Rosady (2003:81) quantitative descriptive research is the process of collecting data using numbers by collecting, analyzing and showing the results of the data. To conducting the data, researcher used questionnaire technique for data collection by giving or distributing a list of questions or statements to respondents.

2. Research Subjects

For this research, researcher use purposive sampling techniques. The population in this study is the first semester of English department students 2019, all totaling 180 students. For the sampling, the researcher took 60 students among them: 30 male students and 30 female students.

CHAPTER II

LITERATURE REVIEW

This chapter will discuss theories related to learning preferences, gender and English language. The theory will support researchers in completing this thesis.

A. Learning Preference

Students have different ways to understand the same information or lessons. Learning involve the way of learning preferences to receive, process, and remember information during teaching that are related to student motivation (Aragon et. al : 2002). This is considered as behavior related to the real of psychological, cognitive, and affective interactions in how to receive and process information with the learning environment. According to Prashnig (2007: 31) Learning preferences is the way humans begin to concentrate, absorb, process, and accommodate new and difficult information. There are two broad categories of how students learn. First, how students absorb information easily (modality) and second, how students organize and process the information (brain dominance). At the beginning of a learning experience, one of the first steps of a student is to recognize one's modality as a visual, auditory, or kinesthetic modality (V-A-K) (DePorter and Henarcki, 2003: 112).

1. **Visual Type**

Visual type is learning through seeing, watching and observing. More completely, the type of visual learning is learning by seeing something, whether in the form of pictures or diagrams, performances, demonstrations or videos. People with this type, they are prefer learning or receiving information by watching or reading, and then they are easier and faster in processing the new information. According to Ula, (2013: 31) a person of visual type will quickly learn the materials presented in writing, charts, graphs and pictures. Some characteristics of the visual type are easier to remember something that is seen, prefers to read rather than listen, and prefers direct demonstration than verbal instructions.

Visual Learners focuses on visual acuity with the following characteristics (DePorter and Henarcki, 2002: 116):

a. Neat and orderly,

b. Talk fast,

c. Good planner,

d. Detail,

e. Very concerned about their own appearance in terms of clothing and presentation,

f. Good reader,

g. Remembering what is seen rather than what is heard,

h. Remembering with visual association

i. Not disturbed by noise,

j. Having trouble remembering verbal instructions, unless written down and often ask people for help to repeat it,

k. A fast and determined reader,

l. Prefer to read rather than listen to others,

m. Requires clear ideas and goals before doing a project,

n. Doodling without meaning while talking on the phone and in meetings,

o. Forgot to convey a verbal message to others,

p. Often answer questions with short yes or no answers,

q. Prefer to hold demonstrations rather than make speeches,

r. Prefer art from music,

s. Often know what to say but are not good at choosing words,

t. Sometimes they lose concentration when they want to pay attention.

2. **Auditory Type**

According to Sukadi, (2008: 98) people with auditory learning preferences have power in their ability to hear, and they are more dominant in using listening senses to carry out learning activities. Setiawan (2016 as cite in Mia 2018: 5) some characteristics of an auditory include being able to remember information by listening, preferring to learn by discussion, preferring to talk or story telling, usually not a good reader and often having difficulty in writing.

Auditory Learners focus on listening to be able to understand and remember them with the following characteristics:

a. likes to talk to himself,

b. Easily distracted by noise,

c. Moving lips and making a sound while reading,

d. Enjoying reading aloud,

e. Able to repeat and imitate the tone of voice

f. Feeling difficult to write, but great at storytelling,

g. Speaking in patterned rhythms,

h. Usually fluent speakers,

i. Prefer music than art,

j. Learning by listening and remembering what was discussed than seen,

k. Likes to talk, likes to discuss, and explain something at length,

l. Having problems with jobs that involve visualization,

m. Spelling is better than writing it,

n. Prefer oral jokes than read comics (DePorter and Henarcki, 2002: 117)

3. Kinesthetic Type

Kinesthetic type is learning by working or doing something directly. People with this learning preference can more easily understand the lesson when they move, feel, or take action (Sukadi, 2008: 100). In other words, this type of kinesthetic person prefers to learn by practice, and has several characteristics, namely, like learning by practice, touching everything, it is difficult to remain silent, likes to use real objects as learning aids, difficulty learning abstract things.

Kinesthetic Learners require that the individual touch something that provides certain information so students can remember it with the following characteristics:

a. Speak slowly,

b. Respond to physical attention,

c. Touch people to get their attention,

d. Stand close when talking to people,

e. Always be physically oriented and move a lot,

f. Have early development of large muscles,

g. Learn through demonstration and practice,

h. Memorize in a way walking and seeing,

i. Using fingers as a pointer when reading,

j. Many using body cues,

k. Unable to sit still for a long time,

l. Difficult to remember, unless they are in that place,

m. Using words that contain action,

n. Loving books that are oriented towards their plot reflecting the actions and movements of the body when reading,

o. The possibility of poor writing,

p. like to do everything,

q. likes to play games. (DePorter and Henarcki, 2002: 118)

The teacher or parent cannot force a student to learn in the atmosphere and manner that they want because each student has their own learning preference (Uno, 2006: 180). By knowing students' learning preferences, teachers can adapt their teaching preferences to the needs of students, for example by using various teaching preferences so that students can obtain effective ways.

B. Gender

In social and language studies, differentiation between men and women is included in gender studies. Gender is the difference and function of social roles built by society, and the responsibilities of men and women. In social life, gender is very closely related to masculinity and femininity. According to Santrock, (2009: 217) gender roles are social expectations that determine how men and women should think, act and feel. He also emphasizes that gender differences occur because of social conditions that have resulted in women having little power and control than men (Santrock, 2009: 189).

Gender is related to the process of trust in how men and women must play their roles and act according to structured values, social and cultural requirements

in their environment. Coates (2004: 4) tried to distinguish two terms as follows: the term 'sex' or sex refers to 'biological differences'. Meanwhile, the term 'gender' is used to describe social categories based on gender. Lippa (2005 as cited in Santrock 2007: 98) explains that one of the causes of differences between men and women are on their sex chromosomes. Men and women go through different stages of fetal development, this causes differences in the brains of men and women in the structure and in the background of their functions. According to Bastable (2002: 193) Corpus collosum in women is greater than men that are why women are more aware than men about their own emotions and others. This happens because the right brain is able to forward more information about emotions to the left brain. The part of the brain involved in emotional expression shows more metabolic activity in women than men.

In addition, the parietal lobe in the male brain tends to be larger than the female. That part is very functioning in completing cognitive tasks, especially those related to perception, and visual processes (Santrock, 2009: 186). Men have better visual skills than women. The same thing was stated by Halpern (as cited in Santrock 2009: 187) male students have higher visual-spatial skills than women. These skills include sensitivity to colors, lines, shapes, spaces and relationships between these elements. so male students will more quickly understand a material that is shown through media images or other visual media. On the other hand Maccoby and Facklin (as cited in Santrock 2009: 187) stated that when discussed from psychological factors, brain areas that function for language and communication skills as well as those that control the sense of

listening are greater in women. Some research also found academically, female students were better at verbal skills so that female students would be more active in discussions and able to absorb verbal instructions well.

