

**MALE AND FEMALE STUDENT'S PERCEPTUAL
LEARNING STYLE PREFERENCES IN LANGUAGE CLASS**

THESIS

Submitted by

DIAH APRILISIA

NIM. 180203194

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2023 M / 1445 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

DIAH APRILISIA
NIM. 180203194

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

جامعة الرانيري

Main Supervisor,

Co-Supervisor,

A R - R A N I R Y


Prof. Habiburrahim, S. Ag., M. Com., Ph.D.


Syarifah Dahliana, M. Ag., M.Ed., Ph.D.

Date: 10 / 7 / 2023

Date: 5 / 7 / 2023

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Wednesday, 26 July 2023
08 Muharram, 1445 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairman,



Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Secretary,



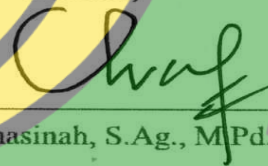
Syarifah Dahliana, M.Ag., M.Ed., Ph.D.

Member,



Dr. phil. Saiful Akmal, M.A.

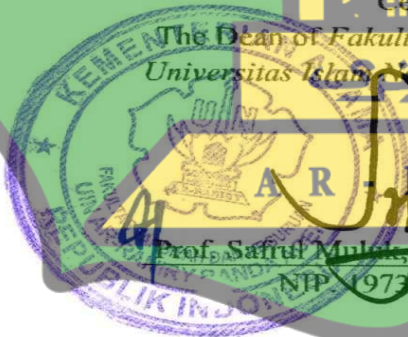
Member,



Siti Khasinah, S.Ag., M.Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



AR-RANIRY

Prof. Saiful Mukti, S.Ag., M.A., M.Ed., Ph.D.

NIP. 197301021997031003

H6

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

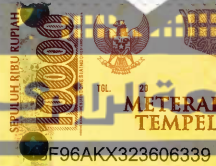
Nama : Diah Aprilisia
NIM : 180203194
Tempat/tanggal Lahir : Jakarta, 18 April 2000
Alamat : Pantee Rawa, Sukamakmur, Aceh Besar, 23361,
Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Male and Female Student's Perceptual Learning Style Preferences in Language Class

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

Banda Aceh, 12 Juli 2023
Saya yang membuat surat pernyataan,



Diah Aprilisia
Diah Aprilisia

A R - R A N I R Y

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of Allah, the most Gracious the most Merciful)

All praise is due to Allah SWT, the most merciful and almighty being, who created the earth for all creatures. The writer was able to finish her thesis because Allah SWT continually blessed her while she was writing it and assisted her in overcoming these obstacles. Moreover, peace and blessings be upon our beloved Prophet Muhammad PBUH., and His companions, who formed Islam as a means to continue their efforts to propagate Islam throughout the world.

It is time for the writer to thank the supervisors, Prof. Habiburrahim, S.Ag., M.Com., Ph.D. and Syarifah Dahliana, M.Ag, M.Ed, Ph.D, for their guidance, advice, useful knowledge, and a lot of help during this research. In addition, the writer would like to thank all English Language Education lecturers and staff who assisted her during her time as a student at UIN Ar-English Raniry's Language Education Department.

Without the love, prayers, and support from family, this completed journey would not have been possible. For that, the author would like to thank both parents, mama, papa, bunda, and the siblings for their support during this research. Thank you for all the love, encouragement, and prayers that the author cannot repay with anything.

Likewise, the writer is appreciative to her closest friends. The researcher would like to begin by showing kindness to Ejaa, who is always there for her in any circumstance. Then, to Group Spesies (Putroe and Rahma), Rizka, Khansa, and Mesa, who have supported her in the process of writing her thesis. She would also want to thank all her English Education Department lectures for their assistance in writing her thesis. Sincere appreciation; may Allah bless them all.

Finally, she recognizes that, despite her best efforts, this thesis is far from perfect; therefore, useful criticisms and suggestions from readers and other stakeholders are greatly appreciated in order to improve this thesis. She also sincerely hopes that readers will find this thesis useful, that it will help the teaching and learning process, and provide readers and teachers with a better understanding of quality in teaching and learning.

Banda Aceh, July 2nd 2023
The Writer,

Diah Aprilisia

جامعة الرانيري

A R - R A N I R Y

ABSTRACT

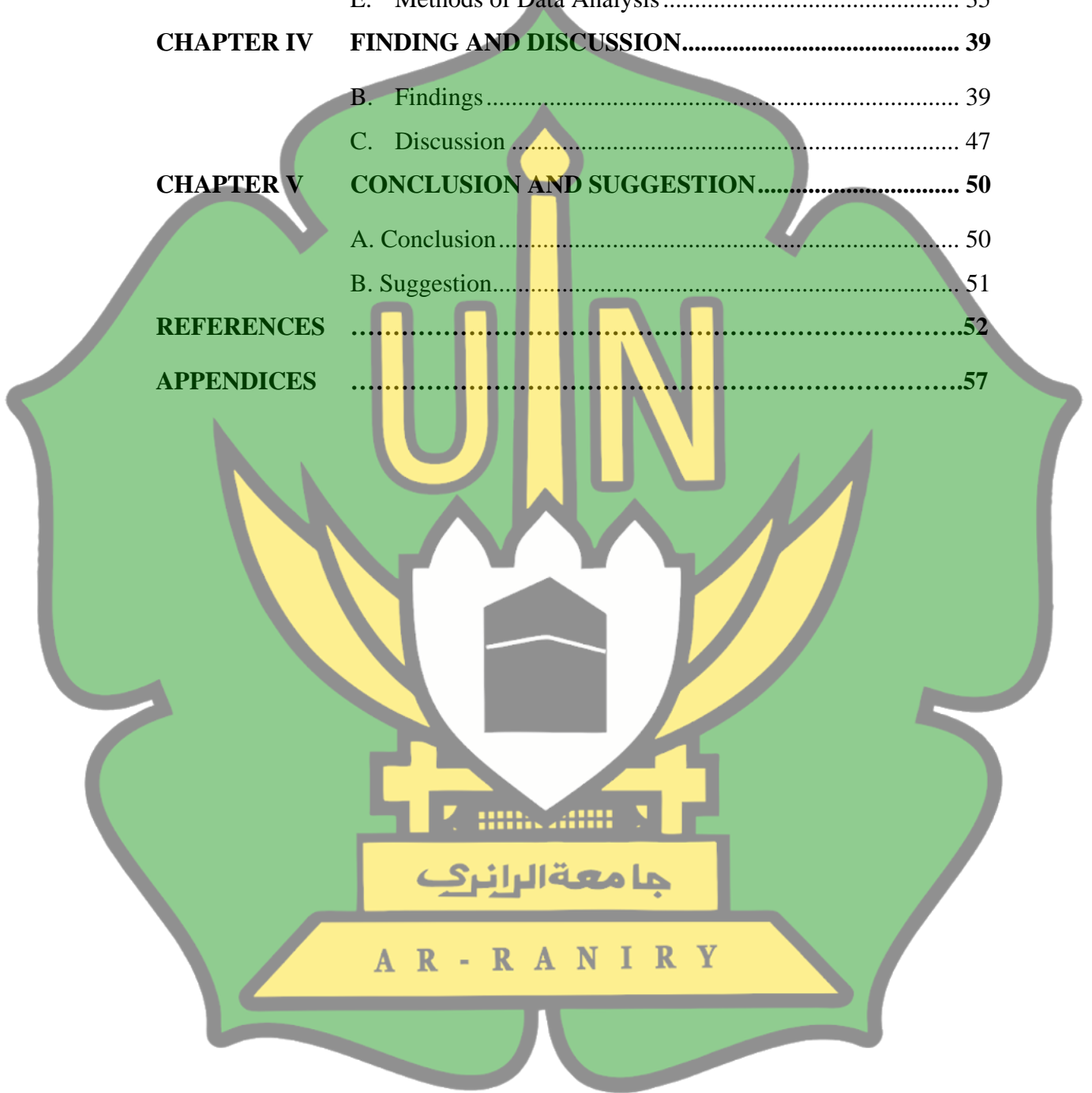
Name : Diah Aprilisia
Reg. No : 180203194
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis Working Title : Male and Female Student's Perceptual Learning Style Preferences in Language Class
Main Supervisor : Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
Co-Supervisor : Syarifah Dahliana, M.Ag., M.Ed., Ph.D.
Keywords : Perceptual Learning Style; Male and Female Student's Preferences; Language Class

Students have different perceptual learning style that must be considered by teachers in the teaching and learning process. This study aimed to identify the major and minor male and female student's perceptual learning style preferences in language class. This study used a quantitative approach by using a survey design. This study was conducted in SMPN 6 Banda Aceh, and the samples were 114 female and 90 male students. The data of this study were collected using Reid's Perceptual Learning Style Preference Questionnaire (PLSPQ). The data were analyzed with self-scoring based on Reid by using Microsoft Excel 2021 and descriptive statistics by using SPSS Software Statistic version 25. The findings of the study are: (1) There is no statistically significant difference between male and female students regarding perceptual learning style preferences. (2) The major female students' perceptual learning style preference is the auditory learning style, with mean score of 39.46. While the major male students' perceptual learning style preferences are auditory and group, with scores of both 39.11 and 38.07 respectively. In addition, the minor female students' perceptual learning style preferences are kinesthetic learning style (mean = 37.38), tactile (mean = 37.88), group (mean = 37.19), visual (mean = 37.18), and individual learning style (mean = 35.40). Then the minor male students' perceptual learning style preferences are kinesthetic learning style (mean = 36.69), tactile (mean = 36.16), visual (mean = 35.40), and individual learning style (mean = 33.71). In brief, students discover how to learn based on their individual preferences; these can increase their confidence and learn how to make learning more fun.

TABLE OF CONTENTS

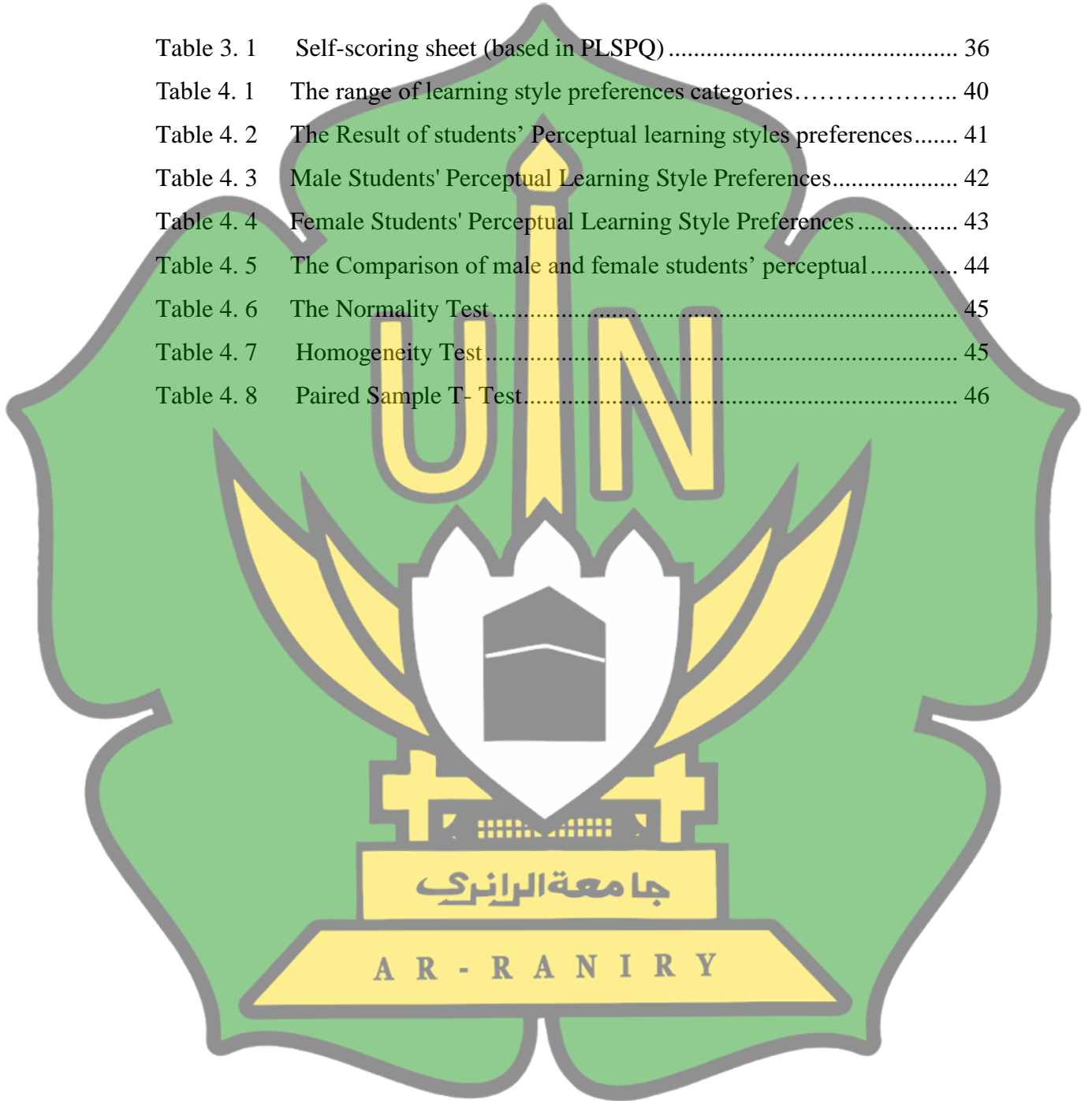
DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
TABLE OF CONTENTS	v
LIST OF TABLES	vi
LIST OF FIGURES	vii
CHAPTER I INTRODUCTION	1
A. Background of Study.....	1
B. Research Questions	3
C. Research Aims.....	3
D. Significance of the Study	3
E. Terminology	5
CHAPTER II LITERATURE REVIEW	7
A. Learning Style in Brief.....	7
1. Definition of Learning Style	7
2. Categories of Learning Style.....	8
3. Factors Affecting Learning Style	10
B. Perceptual Learning Style Preference	12
1. Definition of Perceptual Learning Style Preferences	12
2. Types of Perceptual Learning Style Preferences.....	13
C. Learning Style Preference and Gender.....	25
D. Learning Style in Language Class.....	26
E. Previous Study.....	27
CHAPTER III RESEARCH METHODOLOGY	31
A. Research Design.....	31
B. Research Location	32

