

**IDENTIFYING LEARNING STYLE PREFERENCES OF FRESHMEN IN
HIGHER EDUCATION**

A Thesis

*This thesis is submitted as a partial fulfillment of Sarjana Pendidikan Degree in
English Language Education*



**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA**

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**IDENTIFYING LEARNING STYLE PREFERENCES OF FRESHMEN IN
HIGHER EDUCATION**

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STATEMENT OF WORK'S ORIGINALLY

I honestly declare that this thesis, which I have written, does not contain of the other people's work, except for those cited in quotation and references as a scientific paper should.

Yogyakarta, 28th May 2020

The writer,



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MOTTO

"Mā wadda'aka rabbuka wa mā qalā"

(Ad-Duha; 3)



DEDICATION

Cheerfully, I dedicated this thesis to:

Me, for always believing in me and my dearest family, for their endless love and support through all the ups and downs.



ACKNOWLEDGEMENT



Alhamdulillah, all praises due to Allah SWT who has given pleasure in physical and spiritual health to finish the thesis as a partial fulfillment of requirements to obtain the *Sarjana Pendidikan* degree in English Language Education.

I would like to express my special thanks of gratitude to my beloved thesis supervisor Irma Windy Astuti, S.S., M.Hum for the guidance in completing this thesis. Also to all of my lecturers, thank you for guiding me and become my inspiration.

I believe that this undergraduate thesis is still far from perfect. Therefore, the criticism and advice given in this research is very much welcomed. I sincerely hope this research will be beneficial for whoever is reading this.

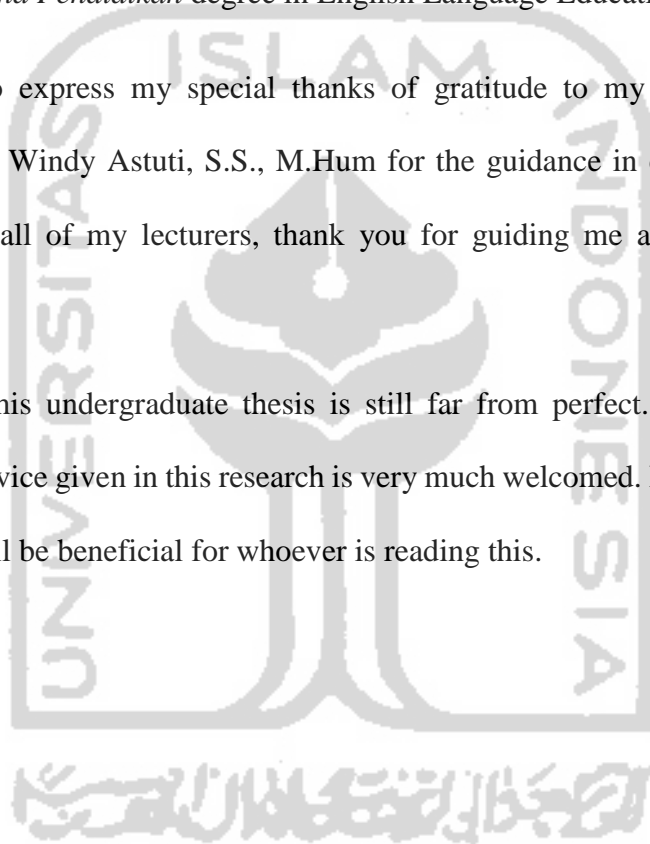


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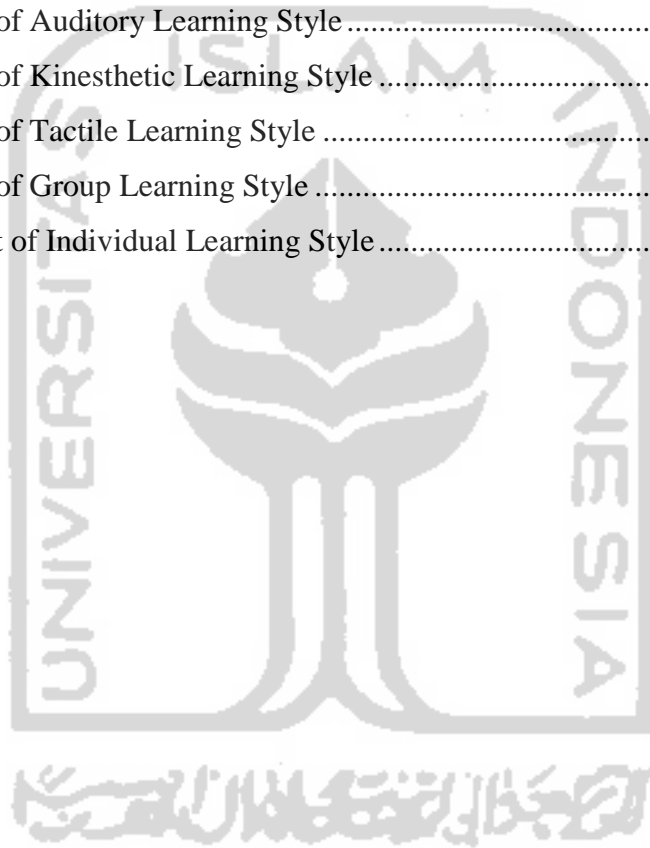
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IDENTIFYING LEARNING STYLE PREFERENCES OF FRESHMEN IN HIGHER EDUCATION

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ABSTRACT

Learning styles are the key to developing performance in learning process. The purpose of this study is to identify students' learning style preferences in EFL context, this case is interesting to discuss due to the importance of knowing students' learning styles for the teachers to provide a supportive environment for the students. The Perceptual Learning Style Preferences Questionnaire (PLSPQ) by Reid (1987) already distributed from 62 students in the first semester of English Language Education in one of Islamic University. The result presents that students most preferred auditory with mean value 3,91 as their learning style and group with mean value 3,64 as the least preferred learning style. Auditory learners prefer learn by hearing the information from other perhaps listening to the lecture. Thus, they are interested in hearing audio tapes or class discussion.

Keywords: English as foreign language, Learning styles, PLSPQ

CHAPTER 1

INTRODUCTION

This chapter shows an introduction of the paper. Including background of the study, significance of the study, the objective, and the research question of this study.