In terms of physical performance, according to Smoll & Schutz (1990 as cited in Santrock 2009: 186), argued in the general men outperform women in a variety of physical skills. Hormonal changes in puberty produce increased muscle mass for men and increased body fat for women. This causes benefits for boys in activities related to strength, size, and energy. The level of activity is another area of physical performance where gender differences occur. Blakemore, et.al (as cited in Santrock 2009: 186) argue that the gross motor movements of boys are more active than girls in the classroom. This means that boys are more likely to be agitated and prefer to move around the room than girls.

C. English Language

The government's decision to establish English as one of the subjects at various levels of education is very reasonable in order to prepare a generation of Indonesia to compete globally. Alwasilah (2001) stated that English should be part of the curriculum because this language is a support for the development of the Indonesian generation. Tsui and Tollefson (2007) add that if you want to access science and technology, one must have an understanding of English language. The sources of information in various media are contained in English, as are international relations delivered in this language.

As an international language, English is no longer fully owned by inner circle countries, but has been owned by a community that is more outside including speakers of English as a second language or as a foreign language. Smith (as cited in McKay 2003) describes three fundamental concepts of English as an international language in learning, namely that students are not obliged to adopt native speaker culture to discuss English, English is owned by all people and is not limited to native speakers of English, and learning goals English is enabling students to communicate their ideas and culture to others

The development of English as an international language has contributed to the development of English learning curricula not to orient learning in the culture of the target language but it also provides flexibility for students to understand their own culture and use English not only to interact with native English speakers (inner circle countries) but can also interact with non-native English speakers (outer circle countries and expanding circle countries)

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher will discuss the process of collecting data, such as research design, sites, and participants, methods of data collection and methods of analysis.

A. Research Design

The method used in this research was descriptive quantitative research method. According to Rosady, (2003: 81) quantitative descriptive research is the process of collecting data using numbers by collecting, analyzing and showing the results of the data. To conducting the data, researcher used questionnaire technique for data collection by giving or distributing a list of questions or statements to respondents.

B. Research Sites and Participants

1. Research Sites

The study was conducted at Department of English Language Education on *Fakultas Tarbiyah dan Keguruan* in Universitas Islam Negeri Ar-Raniry Banda Aceh.

2. **Participants**

a. **Population**

Informants in this study were as a source of data based on subjects who mastered the problem. According to Sugiono (2008: 7) population was an object or subject that has certain qualities and characteristics created by researcher to be studied and drawn conclusions. In this study, the population was the first semester students of English Language Education Department, which consists of 180 students. They are separated into six unit and each unit consists of 30 students.

b. **Sample**

The sample was part of the number and characteristics possessed by the population (Sugiyono, 2008: 81). Thus, the sample was population that can be represented the entire population. Therefore, the number of sample was less than the population. In determining the number of samples, Arikunto (2006: 134) stated that if the population size was more than 100, samples can be taken from the range of 10-15%, 20-25%, or more than 25%. Based on this theory, the sample used in this study was 60 students or 33%.

C. **Sampling Technique**

Researcher used a purposive sampling technique, with the aim that the sample taken could represent the desired population characteristics. According to Syafi'i (2005: 133) purposive sampling was a sampling technique that used by researcher that has certain considerations in taking the sample. Researcher want to

examine the first semester of English department students because they are fresh graduated from senior high school and they still have a lot of time to study in the Department of English Language Education, so they more quickly to know the learning preferences that suited with themselves to support their abilities in learning English. For the sampling, the researcher took 60 students which were 30 male students and 30 female students.

D. Methods of Data Collection

1. Questionnaire

According to Cholid and Achmadi, (2009: 70), the questionnaire method was a list that contains a   series of questions about a problem or area to be examined. To obtain data, a questionnaire was distributed to respondents. In this study, the researcher distributed a set of lists of written statements to respondents to be answered. The questions in the questionnaire were adapted from DePorter and Henarcki's theory. The questions consisted of 30 items which included learning preferences namely visual, auditory and kinesthetic.

The instrument used in this study was a questionnaire that using likert scale. This measurement scale was used to classify the variables to be measured so that there are no errors in determining data analysis and the next step (Saifuddin Azwar, 2012: 37). The purpose of using this questionnaire was to find out the learning preferences that male and female students tend to have based on gender. Determination of the score on each statement on the questionnaire used a

scale of four alternative answers, namely Strongly Agree (SA), Agree (S), Disagree (D), and Strongly Disagree (SD).

E. Methods of Analysis

In analyzing the data that has been collected, several steps were carried out namely; (1) assessing respondent's answers, (2) adding up the total score of each component, (3) classifying the score obtained by respondents based on the level of tendency using a computer.

Table 2.1
Answer Scores

Response Options	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The interpretation phase of this data was processed using percentage. Percentage was intended to find a comparison of the size of the frequency of each alternative questionnaire answer. The percentage was obtained by comparing the number of frequency answers and the number of samples associated with the number 100%, the formula was as follows:

Looking for Percentages

$$P = F / N \times 100\%$$

Source: Arikunto (2006: 81)

Information :

P = Percentage of answer

F = Frequency of answers

N = Number of respondents

100% = Fixed numbers

Before determining the data analysis technique, it was also necessary to know the measurement scale used. Measurement is the process of creating a score on an object using certain rules (Mulyatiningsih, 2013: 34). Data source from questionnaires with likert scale answers are called interval scales. The underlying assumptions include: opinions that strongly agree, agree, disagree and strongly disagree have been converted into quantitative data that have a score of 4, 3, 2 and 1. The results of student questionnaires were calculated using Microsoft Excel 2007 with the formula above to find out the percentage of students' preferences in learning English.

CHAPTER IV

FINDINGS AND DISCUSSION

In chapter IV, the researcher discussed the research finding and discussion the results of processing research data.

A. Research Findings

In this section, the researcher showed the results of the research, which consisted of tables, figures, and explanations for each item. The first findings of this study were in tabular form. Results from Table 4.1 of the total sample of 60 respondents of English students (as you can see in the Appendix), the results were taken from the questionnaire that researcher distributed to students. The questions in the questionnaire were adapted from DePorter and Henarcki's theory, the questionnaire consisted of 30 statements and divided into three parts. Each part has ten statements which include learning preferences namely visual, auditory and kinesthetic. The maximum score in any part was forty and the minimum score was ten. To conclude the data from Table 4.1, researcher would like to give a percentage about students' learning preferences in visual, auditory and kinesthetic learning preferences.

Table 4.2
Students' learning preferences in visual, auditory and kinesthetic.