C. Population and Sample.....	32
D. Methods of Data Collection	33
E. Methods of Data Analysis	35
CHAPTER IV FINDING AND DISCUSSION.....	39
B. Findings.....	39
C. Discussion	47
CHAPTER V CONCLUSION AND SUGGESTION.....	50
A. Conclusion.....	50
B. Suggestion.....	51
REFERENCES	52
APPENDICES	57



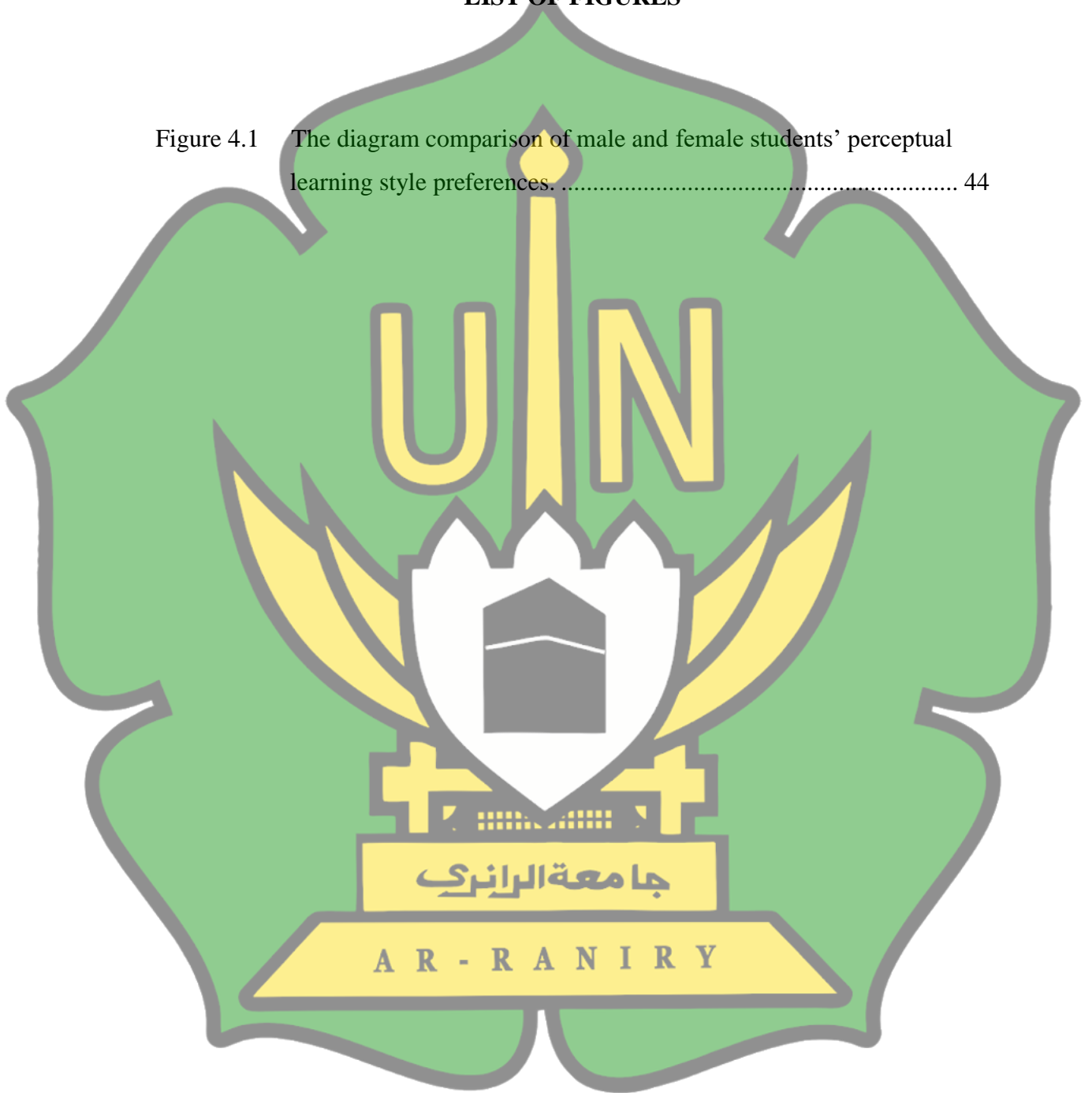
LIST OF TABLES

Table 3. 1	Self-scoring sheet (based in PLSPQ)	36
Table 4. 1	The range of learning style preferences categories.....	40
Table 4. 2	The Result of students' Perceptual learning styles preferences.....	41
Table 4. 3	Male Students' Perceptual Learning Style Preferences.....	42
Table 4. 4	Female Students' Perceptual Learning Style Preferences	43
Table 4. 5	The Comparison of male and female students' perceptual.....	44
Table 4. 6	The Normality Test	45
Table 4. 7	Homogeneity Test.....	45
Table 4. 8	Paired Sample T- Test.....	46



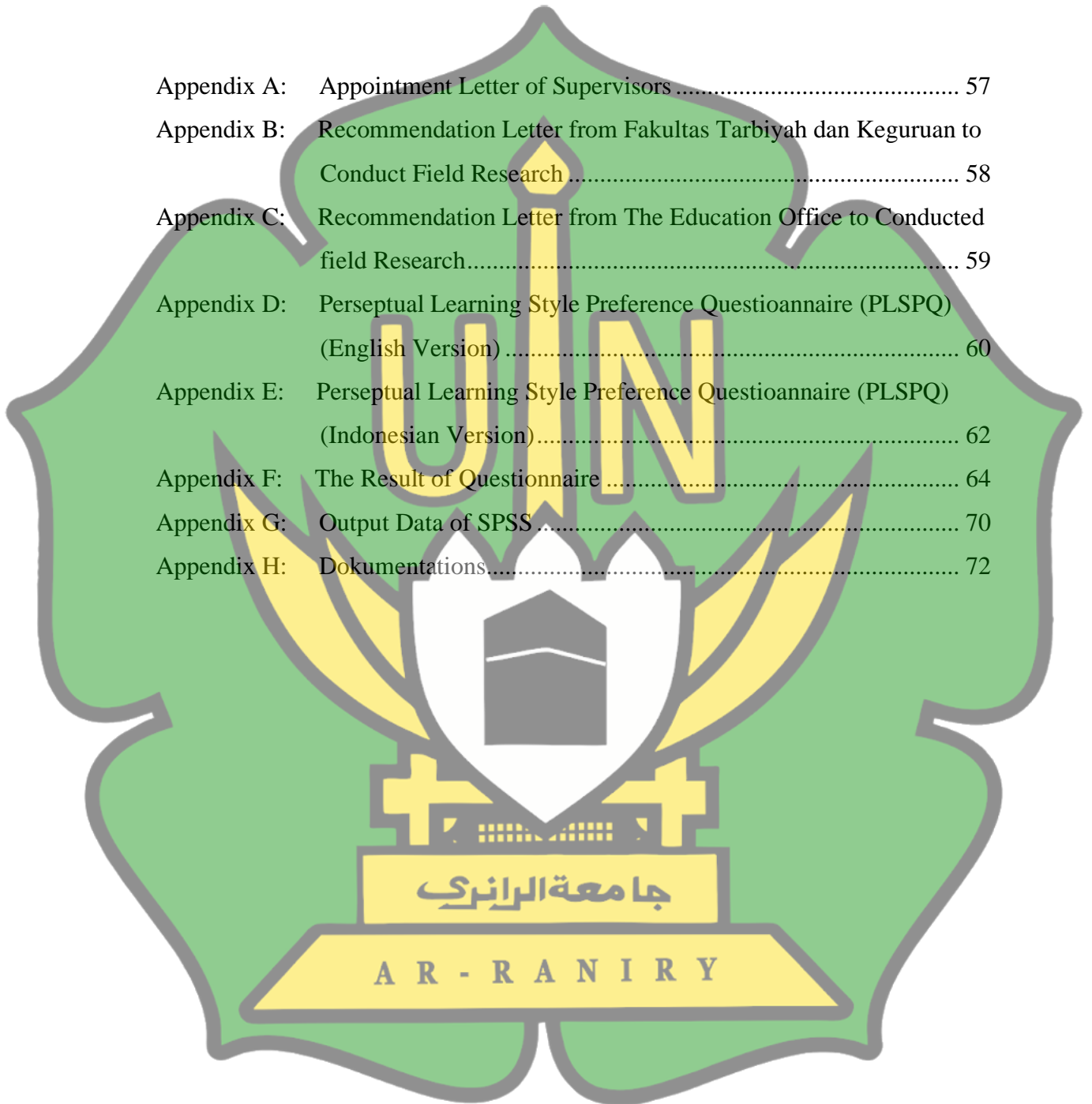
LIST OF FIGURES

- Figure 4.1 The diagram comparison of male and female students' perceptual learning style preferences. 44



LIST OF APPENDICES

Appendix A:	Appointment Letter of Supervisors	57
Appendix B:	Recommendation Letter from Fakultas Tarbiyah dan Keguruan to Conduct Field Research	58
Appendix C:	Recommendation Letter from The Education Office to Conducted field Research.....	59
Appendix D:	Perseptual Learning Style Preference Questioannaire (PLSPQ) (English Version)	60
Appendix E:	Perseptual Learning Style Preference Questioannaire (PLSPQ) (Indonesian Version).....	62
Appendix F:	The Result of Questionnaire	64
Appendix G:	Output Data of SPSS	70
Appendix H:	Dokumentations.....	72



CHAPTER I INTRODUCTION

A. Background of Study

Learning is a system whose objective is to aid in the process of student learning. In an effort to improve the efficacy of teaching and learning activities, there are internal aspects, namely learning styles, that have not received sufficient consideration (Widayanti, 2013). Students have different learning styles to understand something based on their characteristics. They use various learning styles that make them comfortable and easy to understand the material.

According to Ha (2021), learning styles are qualified as cognitive, affective, and psychological behavior which show how learners perceive, interact with, and respond to the learning environment. Based on Reid, as cited in Sartiah (2016), Individual, tactile, auditory, kinesthetic, visual, and group are the six categories of learning styles, which are also known as perceptual learning styles. Additionally, Porter (2004) identifies three specific types of learning styles in English, which are based on preferences for perceptual learning styles: visual, tactile, and auditory.

For a long time, people have been discussing learning styles. Several researchers have tried to identify relevant factors that influence learning styles. One factor of concern is gender differences; males and females learn in different ways (Tatarinceva, 2009). Male students prefer visual and kinesthetic learning methods, whereas female students prefer kinesthetic and auditory learning styles, several

studies, such as the one conducted by Sadeghi (2013), have made efforts to understand the learning preferences of male and female students.

In their study, Khalil and Sabir (2019) examined the learning styles of Saudi English as a Foreign Language (EFL) students using the perceptual learning style preference model. The main goal of the research was to explore potential differences in learning styles based on the students' academic majors. The findings of the study demonstrated that the perceptual learning preferences of these students were influenced by their majors and the instructional strategies employed in each subject. Furthermore, the findings indicated that students from different academic majors exhibited distinct learning styles.

In a separate study conducted by Mulalic (2009), the focus was on exploring the preferred learning styles of English as a Second Language (ESL) students. The research emphasized the importance of identifying the individual learning styles preferred by students and took into account factors such as gender and ethnic background. The findings highlighted the need to consider students' preferred learning styles to enhance instructional effectiveness and accommodate diverse learning preferences influenced by gender and ethnic background.

During the internship, the writer noticed that a large number of female students excel in language classes and show greater enthusiasm towards the learning and teaching process compared to male students. The writer also noticed that each student in the class had a different learning style. This prompted the writer to investigate and analyze the main perceptual learning styles among male and

female students. Based on the writer's personal observations and experiences, they believe that students' learning styles are influenced by factors such as gender, personality, teacher-student relationships, their relationships with other students, and the learning environment.

B. Research Questions

The writer is focused on two research questions based on the background of study:

1. Do male and female students have different perceptual learning style preferences in language class?
2. What are the major and minor male and female student's perceptual learning style preferences in language class?

C. Research Aims

In accordance with the research questions, the following were the aims of the study:

1. To find out whether male and female students have different perceptual learning style preferences in language class.
2. To enclose the major and minor male and female student's perceptual learning style preferences in language class.

D. Significance of the Study

The findings from the study should be helpful to readers, teachers, and students.

a. For the students

This study provided information about perceptual male and female students' preferences for learning styles in language class. The writer hoped that understanding the major perceptual learning styles will help students study more efficiently, particularly in language classes, as those students can learn some possible ways to reach their potential.

b. For the teachers

By gaining insights into the preferred learning styles of male and female students, this study has the potential to enhance teachers' understanding of how to accommodate these preferences. This understanding can enable teachers to adapt and modify learning activities to align with the perceptual learning styles of their students. By considering the preferred learning styles of students, teachers can create a more effective and relevant learning environment that caters to their students' needs.

c. For the readers

By completing the study, the writer desired to be in an advantageous state to inform readers about the differences among male and female students' preferences for perceptual learning. This study is helpful for anyone who wants to conduct additional research on this topic.

E. Terminology

To have a clear understanding of this study, the writer defines some important words and phrases.

1. Perceptual Learning Style Preferences

The concept of "perceptual learning style preference" refers to an individual's inherent and consistent tendencies across their various senses when they acquire and interact with new information and knowledge. This term, defined by Reid, as cited in Nge (2020), highlights how individuals have unique inclinations towards specific sensory modalities when it comes to learning and processing information. Reid's framework encompasses six main categories of learning styles, with varying degrees categorized as major, minor, or negative levels. The designation of "major level" denotes learners who can best grasp and utilize the associated learning style at this level.

