

Female Perspective on Learning Styles:

English Department Students Universitas Muhammadiyah Maluku Utara

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Abstract—Understanding learning styles can enhance teaching and learning effectiveness by identifying students' preference for comprehending and utilizing the information presented in classes. This study aims to (1) investigate what learning styles preferred by females students (2) what females students dominantly use learning styles. The students' learning styles preference based on Reid's categories (visual, auditory, kinesthetic, tactile, group and individual). Thirty (30) female English students program participated in filling questionnaires. Data were analyzed through SPSS 16.0 version. Results of the study indicated that all female English students' learning styles include in the standard categories. Learning styles used by female English students in learning English at Universitas Muhammadiyah Maluku Utara (UMMU) are visual, auditory, kinesthetic, tactile, group and individual. It in line with Reid's categories, (2) the dominant learning styles preferred by female English students at Universitas Muhammadiyah Maluku Utara; first individual learning styles (69.20%), second group (66.20%), third kinesthetic (61.30%), fourth auditory (45.50%), fifth (41.70%), and the last one is visual 37.40%.)

Keywords—English students; learning styles; perspective

I. INTRODUCTION

Current issues of success in Second Language (ESL) and Foreign Language Learning (EFL) nowadays still discussed by many scholars. It focuses on successful teaching and learning outcomes to learn second (SL) and Foreign Languages (FL). Many researchers are interested in examining various factors which contribute to successful results. One of the crucial elements contribute to learning achievement is learning the style. Learning styles are individual factors or characteristics of each student in riching information or materials. In other words, learning style is an individual's ways of achieving new knowledge or skills. Reid learning style is an individual's natural, permanent, and preferred way of absorbing, processing, and retaining new information and skills [1].

Furthermore, Ellis stated that learning style is the characteristic ways in which individuals orientate to problem-solving despite the differences in expressions [2]. What is common in these definitions are explored by Ellis (1) learning styles focus on individuals who are clear from each other, and (2) learning styles are internal based of a learner [2]. Consequently, study of learning styles usually focuses on the

cognitive and psychological aspects of individuals including personalities, traits, characteristics, and information processing.

To understand the learning styles of students will be able to help the teachers to prepare or design what teaching models and teaching strategies are applied in the classroom. Learning style theories have been stated effective ways for assisting teachers to recognize the incredibly diverse needs students bring into the school [3-6]. Learning styles are different individual ways of taking in organizing and processing information [7]. Learning English as a foreign language (EFL) context, knowing one own learning style plays a vital role since it determines the success of how well a student learns a language. Besides, there is often a mismatch between teachers' teaching of English and learners' experience of learning, it due to the misconception that there is one right way to learn a language [8]. Widest understanding of learning styles enhance teaching and learning effectiveness by identifying students' preferences for comprehending and utilizing the information presented in classes [9].

The issues above have been studied by many researchers [10,11]. Butthey focus on gender (male and female). Most previous studies above explored students' learning styles in general context. On the other hand, they did not separate each sex perspective. Therefore, this study focuses on discovering learning styles preferred by female English Students at University Muhammadiyah Maluku Utara. 95% (first semester to seventh) English students at Universitas Muhammadiyah Maluku Utara are female. Then, since for years (2014 to 2017), they are the best achievement graduation. It showed that female English students at UMMU have the best achievement in English performance. Therefore, this study investigated female students learning styles performance in learning English.

The learning styles are limited to six perceptual learning styles categories such as visual, auditory, kinesthetic, tactile, group, and individual style classified based on Reid [12]. And, learning style will be explored based on sex perspective to female students by following the specific research questions are:

- What are the learning styles preferred by female students?
- What are the dominant learning styles preferred by female students?

II. RESEARCH METHODS

This study applied a quantitative descriptive to exam the research data. Data collected by using questionnaires. Questionnaires adapted from Reid’s [12]. The researcher contributed the survey to the participants in the classroom to fill for one hour. It covers six perceptual learning style preference based on Reid’s classification. The questionnaires adopted from Reid which consist of thirty items, Female English students at Universitas Muhammadiyah Maluku Utara participated in filling the questionnaires distribution [12]. They are 30 students totally at the different level of the semester. The research data from questionnaire analyze by using SPSS 16.0 version for windows data descriptions that provide an overview of the average data (Mean), minimum values (Minimum) and maximum values (Maximum), standard deviation (SD) of each variable. The data description also presents the category frequency of each variable

III. RESULTS AND DISCUSSION

The description analysis by SPSS 16.0 for Windows has obtained the data descriptions that provide an overview of the average data (Mean), minimum values (Minimum) and maximum values (Maximum), standard deviations (SD) of each variable. The data description also presents the category frequency of each variable. To find out the story of each variable in detail can be seen in the following description.

A. Visual Learning Style

Visual learning style data of English Education Programs students of UMMU obtained through a closed questionnaire consisting of 5 items that given to 30 respondents. From the survey which processed was known that the maximum value (max) of the visual learning style of the students is 24 and the minimum value (min) is 11, average (Mean) 18.2 and standard deviation (SD) 3.4. Then the results of student visual learning styles are determined of the high and low scores for each category.