1.1 Background of The Study

English is considered important in this modern era it is given emphasis to learn in order to develop potential. It is undeniable that English is the Global Language used by people around the world. It is used for business, media, communication and education (Crystal, 2003; Graddol, 2006) as cited Yosraveevorakul et al (2017). Improving the quality of learning English as foreign language to support student success is influenced by several factors. In addition, environmental factors are certainly influential such as the support of parents, peer relationship, teaching methods applied etc. while the most important factor is from the students' itself, apart from interests and talents, ways of student learning activity become the important role in the success of students' academic potential.

Understanding students' learning style is an approach to achieving the students' academic potential. There are various approaches to identify students' learning styles, one of the most common used categorization of the various type of learning styles is (Reid, 1987) these are divided into visual, auditory, kinesthetic, tactile, group and individual learning style.

There are many researchers who discussed about students learning styles in recent five years in English as foreign language context such as; Parnrod et al (2016), Tyas and Safitri (2017), Yosraveevorakul et al (2017), and Prystiananta (2018). The researchers did the study to find the result which learning style dominantly used by freshmen of English Education students since there has been no published research about learning styles conducted in this study program. To fill the research gap among the previous study, the researcher decides to do the study to identify students' learning style preferences in Indonesia especially freshmen students in higher education. This study will contribute some useful information about students' learning style preferences especially as an educator can apply the right techniques and strategies both in learning and in self-development.

1.2 Significance of The Study

The significance of this study is expected to have two impacts both academically and practically. Academically, this study is expected to introduce various students' learning styles as EFL learners'. While in practical use this study might help students, teachers, researcher to get more insight concerning the importance of learning styles toward English language teaching.

1.3 Objective of The Study

The study aims to identify students' learning style preferences as EFL learners in higher education.

1.4 Research Question

Based on the previous studies and the problem laid in the background, the researcher conducts a survey research to find out:

1. What are the learning style preferences of the first year students as EFL learners in higher education?



CHAPTER II

LITERATURE REVIEW

This chapter discuss theories which are related to the topic discussion, consist of literature review about learning style in EFL context also theoretical framework of this research.

2.1 Learning Styles in EFL Context

According to (Prystiananta, 2018) Indonesia as one of the countries located in Southeast Asia that are spoken by various tribes in the island, people speaks at least one native language and more than two second language, by looking at the situations, in Indonesia English status is as foreign language that people do not familiar with. Therefore, people in Indonesia needs more support in learning English as foreign language. One of the most important support is learning styles.

Learning styles is considered to have an important role in the process of teaching and learning activity. Every learner in a classroom receives and processes an information in a different way that makes one student distinct from the others. Dunn and Griggs (1998) define learning styles as attitudes, favorites, and behaviors that students use in the learning process. Learning styles are ‘individual, natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills’ (Reid, 1987) as cited by Gholami (2012).

Relating to the types of learning styles, (Reid, 1987) researched about perceptual learning style preferences among non-native speakers of English entitled

‘The Learning Style Preferences of ESL Students’ she proposed six types of learning styles consist of visual, auditory, kinesthetic, tactile, group, and individual. Descriptions of those six learning styles by Reid (1987) describe the characteristic of students as follow:

1. **Visual:** students learn better by seeing pictures, watching movies, or something that shows the visualization which attract their eyes.
2. **Auditory:** students learn better by hearing words or oral explanation, they interested in hearing audio tapes or class discussion.
3. **Kinesthetic:** students prefer learning by experience that involve physically activities, such as field trips and role play.
4. **Tactile:** tactile learners are slightly same as kinesthetic learners which involve physical activity yet they much prefer learn by “handing on” experience the material. They like to do an experiment, touch and work with the material. Such as do/play a puzzle.
5. **Group:** students prefer learning with at least one other student, they memorize information better while interacting with other students, such as work in pair.
6. **Individual:** students prefer to work individually, depend on their self- reflection and their own thoughts.

As an interesting topic, learning styles have attracted researchers who have examined them especially in EFL context in recent five years. Yosraveevorakul et al (2017) explored learning style of ASEAN EFL students in English major at the School of Liberal Arts, Mae Fah Luang University. The researchers used Perceptual Learning Style Preference Questionnaire (PLSPQ) by Reid 1987 as the research

instrument with 140 participants. The result shows that students employed a kinesthetic the most (18,34%), followed by auditory (18,16%), visual (18,08%), tactile (18%), group (17,93%), and individual learning accordingly (17,70%).

Parnrod et al (2016) in their study about relationship between students' learning style and their academic achievement for English course, which aims to indicating learning style of EFL students at Songkhla Rajabhat University, Thailand. by using Perceptual Learning Style Preferences Questionnaire (PLSPQ) by Reid 1987 as the instrument, to researching 35 undergraduate students majoring English. The researchers found that most of students tend to be auditory (32%), followed by kinesthetic (26%), individual (11%), and tactile (5%).

Furthermore, In Indonesia there are also researchers who have discussed about learning style preference using PLSPQ by Reid (1987) including Tyas & Safitri (2017) about a survey of Indonesian EFL learners by gender. The researchers investigating predominant learning style of 3rd semester of English education program at one of university in Indonesia. As much 100 participants consist of 34 male and 64 female students are tend to be kinesthetic learners.

Prystiananta (2018) also study by applying PLSPQ by Reid (1987) with the title Indonesian EFL students' learning styles. The researcher examined the accounting program in higher education of English language learning context as EFL learners. 41 students from three different academic years as a participant. The result presents that the most students preferred visual as their learning style (44%) followed by kinesthetic (24%), group (12%), auditory (10%), tactile (6%) and the last is individual (4%) as the least preferred style in learning English.

2.2 Theoretical Framework

Generally, this study concerns about learning style preferences as EFL learners by using Perceptual Learning Style Preferences Questionnaire (PLSPQ) which original developed by Joy M. Reid in 1987 as the instrument.