According to Brown (2001), learning styles refer to how individuals perceive and process information in various learning situations. It encompasses the individual's preferences, tendencies, and cognitive approaches when it comes to acquiring knowledge and understanding concepts. Learning styles are reflective of the diverse ways in which individuals engage with and make sense of information during the learning process. According to Fauziati (2015), Reid suggests that an individual's general learning style refers to their overall method of approaching learning and solving problems. Consequently, a person's learning style encompasses the various strategies they use while teaching and learning to comprehend, organize, and remember their experiences. In this research, learning

style pertains to how individuals learn, and in certain situations, such as when students learn on their own, learning styles can enhance learning efficiency.

2. Language Class

Language class is viewed as a distinct social environment with its own set of human activities and conventions governing these activities. It is an environment in which a specific cultural reality is constructed, implying a communicative potential to be used for learning (Legutke, 2014). In this study, Language class means a classroom where the language of instruction used by the teacher is mostly the English language, and in which such the teacher has a good knowledge of English.



CHAPTER II

LITERATURE REVIEW

This section provided an overview of the literature review, beginning with the definitions of learning style and continued to learning style categories, perceptual learning style preference, learning style preference and gender, and learning style in language class. This chapter concludes with previous research on preferences for perceptual learning styles.

A. Learning Style in Brief

1. Definition of Learning Style

Hilliard (2001) defines learning styles as the different approach's individuals use to acquire, understand, and integrate information. The way students learn has a significant impact on their academic success, making learning styles a crucial factor in achieving their educational objectives. The term "styles" typically refers to an individual's enduring and consistent inclinations or preferences. It also encompasses broader aspects of intellectual capacity and personality that set individuals apart from others (Brown, 2010).

According to Brown (2000), learning styles provide reasonably valid indications of how students perceive, interact with, and respond to their classroom environment. This suggests that learning styles can offer insights into how students engage with the learning materials, interact with their peers and instructors, and navigate their educational setting. Understanding students' learning styles can aid educators in creating an environment that caters to their needs and promotes

effective learning experiences. According to Reid, as cited in Sartiah (2016), learning style can be defined as an individual's typical, usual, and preferred way of acquiring, processing, and utilizing new information. Oxford (2003) posited that learning styles play a significant role in language development, specifically emphasizing the auditory approach as being well-suited for acquiring language and other subject matter. Muluk, Habiburrahim, and Rechal (2020) define that students' learning styles are also affected by how they learn and their learning environment.

Indeed, there are overlapping characteristics in the definitions provided. A learning style can be understood as a dominant approach or method of learning and studying, which may involve using visual aids instead of relying solely on text, collaborating in group settings rather than working alone, or preferring structured learning environments over unstructured ones. In contrast, learning preferences refer to an individual's cognitive inclinations and preferred methods of processing information, which have a profound impact on their learning process. These preferences interact with the expectations set by teachers in the classroom and greatly influence the learning experiences of individuals.

2. Categories of Learning Style

Reid as cited in Sartiah (2016), identifies three primary categories of learning styles that are commonly recognized and applicable in the context of foreign language learning. These categories include cognitive styles, affective styles, and perceptual learning styles.

a. Cognitive Style

The ability to think critically, solve problems, and organize information are all related to cognitive styles. One cognitive learning style study assesses the learners' field-independent and field dependent. Conversely, field-dependent students favor group projects and active learning environments. Field-independent students enjoy learning in an environment that emphasizes rules, instructions, separate tests, and illustrations (Reid, as cited in Sartiah 2016).

b. Affective Learning Style

Affective learning, also known as temperament learning, assists students in determining their emotions, values, and feelings. The learner is the center of attention (e.g., ambition, engagement, and response style) and how she or he responds to learning opportunities (Reid, as cited in Sartiah 2016)

c. Perceptual Learning Style

The perceptual learning style described and characterized the manner in which students use their senses to comprehend, organize, and absorb information. The six types of perceptual learning styles often discussed are visual, auditory, kinesthetic, tactile, individual, and group learning (Reid, as cited in Sartiah 2016).

A learning style, according to the writer, is a person's preferred learning environment and manner. There are cognitive, emotive, and perceptual categories for learning styles. Cognitive learning is concerned with experience and comprehension; affective learning is concerned with value or emotion, and perceptual learning is concerned with physical sensory.

The writer's perspective aligns with the perceptual learning style theory, which emphasizes the importance of the five senses in determining an individual's learning style. According to this theory, students have unique ways of experiencing and processing information based on the sensory systems involved in its delivery, storage, and reception. By acknowledging and comprehending these sensory preferences, educators can adapt their teaching approaches to effectively engage and support students in their learning journeys.

3. Factors Affecting Learning Style

According to Porter and Hernacki (2004), several factors can influence learning styles, including physical, emotional, sociological, and environmental factors of the individual.

a. Physical Factors

Physical factors are something that can affect individual learning and thinking styles. The learning process is influenced by physical factors, including health, visual and physical disabilities, nutrition, and physical development. Most of the respondents could not concentrate on the lesson when they were hungry. They also ensure that they exercise at least once a

week. Another example is also given by (Porter & Hernacki, 2004, p. 110).
 “Some people feel good studying in bright light, while others feel good with dim lighting. Others do well with dim lighting.”

b. Environments Factors

Environmental factors have a profound impact on individual learning and thinking styles. Environmental factors have a greater impact on the respondents' learning. The respondents slightly agreed that the institution provides facilities conducive to learning, the range of books and references available in the library provided them with essential information, and the department provided them with proper equipment they could use. According to Porter and Hernacki (2004), some people need an organized and tidy work environment. However, others prefer to spread everything out so that everything is visible. Roll everything out so that everything can be seen.

c. Personal (Intellectual, mental, emotional and social)

Emotional and social factors that acknowledge that diverse individual responses to various stimulations are influenced by a large variety of genetic factors, mental factors that behave in ways that play a significant part in the mental organization and general behavior of the individual. In his research, personality factors had less influence on respondents' learning. However, he explained that some people prefer groups, and others prefer authoritarian figures such as parents and teachers. Authoritarian figures such

as parents and teachers. Then some people need music in the background, while others cannot concentrate unless they are indoors (Porter & Hernacki, 2004).

d. **Teacher personality**

Personality of the teacher has a significant impact on the learning environment and the success or failure of the student. Important duties need that the teacher be able to influence and motivate pupils through their personality and impact (Porter & Hernacki, 2004).

B. Perceptual Learning Style Preference

1. Definition of Perceptual Learning Style Preferences

The concept of perceptual learning style, as defined by Davis (2007), involves the process by which students utilize their five senses to extract knowledge from their surroundings. However, Oxford (2001) argues that "perceptual preferences" refers to the specific physical and sensory channels in which students feel most comfortable.

Based on Reid, as cited in Renou (2008), perceptual learning style preference theory, which emphasizes the combination of physiological and social interactions in shaping one's learning style. Reid identifies six components of this construct: visual, auditory, kinesthetic, tactile, individual, and group. Reid's focus is primarily on exploring levels of preference for different perceptual learning techniques, recognizing that learners have multiple learning styles and can adapt or switch based on their environment.

Reid categorized these learning style preferences into three categories: major, minor, and negligible. A major preference indicates a strong aptitude for absorbing knowledge, while a minor preference suggests a moderate inclination, and a negligible preference implies a negligible impact on learning (Rhouma, 2016).

According to the writer's perspective, the perceptual learning style focuses on the sensory engagement of an individual in the learning process. This learning style involves various activities such as visual observation, auditory listening, hands-on experiences, body movements, tactile interactions, independent work, and collaboration with others. These activities cater to different sensory modalities and provide opportunities for individuals to engage with the learning material in ways that resonate with their preferred learning style.

2. Types of Perceptual Learning Style Preferences

There are various types of perceptual learning style preferences from different models. The writer explains different learning styles based on experts' opinions. The writer also highlights the differences in their learning styles. Perceptual learning styles are identified by (Dunn, Potter, & Hernacki, 2004) as three basic learning styles. They were the following:

a. Visual

Visual learners are individuals who best acquire knowledge through visual observation. They rely on perceiving the teacher's body language and facial expressions to understand a lesson effectively. To minimize visual

distractions, they often prefer sitting in the front row of the classroom. Visual aids, including diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts, and handouts, are highly beneficial for visual learners as they think in terms of pictures. Taking detailed notes during lectures or classroom discussions is a common practice among visual learners, as it helps them absorb and retain information (Dunn, Potter, & Hernacki, 2004).

b. Auditory

Auditory learners, also referred to as students who learn by listening, excel in learning through verbal instruction, discussions, and attentive listening to others. They have a strong ability to comprehend the meaning of speech by carefully attending to tone of voice, pitch, speed, and other subtle auditory cues. Reading aloud and utilizing a tape recorder are effective strategies that can benefit auditory learners in their learning process (Dunn, Potter, & Hernacki, 2004).

c. Tactile or kinesthetic

Tactile or kinesthetic learners acquire information through movement, physical engagement, and hands-on experiences. They learn best when actively involved in activities and by exploring their environment. These learners may find it challenging to sit still for extended periods and can become easily distracted as they have a strong desire for movement and exploration. Providing them with opportunities for interactive and physical

learning experiences can greatly enhance their understanding and retention of information (Dunn, Potter, & Hernacki, 2004).

In psychology, four fundamental types of learners have been identified: visual, auditory, kinesthetic, and tactile learners (Dunn and Burke, as cited in Rhouma, 2016). Each learner has a preference for experiencing language in a manner that enables them to focus and learn effectively (Chiya, 2003). However, it is important to note that preferring one mode of learning does not exclude the possibility of combining two or three modes for enhanced learning outcomes.

According to Reid (1995), as cited in Sartiah (2016), the study of learning styles focused on perceptual learning styles. Reid identified six different types of perceptual learning styles:

a. Visual Learner

According to Reid, as cited in Sartiah (2016), the term "visual learning style" refers to the preference for learning through sight or the visual channel. Visual learners, such as discussion forums, videos, and films, require visual stimulation. They loved reading, computers, and having the ability to follow written instructions. Visual dominant perceptual learners can recall what they have read or observed visually.

The visual perceptual learning style items in the Perceptual Learning Style Preference Questionnaire (PLSPQ) only pertain to reading textual material. Students learning English as a second language experience ambiguity and a decrease in the construct correlation coefficient when non-

textual objects like pictures, photos, and graphics are used (Reid, as cited in Sartiah 2016).

Visual learners enjoy reading a lot, which necessitates a lot of concentration and alone time. If they are to function well in the classroom, they must be written directions. Visual learners will likely use visualization techniques, such as sensory stimuli, to learn a foreign language. However, they are less probably to use cognitive strategies to take a breather or boost their motivation. Based on Reid, as cited in Sartiah (2016), the following are characteristics of visual learners:

- 1) Faster speakers;
- 2) Concern in presentation or outfit look;
- 3) Not easily affected by noise;
- 4) Fast reader and a hard worker;
- 5) Prefers conversational exploration;
- 6) Have difficulty remembering verbal directions unless they are written and frequently ask teachers to repeat.

b. Auditory Learner

According to Reid, as cited in Sartiah (2016), people who learn through auditory means can listen well. They can process information more effectively through sounds, music, discussions, lectures, and other teaching methods. These individuals are more inclined to record instructions to replay them for educational purposes later. Audiobooks appeal to auditory learners,

who may discover that reading aloud improves memory. In public presentations and reports, auditory learners perform better than written learners.

Auditory students prefer the verbal learning channel. As a result, they would like to participate in discussions, collaborative projects, and debates. Typically, these students only need verbal instructions. The use of memory techniques like planning and assessing is more common in auditory learners; based on Reid, as cited in Sartiah (2016), These characteristics of an auditory learner are described:

- 1) Likes to talk to herself while working;
- 2) Distracted easily by noise;
- 3) Enjoys listening and reading aloud;
- 4) Spells more cleverly out loud than in writing; and
- 5) Rarely takes notes.

c. Tactile Learner

According to Reid, as cited in Sartiah (2016), tactile learners find learning through bodily movement or senses to be more effective. These learners excel when they can engage in hands-on activities and actively participate in the learning process. Here are some characteristics and preferences associated with tactile learners:

- 1) Practical learning method: Tactile learners benefit from practical and experiential learning methods that involve handling objects, simulations, live activities, and real-life applications.
- 2) Physical interaction in learning: They thrive when they can physically interact with materials, manipulate objects, and engage in hands-on experiences.
- 3) Knowledge-gaining field trips: Tactile learners appreciate opportunities to learn outside the classroom through field trips or other hands-on experiences that allow them to explore and engage with the subject matter.
- 4) Small discussion groups: They often prefer smaller discussion groups, where they can actively participate, collaborate, and engage in hands-on learning activities with a few peers.
- 5) Ability to sit still during focused periods: Tactile learners may have the capacity to sit still and concentrate for extended periods, particularly when engaged in tasks that require their physical involvement, such as laboratory experiments or other hands-on activities.

Understanding these preferences and characteristics can help educators design learning experiences that cater to the needs of tactile learners, incorporating practical activities, physical interaction, field trips, small group discussions, and opportunities for hands-on learning.

d. Kinesthetic Learner

According to Reid, as cited in Sartiah (2016), kinesthetic learners have a preference for experiential learning that involves active physical engagement in the learning process. They struggle to concentrate on complex information when presented passively and instead rely on physical movement to absorb and retain knowledge. Kinesthetic learners also tend to prefer learning through activities that involve exercise. It is worth noting that there are overlapping preferences between kinesthetic learners and those who favor group learning in this domain.

Kinesthetic learners are individuals who have a preference for hands-on activities and physical movement. They find it enjoyable to work with tangible objects and have a tendency to constantly move within their surroundings. Learning for them is primarily achieved through active participation and firsthand experiences. According to Reid, as cited in Sartiah (2016), the following characteristics can be observed in kinesthetic learners:

- 1) They tend to speak clearly and at a slower pace.
- 2) They grasp concepts and acquire knowledge through practical engagement and repetitive practice.
- 3) Sitting still for extended periods is challenging for them.
- 4) They eagerly participate in classroom activities and readily engage in role-playing scenarios.

5) They frequently employ hand movements and gestures to communicate.

6) They derive great enjoyment from playing games.

e. Individual Learner

In perceptual learning style preferences includes individual learning as one of the sociological styles. It refers to a preference for self-directed learning. Learners with an individual learning style learn more efficiently independently by Reid, as cited in Sartiah (2016).