No	Learning Preference	Frequency	Percentage
1	Visual	24	40%
2	Auditory	23	38%
3	Kinesthetic	13	22%
	Total	60	100%
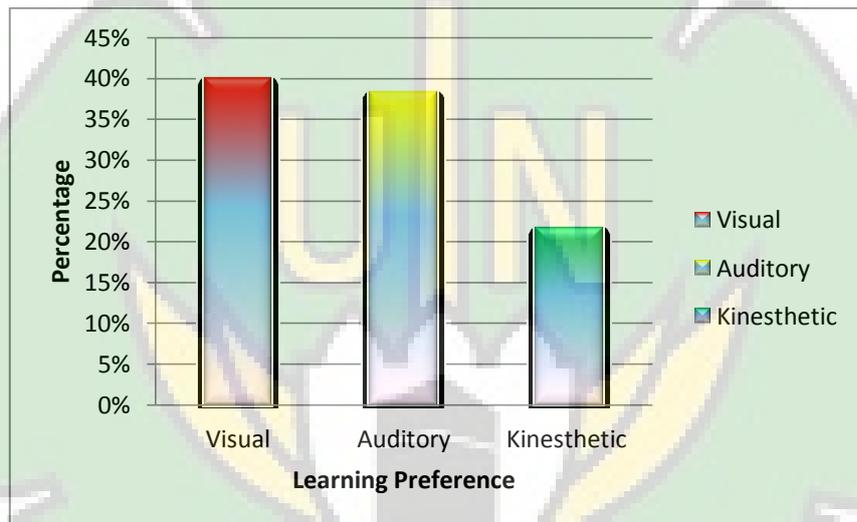
Figure 4.1 *The percentage of students' learning preferences in visual, auditory and kinesthetic.*

According to Figure 4.1 above, it was known that the tendency of student in Department of English Language Education learning preferences in the visual was 40%, the auditory was 38% and the was kinesthetic 22%. The researcher can concluded that from thirty questions most male students choose visual learning preference rather than auditory and kinesthetic.

Table 4.3
Visual learning preferences of Student Department of English Language Education

		Visual	Learning	Preferences
No	Gender	Frequency		Percentage
1	Male	15		63%
2	Female	9		38%
	Total	24		100%
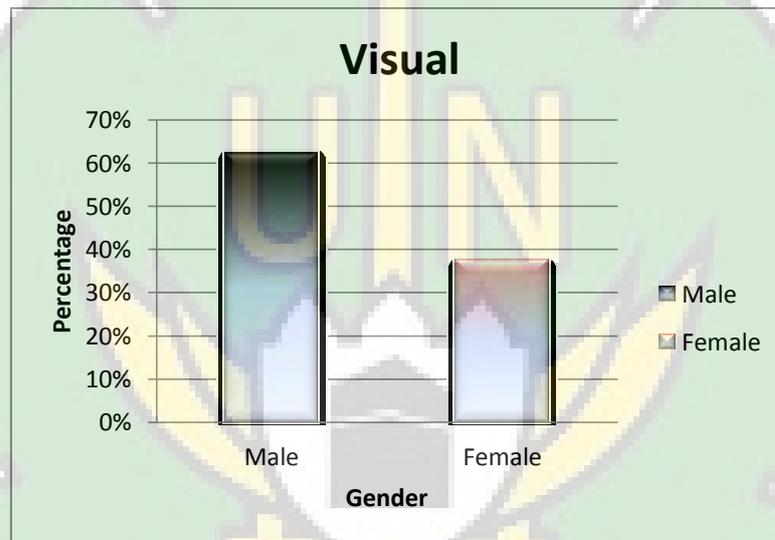
Figure 4.2 The Percentage of *visual learning preferences of student in Department of English Language Education*

From Figure 4.2 above, the data showed the differences percentage of visual types between male and female. The highest percentage of visual learning preferences was found in male students was 63%, and then followed by female students was 38%. It was concluded that male student in Department of English Language Education mostly tend to learn with the visual learning preference, because male have better visual skill than female.

Table 4.4
Auditory learning preferences of student in Department of English Language Education

Auditory learning preferences			
No	Gender	frequency	Percentage
1	Male	7	30%
2	Female	16	70%
	Total	23	100%
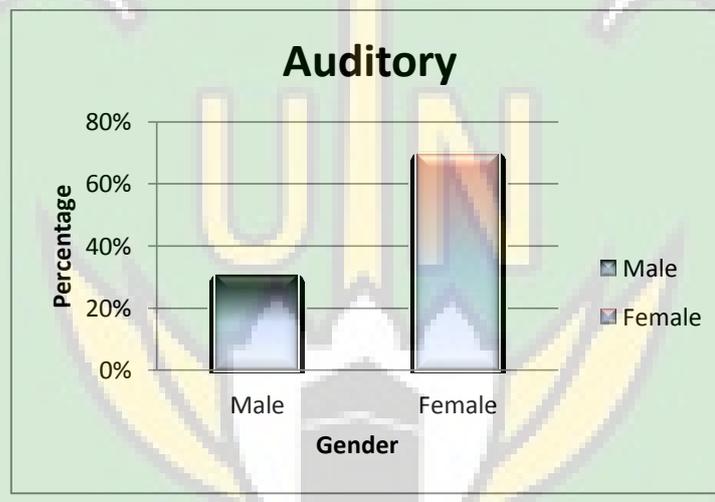
Figure 4.3 The Percentage of *Auditory learning preferences of student in Department of English Language Education*

From Figure 4.3 above, the data showed differences in the percentage of auditory types between male and female. The data showed that female students were more dominant on auditory types. They prefer learning through lecturer explanation and easy to memorize by listening rather than just seeing. The highest percentage of auditory learning preferences found in female students was 70%, and then followed by male students was 30%.

Table 4.5
Kinesthetic learning preferences of student in Department of English Language Education

Kinesthetic learning preferences			
No	Gender	frequency	Percentage
1	Male	8	62%
2	Female	5	38%
	Total	13	100%
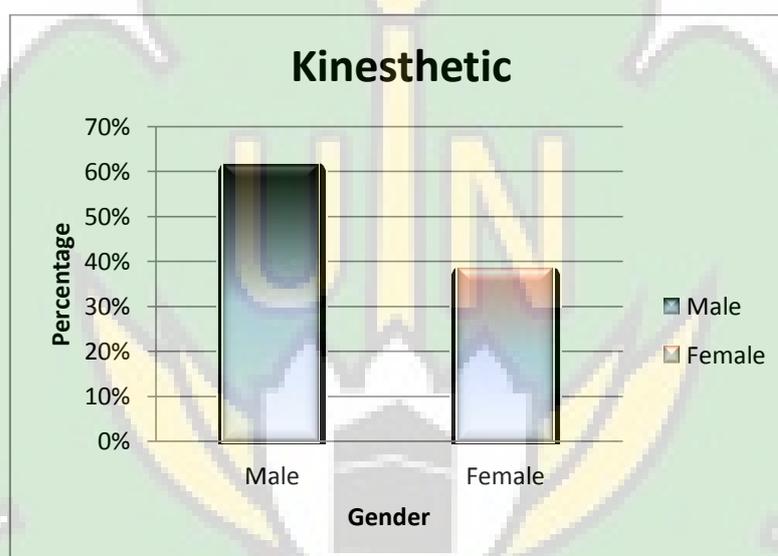
Figure 4.4 The Percentage of *Auditory learning preferences of student in Department of English Language Education*

From Figure 4.4 above, the data shows differences in the percentage of Kinesthetic types between male and female. The highest percentage of auditory learning preferences was found in male students was 62%, and then followed by female students was 38%. The students enjoyed to learn by doing experiment and demonstration. In generally men were more capable in physical skill than women. That's why in kinesthetic learning preference the percentage of male was higher than female students.

To summarize the data from Figures 4.2, 4.3, and 4.4, the researcher showed whole of results on percentage of visual, auditory and kinesthetic learning preferences of student in Department of English Language Education.