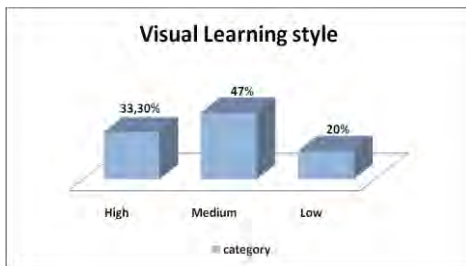


Fig. 1. The category of visual learning style.

Figure 1 shows that the tendency of the visual learning style of students got high 33.30% of the medium category got 47%, and the low category got 20% Based on these results, it can be known that the tendency of the visual learning style of students included in the medium category (47%).

B. Auditory Learning Style

The auditory learning style data of English Education programs students of UMMU was obtained through a questionnaire consisting of 5 items. From the questionnaire that

has been processed was known that the maximum value (max) of the auditory learning style is 24 and the minimum value (min) is 15, mean 19.5, and standard deviation (SD) is 2.2. Students ‘auditory learning styles were presented using frequency distribution of learning styles categories.



Fig. 2. the category of auditory learning style.

From Figure 2 above describes that the tendency of students within the high category got 20 %, the medium category got 63.3 %, and the low category got 17%. Based on these findings, it appeared that the tendency of students’ auditory learning style is in the medium category (63.3%).

C. Kinesthetic Learning Style

The kinesthetic learning styles of English Education students of UMMU taken through the questionnaire, and then data have processed was known that the maximum value (max) of the students kinesthetic learning is 22 and the minimum value (min) is 13, mean 19.5 and standard deviation (SD) 2.2. The results of students’ kinesthetic learning styles were described using a frequency distribution category to determine if the high and low scores for each category.

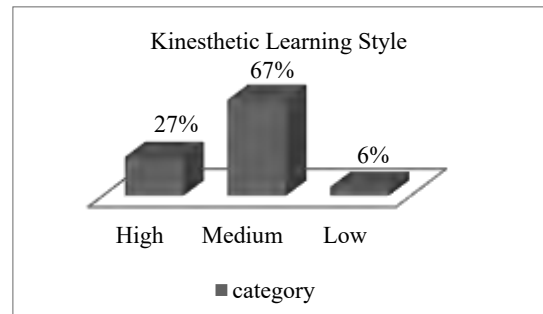


Fig. 3. The results of students’ kinesthetic learning styles.

From above figure 3 indicated that the tendency of the auditory learning style of students in the high category got 27%, the medium category got 67 %, and the low category by 6 %. Based on these results, it can be known that the tendency of the kinesthetic learning style of students is in the medium category (67%).

D. Tactile Learning Style

The tactile learning styles data obtained through the questionnaire. What it processed was known that the maximum value (max) of the physical learning style of students is 23, the minimum value (min) is 14, the mean is 18.8, and standard deviation (SD) is 2.2. Determination of the high and low scores

for each category of physical learning style tactile learning style categorized as follows:

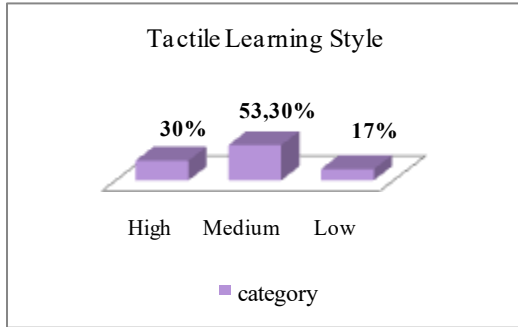


Fig. 4. The category of tactile learning style.

Based on figure 4 shows that the tendency of real student learning in the high category got 30 %, medium category got 53.3%, and low category got 17 %.Based on these results, it can be known that the tendency of the real learning style is in the medium category (53.3%).

E. Group Learning Style

The group learning style data showed that the maximum value (max) of the learning style is 25, the minimum value (min) is 13, the mean is 20.3 and the standard deviation (SD) is 2.9.To make sure the frequency distribution of categories the high and low scores for each category of group learning style can be calculated based on the ideal score category as in figure 5 the category.

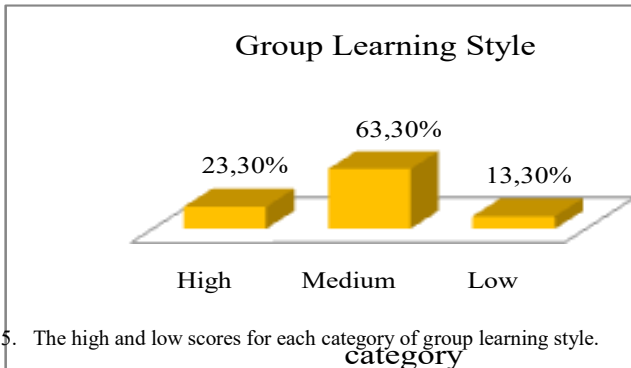


Fig. 5. The high and low scores for each category of group learning style.