Individual learners are typically introverted and can complete more work when working alone. Individual learners are typically introverted and can complete more work when working alone. When they study alone, they learn the most. They think working with their peers is challenging, but learning with them is fun. Reid, as cited in Sartiah (2016), identified the following traits of individual learners:

- 1) Be a quiet person while doing a task;
- 2) prefers to be alone;
- 3) Do it all by herself;
- 4) Being a dominant member of a group;

f. Group Learner

According to Reid, as cited in Sartiah (2016), group learning is also a sociological style. Group learners enjoy learning by collaborating and

participating in group projects. They would rather work in groups, with team members, or with a partner.

Group learners, besides individual learners, are generally referred to by extrovert students who love participating in discussions. They intend to work in groups to work alone. When they need to make decisions, they seek the opinions of others. They want to assist other students in understanding an issue if they have understood it themselves (Reid, as cited in Sartiah 2016). The following are some characteristics of group learners:

- 1) A talkative person;
- 2) A person who likes to ask questions;
- 3) A person who needs to learn with other people; and
- 4) A person who enjoys discussing about a topic.

Group learners enjoy learning by collaborating and participating in group projects. They would rather work in groups, with team members, or with a partner. But, in larger groups, they would not be as effective as in pairs because they might merely talk more (Syahabuddin, 2019).

According to Gardner's theory (1999), Students' learning styles are defined by how they process information and the methods they use to learn. Furthermore, according to Gardner (1999, p. 486), "students exhibit varying cognitive processes, and their learning, memory, performance, and comprehension abilities differ significantly." Gardner identified eight different categories of learning:

a. Verbal-Linguistic

These learners often engage in verbal thinking and possess strong auditory skills. They derive enjoyment from activities such as reading, word games, creative writing, and composing poetry or stories. Teaching strategies for these students may involve encouraging them to read aloud or to utilize visual aids while learning words. Suitable tools and resources for instruction may include computers, multimedia materials, books, tape recorders, lectures, and educational video games (Gardner, 2011).

b. Musical

This particular group of students not only appreciates music but also demonstrates a heightened sensitivity to sounds in their environment. They tend to learn more effectively when music is incorporated into their learning experiences. Teaching methods that involve fluent verbal communication and transforming lessons into songs can be particularly beneficial for them. Useful resources and tools for instruction may include music, radio, stereo systems, CD-ROMs, and multimedia materials (Gardner, 2011).

c. Logic-Mathematical

Visual-spatial learners possess the ability to convert words and concepts into vivid mental or tangible images. They exhibit a heightened awareness of their surroundings and often engage in activities such as reading maps, drawing, and solving jigsaw puzzles. These learners benefit from instructional methods that utilize visual aids, written materials, and tactile images. Tools and resources that prove effective for teaching visual-spatial

learners include models, graphics, charts, photographs, sketches, 3-D modeling, videos, television, and multimedia presentations featuring images, charts, or graphs (Gardner, 2011).

d. Visual-Spatial

Visual-spatial learners can translate words into real or mental images. They pay close attention to their environment. They like to read maps, draw, and do jigsaw puzzles. They can all be taught via pictures, words, and tactile images. Models, graphics, charts, photographs, sketches, 3-D modeling, video, television, and multimedia with images, charts, or graphs are some of the tools accessible (Gardner, 2011).

e. Kinesthetic-Bodily

This type of learner relies on their body to solve problems, create objects, and convey their thoughts and emotions. They possess a heightened awareness of their physicality, similar to dancers or surgeons. They enjoy movement, hands-on activities, and tactile experiences. Teaching strategies that incorporate physical activity, interactive learning, dramatic enactments, and role-playing prove effective for engaging these learners, as it allows them to communicate effectively through their bodies. Real-world objects and relevant equipment are valuable tools for their instruction (Gardner, 2011).

f. Naturalist

This type of student can detect and discriminate between countless plants, animals, and weather patterns seen in nature (Gardner, 2011).

e. Interpersonal communication

This particular learner succeeds in collaborative environments, actively connecting with others while comprehending their feelings, goals, and intentions. Their learning process depends heavily on interaction. They have many close friendships, have good interpersonal skills, and show empathy for others. Group activities, seminars, and conversations are all very successful teaching techniques for kids. Telephone communication, audio conferencing, the instructor's focused time and attention, video conferencing, written materials, computer-based conferencing, and email correspondence are some of the resources that can help with their training (Gardner, 2011).

h. Intrapersonal

They possess the ability to comprehend the emotions, objectives, and intentions of others, as well as understand their interests. However, these learners typically prefer solitude and tend to avoid social interactions. Books, creative materials, diaries, privacy, and time for personal reflection are valuable tools for their learning process. They exhibit a high level of self-reliance and independence, making them the most self-sufficient students (Gardner, 2011).

In this study, the writer directs attention to six distinct learning styles based on the Perceptual Learning Style Preferences model developed by Reid (1995). These styles include visual, auditory, kinesthetic, group, and individual preferences.

C. Learning Style Preference and Gender

Multiple studies, including Yemane (2017), have recognized gender as a potential factor that can influence learning style preferences. In recent years, there has been a renewed interest in investigating gender differences in learning style preferences among students in higher education institutions globally, including Indonesia (Suprihadi, 2017). However, the impact of gender differences on students' learning preferences remains a subject of debate within the literature (Shuib & Azizan, 2015).

According to Willingham (2015), it is crucial for teachers to have a thorough understanding of their students' learning styles and preferences in order to enhance instruction effectively. By gaining insights into various qualities such as how students are likely to respond to different types of training, teachers can improve the educational process. This understanding can be acquired by learning about certain characteristics through methods like delivering questionnaires to students.

Santrock (2007) states that gender is a concept that encompasses the social, cultural, and psychological dimensions associated with being male or female. It is distinct from sex, which refers to the biological classification of individuals as male or female. Gender roles are societal expectations that dictate how men and women should think, behave, and experience emotions. Rahmah (2019), further defines gender as a cultural construct that aims to differentiate roles, behaviours,

mentalities, and emotional characteristics between men and women as they develop within society.

According to Mahmud (2010), a distinction was made between sex and gender; sex refers to the biological categorization of individuals as male or female, while gender pertains to the attitudes associated with being male or female, which are influenced by social and cultural factors. Gender encompasses the social and cultural perceptions and expectations related to being male or female. Building upon the definition and theory previously mentioned, gender in this particular study is assumed to refer to male and female students.

D. Learning Style in Language Class

In a language class, the learning style of students is considered a significant factor in determining their success. When the learning style preferences of students are aligned with specific learning activities, it can lead to improved learning outcomes. Students often utilize their experiences and abilities to process and adapt the information they receive in a manner that corresponds to their preferred learning style. This alignment, as suggested by Silitonga (2020), can enhance their expertise in language learning.

Students have expressed that each individual has their own preferences in terms of how they prefer to absorb and remember new information, and these preferences can impact their behavior. Learning style, as described by Silitonga (2020), refers to an individual's innate, regular, and preferred ways and abilities of

learning, irrespective of the teaching techniques or subject matter. It recognizes that each person has their own unique approach to processing and acquiring knowledge.

Teachers in the classroom are expected to equip pupils with knowledge and skills that are not only academic but also practical. In this light, mastering topic information is not enough to be an expert teacher because various factors such as classroom management, teaching technique, learning materials, and students all influence the success of transferring knowledge to students (Woolfolk, 2007, as cited in Dahliana, 2019).

The teacher should create conducive conditions and environments in a language class and provide the same learning opportunities to students in certain ways by the applicable curriculum. However, because students learn in the same classroom, most teachers assume that all students can receive learning material similarly. Nevertheless, in reality, no two students are the same. In one class, there are female and male students who differ in their physical characteristics, personalities, outlooks, and responses to the material they are given during the learning process (Aprilia, 2019).

E. Previous Study

Many researchers from all over the world have investigated learning styles. This was not the first study to focus on learning styles in the outside world.

A similar study was conducted by Obralic and Akbarov in 2012; they reported research about learning style. However, their research was different from

the previous research. Their research was about students' perceptual learning style preferences. Their paper aimed to determine students' learning styles at the University of Sarajevo. Another objective was the influence of the student's gender and ethnicity on the learning style. Data were gathered using Perceptual Learning Style Preference Questionnaire (PLSPQ) research instrument. The method that they used was a quantitative and qualitative research method. They concluded that there had been significant differences between learning styles favored by Bosnian and Turkish. The data showed that the most outstanding learning style in which the students worked without any difficulty was the visual learning style. There was no significant difference between male and female students regarding their study preferences (Obralic & Akbarov, 2012).

In a study conducted by Mary Rose and Boyet from Isabela State University, Philippines in 2018, titled "Students' Perceptual Learning Styles and Attitudes Toward Communicative Language Teaching," the researchers examined the perceptual learning styles and attitudes of first-year students at Isabela State University who were studying English as a Second Language (ESL). The study focused on various aspects of the participants' profiles, including age, gender, course, and ethnicity. The findings of the study revealed that late adolescents exhibited a preference for auditory, kinesthetic, group, tactile, and visual learning styles, while early adulthood subjects favored auditory learning. The study also highlighted the influence of gender on learning styles, the variation in preferences across different courses, the diversity of learning styles among ethnic groups, the preference of Filipino learners for spoken language, and the inclination towards

communicative language teaching (CLT) over grammar-focused instruction. The study concluded that students learn best when they engage their six sensory modes (Natividad & Batang, 2018).

The study conducted by Farid Naserieh and Mohammad Reza Anani Sarab from the English Department Faculty of Foreign Languages at the University of Tehran, Iran in 2013 focused on perceptual learning style preferences among Iranian graduate students. The researchers aimed to investigate the patterns of graduate students' perceptual learning style preferences and their potential relationship with gender, age, discipline, and self-rated proficiency level. The study involved 138 graduate students from Shahid Beheshti University in Tehran, Iran, who were selected randomly using a two-stage sampling procedure. The participants completed the Perceptual Learning Style Preference Questionnaire. The findings indicated that the participants had a preference for kinesthetic and tactile modalities over group learning styles. Additionally, significant differences were observed in relation to background variables. The study concludes by discussing the implications of the findings (Naserieh & Sarab, 2013).

In 2012, Attapol Khnakhien from Kasetsart University, Thailand conducted a study titled "Demystifying Thai EFL Learners' Perceptual Learning Style Preferences." The objective of this study was to determine the preferred learning styles of Thai students learning English, as well as the influence of gender, academic field, and prior learning experiences on these preferences. The study employed a quantitative approach, gathering data through a questionnaire. The Perceptual Learning Style Preference Questionnaire (PLSPQ) was utilized to

collect the data. The findings revealed that Thai EFL students exhibited a preference for auditory learning over kinesthetic, tactile, visual, group, and individual learning styles. Among the three variables examined, the field of study had the most significant impact on the selection of learning styles. However, no statistically significant differences were found in learning styles based on gender or prior learning experiences (Khmakhien, 2012).

In this study, the writer evaluated learning style and utilized a similar subject of study in education as the previous researchers did. From the previous research on learning style, those researchers concentrate on college or university students as their research subjects. The differences between the writer's research and previous research come from the object of the research, and there was no significant difference between male and female students regarding their study preferences. The object of the research is students from Junior High School from a different gender. The findings from this study will help students learn better and encourage teachers to choose teaching methodologies that suit male and female students learning styles in language classes.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses methodical issues research procedures, including a brief research design divided into population and samples, methods of data collection, research procedures, and data analysis methods.

A. Research Design

The writer of this study employed a quantitative approach to investigate the preferences for perceptual learning styles among male and female students at SMP Negeri 6 Banda Aceh. Quantitative research, as defined by Ary et al. (2010), seeks to understand and explain phenomena through the objective measurement and statistical analysis of numerical data. This method relies on the collection and analysis of numerical data to describe, explain, predict, or control variables and phenomena of interest (Gay, Mills, & Airasian, 2009). By adopting a quantitative design, the study aimed to gather numerical data and use statistical analysis to gain insights into the learning style preferences of male and female students.

In this study, the writer utilized the survey method to collect the necessary data. Survey research is defined as the process of gathering information from a sample of individuals by obtaining their responses to specific questions (Check & Schutt, 2012). It involves collecting quantitative data that provides a numerical description of the population being studied. Surveys often employ questionnaires as a means of data collection, and this approach is commonly used in cross-sectional studies (Fowler, 2013). By conducting a survey, the writer was able to collect

quantitative data and gain insights into the perceptual learning style preferences of male and female students.

B. Research Location

This study held at SMP Negeri 6 Banda Aceh. The principal of this school is Syarifah Nargis, S.Ag., with total students about 767 from 2019 to 2023, especially 376 students being male and 391 students being female. This school has 24 classes, with each grade level having 8 classrooms and each classroom totaling 32 students (Database of Kemdikbud SMPN 6 Banda Aceh).

The reason why the writer chose location at SMP Negeri 6 Banda Aceh, because in 7th semester the writer had an internship (PPL) at that school. During the internship, the writer observed that a large number of female students outperformed male students in language classes and were more enthusiastic about the process of learning and teaching. The writer observed that each student in the class has a different learning style; thus, the writer was interested in determining this school's major and minor students' learning styles.

C. Population and Sample

1. Population

Sampling technique in this study was total sampling. According to Sugiyono (2011), sampling technique in this study was total sampling. Total sampling is a sampling technique where the number of samples is the same as the population.

According to Gay and Airasian (2000), the population is a sample of individual personal items or occurrences gathered from a large sample. The population of this study was students in 8th grade of SMP Negeri 6 Banda Aceh who are studying language classes.

2. Sample

According to Suharsimi (2006, p. 174), “sample is part of population to be studied”. The writer chose all classes of 8th grade of SMP Negeri 6 Banda Aceh; then the number of samples are 204 students; 114 female and 90 male students.

D. Methods of Data Collection

In this study, the writer employed a questionnaire as the data collection instrument. A questionnaire, as described by Siniscalco and Auriat (2005), is a survey instrument used to gather data from individuals about themselves or a social unit, such as a household or a school. A standardized questionnaire ensures that each respondent is presented with the same set of questions and uses the same coding system for recording responses. Questionnaires may include demographic questions as well as valid and reliable research instruments (Ponto, 2015). By utilizing a questionnaire, the writer collected data from the participants, ensuring consistency in the questions and response coding across all respondents.