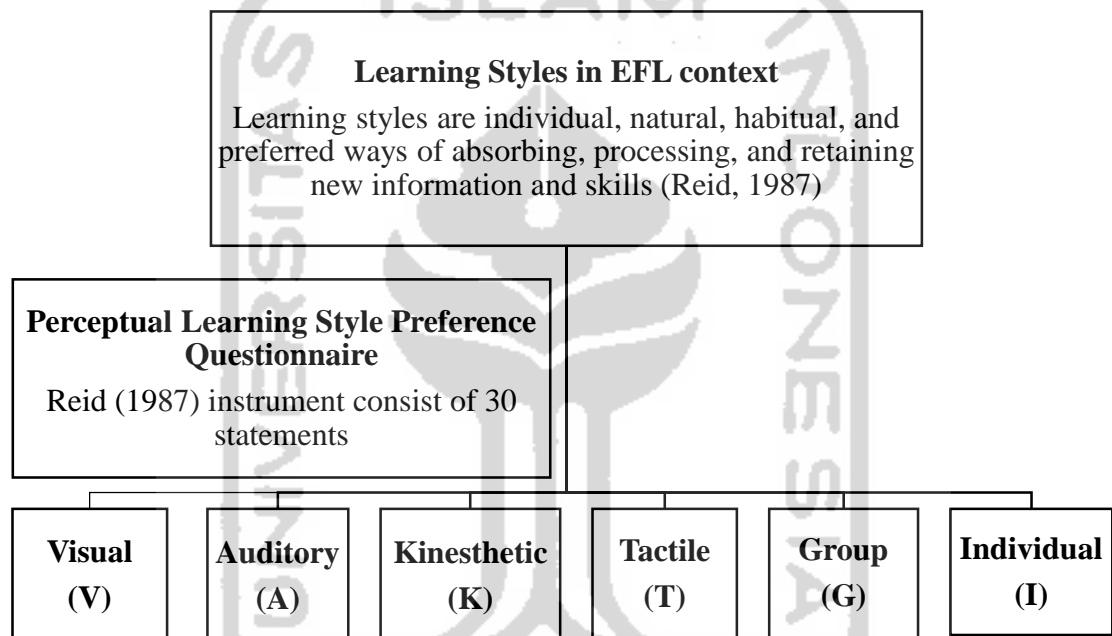


Figure 1. Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter explains about the research methodology, consist of research design, population & sample, data collection and data analysis technique.

3.1 Research Design

In this study, the researcher applies a quantitative approach. According to (Cresswel, 2014) “Quantitative research is an approach for testing objective theories by examining the relationship among variables”. The variables can be measured on instrument then the numbered data can be analyzed by using statistical procedures, and the major element that support a research is a specific research method which involves the form of data collection and data analysis (Cresswell, 2014).

This research is categorized as a survey research method. According to (Fowler, 2008) survey research provides a quantitative description as tend of numeric about the population by studying a sample that includes cross-sectional studies using questionnaire to collect data. In this study, the researcher using quantitative research method in survey study to identify the most and least preferred learning styles.

3.2 Population and Sample

This study will involve students from English Language Education in the first semester of the year 2019/2020 in one of Islamic university. The researcher

chooses specific English major because this study is designed especially for language learners and the freshmen (batch 2019) are very representative for this study who are in their transitional period from senior high school so it is challenging to investigate the students' preferred learning style. Based on the data there are 74 population numbers in batch 2019. The researcher using Slovin's formula to counting the sample of this study.

Explanation:

n= number of sample

N= population

e= Error rate (5%=0.05)

To determine the number of samples in this study, the researcher decided to put an error rate of 5%. Thus, based on calculation result the sample of this study were 62 participants, obtained from a total population of 74 students.

$$n = \frac{74}{1 + (74)(0,05)^2}$$

$$n = \frac{74}{1,185}$$

$$n = 62$$

3.3 Data Collecting Technique

This subchapter describes about data collecting technique which are the instrument, validity and reliability.

3.3.1 Instrument

O’Leary (2014) defined ‘surveying’ as the process to collect data for large scale, which is ‘questionnaire’ is the instrument for collecting the primary data (Cohen, 2013). This study conducts as a survey study by applying Perceptual Learning Style Preferences Questionnaire (PLSPQ) which is originally developed by Professor Joy M. Reid (1987) in her research entitled ‘The learning style preferences of ESL students’. Indeed, there are various learning styles instruments have been developed such as Learning Style Inventory (Dunn et al, 1989) however the researcher chooses PLSPQ because according to (DeCapua & Wintergerst, 2005) only Reid’s PLSPQ is normalized on non-native English speakers with validity and reliability established from intermediate to advance EFL classes. Therefore, the researcher adopted this existing instrument because it is acceptable in Indonesia as the non-native speakers of English.

Perceptual Learning Style Preferences Questionnaire (PLSPQ) consist of 30 statements divided into six sub categories, visual including number 6, 10, 12, 24, 29. Auditory including number 1, 7, 9, 17, 20. Kinesthetic including number 2, 8, 15, 19, 26. Tactile including number 11, 14, 16, 22, 25. Group including number 3, 4, 5, 21, 23. Individual including number 13, 18, 27, 28, 30, totaling five statements on each types of learning styles. This questionnaire is based on five point Likert scale. The respondents are asked to rank how far they agree on each statement from number 1 to 5; strongly disagree, disagree, undecided, agree, and strongly disagree. The questionnaire is translated into Bahasa Indonesia until it is completely

proofread by researcher's supervisor then the researcher gathered the data by distributing questionnaire directly to the participants after their class meeting.

Table 1. Statements of The Questionnaire

Category	Statement
V	I learn better by reading what teacher writes on the whiteboard.
	When I read instructions, I remember them better.
	I understand better when I read instructions myself
	I learn better by seeing the directions that by listening to someone.
A	I learn more by reading textbooks than by listening to lectures.
	When the teacher tells me the instructions, I understand better.
	When someone tells me how to do something in class, I learn better.
	I remember things I have heard in class better than things I have read.
	I learn better in class when the teacher gives a lecture.
K	I learn better in class when I listen to someone.
	I prefer to learn by moving around and doing something in class.
	When I make things in class, I learn better.
	I enjoy learning in class by doing experiments.
	I understand things better in class when I participate in role-playing.
T	I learn best in class when I can participate in related activities.
	I learn more when I can make a model of something.
	I learn more when I make something for class project.
	I learn better when I make drawings as I study.

	When I build something, I remember what I have learned better.
	I enjoy making something for a class project.
G	I get more work done when I work with others.
	I learn more when I study with a group.
	In class, I learn best when I work with others.
	I enjoy working on an assignment with two or three classmates.
	I prefer to study with others.
I	When I study alone, I remember things better.
	When I work alone, I learn better.
	In class, I work better when I work alone.
	I prefer working on projects by myself.
	In general, I prefer to work by myself.