Table 4.6
Visual, Auditory, and Kinesthetic Learning Preferences of Student Department of English Language Education

No	Learning Preferences	Gender	Frequency	Percentage
1.	Visual	Male	15	25%
		Female	9	15%
2.	Auditory	Male	7	12%
		Female	16	27%
3.	Kinesthetic	Male	8	13%
		Female	5	8%
	Total		60	100%
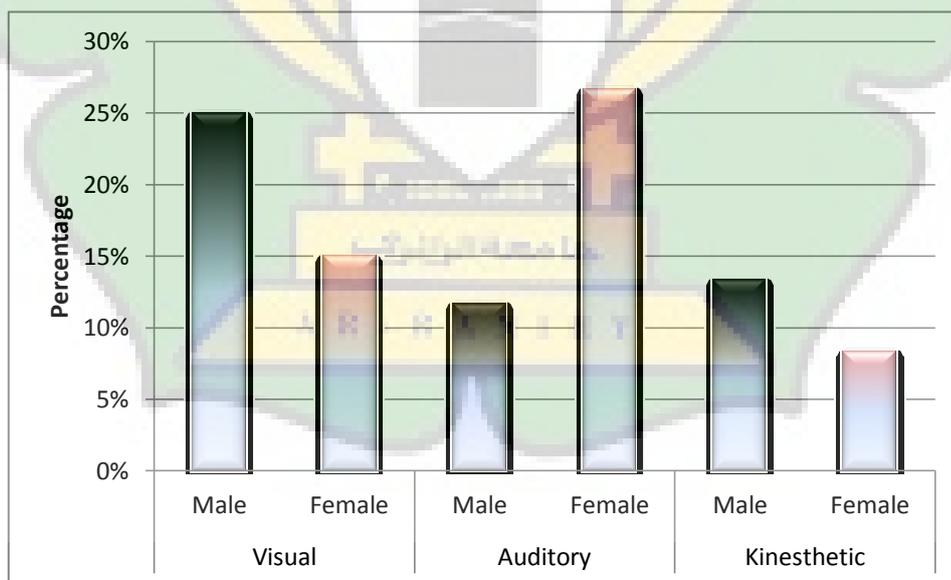
Figure 4.5 *The Percentage of Visual, Auditory, and Kinesthetic Learning Preferences of student in Department of English Language Education*

From Figure 4.5 above, the data showed that the highest percentage of response from male student found in the visual was 25%, and then followed by the kinesthetic was 13%, and finally the auditory was 12%. In contrast, the highest percentage of responses from auditory learning preferences was found in female students was 27%, and then followed by visual learning was 15%, and the last kinesthetic was 8%.

B. Discussion

After analysis of the data above, the results of this study were discussed to answer the research questions raised in the first chapter. To answer the research questions, from the table 4.3 above it showed that there were 60 English students who have different types of learning preference. The data showed that there were 24 students (40%) who have visual preference, 23 students (38%) tend to auditory learning preference, and 13 students (22%) in kinesthetic learning preference. It can be concluded that student in Department of English Language Education mostly tend to learn with visual preferences, which 40%.

From these results the characteristics of visual learning preferences have been reflected in students, where students with visual learning preference tend to learn by reading textbooks, read a book with lots of pictures in it, understand better if the lesson was written on the board, and enjoy learning through watching videos. As mentioned in chapter II, Ula (2013: 31) argued that the person with visual preference will quickly learn the materials presented in writing, charts, graphs and pictures. Some characteristics of the visual type were easier to remember

something that was seen, prefers to read rather than listen, and prefers direct demonstration than verbal instructions.

While students with auditory learning preference, they prefer learning by listening to someone's explanation, enjoy learning when they involved in listening class, easier to remember the things that they hear, prefers learning through lecturer explanation, enjoyed to learning through listening to English music, and memorize vocabulary by spelling hard to make them easily to remember. People with auditory were more dominant in using listening senses to carry out learning activities. Setiawan (2016 as cited in Mia 2018: 5) argued that some characteristics of an auditory include being able to remember information by listening, preferring to learn by discussion, preferring to talk or telling stories, usually not a good reader and often having difficulty in writing.

Whereas students with kinesthetic learning preference, they preferred learning by participating in role plays, enjoyed to learn by doing experiments, made things for class projects, learned through playing drama, enjoyed to learn through playing several games, and liked to do creative things with their hands. Kinesthetic learning preference was more easily understand the lesson when they move, feel, or take action (Sukadi, 2008: 100). In other words, the kinesthetic person preferred to learn by way of practicing. The student was not like to learn through explanations, visual presentations, and discussions, in other words kinesthetic learners preferred learning with directed experience that helped them to create and develop what they have learned.

Each student has a learning preference that was different from each other. The results of this study were same as previous studies conducted by Ratna (2019), she concluded that students have different learning preferences in learning English, furthermore they were able to develop their abilities and potential in learning English.

The results of the second research question showed that differences in student learning preferences based on gender. The Researcher found some differences the results of respondents between male and female, and this was evidenced by the data from Table 4.4 above.

The data showed that the tendency of visual learning preferences for male Student was 63% while female English student was 38%. From these data it was known that most male English students have a tendency to learn with visual types. Students tend to learn by looking directly, for example by reading material. Students enjoyed learning when teacher provided learning material through the media in the form of pictures or something that can be visualized. This result was in accordance with one of the theories mentioned by Halpern (as cited in Santrock 2009: 187) stated that male students have higher visual-spatial skills than women. These skills included sensitivity to colors, lines, shapes, spaces and relationships between these elements. Male students were more quickly understand a material that was shown through media images or other visual media. In addition, the parietal lobe in the male brain tends to be larger than the female. That part is very functioning in completing cognitive tasks, especially

those related to perception, and visual process (Santrock, 2009: 186). Men have better visual skill than women, besides that in terms of discipline and attention, male students lacked prosocial and empathetic behavior that male students tended to be lazy in listening to material explanations.

Then the next data was proven from Table 4.5 above. The data showed that the tendency of auditory learning preferences of male students were 30% while female students were 70%. From these data it can be concluded that female student in Department of English Language Education have a tendency to learn by auditory type. Students tend to enjoy learning by listening to the teacher's explanation and conducting discussion activities. Students with auditory learning preference usually have difficulty to receive material only through writing or pictures, so they needed someone who can to explain in detail. This result is also in accordance with the theory, Maccoby and Facklin (as cited in Santrock 2009: 187) stated that when a person was seen from psychological factors, brain areas that function for language and communication skills and which control the sense of listening are greater in women. Some study also found that female students were better in verbal skills, so that female students will be more prominent in discussions and able to absorb verbal instructions well.

Other differences were proven from Table 4.6 above. The data showed that most male students have a tendency to learn with kinesthetic were 62% while female students were 38%. The students tend to enjoy learning by participating in role plays, enjoyed to learn by doing experiments, learned through playing

drama, think better if they have the freedom to move, and enjoyed to learn through playing a number of games. These results were also consistent with the theory where in terms of physical performance, according to Smoll & Schutz (1990 as cited in Santrock 2009: 186), in general men were more capable in physical skills than women. Hormonal changed in puberty produce increased muscle mass for men and increased body fat for women. This causes benefits for boys in activities related to strength, size, and energy. The level of activity was another area of physical performance where gender differences occur. Blakemore, et. al (as cited in Santrock 2009: 186) argued that the gross motor movements of boys were more active than girls in the classroom. This means that boys were more likely to be agitated and prefer to move around the room than girls.