The questionnaire in this study explored various learning styles, such as visual, auditory, kinesthetic, tactile, individual, and group. Each learning style was represented by multiple questions that pertained to that particular style, enabling the writer to determine the students' preferred learning styles. By administering the

questionnaire, the writer aimed to gather information and ascertain the language learning styles employed by the students.

The writer utilized the Perceptual Learning Style Preference Questionnaire (PLSPQ), which was adopted from Reid's work, as cited in Sartiah (2016). This questionnaire consisted of 30 items, with each item aimed at identifying one of six learning style preferences: visual, auditory, kinesthetic, tactile, individual, and group. Specifically, the questionnaire included five questions for each learning category. For instance, questions 6, 10, 12, 24, and 29 were designed to assess visual learners. Questions 1, 7, 9, 17, and 20 targeted auditory learners. Questions 2, 8, 15, 19, and 26 were intended for kinesthetic learners. Tactile learners were assessed through questions 11, 14, 16, 22, and 25. Group learners were evaluated using questions 3, 5, 21, 23, and 28. Finally, individual learners were identified through questions 4, 13, 18, 27, and 30.

In responding to the questionnaire, the students were instructed to indicate their level of agreement or preference using a Likert scale. The scale ranged from 1 to 5, with the options of Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4), and Strongly Agree (5). The participants were encouraged to provide their responses quickly without excessive deliberation, and they were not allowed to change their chosen statements. To ensure better understanding and ease of comprehension, the questionnaire was presented in Indonesian, considering that the participants were not from the English Department and did not have a specific focus on the English language.

E. Methods of Data Analysis

Data analysis refers to the process of utilizing numerical data and factual information to address research inquiries. The ability to find answers to research questions relies heavily on effective data analysis. Another crucial aspect of research involves interpreting the data, which involves drawing inferences and forming conclusions based on the analyzed data. In instances where raw data is complex or challenging to interpret, it becomes necessary to engage in thorough analysis to derive meaningful results (Ahuja, 2011).

To analyze the questionnaire data, statistical software such as SPSS 25 and Microsoft Excel were employed, which facilitated descriptive statistics and self-scoring based on the Perceptual Learning Style Preference Questionnaire (PLSPQ) developed by Reid. There are multiple methods available for data analysis:

1. Descriptive Statistic

Descriptive statistics is a method of data analysis that involves organizing, summarizing, and presenting data in a meaningful way. It helps in understanding the characteristics and patterns of the data. In the study mentioned, the writer employed a Likert scale questionnaire, which is a commonly used tool for measuring attitudes or opinions. To evaluate the results, SPSS 25 software was utilized. SPSS (Statistical Product and Service Solution) is a widely used software application, particularly in the social sciences, that allows researchers to analyze data using various statistical techniques. It provides researchers with a range of tools and features to examine and interpret data effectively (Gogoi, 2020).

After collecting the questionnaires, based on Gay, as cited in Hardianti (2015), the writer calculated the mean scores of the items in the questionnaire using the formula as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} = The mean score

$\sum x$ = The respondent's total score

N = The total number of samples

This questionnaire consists of five questions per learning category. The questions are organized by learning style in the table below. Each question you respond to carries a numerical value:

Table 3. 1 Self-scoring sheet (based in PLSPQ)

No.	Alternative Answer	Abbreviation	Numerical Value
1.	Strongly Agree	SA	5
2.	Agree	A	4
3.	Undecided	U	3
4.	Disagree	D	2
5.	Strongly Disagree	SD	1

2. Normality Test

According to Ghozali (2012), the view of statistics the distribution of variables in the population follows a normal distribution. Distribution testing distribution testing aims to see whether the samples taken represent the distribution of the population. population. If the sample distribution is normal, then it can be said that the samples taken represents the population. The principle of the normal distribution test is to compare between the distribution of data obtained (observed) and the distribution of normal data (expected). If the normal (expected) data distribution test results show that there is no difference between the two distributions ($p > 0.05$), it can be said that the distribution of research data is normal.

The purpose of the normality test is to determine whether the research data obtained is normally distributed or close to normal. data obtained is normally distributed or close to normal, because good data is data that resembles a normal distribution. is data that resembles a normal distribution. The normal distribution test is a a requirement for all statistical tests. If the probability value is ≥ 0.05 then the data is declared normally distributed, on the other hand, if the probability value < 0.05 then the data is declared to be abnormally distributed (Ghozali, 2012).

3. Homogeneity Test

Homogeneity test is a statistical test procedure intended to show that two or more groups of sample data come from populations that have the same variance. In regression analysis, the required analysis requirement is that the regression error for each grouping based on the dependent variable has the same variance. It can be said that the homogeneity test aims to find out whether several groups of research

data have the same variance or not. In other words, homogeneity means that the data sets we examine have the same characteristics (Nuryadi, 2017).

4. Paired Sample T- Test

Paired sample t-Test is a test of two paired samples. Paired samples are the same subject, but experience different treatments. This t-test model is used to analyze the research model before and after. According to Widiyanto (2013), paired sample t-test is one of the testing methods used to assess the effectiveness of treatment, characterized by differences in the average before and average after treatment.

The basic assumption of using this test is that the observations or studies for each pair must be under the same conditions. The mean difference must be normally distributed. The variance of each variable can be the same or not. To perform this test, interval or ratio scale data is required. What is meant by paired samples is that we use the same sample, but the tests carried out on the samples are the same. What is meant by paired samples is that we use the same sample, but the test is carried out on the sample twice at different times or with a certain time interval. The test is carried out using a significant 0.05 ($\alpha = 5\%$) between the independent variable and the dependent variable. The reason the writer uses this analysis tool is because in this This study used two paired samples.

The questionnaire data is presented in table form. As a result, the reader can easily understand the research's contents. In the last step, the writer concluded the research.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consisted of the finding of the research and the discussion of the findings. The findings were presented as data descriptions, and arguments were given in the discussion sections.

B. Findings

In this section, the writer presents the data from the percentage analysis of perceptual learning styles concerning Reid's theory. The data collected from 204 students were analyzed by the questionnaire assessment in accordance with perceptual learning styles related to Reid's theory. The study was conducted for two weeks from 4 March 2023 to 18 March 2023 at SMPN 6 Banda Aceh. The samples of this study are 114 female students and 90 male students.

1. Descriptive Statistic

Descriptive statistics is a statistical analysis method that involves organizing, summarizing, and presenting data in a meaningful manner. In this particular study, the researcher presented the findings of data analysis related to the research question. These results include: the different between male and female perceptual learning style preferences and the major and minor male and female student's perceptual learning style preferences.

The data was gathered by distributing Reid's (1995) perceptual learning style preference questionnaire to the respondents, which was based on a Likert scale

ranging from 1 to 5. The scale is as follows: (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree).

Meanwhile, each number of questions in the questionnaire represents one of five perceptual learning styles: visual learning (6, 10, 12, 24, 29), auditory learning (1, 7, 9, 17, 20), kinaesthetic learning (2, 8, 15, 19, 26), tactile learning (11, 14, 16, 22, 25), group learning (3, 4, 5, 21, 23), and individual learning (13, 18, 27, 28, 30).

Furthermore, self-scoring by Reid's was used to calculate and determine the data of the questionnaire, where the sum of each category of learning style, namely visual, auditory, kinaesthetic, tactile, group, and individual learning, was multiplied by two, and the result of the multiplication could be classified as major, minor, or negligible learning style preference.

Therefore, the range of perceptual learning style preferences showed in the table as follow:

Table 4. 1 The range of learning style preferences categories

Major learning style preference	38-50
Minor learning style preference	25-37
Negligible	0-24

Reid (1995) divided learning styles into three categories: Major, Minor, and Negligible. Major is a preferred learning style, minor refers to the learning style

that is less but still function well, and negligible is the one that can make the learning process more difficult.

Table 4. 2 The Result of students' Perceptual learning styles preferences

No.	Learning Style	Mean	Learning Style Preference Categories
1.	Auditory	39.30	Major
2.	Group	37.58	Minor
3.	Kinesthetic	37.35	Minor
4.	Tactile	36.89	Minor
5.	Visual	36.39	Minor
6.	Individual	34.66	Minor

Note: Major learning style preferences (38-50), minor learning style preference (25-37) and negligible (0-24)

Based on the table, it can be concluded that the auditory learning style is the most preferred learning style among students because it is the only learning style classified as a major learning style, with mean score of 39.30. While the other five learning style categories are classified as minor, individual learning style is the least preferred among the students, with mean score of 34.66. Based on the table above, there is no negligible category in the results of this study where negligible is able to make the learning process more difficult.

Table 4. 3 Male Students' Perceptual Learning Style Preferences

No.	Learning Style	Mean	Learning Style Preferences Category
1.	Auditory	39.11	Major
2.	Group	38.07	Major
3.	Kinesthetic	36.69	Minor
4.	Tactile	36.16	Minor
5.	Visual	35.40	Minor
6.	Individual	33.71	Minor

Note: Major learning style preferences (38-50), minor learning style preference (25-37) and negligible (0-24)

The results of perceptual learning styles of male students show in the table that the most preferred perceptual learning styles are auditory and group learning styles, with mean score of 39.18 and 38.07 respectively, classified as major learning styles. Then kinesthetic learning style, with mean score of 36.69, is classified as minor. Then tactile learning style, with mean score of 36.16, is classified as minor. Then the visual learning style with mean score of 35.40 is classified as minor. Then the least preferred learning style is the individual learning style, with mean score of 33.71 which is classified as minor.

جامعة الرانيري

A R - R A N I R Y

Table 4. 4 Female Students' Perceptual Learning Style Preferences

No.	Learning Style	Mean	Learning Style Preferences Category
1.	Auditory	39.46	Major
2.	Kinesthetic	37.88	Minor
3.	Tactile	37.47	Minor
4.	Group	37.19	Minor
5.	Visual	37.18	Minor
6.	Individual	35.40	Minor

Note: Major learning style preferences (38-50), minor learning style preference (25-37) and negligible (0-24)

According to the table, the results of perceptual learning styles among female students indicate that the most preferred learning style is auditory, with a mean score 39.46, which is considered a major learning style. The kinesthetic learning style follows, with a mean score 37.88, classified as a minor learning style. Tactile learning style comes next, with a mean score 37.47, also classified as minor. Group learning style follows with a mean score 37.19, also classified as minor. Visual learning style has a mean score 37.18, also classified as minor. The least preferred learning style among female students is the individual learning style, with a mean score 35.40, which is also classified as minor.

جامعة الرانيري
A R - R A N I R Y

The writer made a table comparing the learning styles preferred by male and female students with clear and simple data.

Table 4. 5 The Comparison of male and female students' perceptual learning style preferences

Male Students		Female Students	
1. Auditory	39.11 (Major)	1. Auditory	39.46 (Major)
2. Group	38.07 (Major)	2. Kinesthetic	37.38 (Minor)
3. Kinesthetic	36.69 (Minor)	3. Tactile	37.88 (Minor)
4. Tactile	36.16 (Minor)	4. Group	37.19 (Minor)
5. Visual	35.40 (Minor)	5. Visual	37.18 (Minor)
6. Individual	33.71 (Minor)	6. Individual	35.40 (Minor)

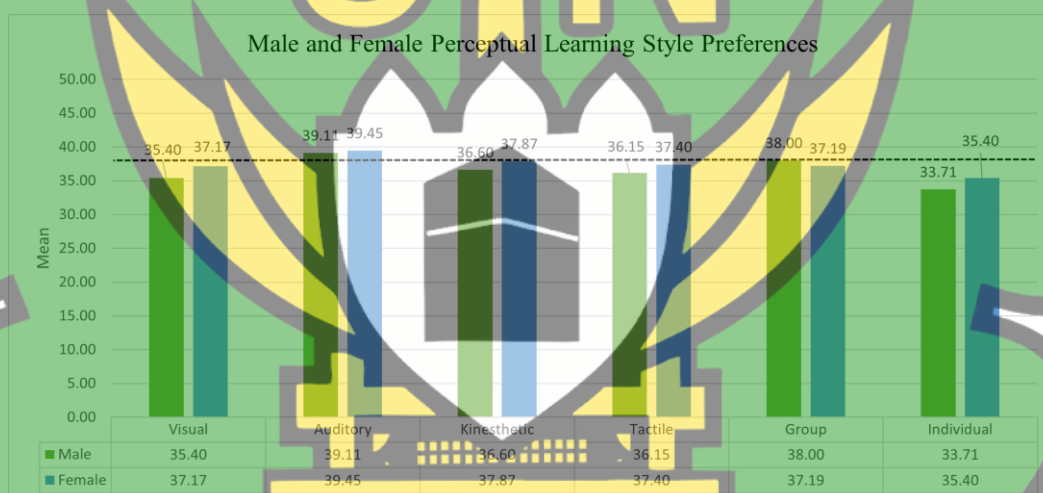


Figure 4.1 The diagram comparison of male and female students' perceptual learning style preferences.

Based on the comparison table and diagram of comparison perceptual learning style preferences between male and female students. It can be seen in the table and the diagram that there is no statistically significant difference between

male and female students in terms of preferred perceptual learning styles. However, there is a slight difference based on the ranking of the mean between male and female students.

2. The Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Male	0,145	6	,200*	0,989	6	0,987
Famale	0,259	6	,200*	0,933	6	0,602

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4. 6 The Normality Test

Based on the results above, the Kolmogrov Smirnov significance value is greater than 0.05 in both data. Therefore, it can be concluded that the research data is normally distributed, thus the analysis process can be continued with the parametric test, namely the independent sample t test.

3. Homogeneity Test

Test of Homogeneity of Variances

Gender		Levene		df1	df2	Sig.
		Statistic				
	Based on Mean	0,937		1	10	0,356
	Based on Median	0,933		1	10	0,357
	Based on Median and with adjusted df	0,933		1	9,713	0,357
	Based on trimmed mean	0,938		1	10	0,356

Table 4. 7 1. Homogeneity Test

Based on the table above, the value based on mean is 0.356 which is greater than 0.05. Thus, it can be concluded that the research data is homogeneous.