Explanation:

V = visual

A = auditory

K = kinesthetic

T = tactile

G = group

I = individual

3.3.2 Validity

Validity is an important element to effective research, it is determined as a measure of truth or falsity data obtained through the use of research instrument, if there is an invalid piece then it is worthless (Cohen, Manion, & Morrison, 2007). In this study, content validity is achieved through the help of translation service and the thesis supervisor as an expert judgement. However, the researcher also

calculates the validity of each statement by using SPSS to insure whether the R count is higher than the R table as explained below:

Table 2. Statement Validity

Statement	R count	R table	Judgement
1	0,406	0,2500	Valid
2	0,361	0,2500	Valid
3	0,413	0,2500	Valid
4	0,355	0,2500	Valid
5	0,413	0,2500	Valid
6	0,387	0,2500	Valid
7	0,280	0,2500	Valid
8	0,381	0,2500	Valid
9	0,255	0,2500	Valid
10	0,596	0,2500	Valid
11	0,389	0,2500	Valid
12	0,484	0,2500	Valid
13	0,436	0,2500	Valid
14	0,633	0,2500	Valid
15	0,500	0,2500	Valid
16	0,431	0,2500	Valid
17	0,320	0,2500	Valid
18	0,530	0,2500	Valid
19	0,520	0,2500	Valid

20	0,510	0,2500	Valid
21	0,305	0,2500	Valid
22	0,490	0,2500	Valid
23	0,510	0,2500	Valid
24	0,402	0,2500	Valid
25	0,397	0,2500	Valid
26	0,527	0,2500	Valid
27	0,464	0,2500	Valid
28	0,481	0,2500	Valid
29	0,563	0,2500	Valid
30	0,534	0,2500	Valid

3.3.3 Reliability

Reliability basically is a consistency and replication over time, it deals with precision and accuracy (Chohen, Manion & Morison, 2000). After translating the questionnaire into Bahasa Indonesia the researcher found the amount of reliability from 30 items questionnaire is 0,873. It means the instrument is reliable to use to investigate students' learning style preference.

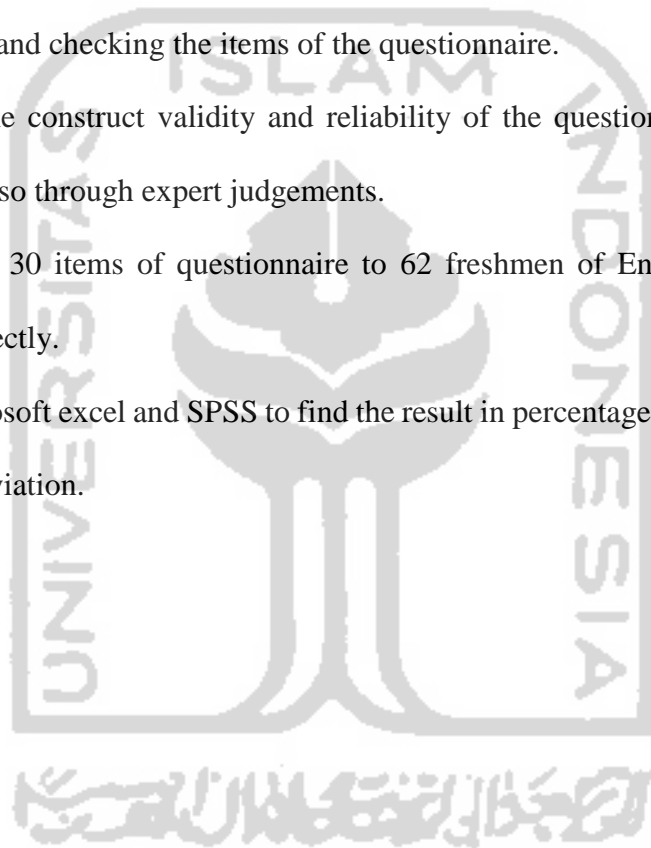
Reliability Statistics

Cronbach's Alpha	N of Items
.873	30

3.4 Data Analysis Technique

In this study, the researcher applies several steps for analyzing the collected data:

1. Making a literature reviews and choosing Perceptual Learning Style Preferences Questionnaire (PLSPQ) as the instrument.
2. Adopting PLSPQ instrument by translating into Bahasa Indonesia.
3. Previewing and checking the items of the questionnaire.
4. Checking the construct validity and reliability of the questionnaire by using SPSS and also through expert judgements.
5. Distributing 30 items of questionnaire to 62 freshmen of English education students directly.
6. Using Microsoft excel and SPSS to find the result in percentage (%), mean, and standard deviation.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains all the finding and discussion of the collected data to cover the result of EFL Learning Style Preferences of freshmen students in higher education.

4.1 Research Findings

The table below explains that there are 62 data involved in this study, consist of 13 males and 49 female students who have participate in filling out the questionnaire.