The latest data as a whole was proven from Table 4.7 above. The tendency of learning preferences of male Student Department of English Language Education was known that the visual was 25% and then followed by the kinesthetic was 13% and finally the auditory was 12%. Based on these results it can be concluded that the majority of male student in Department of English Language Education tended to learn with the visual learning preference (25%). This showed that more male students learned by relying on their sense of sight. They will more quickly understand the information obtained through visual media.

Next, the majority of female student tended to study with auditory learning preferences which 27%. Therefore female students easily absorb the information

by listening to explanations verbally and preferred to discussion activities. The tendency of learning preferences of female student learn by auditory preference was 27%, visual was 15%, and kinesthetic was 8%.

In addition to student learning preferences, the learning methods applied by teachers in class determine the achievement of student learning outcomes. One factor that was considered in the selection of learning methods was the individual student differences in which it should be noted that each student has different characteristics. Therefore, learning methods must be designed systematically and suitable to the character of students, the conditions of the learning environment, and learning resources, therefore the students can maximize learning preferences that were easiest to absorb knowledge. In addition, it was necessary to consider the used of instructional media and teaching methods that were able to accommodate each student's learning preference.
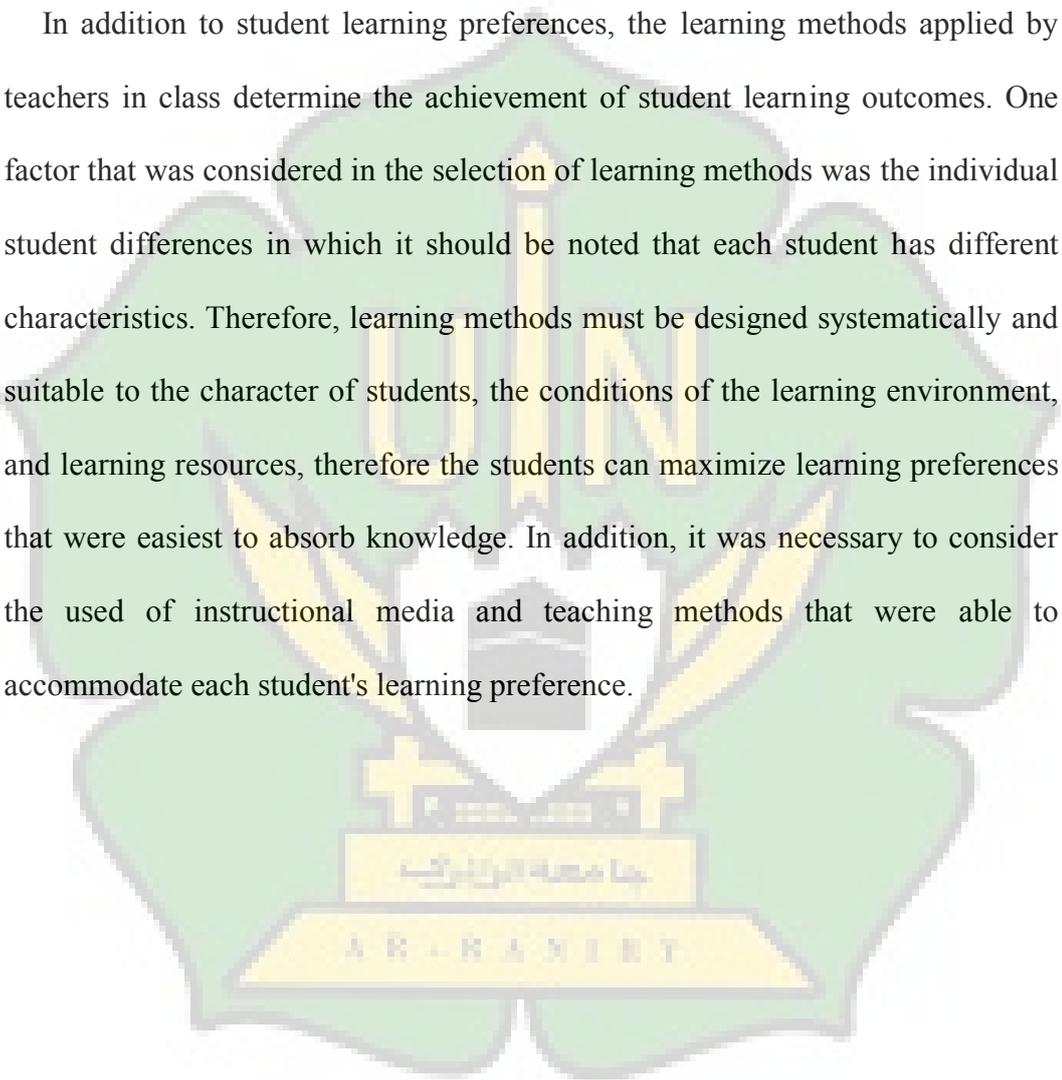
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the data collected, it can be concluded that 60 Students Department of English Language Education on Fakultas Tarbiyah dan Keguruan at Universitas Islam Negeri Ar-Raniry Banda Aceh learn English in various ways based on their preferences. There were three learning preferences that researcher gave in the questionnaire, such as visual, auditory and kinesthetic, and researcher focused on DePorter and Henarcki's theory.

The tendency of learning preferences of Students Department of English Language Education was known that visual (40%), auditory (38%) and kinesthetic (22%). Based on these results it can be concluded that most Students Department of English Language Education tend to learn with visuals (40%). They will more quickly understand the information obtained through visual media.

Furthermore, the results of the study showed that male students were more interested in visual learning preferences. Male students learned by visuals learning preference were 63% higher than female students was 38%.

On the other hand, male students learned by auditory was 30% lower than female students was 70%. Based on these results it can be concluded that the

majority of female students learn by auditory (70%). This showed that they will more easily absorb the information obtained by listening rather than visual and kinesthetic.

B. Recommendations

Based on the above conclusions, the researchers put forward several recommendations, namely:

1. For students

In the learning process students were expected to be able to follow it well without any obstacles including learning difficulties that arise due to inaccurate ways of teaching with student learning. Students need to recognize the learning preferences that they have. After knowing the learning preferences, students were expected to be able to optimize the learning preferences by finding learning methods that were most suitable and comfortable for them. In addition, students must also have a great awareness of the importance of the learning process, because learning outcomes are largely determined by how the learning process was carried out.

2. For Teachers

By knowing the differences in learning preferences among students, teachers must be able to adjust their teaching methods according to the students' learning preferences. Teachers were also required to be creative in determining learning

methods so that they were able to coordinate each learning preference that students have. Besides the teacher's understanding of student learning preferences was expected to be able to make teachers to provide flexibility for students to absorb information or understand a lesson in their own way in accordance with learning preferences.

3. For further researchers

For researchers who will research about learning preferences, it is hoped that this kind of research can continue and discuss more about the causes or factors of learning preference in more depth in order to strengthen the results of previous studies. In addition, in this study researcher only provided three learning preferences to explore the learning preferences of Students Department of English Language Education, researcher hope that the next researcher will add more than three types of learning preferences.