4. Paired Sample T- Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gender	Equal variances assumed	0,937	0,356	-0,973	10	0,353	-0,91833	0,94354	-3,02067	1,18400
	Equal variances not assumed			-0,973	8,841	0,356	-0,91833	0,94354	-3,05862	1,22196

Table 4. 8 Paired Sample T- Test

The results of the independent samples test show that there is no significant difference in perceptual learning style preferences between male and female students. The average difference between men and women is -0.918. The calculated t value is 0.973 and the significance value is 0.356 which is greater than 0.05, which means that there is no statistically significant difference between male and female students regarding perceptual learning style preferences.

After explaining all about what the writer found by administering questionnaires, in this section, the writer explained the discussion related to the types of learning styles of perceptual learning styles related to Reid's Theory.

C. Discussion

This study aims to find out whether male and female students have different perceptual learning style preferences; to enclose the major and minor male and female student's perceptual learning style preferences in language class. In collecting the data, the writer used questionnaire to answer the research questions.

Based on the results of the questionnaire, it can be seen in table 4.7 that the difference lies in the ranking of each learning style. In the learning styles of 90 male students, the most preferred learning styles are auditory and group, followed by kinesthetic, tactile, visual and individual learning styles. Whereas in the learning styles of 114 female students, the most preferred learning style is auditory, followed by kinesthetic, tactile, group, visual and individual learning styles.

The second question in the research is about the major and minor male and female students' perceptual learning style preferences in language classes. The major male student's perceptual learning styles are auditory and group, while the minor male student's perceptual learning styles are kinaesthetic, tactile, visual, and individual. Male students prefer auditory and group learning styles because male students tend to give feedback by hearing rather than writing. They prefer to read text aloud or listen to their friends read it out, and they are also easily distracted by noises around them. They also prefer learning in groups rather than individually. The major female student's perceptual learning style is auditory, while the minor female student's perceptual learning styles are kinaesthetic, tactile, group, visual,

and individual. Female students prefer auditory learning style because they prefer to hear explanations from the teacher or explanations from video or audio.

Students who learn best through auditory means prefer to hear explanations; they learn more effectively when they are given instructions in class; they enjoy learning when they participate in listening classes; they are better at comprehending what they have heard; and they prefer learning through teacher explanations.

It seems like you've provided information from a source named Oluremi (2015) as cited in Masela (2021), regarding auditory learners and their preferred learning methods. It's interesting to note that auditory learners appear to have a strong preference for auditory-based learning techniques, such as listening and speaking, to enhance their memory and understanding. They might repeat information, engage in conversations, and even whisper to themselves when reading to reinforce their learning.

Additionally, the information suggests that auditory learners tend to excel at summarizing content orally, which helps them better comprehend and remember the material. However, they might face challenges when presented with written directions, as their learning style is more suited to auditory input rather than visual or textual information (Oluremi, 2015, as cited in Masela, 2021),

Auditory learning can be enjoyable while listening to English music, spelling vocabulary words out loud to help them understand them, and planning for the assessment through having somebody ask them questions to ensure they can better retain the information According to Reid (1995), auditory learners only

require verbal instructions in chapter II. Auditory learners tend to employ memory strategies like planning and assessing more frequently.

Whereas group learning styles enjoy learning by collaborating and participating in group projects. They would rather work in groups, with team members, or with a partner. Reid (1995) said that group learners prefer to help other students comprehend a subject if they have understood it themselves, as was indicated in chapter II.

The teacher should create conducive conditions and environments in a language class and provide the same learning opportunities to students in certain ways by the applicable curriculum. According to Dahliana (2019), because the teacher is directly involved with the students in the classroom, the way the teacher transfers comprehension to the students will influence the achievement of educational goals. This situation has necessitated that teachers have specific abilities in order to perform their responsibilities as instructors, motivators, facilitators, and managers; extensive knowledge and competence are required to perform these jobs correctly in classroom teaching and learning activities.

The learning style of language students is a factor in determining their performance, as was indicated in chapter II. The effectiveness of learning activities can be increased by matching the preferred learning styles of the students. Based on their experiences and abilities, students tend to apply and transform the information received into a style that matches their expertise (Silitonga, 2020).

CHAPTER V CONCLUSION AND SUGGESTION

This chapter present the conclusion of the research and suggestion. It aims to deliver some results that have been obtained in the study.

A. Conclusion

According to findings and discussion, it could be inferred from the mean score of the perceptual learning style preferences of students in 8th grade of SMPN 6 Banda Aceh that the most preferred one is the auditory learning style (39.30), while the least preferred learning style is the individual learning style (34.66). Students prefer auditory learning style because many students prefer to receive learning materials by listening them, especially in English class; they need oral explanations to understand the subject.

The category of major perceptual learning style preferences used by female students is the auditory learning style, which is indicated by their auditory learning style score of 39.46. In addition, slightly different from female students, male students have two major learning styles, namely auditory and group learning styles, with mean scores 39.11 and 38.07 respectively. Whereas the category of minor perceptual learning style preferences used respectively by female students are kinesthetic learning style with mean score of 37.38, tactile with mean score of 37.88, group with mean score of 37.19, visual with mean score of 37.18, and individual learning style with mean score of 35.40. Then the category as minor perceptual learning style preferences used by male students are kinesthetic learning

style with mean score of 36.69, tactile with mean score of 36.16, visual with mean score of 35.40, and individual learning style with mean score of 33.71.

Students had different perceptual learning styles that were reflected in physical, environment, personality, and teacher personality. In general, no one is 100% in one of these types. Students have multiple learning styles, however, only the major type is emphasized. Based on the findings of this study, there is no statistically significant difference between male and female students regarding perceptual learning style preferences.

B. Suggestion

After conducting the research, the writer offers some suggestions as follows:

First, for students, by knowing the learning style they can enhance the effectiveness of their own learning, thus, they will be interested in learning English. Then, students maximize their learning style during the teaching and learning process by paying attention to the teacher's explanation so that the material delivered by the teacher can be received and understood properly.

Second, for teachers, teachers should distribute learning style questionnaires at every first meeting of the teaching and learning process. Teachers should pay more attention to their students' learning styles because by understanding students' learning styles, teachers can teach students by using efficient learning approaches or methodologies; thus, students' backgrounds will make teachers know how to solve learning process problems.

REFERENCES

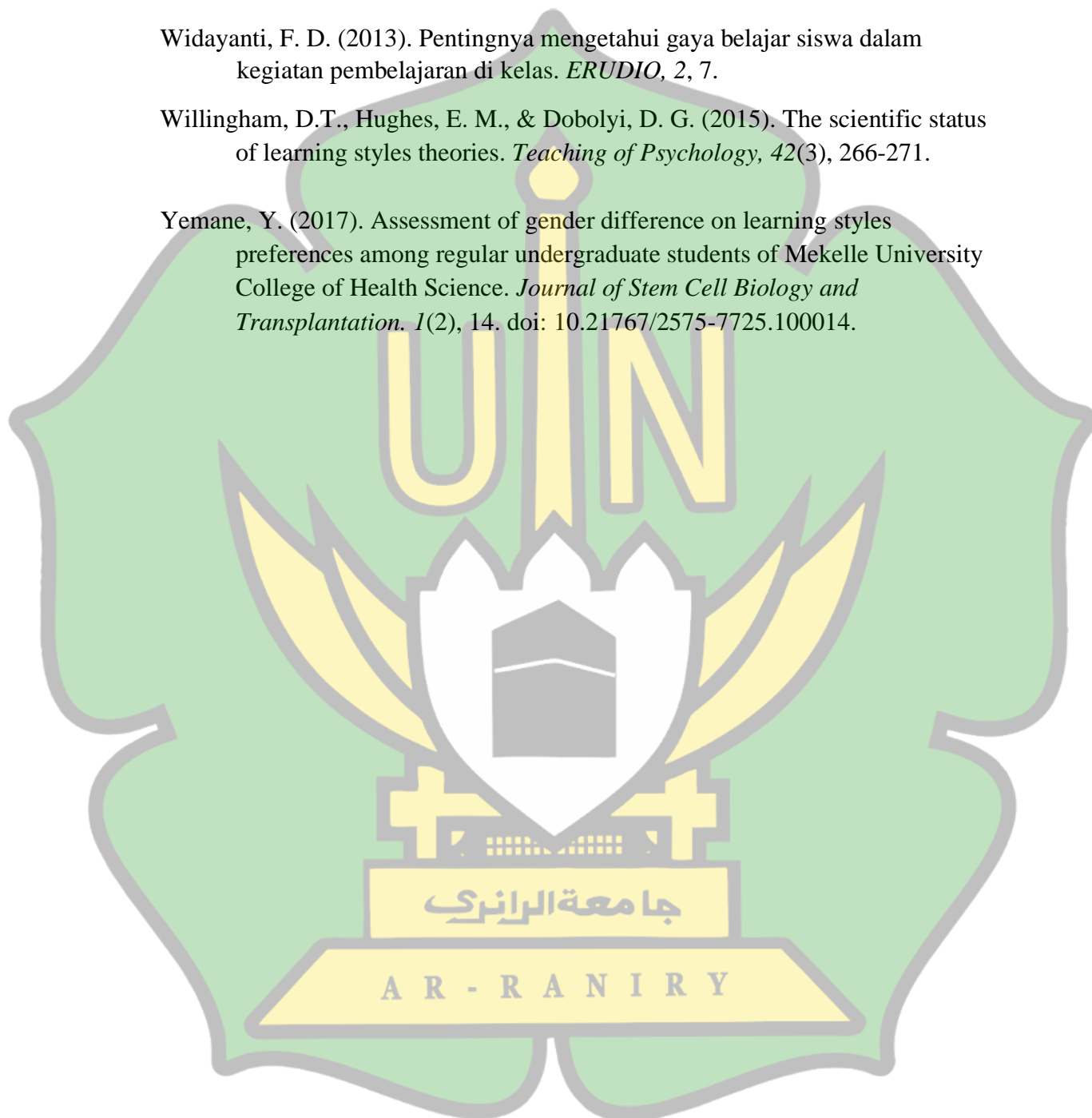
- Ahuja, R. (2011). *Research methods*. Jaipur: Rawat Publications.
- Aprilia, L. (2019). Gender differences in English learning style preferences among senior high school students. *EEAL Journal (English Education and Applied Linguistics Journal)*, 2(2), 127-131.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education* (8th ed). United States: Wadsworth.
- Brown, H. D. (2000). *Principle of language learning and teaching* (4th ed). New York: Longman.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.
- Brown, H. D. (2010). *Principles of language learning and teaching* (4th ed). New York: Pearson Education.
- Chakrabarty, S. N. (2013). Best split-half and maximum reliability. *IOSR Journal of Research and Method in Education*, 3(1), 1-8.
- Check, J., & Schutt, R. K. (2012). *Research methods in education*. Thousand Oaks, CA: Sage Publications. doi: 10.4135/9781544307725
- Chiya, S. (2003). The importance of learning styles and learning strategies in efl teaching in Japan. *Published master thesis*.
- Dahlia, S. (2019). Students' motivation and responsive pedagogy in language classroom. *Englisia: Journal of Language, Education, and Humanities*, 6(2), 75-87.
- Davis, S. (2007). Learning styles and memory. *Institute of Learning Style Research Journal*, 1, 46-51.
- Dunn, D., Potter, & Hernacki. (2004). *Quantum learning*. Mizan Pustaka.
- Fauziati, E. (2015). *Teaching English as a foreign language: Principles and practices*. Surakarta: Era Pustaka Utama.
- Fowler Jr, F. J. (2013). *Survey research methods*. Sage publications.

- Gardner, H., Davis, K., Christudoulou, J., & Seider, S. (2011). The theory of multiple intelligences. *24*, 485-499. Retrieved Feb 15, 2023 from <https://www.researchgate.net/publication/>.
- Gay, L.R., & Peter, A. (2000). *Educational research competences for analysis and application*. New Jersey: Prentice-Hall Company.
- Gay, L.R., Mills, G.E., & Peter, A. (2009). *Educational research competencies for analysis and applications*. Pearson: Columbus.
- Ghozali, I. (2012). *Aplikasi analisis multivariate dengan program ibm spss 20*. Semarang: Universitas Diponegoro
- Gogoi, P. (2020). Application of spss programmed in the field of social science research. *International Journal of Recent Technology and Engineering*, *8*(5), 2424-2427
- Ha, N. T. T. (2021). Effects of learning style on students' achievement: experimental research. *Linguistics and Culture Review*, *5*(S3), 329-339. doi:10.37028/lingcure.v5nS3.1515
- Hardianti. (2015). *The correlation between students' integrative motivation and their speaking ability*. Unpublished. Makassar: Unismuh Makassar.
- Hilliard, D. (2001). *Learning styles and their connection to personality types*. Retrieved March 24, 2022, from <http://www.wnc.edu/student-services/counseling/styletypes/>.
- Kerlinger. (2006). *Asas-asas penelitian behaviour*. Yogyakarta: Gadjah Mada University Press
- Khalil, A., & Sabir, M. (2019). Saudi efl learners' perceptual learning style preferences. *Education Linguistics Research*, *5*.
- Khmakhien, A. (2012). Demystifying Thai efl learners' perceptual learning style preferences. *3L, Language, Linguistics, Literature*, *18*(1).
- Legutke, M., Thomas, H., & Candlin, C. N. (2014). Process and experience in the language classroom. doi: 10.4324/9781315846682
- Mahmud, M. (2010). Language and gender in English teaching. *TEFLIN Journal*, *21*, 172-185.