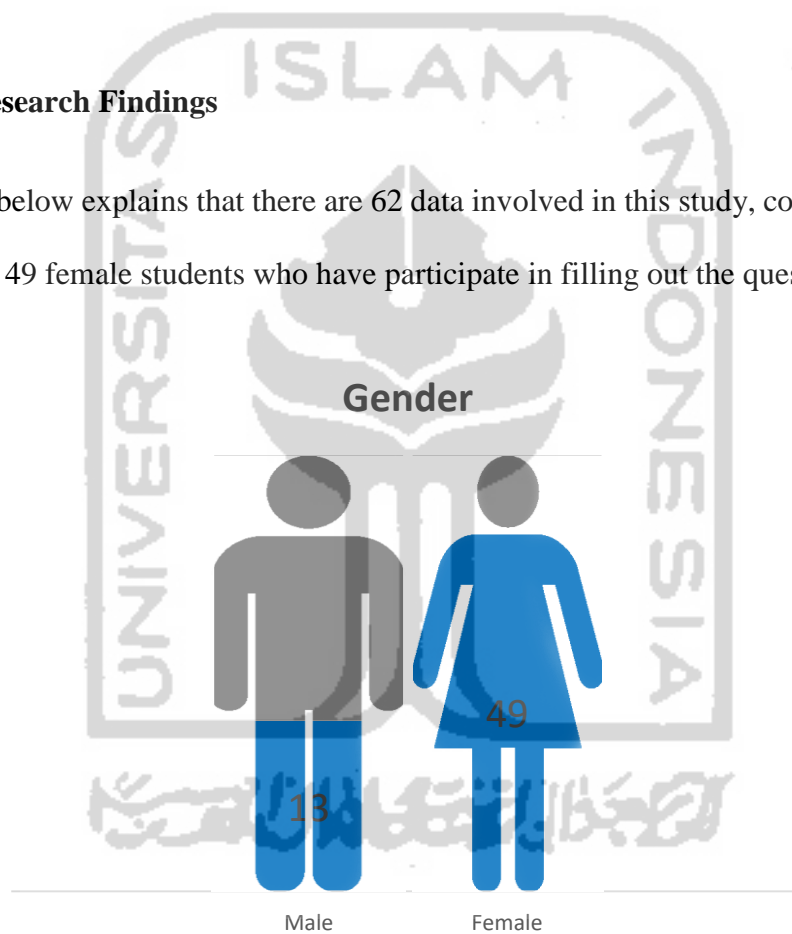


Figure 2. General Characteristic of the Participants

After distributing the questionnaire to 62 students, the researcher calculates the data by using some statistical procedures through Ms. Excel and SPSS, and finally found the results which answer the research question. The results will be described in the following table:

Table 3. Overall Results of Learning Style Preference

Learning Styles	M	SD	%
Visual	3.7	0.07	16.5
Auditory	3.91	0.14	17.4
Kinesthetic	3.81	0.08	17.0
Tactile	3.72	0.18	16.6
Group	3.64	0.06	16.2
Individual	3.65	0.05	16.3

The table above describes 6 types of learning styles with the rank of percentage from the most preferred to the least preferred. The first is Auditory with 17.4% of value, then followed by Kinesthetic (17%), Tactile (16.6%), Visual (16.5%), Individual (16.3%), and group (16.2%) as the last preferred learning styles. Then for more details about Mean (M) and Standard Deviation (SD) will be explained as follows:

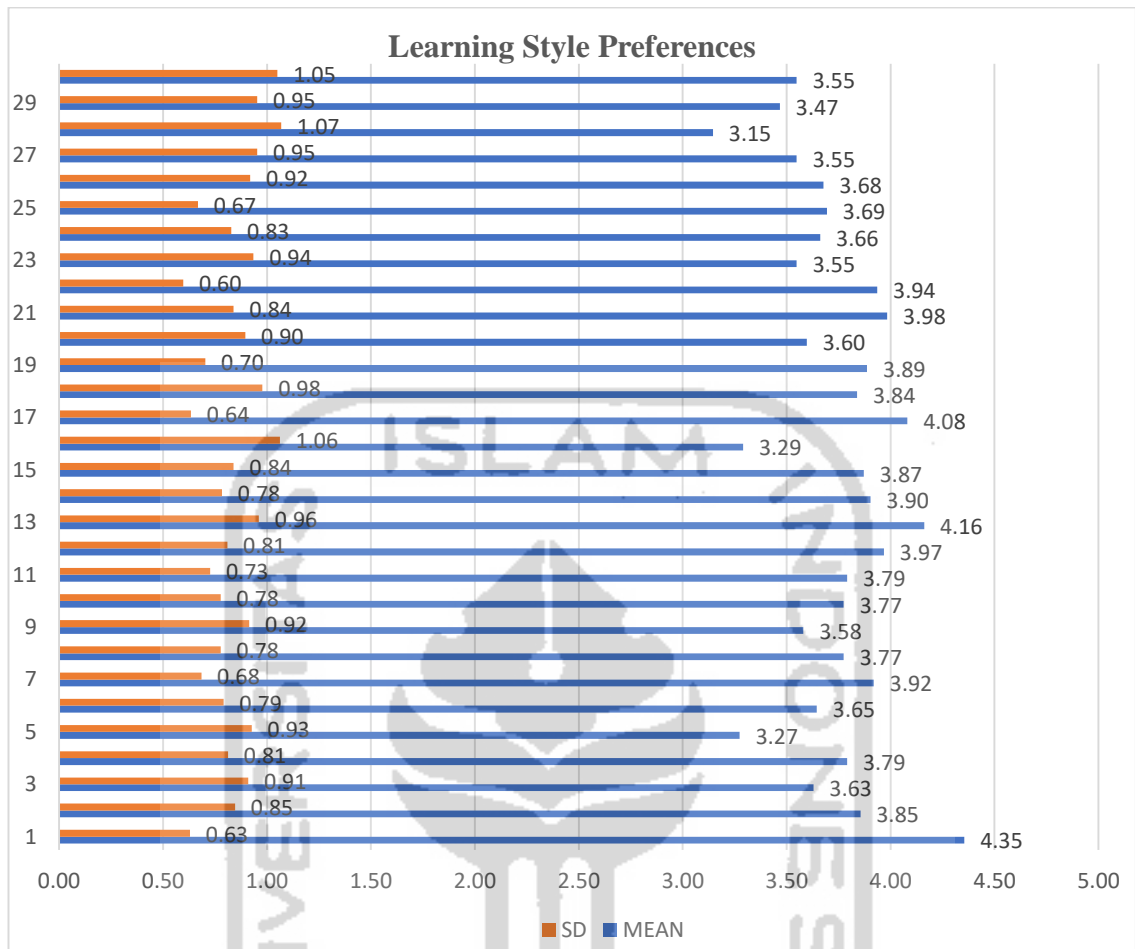


Figure 3. Result of The Questionnaire

From the overall statements of the questionnaire, the finding shows the highest mean value was found in item number 1 “When the teacher tells me the instructions I understand better”. And the lowest mean value in item number 28 “When I work alone, I learn better”.