Finally, researcher hope that this research will not only benefit students or lecturers, but also for the management of the Department of English Language Education on Fakultas Tarbiyah dan Keguruan at Universitas Islam Negeri Ar-Raniry Banda Aceh.

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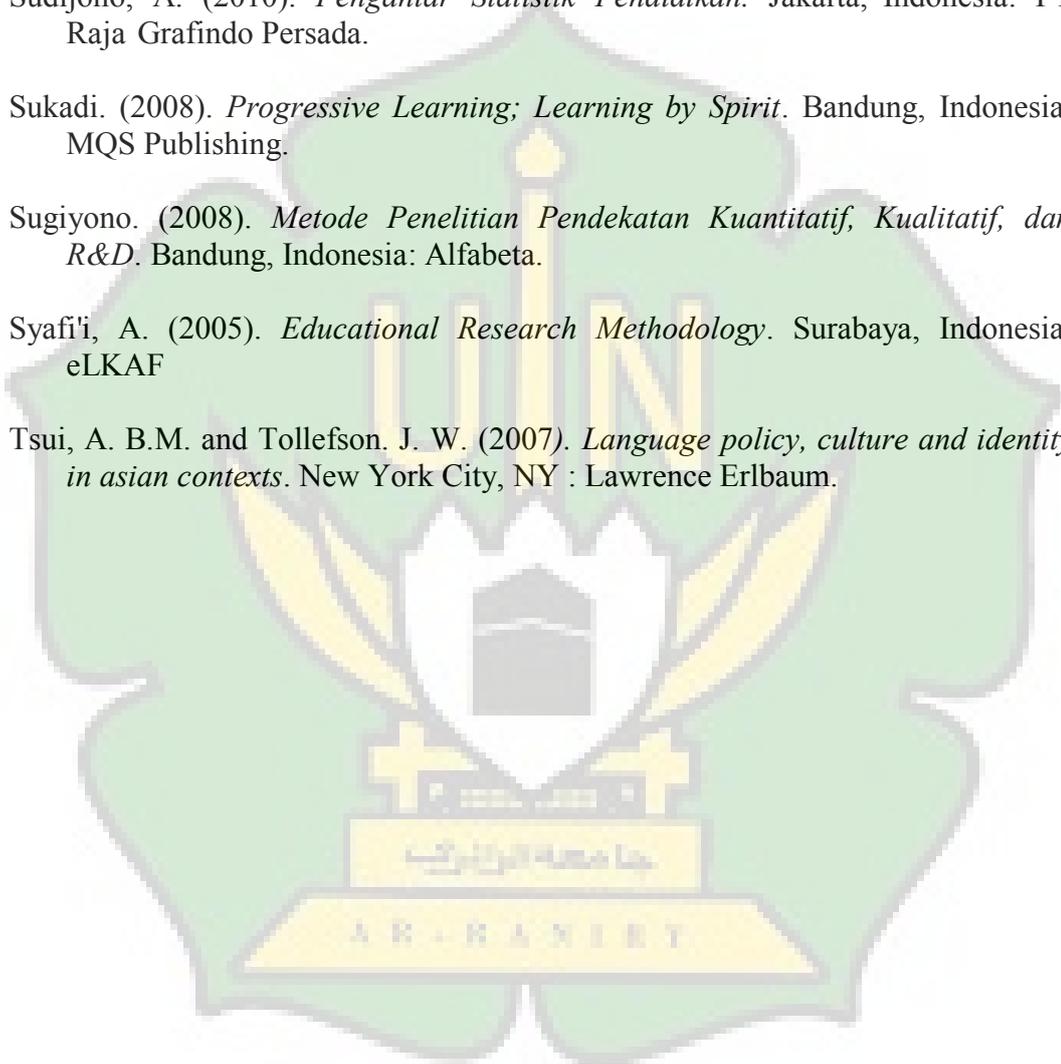
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 17570/UN.08/FTK/KP.07.6/12/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-11236/UN.08/FTK/KP.07.6/07/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2019

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-11236/UN.08/FTK/KP.07.6/07/2019** tanggal 31 Juli 2019
KEDUA	:	Menunjuk Saudara:

1. Dr. Nashriyah, MA — Sebagai Pembimbing Pertama
2. Azizah, M. Pd — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Maulidaturrahmi**
NIM	:	**150203162**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**An Analysis of Students' Learning Preference Based on Gender (A Study at Department of English Language Education of UIN Ar-raniry)**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 19 Desember 2019
An. Rektor
Dekan

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Nomor : B-17721/Un.08/FTK.1/TL.00/12/2019   Banda Aceh, 23 December 2019
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Penyusun Skripsi

Kepada Yth.

_____

_____

Di -
        Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	**MAULIDATURRAHMI**
N I M	:	**150203162**
Prodi / Jurusan	:	**Pendidikan Bahasa Inggris**
Semester	:	**IX**
Fakultas	:	**Tarbiyah dan Keguruan UIN Ar-Raniry**
A l a m a t	:	**Jl. Utama Rukoh No. 76, Kec. Syiah Kuala Banda Aceh**

Untuk mengumpulkan data pada:

Mahasiswa Semester 1 Leting 2019 di UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analysis of Students' Learning Preference Based on Gender (A Study at Department of English Language Education of UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

C. Mustafa

Kode: eva-649

SURAT KETERANGAN
Nomor: B-605/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-17721/ Un.08/FTK.I/TL.00/12/2019 tertanggal 23 Desember 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Maulidaturrahmi
NIM   : 150 203 162
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

An Analysis of Students' Learning Preference Based on Gender (A Study at Department of English Language Education of UIN Ar-Raniry).

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

Questionnaire of Learning Preferences base on Gender

Hint:
1. Read each statement carefully and then answer each statement according to your actual situation, not what you think should be.
2. Put a sign (√) on one of the symbols (SA, A, D, SD) on the answer sheet according to your actual state category.

Information and Score:
SA   : Strongly Agree   (4)
A   : Agree   (3)
D   : Disagree   (2)
SD   : Strongly Disagree (1)

Identity of Respondents

Name   : ....

Gender   : Male / Female

Class   : ....

Student Number   : ....

Telephone Number : ....

A. VISUAL TYPE

NO	STATEMENT	SA	A	D	SD
1.	In learning, I understand better when I read textbooks.				
2.	In learning, I enjoy reading the book with lots of pictures in it.				
3.	In learning, when lecturer explained a subject, I really don't understand it until I see it written down.				
4.	In learning, I understand better if the lesson is written down in a whiteboard.				
5.	In learning, I know what to say but am not good at choosing words.				
6.	In learning, I prefer to do demonstrations rather than speeches.				

7.	In learning, I need detailed knowledge and goals in solving a problem.				
8.	In learning, I can still focus even though I use music.				
9.	In learning, I enjoy learning by watching English videos.				
10	In learning, I prepare and plan things in detail and well.				

Total_____

A. **AUDITORY TYPE**

NO	STATEMENT	SA	A	D	SD
1.	In learning, I prefer learning by listening to lecturers' explanations rather than reading in textbooks.				
2.	In learning, I like to talk and discuss.				
3.	In learning, I enjoy learning when I am involved in Listening classes.				
4.	In learning English, I am better at reading aloud than writing it.				
5.	In learning, I have difficulty writing texts or essays.				
6.	In learning, I can't focus if the class is noisy				
7.	In learning, I find it easier to remember what I have heard than to what I have read.				
8.	In learning, I enjoy listening song that I listen to.				
9.	In learning, I memorize vocabulary by spelling it out loud to make me memorize it quickly.				
10	In learning, I can repeat and imitate the dialect of native speakers.				