- Masela, M., & Subekti, A. S. (2021). Auditory and kinaesthetic learning styles and L2 achievement: A correlational study. *Englisia: Journal of Language, Education, and Humanities*, 8(2), 41-53. doi: 10.22373/ej.v8i2.7529
- Mulalic, A., Shah, P.M., & Ahmad, F.B. (2009). Learning-style preference of esl students.
- Muluk, S., Habiburrahim., & Rechal, S. (2020). Students' awareness and perception towards learning styles. *Ilmiah DIDAKTIKA Februari 2020*, 20, 143-164.
- Natividad, M. R. A., & Batang, B. L. (2018). Students' perceptual learning styles and attitudes toward communicative language teaching. *TESOL International Journal*, 13(4), 104-120.
- Nuryadi., A. D. Astuti., & E. S. Utami. (2017). *Dasar-dasar statistik penelitian*. Yogyakarta: Sibuku Media.
- Obralic, N., & Akbarov, A. (2012). Students preference on perceptual learning style. *Acta Didactica Napocensia*, 5(3), 31-42.
- Oxford, R. L. (2001). *Language learning styles and strategies*. (In M. Celce-Murcia .Ed.), *Teaching English as a Second or Foreign Language*. Boston, MA: Heinle and Heinle.
- Oxford, R. L. (2003). *Language learning styles and strategies: an overview*. GALA, 1-25.
- Ponto, J. (2015). Understanding and evaluating survey research. *Journal of the advanced practitioner in oncology*, 6, 168-171.
- Porter, D., Bobbi., & Hernacki, M. (2004). *Quantum learning*. Mizan Pustaka.
- Rahmah, S. (2019). Pendidikan dan kesetaraan gender dalam Islam di aceh. *International Journal of Child and Gender Studies*, 5, 26.
- Reid, J. (1995). *Perceptual learning styles preference questionnaire*. Laramie: University of Wyoming, Department of English.
- Renou, J. (2008). A study of perceptual learning styles and achievement in a university-level foreign language course. *Criso Lenguas*, 1(2), 1-15.
- Rhouma, W. B. (2016). Perceptual learning styles preferences and academic achievement. *International Journal of Arts and Sciences*, 9(2), 479.

- Robson, C. (2011). *Real world research: A resource for users of social research methods in applied settings*, (2nd Ed.). Sussex, A. John Wiley and Sons Ltd.
- Sadeghi, M. (2013). Efl male and female learning style and multiple intelligences: a case of Iranian efl university students. *Iranian Journal of Research in English Language Teaching*, 1(2), 33-46.
- Santrock, J.W. (2007) *Child development*. (11th Ed.). McGraw-Hill: Boston.
- Sartiah, E. (2016). *Perceptual learning style in English of students at the fifth semester of accounting department of tri dharma nusantara makassar economic science college in academic year 2016-2017*. Makassar: UIN Alauddin Makassar.
- Shuib, M., & Azizan, S.N. (2015). Learning style preferences among male and female esl students in universiti-sains Malaysia. *Journal of Educators Online*. 13, 103-141. 10.9743/JEO.2015.2.3.
- Silitonga, F. D. E., Pinem, S. M., Simbolon, L., Lingga, L. M., & Saragih, E. (2020). Learning style in language learning classroom. *Yavana Bhasha: Journal of English Language Education*, 1(1), 53-62.
- Siniscalco, M. T., & Auriat, N. (Eds.). (2005). Quantitative research methods in educational planning. *UNESCO (International Institute for Educational Planning)*.
- Suharsimi, A. (2006). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Suprihadi, S., & Rokhayani, A. (2017). Relationship between gender, subject preference and learning styles. *Celt: A Journal of Culture, English Language Teaching and Literature*, 16(2), 242-270. doi: 10.24167/celt.v16i2.583
- Sugiyono. (2011). *Metodologi penelitian kuantitatif kualitatif dan R&D*. Alfabeta: Bandung.
- Syahabuddin, K., Yusny, R., & Zahara, N. (2019). Teacher teaching styles in introducing concept mapping strategy in reading comprehension activity at senior high schools in meureudu, aceh. *Englisia: Journal of Language, Education, and Humanities*, 6(2), 130-145. doi: 10.22373/ej.v6i2.4548

- Tatarinceva, A. M. (2009). Influence of the gender factor on a student's learning style and achievements in language learning. *Transport and Telecommunication Institute*.
- Widayanti, F. D. (2013). Pentingnya mengetahui gaya belajar siswa dalam kegiatan pembelajaran di kelas. *ERUDIO*, 2, 7.
- Willingham, D.T., Hughes, E. M., & Dobolyi, D. G. (2015). The scientific status of learning styles theories. *Teaching of Psychology*, 42(3), 266-271.
- Yemane, Y. (2017). Assessment of gender difference on learning styles preferences among regular undergraduate students of Mekelle University College of Health Science. *Journal of Stem Cell Biology and Transplantation*. 1(2), 14. doi: 10.21767/2575-7725.100014.



APPENDICES

Appendix A: Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15350/UN.08/FTK/KP.07.6/12/2022

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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- 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 Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 November 2022
- MEMUTUSKAN
- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Habiburrahim, Ph.D. Sebagai Pembimbing Pertama
2. Syarifah Dahliana, M. Ed., Ph. D. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : Diah Aprilisia
NIM : 180203194
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Male and Female Student's Perceptual Learning Style Preferences in Language Class
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KEEMPAT : 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.

AR - RANIRY

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 Desember 2022
Dekan,


Saiful Mujib

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.

**Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan
to Conduct Field Research**



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4051/Un.08/FTK.1/TL.00/02/2023
Lamp :
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh
2. Kepala SMPN 6 Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Diah Aprilisia / 180203194**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Gampong Pantee Rawa, Kec. Sukamakmur, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Male and Female Perceptual Learning Style Preferences in Language Class**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 27 Februari 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 20 Maret 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

AR - RANIRY

Appendix C: Recommendation Letter from The Education Office to Conducted field Research



DINAS PENDIDIKAN DAN KEBUDAYAAN

JALAN. P. NYAK MAKAM NO. 23 GP. KOTA BARU TEL. (0651) 7555136
E-mail:dikbud@bandacehkota.go.id Website:www.dikbud.bandacehkota.go.id

Kode Pos : 23125

SURAT IZIN NOMOR: 074/A4/0948 TENTANG PENGUMPULAN DATA

Dasar : Surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-4051/Un.08/FTK.1/TL.00/02/2023 tanggal 27 Februari 2023, perihal Penelitian Ilmiah Mahasiswa.

MEMBERI IZIN

Kepada :
Nama : **DIAH APRILISIA**
NIM : 180203194
Prodi/Jurusan : Pendidikan Bahasa Inggris.
Untuk : Melakukan pengumpulan data pada SMP Negeri 6 Banda Aceh dalam rangka penyusunan skripsi yang berjudul:

" MALE AND FEMALE PERCEPTUAL LEARNING STYLE PREFERENCES IN LANGUAGE CLASS ".

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
3. Surat ini berlaku sejak tanggal 28 Februari s.d 28 Maret 2023.
4. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan pengumpulan data pada waktu yang telah ditetapkan.
5. Kepala sekolah dibenarkan mengeluarkan surat keterangan hanya untuk pengumpulan data yang benar-benar telah melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 28 Februari 2023 M
8 Sya'ban 1444 H

جامعة الرانيري

A R - R

a.n KEPALA DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA BANDA ACEH
KABID PEMBINAAN SMP.



FALSESANTI, S. Pd, M. Si
Pembina
NIP. 19760113 200604 2 003

**Appendix D: Perceptual Learning Style Preference Questionnaire (PLSPQ)
(English Version)**

Perceptual Learning Style Preference Questionnaire

Directions:

People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and /or by “hands-on” tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

Decide whether you agree or disagree with each statement. And then indicate whether you:

- Strongly Agree (SA)
- Agree (A)
- Undecided (U)
- Disagree (D)
- Strongly Disagree (SD)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

	SA	A	U	D	SD
1. When the teacher tells me the instructions, I understand better.					
2. I prefer to learn English by doing something in class.					
3. I get more work done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn English best when I work with others.					
6. I learn better by reading what the teacher writes on the chalkboard.					
7. When someone tells me how to do something in class, I learn it better.					

8. When I do things in class, I learn better.					
9. I remember things I have heard in class better than things I have read.					
10. When I read instructions, I remember them better.					
11. I learn more when I can make a model of something.					
12. I understand better when I read instructions.					
13. When I study alone, I remember things better.					
14. I learn more when I make something for a class project.					
15. I enjoy learning in class by doing experiments.					
16. I learn better when I make drawings as I study.					
17. I learn better in class when the teacher gives a lecture.					
18. When I work alone, I learn better.					
19. I understand things better in class when I participate in role-playing.					
20. I learn better in class when I listen to someone.					
21. I enjoy working on an assignment with two or three classmates.					
22. When I build something, I remember what I have learned better.					
23. I prefer to study with others.					
24. I learn better by reading than by listening to someone.					
25. I enjoy making something for a class project.					
26. I learn best in class when I can participate in related activities.					
27. In class, I work better when I work alone.					
28. I prefer working on projects by myself.					
29. I learn more by reading textbooks than by listening to lectures.					
30. I prefer to work by myself.					

**Appendix E: Perseptual Learning Style Preference Questioannaire (PLSPQ)
(Indonesian Version)**

Perceptual Learning Style Preference Questionnaire

Tentukan apakah Anda setuju atau tidak setuju dengan setiap pernyataan.
Kemudian tunjukkan apakah Anda:

- Sangat Setuju (SS)
- Setuju (S)
- Ragu-ragu (R)
- Tidak Setuju (TS)
- Sangat Tidak Setuju (STS)

Jawablah setiap pernyataan dengan cepat, tanpa perlu berpikir panjang. Usahakan untuk tidak mengubah jawaban Anda setelah Anda memilihnya. Jawablah semua pertanyaan.



Pernyataan	SS	S	R	TS	STS
1. Ketika guru memberi tahu saya instruksi/ petunjuk, saya dapat mengerti lebih baik.					
2. Saya lebih suka belajar dengan bergerak dan melakukan sesuatu di kelas.					
3. Saya dapat menyelesaikan lebih banyak pekerjaan ketika saya bekerja dengan orang lain.					
4. Saya belajar lebih banyak ketika saya bekerja dengan kelompok.					
5. Di kelas, saya belajar paling baik ketika saya bekerja dengan orang lain.					
6. Saya belajar lebih baik dengan membaca apa yang ditulis guru di papan tulis.					
7. Ketika seseorang memberi tahu saya bagaimana melakukan sesuatu di kelas, saya belajar lebih baik.					
8. Ketika saya membuat sesuatu di kelas, saya belajar lebih baik.					
9. Saya ingat hal-hal yang saya dengar di kelas lebih baik daripada hal-hal yang saya baca.					
10. Ketika saya membaca instruksi, saya mengingatnya dengan lebih baik.					
11. Saya belajar lebih banyak ketika saya bisa membuat model dari sesuatu.					
12. Saya mengerti lebih baik ketika saya membaca instruksi sendiri.					
13. Ketika saya belajar sendirian, saya mengingat hal-hal dengan lebih baik.					
14. Saya belajar lebih banyak ketika saya membuat sesuatu untuk proyek kelas.					
15. Saya senang belajar di kelas dengan melakukan eksperimen.					
16. Saya belajar lebih baik ketika saya menggambar saat saya belajar.					
17. Saya belajar lebih baik di kelas ketika guru memberikan penjelasan.					
18. Ketika saya bekerja sendirian, saya belajar lebih baik					
19. Saya memahami hal-hal yang lebih baik di kelas ketika saya berpartisipasi dalam kegiatan bermain peran.					
20. Saya belajar lebih baik di kelas ketika saya mendengarkan seseorang.					
21. Saya senang mengerjakan tugas dengan dua atau tiga teman sekelas.					
22. Ketika saya membangun sesuatu, saya ingat apa yang telah saya pelajari dengan lebih baik.					
23. Saya lebih suka belajar dengan orang lain.					
24. Saya belajar lebih baik dengan melihat petunjuk daripada mendengarkan seseorang.					
25. Saya senang membuat sesuatu untuk proyek kelas.					
26. Saya belajar paling baik di kelas ketika saya dapat berpartisipasi dalam kegiatan yang berkaitan dengan pembelajaran.					
27. Di kelas saya bekerja lebih baik ketika saya bekerja sendiri.					
28. Saya lebih suka mengerjakan proyek sendiri.					
29. Saya belajar lebih banyak dengan membaca buku pelajaran daripada mendengarkan ceramah.					
30. Secara umum saya lebih suka bekerja sendiri.					