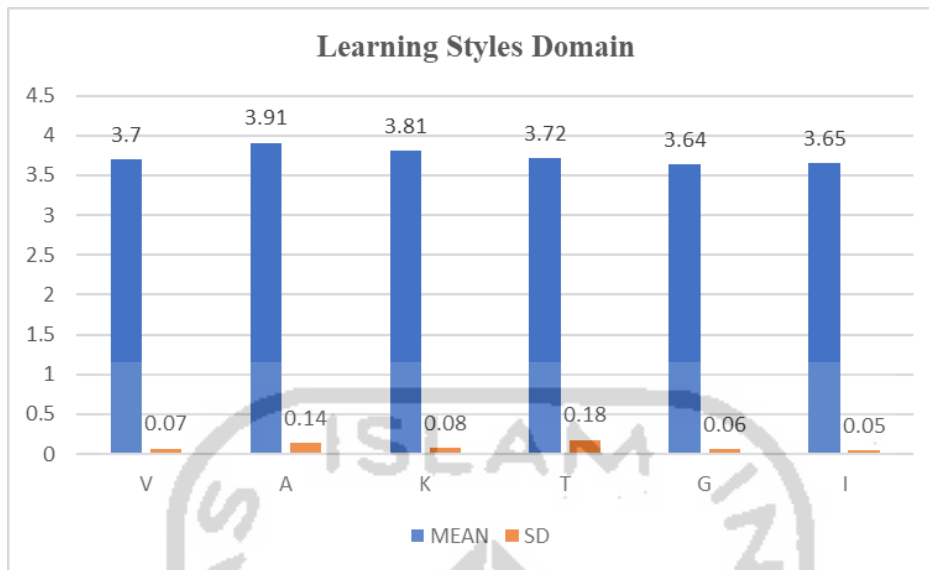


Figure 4. Chart of The Six Domains

From the overall domains of the PLSPQ on the chart above, from all the six learning styles, Auditory has the highest value ($M=3,91$) compare to the rest. Meanwhile the lowest value is Group learning style ($M=3,64$). The followings are details of the six domains:

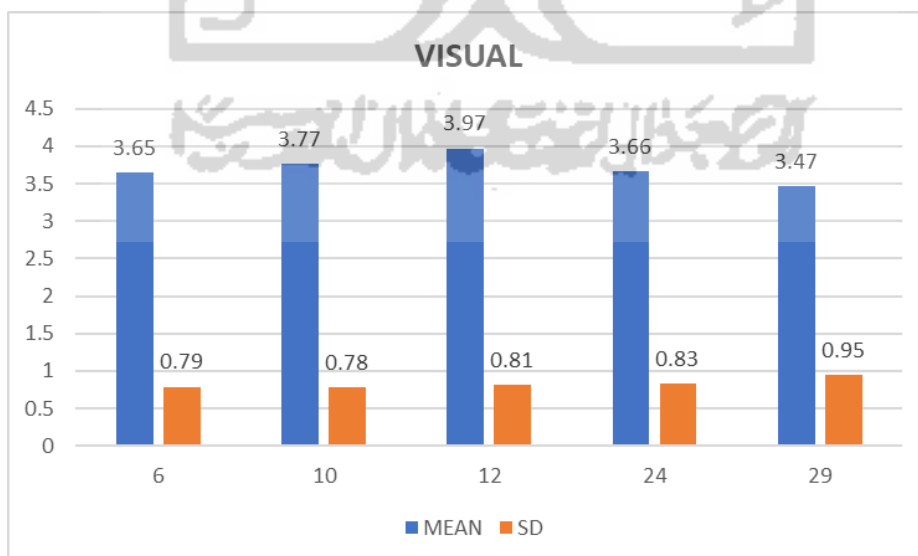


Figure 5. Chart of Visual Learning Style

The previous chart shows the profile of visual learning style with the highest score in item number 12 (I understand better when I read instruction myself) with mean value 3,97 and standard deviation 0,81. While the item number 29 (I learn more by reading textbooks than by listening to lectures) as the lowest score with mean value 3,47 and standard deviation 0,95.

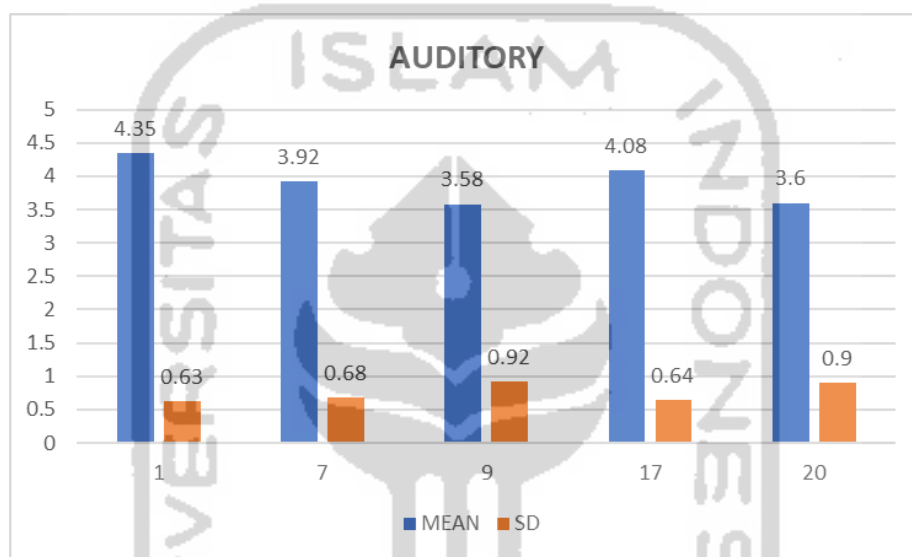


Figure 6. Chart of Auditory Learning Style

The chart above shows the profile of auditory learning style with the highest score in item number 1 (when the teacher tells me the instructions I understand better) with mean value 4,35 and standard deviation 0,63. While the item number 9 (I remember things I have heard in class better than things I have read) as the lowest score with mean value 3,58 and standard deviation 0,92.

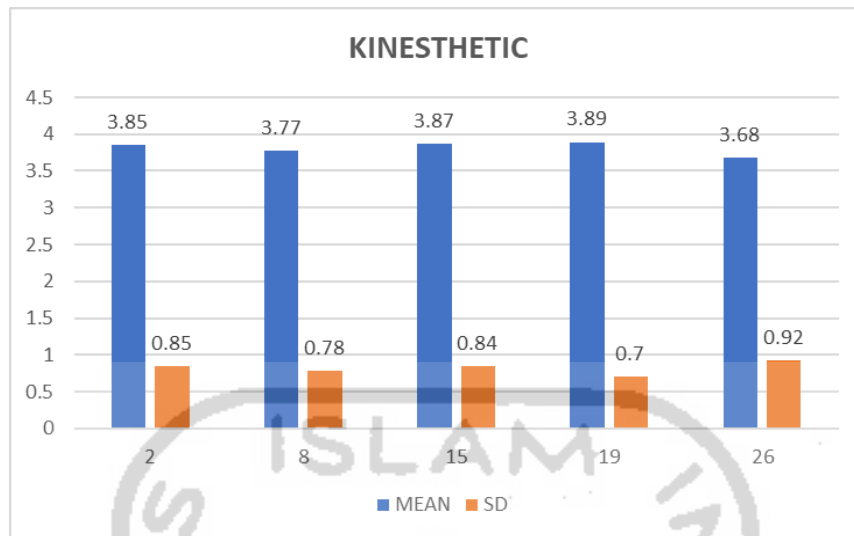


Figure 7. Chart of Kinesthetic Learning Style

The chart above shows the profile of kinesthetic learning style with the highest score in item number 19 (when I make things in class, I learn better) with mean value 3,89 and standard deviation 0,7. While the item number 26 (I learn best in class when I can participate in related activities) with mean value 3,68 and standard deviation 0,92.