Total_____

A. KINESTHETIC TYPE

NO	STATEMENT	SA	A	D	SD
1.	In learning, I understand thing better when I can participate in role playing.				
2.	In learning, I prefer learning when I can do something in learning.				
3.	In learning, I prefer not to study at the desk				
4.	In learning, I enjoy learning more by doing experiments.				
5.	In learning, I enjoy making things for my project class.				
6.	In learning, I prefer to remember what I have learned when I can do something for my learning.				
7.	In learning, I am more interested when learning through playing a drama.				
8.	In learning, I find it easier to think if I have the freedom to move				
9.	In learning, I am more interested in learning by playing games.				
10	In learning, I prefer to do something creative using my hands.				

*Total*_____

SCORING:

1. Score for the first part   :   _____(Visual)

2. Score for the first part   :   _____(Auditory)

3. Score for the first part   :   _____(Kinesthetic)

The Learning Preferences that you have is ………..

Table 4.1

Data of Visual, Auditory, and Kinesthetic Learning Preferences of Student
Department of English Language Education

NO	STUDENT'S INITIAL	GENDER		STUDENTS' LEARNING PREFERENCES		
		MALE	FEMALE	V	A	K
1.	SIF	✓		**35**	29	31
2.	MSR	✓		31	**34**	30
3.	RA	✓		**29**	28	27
4.	MNA	✓		34	**36**	30
5.	MRA	✓		**31**	27	28
6.	MA	✓		**32**	28	29
7.	PS	✓		32	32	**34**
8.	TA	✓		32	33	**39**
9.	SI	✓		30	**34**	21
10.	YG	✓		**28**	22	24
11.	MZAS	✓		28	28	**30**
12.	GMA	✓		36	**37**	36
13.	MAL	✓		28	31	**32**
14.	FMA	✓		35	32	**37**
15.	MM	✓		**33**	30	23
16.	MRM	✓		34	**36**	35
17.	JM	✓		30	**31**	24
18.	AHF	✓		27	27	**31**
19.	AAA	✓		30	**31**	28
20.	MNR	✓		**31**	30	30
21.	MSY	✓		**29**	26	26
22.	MF	✓		**37**	30	29
23.	MS	✓		**30**	25	26
24.	HA	✓		**35**	32	28
25.	AH	✓		33	28	**37**
26.	HF	✓		**31**	28	30
27.	MH	✓		**29**	26	25
28.	AS	✓		32	32	**37**
29.	ZH	✓		**36**	35	35
30.	DF	✓		**38**	34	30
31.	SM		✓	27	**29**	28
32.	M		✓	29	**31**	27
33.	AS		✓	27	**28**	26
34.	NL		✓	**32**	28	27
35.	RR		✓	30	**32**	28

36.	NA		✓	27	**28**	26
37.	USP		✓	**34**	32	27
38.	RI		✓	30	33	**39**
39.	HNM		✓	29	**36**	33
40.	KM		✓	32	**34**	30
41.	NFO		✓	31	29	**36**
42.	TZ		✓	29	**30**	27
43.	IBF		✓	32	30	**37**
44.	KHM		✓	**28**	25	24
45.	FH		✓	32	**33**	22
46.	S		✓	30	**31**	30
47.	PR		✓	**31**	28	27
48	PNS		✓	**36**	29	33
49.	MR		✓	**34**	31	32
50.	SRA		✓	35	35	**39**
51.	JF		✓	**31**	27	27
52.	NZZ		✓	34	**35**	29
53.	CR		✓	32	33	**40**
54.	FS		✓	31	**32**	28
55.	RF		✓	30	**32**	25
56.	MA		✓	29	**31**	29
57.	AF		✓	**29**	26	28
58.	PBA		✓	30	**34**	33
59.	RA		✓	**30**	25	29
60.	SM		✓	33	**36**	28
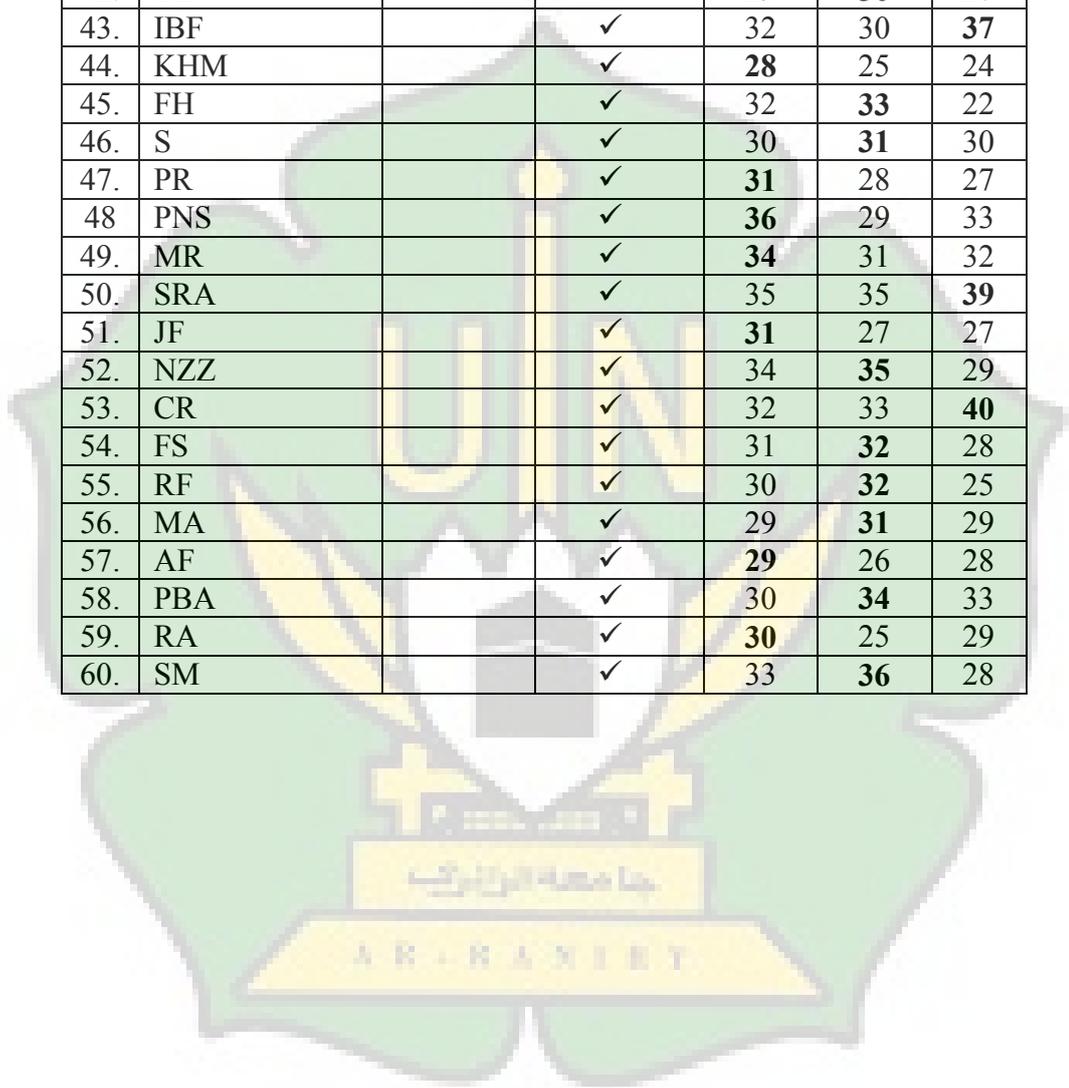
The Analysis of Questionnaire