Appendix F: The Result of Questionnaire

No	Students' Initial	Class	Gender	Visual	Auditory	Kinesthetic	Tactile	Group	Individual
1	A	VIII-1	Female	40	40	38	38	42	34
2	CMA	VIII-1	Female	28	28	38	28	28	28
3	DA	VIII-1	Female	40	40	40	42	34	26
4	FAL	VIII-1	Female	46	24	48	44	46	48
5	KM	VIII-1	Female	38	46	46	42	46	34
6	MA	VIII-1	Female	34	34	32	38	34	34
7	NF	VIII-1	Female	34	36	38	34	34	40
8	NK	VIII-1	Female	40	34	30	38	36	42
9	PNC	VIII-1	Female	36	34	38	38	34	40
10	PT	VIII-1	Female	32	34	34	36	42	30
11	QNAA	VIII-1	Female	36	40	36	32	42	36
12	RH	VIII-1	Female	34	40	36	36	36	32
13	ZA	VIII-1	Female	34	38	38	36	36	32
14	ZF	VIII-1	Female	34	38	36	36	36	32
15	RAE	VIII-1	Female	46	34	28	28	32	50
16	AF	VIII-2	Female	32	40	38	46	42	30
17	BAH	VIII-2	Female	38	38	42	40	40	36
18	CASA	VIII-2	Female	46	46	44	42	38	40
19	FF	VIII-2	Female	44	40	40	42	42	40
20	FNF	VIII-2	Female	36	40	40	40	36	42
21	FSF	VIII-2	Female	38	42	48	44	44	46
22	JA	VIII-2	Female	40	38	30	32	40	30
23	NSI	VIII-2	Female	36	38	32	36	32	36
24	QA	VIII-2	Female	36	38	38	34	34	28
25	QE	VIII-2	Female	34	32	34	36	36	36
26	RAA	VIII-2	Female	44	46	48	46	32	40
27	RAL	VIII-2	Female	34	36	42	42	38	32
28	SK	VIII-2	Female	36	38	34	36	32	36
29	UF	VIII-2	Female	30	50	48	48	48	30
30	CAN	VIII-3	Female	28	42	30	32	28	28
31	CFNH	VIII-3	Female	38	36	28	30	34	32
32	GCA	VIII-3	Female	44	34	34	34	24	50
33	HA	VIII-3	Female	32	44	46	40	42	30
34	IA	VIII-3	Female	36	38	40	40	44	30
35	KK	VIII-3	Female	42	42	44	46	38	48
36	MAP	VIII-3	Female	30	36	34	38	34	28

37	NA	VIII-3	Female	28	40	36	24	38	38
38	NAS	VIII-3	Female	42	40	38	42	46	30
39	RAP	VIII-3	Female	38	36	32	28	30	30
40	RJ	VIII-3	Female	30	34	42	28	38	36
41	SAE	VIII-3	Female	28	30	28	32	28	14
42	SNR	VIII-3	Female	40	40	40	42	36	38
43	TCP	VIII-3	Female	38	38	40	38	30	34
44	TPA	VIII-3	Female	44	44	36	46	36	34
45	ZTA	VIII-3	Female	32	38	40	36	36	38
46	AWR	VIII-4	Female	38	36	34	36	38	40
47	AR	VIII-4	Female	34	42	32	36	42	34
48	DUA	VIII-4	Female	40	40	40	40	40	40
49	FCS	VIII-4	Female	32	46	36	38	38	40
50	IVF	VIII-4	Female	44	34	40	40	36	42
51	KN	VIII-4	Female	30	44	34	30	38	22
52	LJA	VIII-4	Female	32	46	42	38	40	36
53	LYRBD	VIII-4	Female	44	34	50	44	48	34
54	MN	VIII-4	Female	46	46	48	48	46	36
55	PSG	VIII-4	Female	36	40	30	38	32	38
56	QRM	VIII-4	Female	46	40	40	42	36	48
57	RH	VIII-4	Female	38	40	36	38	38	40
58	RAP	VIII-4	Female	38	38	40	34	38	32
59	ROF	VIII-4	Female	42	46	46	46	48	42
60	UAP	VIII-4	Female	32	48	46	46	36	30
61	UAPM	VIII-4	Female	34	48	50	46	46	42
62	BA	VIII-5	Female	42	38	32	38	36	34
63	CAA	VIII-5	Female	36	40	38	38	38	26
64	EBH	VIII-5	Female	50	40	36	38	22	24
65	FHP	VIII-5	Female	46	44	36	46	42	36
66	GA	VIII-5	Female	38	42	44	28	18	42
67	IA	VIII-5	Female	36	40	34	34	34	22
68	IRU	VIII-5	Female	38	42	30	32	34	34
69	KH	VIII-5	Female	40	36	30	22	28	38
70	KLF	VIII-5	Female	38	42	36	38	36	22
71	LSB	VIII-5	Female	44	42	38	46	42	36
72	NA	VIII-5	Female	34	44	36	44	46	38
73	NAH	VIII-5	Female	48	48	36	44	38	42
74	NF	VIII-5	Female	42	40	30	32	40	22
75	NSR	VIII-5	Female	36	42	42	32	34	32

76	RS	VIII-5	Female	34	42	32	40	38	20
77	AH	VIII-6	Female	36	42	32	42	40	36
78	ANE	VIII-6	Female	34	38	34	30	30	32
79	AS	VIII-6	Female	42	36	40	42	42	36
80	CQR	VIII-6	Female	36	46	38	42	20	42
81	IAZ	VIII-6	Female	40	44	48	36	46	32
82	JAA	VIII-6	Female	32	40	40	40	38	34
83	JRFG	VIII-6	Female	36	46	36	40	38	36
84	NM	VIII-6	Female	50	50	50	50	46	50
85	NN	VIII-6	Female	34	32	40	36	40	32
86	NPD	VIII-6	Female	30	32	30	28	34	24
87	NYS	VIII-6	Female	38	38	42	38	36	40
88	PAR	VIII-6	Female	38	34	36	36	36	32
89	SAPZ	VIII-6	Female	28	42	38	40	46	30
90	AH	VIII-7	Female	28	36	48	28	24	32
91	CGT	VIII-7	Female	38	38	38	44	42	42
92	HE	VIII-7	Female	38	36	32	32	38	40
93	PL	VIII-7	Female	32	44	38	44	44	40
94	PZA	VIII-7	Female	46	50	42	36	44	50
95	SFA	VIII-7	Female	26	42	46	44	36	44
96	TA	VIII-7	Female	32	34	42	38	42	38
97	ZFA	VIII-7	Female	34	38	28	28	34	30
98	AAZ	VIII-8	Female	42	46	42	42	36	42
99	AM	VIII-8	Female	34	30	30	28	32	40
100	ARZ	VIII-8	Female	36	40	34	40	34	22
101	BIZ	VIII-8	Female	46	48	44	46	48	46
102	CR	VIII-8	Female	36	42	42	38	42	38
103	DM	VIII-8	Female	46	50	46	44	44	44
104	HG	VIII-8	Female	40	34	32	28	32	40
105	HM	VIII-8	Female	32	40	28	34	38	36
106	KNF	VIII-8	Female	30	30	38	30	22	44
107	NP	VIII-8	Female	40	42	40	32	34	44
108	NZS	VIII-8	Female	30	36	38	32	34	32
109	RN	VIII-8	Female	34	32	36	32	48	28
110	RZF	VIII-8	Female	36	32	24	32	20	40
111	SS	VIII-8	Female	44	42	44	40	48	36
112	RN	VIII-8	Female	34	36	34	32	24	22
113	RP	VIII-8	Female	38	32	30	34	46	38
114	TMF	VIII-8	Female	38	44	42	36	42	30

115	AF	VIII-1	Male	38	42	46	40	34	42
116	AM	VIII-1	Male	34	40	36	42	38	32
117	AR	VIII-1	Male	40	40	38	42	40	48
118	AP	VIII-1	Male	32	34	32	24	34	28
119	DK	VIII-1	Male	40	44	38	36	46	30
120	E	VIII-1	Male	40	38	36	38	38	46
121	FRA	VIII-1	Male	36	44	36	32	26	34
122	MAI	VIII-1	Male	38	46	40	46	44	30
123	MFA	VIII-1	Male	36	40	38	46	42	32
124	MPNM	VIII-1	Male	36	34	38	34	30	30
125	RR	VIII-1	Male	38	42	40	46	38	30
126	TA	VIII-1	Male	38	40	38	30	30	38
127	AAM	VIII-2	Male	28	38	46	44	34	34
128	AKB	VIII-2	Male	38	40	40	42	42	26
129	DD	VIII-2	Male	36	38	38	28	32	42
130	HA	VIII-2	Male	28	34	44	38	42	36
131	IU	VIII-2	Male	34	42	36	40	42	40
132	MDN	VIII-2	Male	34	32	34	36	38	28
133	MFAR	VIII-2	Male	30	42	38	44	44	44
134	MS	VIII-2	Male	40	40	40	42	42	32
135	NS	VIII-2	Male	32	26	28	32	44	24
136	NZ	VIII-2	Male	34	34	40	42	44	32
137	Y	VIII-2	Male	30	34	28	30	40	30
138	ZA	VIII-2	Male	48	38	42	46	44	32
139	ZI	VIII-2	Male	30	34	24	22	40	18
140	ASA	VIII-3	Male	32	32	36	24	36	50
141	ATA	VIII-3	Male	24	38	40	44	38	42
142	FA	VIII-3	Male	34	44	44	36	38	32
143	FAH	VIII-3	Male	44	32	48	48	42	48
144	JAB	VIII-3	Male	42	42	40	40	44	30
145	MA	VIII-3	Male	32	32	36	36	42	36
146	MAT	VIII-3	Male	32	34	40	40	42	26
147	MTF	VIII-3	Male	26	46	40	30	40	20
148	MIRP	VIII-3	Male	32	32	30	30	34	26
149	MN	VIII-3	Male	22	36	28	24	32	20
150	AA	VIII-4	Male	28	32	34	34	34	32
151	AAD	VIII-4	Male	28	40	38	34	34	10

152	BBBP	VIII-4	Male	40	40	40	40	40	40
153	BN	VIII-4	Male	46	48	48	46	46	44
154	MA	VIII-4	Male	28	36	32	34	34	36
155	MDR	VIII-4	Male	30	28	22	20	34	26
156	MF	VIII-4	Male	36	50	32	26	32	44
157	MH	VIII-4	Male	40	44	40	42	28	40
158	MR	VIII-4	Male	32	38	40	38	34	26
159	MAM	VIII-4	Male	34	46	34	38	32	32
160	RA	VIII-4	Male	20	30	36	30	30	24
161	RN	VIII-4	Male	26	38	24	26	28	24
162	AMW	VIII-5	Male	38	42	36	38	34	36
163	FD	VIII-5	Male	26	44	32	28	42	28
164	FW	VIII-5	Male	36	40	34	42	46	30
165	HCA	VIII-5	Male	36	34	42	36	36	40
166	MDF	VIII-5	Male	34	36	34	40	34	32
167	MR	VIII-5	Male	34	38	36	30	38	30
168	TMF	VIII-5	Male	40	36	36	36	38	14
169	WHL	VIII-5	Male	34	46	34	34	36	32
170	AR	VIII-6	Male	46	34	40	44	34	50
171	AZML	VIII-6	Male	34	44	38	36	36	34
172	FAF	VIII-6	Male	46	48	48	42	48	48
173	GFA	VIII-6	Male	44	44	48	42	36	46
174	HDI	VIII-6	Male	32	32	30	34	30	32
175	MRR	VIII-6	Male	40	40	32	38	40	38
176	MZ	VIII-6	Male	40	40	38	38	36	40
177	RIG	VIII-6	Male	36	36	32	34	32	36
178	SAZ	VIII-6	Male	24	44	42	30	40	28
179	TMAT	VIII-6	Male	38	44	36	32	48	28
180	TMR	VIII-6	Male	38	36	32	36	32	28
181	TRA	VIII-6	Male	32	46	46	36	40	34
182	AN	VIII-7	Male	40	46	42	50	50	26
183	AYA	VIII-7	Male	48	40	30	20	48	50
184	MRL	VIII-7	Male	40	44	28	24	46	30
185	MG	VIII-7	Male	44	48	40	38	44	40
186	NF	VIII-7	Male	38	44	36	38	40	44
187	RA	VIII-7	Male	32	40	40	42	38	24
188	RD	VIII-7	Male	40	28	34	40	38	40

189	RRM	VIII-7	Male	36	38	34	46	38	32
190	TLK	VIII-7	Male	46	38	42	40	32	28
191	AAA	VIII-8	Male	40	36	44	36	44	20
192	AM	VIII-8	Male	34	38	30	34	36	32
193	ABP	VIII-8	Male	32	38	36	40	38	34
194	ADFR	VIII-8	Male	40	46	38	36	42	50
195	AZD	VIII-8	Male	32	38	34	38	40	30
196	DGA	VIII-8	Male	32	40	30	22	30	44
197	DP	VIII-8	Male	38	40	36	42	46	46
198	HA	VIII-8	Male	36	36	30	32	28	32
199	MA	VIII-8	Male	36	48	44	32	46	32
200	MFA	VIII-8	Male	28	36	38	38	40	26
201	RA	VIII-8	Male	40	40	32	34	38	38
202	RAA	VIII-8	Male	38	34	30	36	38	22
203	S	VIII-8	Male	28	46	34	28	32	44
204	WW	VIII-8	Male	44	40	38	40	36	40
MEAN				36.3922	39.3039	37.3529	36.8922	37.5784	34.6569

جامعة الرانيري

A R - R A N I R Y

Appendix G: Output Data of SPSS

1. Descriptive Statistic Analysis

Descriptive Statistics^a

Gender		N	Minimum	Maximum	Mean	Std. Deviation
Female	Visual	114	26	50	37,18	5,367
	Auditory	114	24	50	39,46	5,106
	Kinesthetic	114	24	50	37,88	5,819
	Tactile	114	22	50	37,47	5,848
	Group	114	18	48	37,19	6,586
	Individual	114	14	50	35,40	7,084
	Valid N (listwise)	114				
Male	Visual	90	20	48	35,40	5,917
	Auditory	90	26	50	39,11	5,150
	Kinesthetic	90	22	48	36,69	5,530
	Tactile	90	20	50	36,16	6,732
	Group	90	26	50	38,07	5,400
	Individual	90	10	50	33,71	8,525
	Valid N (listwise)	90				

a. No statistics are computed for one or more split files because there are no valid cases.

2. Uji Normalitas

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Male	0,145	6	,200*	0,989	6	0,987
Female	0,259	6	,200*	0,933	6	0,602

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

3. Uji Homogenitas

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Gender	Based on Mean	0,937	1	10	0,356
	Based on Median	0,933	1	10	0,357
	Based on Median and with adjusted df	0,933	1	9,713	0,357
	Based on trimmed mean	0,938	1	10	0,356

4. Uji Paired Sample t- Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gender	Equal variances assumed	0,937	0,356	-0,973	10	0,353	-0,91833	0,94354	-3,02067	1,18400
	Equal variances not assumed			-0,973	8,841	0,356	-0,91833	0,94354	-3,05862	1,22196

جامعة الرانيري

A R - R A N I R Y

Appendix H: Dokumentations



AUTOBIOGRAPHY

1. Name : Diah Aprilisia
2. Place / Date of Birth : Jakarta, April 18th 2000
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesian
6. Address : Pantee Rawa, Sukamakmur, Aceh Besar
7. Marital Status : Single
8. Occupation/NIM : Student/180203194
9. Parents
 - a. Father's Name : Basrizar
 - b. Mother's Name : Nurhayati
 - c. Father's Occupation : Entrepreneur
 - d. Mother's Occupation : Private Employee
 - e. Address : Pantee Rawa, Sukamakmur, Aceh Besar
10. Siblings
 - a. Older Sister : Rizarni Dwi Wulandari
 - b. Younger Sister : Amelia Hayati
11. Educational Background
 - a. Elementary School : SDN 14 Banda Aceh
 - b. Junior High School : SMPN 9 Banda Aceh
 - c. Senior High School : SMAN1 Banda Aceh
 - d. University : UIN Ar-Raniry Banda Aceh