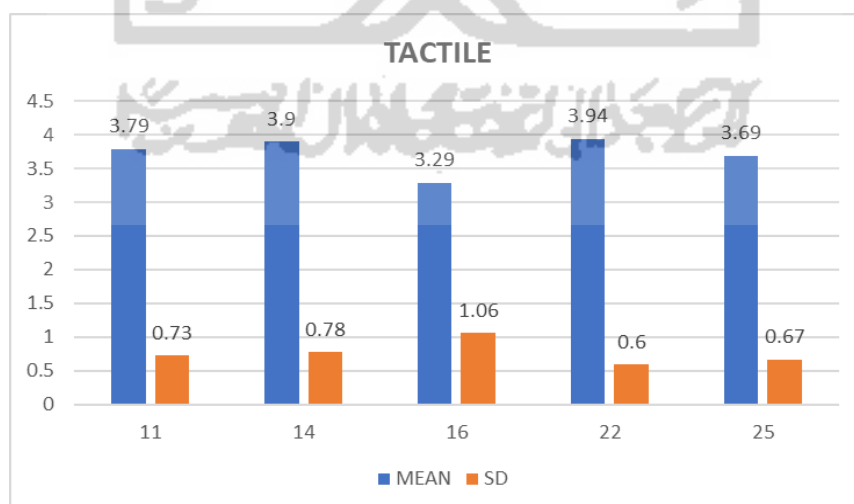


Figure 8. Chart of Tactile Learning Style

The previous chart shows the profile of tactile learning style with the highest score in item number 22 (when I build something, I remember what I have learned) with mean value 3,94 and standard deviation 0,6. While the item number 16 (I learn better when I make drawings as I study) as the lowest score with mean value 3,29 and standard deviation 1,06.

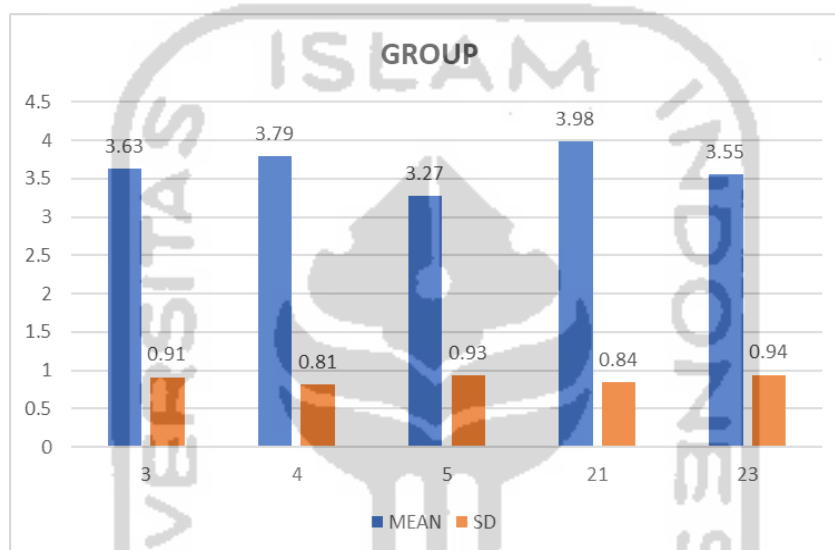


Figure 9. Chart of Group Learning Style

The chart above shows the profile of group learning style with the highest score in item number 21 (I enjoy working on an assignment with two or three classmates) with mean value 3,98 and standard deviation 0,84. While the item number 5 (in class, I learn best when I work with others) as the lowest score with mean value 3,27 and standard deviation 0,93.