Section 1
(For the students who applied visual learning preference)

1. In learning, I understand better when I read textbooks.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	19	32%
Agree (A)	28	47%
Disagree (D)	12	20%
Strongly Disagree (SD)	1	2%
Total	60	100%

2. In learning, I enjoy reading the book with lots of pictures in it.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	23	38%
Agree (A)	33	55%
Disagree (D)	3	5%
Strongly Disagree (SD)	1	2%
Total	60	100%

3. In learning, when lecturer explained a subject, I really don't understand it until I see it written down.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	7	12%
Agree (A)	18	30%
Disagree (D)	28	47%
Strongly Disagree (SD)	7	12%
Total	60	100%

4. In learning, I understand better if the lesson is written down in a whiteboard.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	25	42%
Agree (A)	29	48%
Disagree (D)	4	7%
Strongly Disagree (SD)	2	3%
Total	60	100%

5. In learning, I know what to say but am not good at choosing words.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	19	32%
Agree (A)	31	52%
Disagree (D)	10	17%
Strongly Disagree (SD)	0	0%
Total	60	100%

6. In learning, I prefer to do demonstrations rather than speeches.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	12	20%
Agree (A)	36	60%
Disagree (D)	10	17%
Strongly Disagree (SD)	2	3%
Total	60	100%

7. In learning, I need detailed knowledge and goals in solving a problem.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	27	45%
Agree (A)	32	53%
Disagree (D)	1	2%
Strongly Disagree (SD)	0	0%
Total	60	100%

8. In learning, I can still focus even though I use music.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	17	28%
Agree (A)	27	45%
Disagree (D)	14	23%
Strongly Disagree (SD)	2	3%
Total	60	100%

9. In learning, I enjoy learning by watching English videos.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	38	63%
Agree (A)	19	32%
Disagree (D)	3	5%
Strongly Disagree (SD)	0	0%
Total	60	100%

10. In learning, I prepare and plan things in detail and well.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	18	30%
Agree (A)	36	60%
Disagree (D)	6	10%
Strongly Disagree (SD)	0	0%
Total	60	100%

Section 2
(For the students who applied auditory learning preference)

1. In learning, I prefer learning by listening to lecturers' explanations rather than reading in textbooks.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	29	48%
Agree (A)	27	45%
Disagree (D)	4	7%
Strongly Disagree (SD)	0	0%
Total	60	100%

2. In learning, I like to talk and discuss.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	24	40%
Agree (A)	25	42%
Disagree (D)	11	18%
Strongly Disagree (SD)	0	0%
Total	60	100%

3. In learning, I enjoy learning when I am involved in Listening classes.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	14	23%
Agree (A)	37	62%
Disagree (D)	8	13%
Strongly Disagree (SD)	1	2%
Total	60	100%

4. In learning English, I am better at reading aloud than writing it.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	9	15%
Agree (A)	30	50%
Disagree (D)	18	30%
Strongly Disagree (SD)	3	5%
Total	60	100%

5. In learning, I have difficulty writing texts or essays.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	13	22%
Agree (A)	30	50%
Disagree (D)	16	27%
Strongly Disagree (SD)	1	2%
Total	60	100%

6. In learning, I can't focus if the class is noisy

Graduation Score	Frequency	Percentage
Strongly Agree (S)	30	50%
Agree (A)	17	28%
Disagree (D)	12	20%
Strongly Disagree (SD)	1	2%
Total	60	100%

7. In learning, I find it easier to remember what I have heard than to what I have read.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	16	27%
Agree (A)	28	47%
Disagree (D)	14	23%
Strongly Disagree (SD)	2	3%
Total	60	100%

8. In learning, I enjoy listening song that I listen to.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	32	53%
Agree (A)	22	37%
Disagree (D)	4	7%
Strongly Disagree (SD)	2	3%
Total	60	100%

9. In learning, I memorize vocabulary by spelling it out loud to make me memorize it quickly.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	14	23%
Agree (A)	26	43%
Disagree (D)	17	28%
Strongly Disagree (SD)	3	5%
Total	60	100%

10. In learning, I can repeat and imitate the dialect of native speakers.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	14	23%
Agree (A)	30	50%
Disagree (D)	10	17%
Strongly Disagree (SD)	6	10%
Total	60	100%

Section 3
(For the students who applied kinesthetic learning preference)

1. In learning, I understand thing better when I can participate in role playing.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	20	33%
Agree (A)	30	50%
Disagree (D)	9	15%
Strongly Disagree (SD)	1	2%
Total	60	100%

2. In learning, I prefer learning when I can do something in learning.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	20	33%
Agree (A)	30	50%
Disagree (D)	8	13%
Strongly Disagree (SD)	2	3%
Total	60	100%

3. In learning, I prefer not to study at the desk

Graduation Score	Frequency	Percentage
Strongly Agree (S)	8	13%
Agree (A)	25	42%
Disagree (D)	12	20%
Strongly Disagree (SD)	15	25%
Total	60	100%

4. In learning, I enjoy learning more by doing experiments.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	20	33%
Agree (A)	26	43%
Disagree (D)	10	17%
Strongly Disagree (SD)	4	7%
Total	60	100%

5. In learning, I enjoy making things for my project class.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	13	22%
Agree (A)	28	47%
Disagree (D)	16	27%
Strongly Disagree (SD)	3	5%
Total	60	100%

6. In learning, I prefer to remember what I have learned when I can do something for my learning.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	22	37%
Agree (A)	32	53%
Disagree (D)	6	10%
Strongly Disagree (SD)	0	0%
Total	60	100%

7. In learning, I am more interested when learning through playing a drama.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	9	15%
Agree (A)	25	42%
Disagree (D)	20	33%
Strongly Disagree (SD)	6	10%
Total	60	100%

8. In learning, I find it easier to think if I have the freedom to move

Graduation Score	Frequency	Percentage
Strongly Agree (S)	20	33%
Agree (A)	32	53%
Disagree (D)	6	10%
Strongly Disagree (SD)	2	3%
Total	60	100%

9. In learning, I am more interested in learning by playing games.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	30	50%
Agree (A)	18	30%
Disagree (D)	10	17%
Strongly Disagree (SD)	2	3%
Total	60	100%

10. In learning, I prefer to do something creative using my hands.

Graduation Score	Frequency	Percentage
Strongly Agree (S)	19	32%
Agree (A)	23	38%
Disagree (D)	13	22%
Strongly Disagree (SD)	5	8%
Total	60	100%

Photo Data Collection Process

A. Explain the contents and item of the questionnaire

B. Distribute the questionnaire