According to figure 5 indicated that the tendency of students group learning styles in the high category got 23.3 %, the medium category got 63.3%, and the low category got 13%. Based on these results, it can be known that the student's group learning style is in the medium category (63.3%).

F. Individual Learning Style

Data from individual learning styles obtained through the questionnaire. It presented that the maximum value (max) of the individual learning styles is 25 and the minimum value (min) is 12, the mean is 18.9, and the standard deviation (SD) is 3.4. The determination of the high and low scores for each category appeared from the figure below:

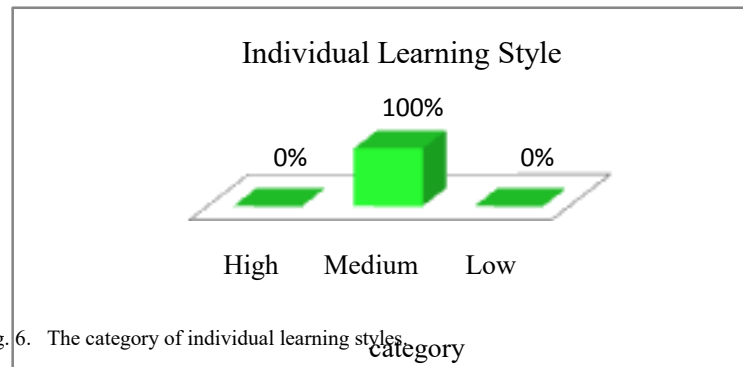


Fig. 6. The category of individual learning styles

Figure 6 explain that the tendency of individual learning styles in the high category got 0 %, the medium category got 100%, and the low category got 0%. Based on these results, it can be known that the individual learning styles included in the medium category (100%).

G. Students Learning Style Percentage

From each students' learning styles categories which presented in previews figure, it can be seen the overall presentation of learning styles preference of female students through figure 1.7. It describes that all of the scores from the categories determined by each learning style of female English students were 37.4% or 5 students goes to visual learning style, 45.5% or 6 students goes to auditory learning style, 61, 3% or 9 students goes to kinesthetic learning style, 41.7% or 6 students goes to tactile learning style, 66.2% or 9 students goes to group learning style, and 69.2% or 10 students go to individual learning style. The percentage of students' learning styles preference can be seen figure 7:

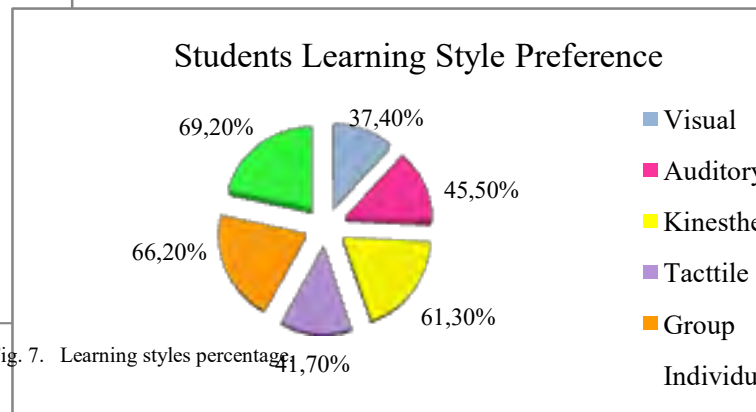


Fig. 7. Learning styles percentage

IV. DISCUSSION

Based on the research result that has done, it appears that the visual learning style was 37.40% in the medium category, the auditory learning style was 45.50% in the medium category, the kinesthetic learning style 61.30% in the medium category, the tactile learning style was 41.70% in the medium category, the group learning style was 66.20% in the medium category, and the individual learning style was 69.20% also in the same category. However, from the six learning styles examined by the frequency, the students tend to use individual learning styles with 69.20% or 10 students more than visual, auditory, kinesthetic, and tactile and groups students. From this study it can be described that female English student mostly

tend to learn with individual learning styles. This means that female students are mostly easy to understand the lessons when they are working alone.

The learning style of a student is different from others, especially female English students. The differences in learning styles are influenced by various factors, such as individual habit, environment, character, psychology, etc. (Reid (1997 and Ellis 2005). The results of this study reinforced with the research by Reid (1997) who stated that learning style as an individual's natural, systematic, and preferred way (s) of absorbing, processing, and retaining new information and skills. Ellis' researches also added that learning style is the characteristic of ways in which individuals orientate to problem-solving. Learning styles are different individual ways of taking in organizing and processing information (Felder, 1995). On the word, female students' differences learning style percentage showed there are six learning styles found in female English students at Universitas Muhammadiyah Maluku Utara. There are not new learning styles appear from female students. All learning styles inline with Reid's six perceptions of learning style categories such as visual, auditory, kinesthetic, tactile, group and individual (Reid 1984).

V. CONCLUSION

According to findings and discussion in previewing presentations, it can be concluded: (1) learning styles used by female English students in learning English at UMMU are visual, auditory, kinesthetic, tactile, group and individual, (2) the dominant learning styles preferred by female English students; first individuals (69.20%), second group (66.20%), third kinesthetic (61.30%), fourth auditory (45.50%), fifth (41.70%), and the last one is visual (37.40%).

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