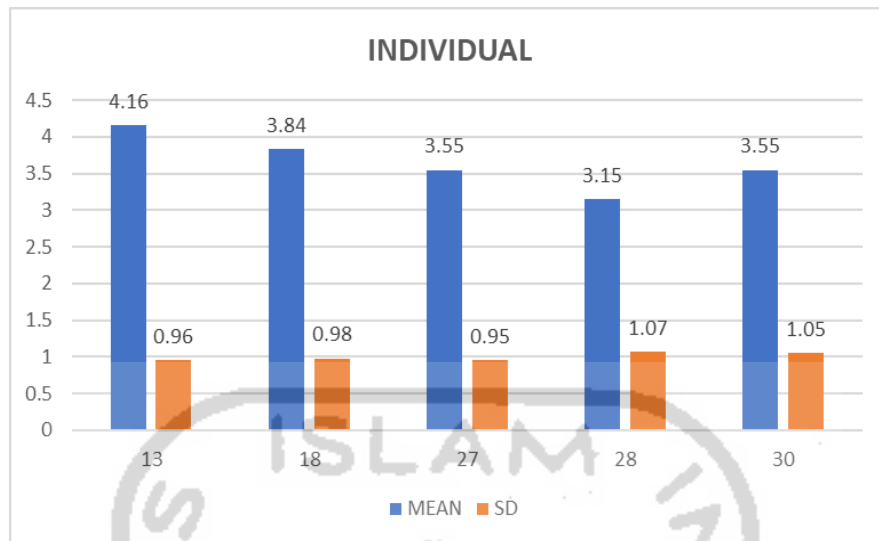


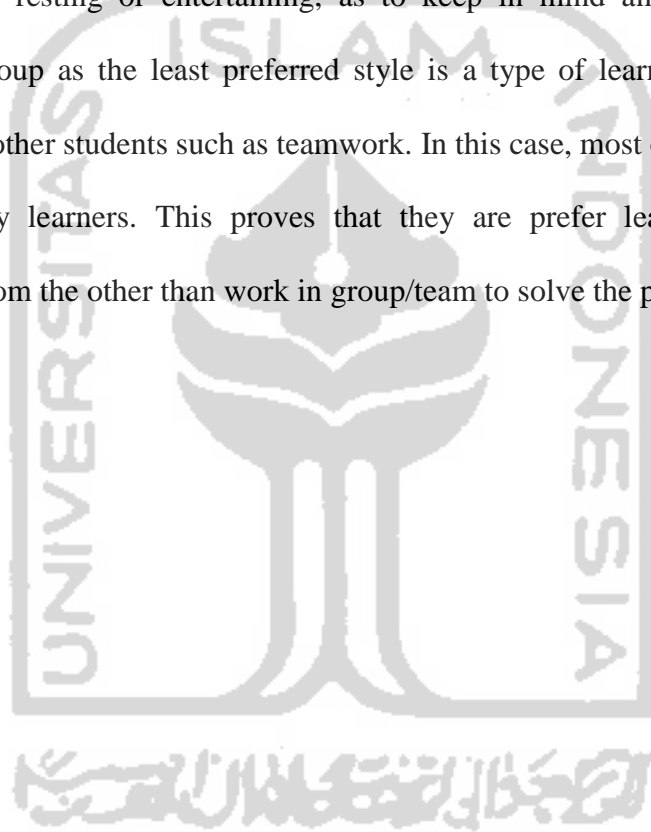
Figure 10. Chart of Individual Learning Style

And the last chart above shows the profile of individual learning style with the highest score in item number 13 (when I study alone, I remember things better) with mean value 4,16 and standard deviation 0,96. While the item number 28 (I prefer working on projects by myself) as the lowest score with mean value 3,15 and standard deviation 1,07.

4.2 Discussion

Based on overall data collected through the PLSPQ, the results show that the students prefer auditory the most as their learning style which is indicated by 17,4% with mean value 3,91 and standard deviation 0,14. Meanwhile learning styles that students are least interested in is group in 16,2% with mean value 3,64 and standard deviation 0,06. One finding has similar to the study from Parnrod et al (2016) which identify learning styles of EFL students at Songkhla Rajabhat University, Thailand. The result shows that most of students preferred auditory, followed by kinesthetic, group, individual and tactile. The similarities refer to

auditory as the most preferred learning style then kinesthetic as second order. Refer to auditory learning style, students prefer learning from hearing words spoken them from oral explanations. They may remember information easily by reading aloud, they benefit from hearing other students, and by conversing with the lecturers. Kayalars' (2017) state that auditory learners best listen to text tapes while driving, resting or entertaining, as to keep in mind and fast analyze. Meanwhile group as the least preferred style is a type of learners that prefer learning with other students such as teamwork. In this case, most of students tend to be auditory learners. This proves that they are prefer learn by hearing explanation from the other than work in group/team to solve the problem.



CHAPTER V

CONCLUSION

This study was aim to identify freshmen students' learning style preferences in English Language Education in one of Islamic University. The researcher found that students are more prefer auditory as their learning style with mean value 3,91. Then followed by kinesthetic with mean value 3,81. Tactile with mean value 3,72. Visual with mean value 3,7. Individual with mean value 3,65. And the least score is group with mean value 3,64. Indeed, from the six domain didn't show a significant difference from the overall mean, standard deviation or in a matter of percentage. In fact, both auditory and group have the same role to achieving students' success, they only differ in the way of their study. Moreover, the finding has implication to provides a variety of learning activities considering there are several types of learning styles that can be applied by students. The lecturers need to provide more fun activities related to the auditory style. Using oral explanation or audio tapes instead of ask the students to read on their own. And reduce activities related to the group style, it might be better to give students individually task considering group are the least preferred style. Furthermore, remembering that this study has never been done before in this study program, there is limitation in terms of participants. For further study, the researcher suggests to expand the reach of research due to learning style has an important role in students' success.

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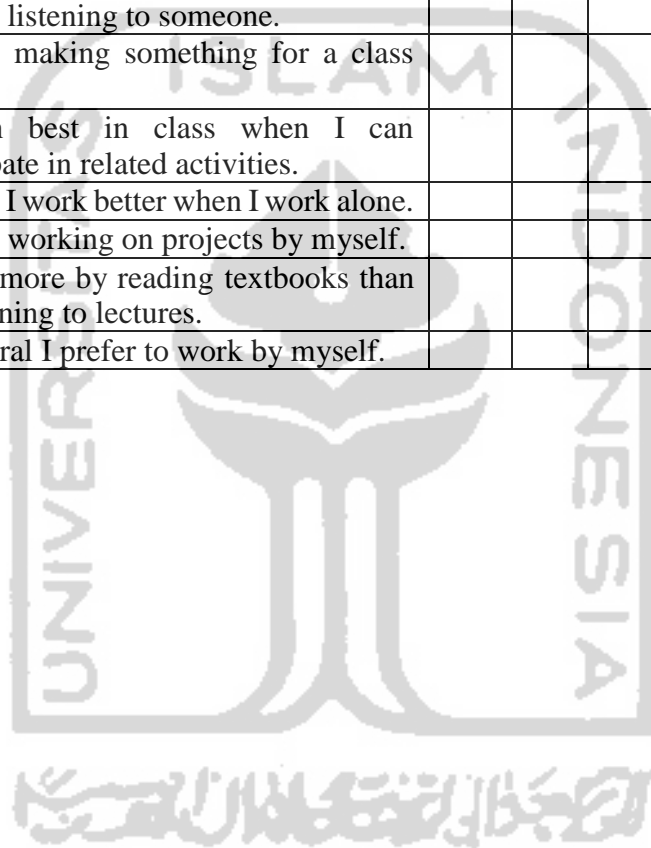
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APPENDICES

Appendix 1. Perceptual Learning Style Preference Questionnaire (PLSPQ) by Reid (1987).

1. Strongly disagree	2. Disagree	3. Undecided	4. Agree			5. Strongly agree	
Item			1	2	3	4	5
1. When the teacher tells me the instructions I understand better.							
2. I prefer to learn by moving around and 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 best when I work with others.							
6. I learn better by reading what teacher writes on the whiteboard.							
7. When someone tells me how to do something in class, I learn better.							
8. When I make 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 myself.							
13. When I study alone, I remember things better.							
14. I learn more when I make something for 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 seeing the directions 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. In general I prefer to work by myself.					



Appendix 2. Perceptual Learning Style Preference Questionnaire (PLSPQ) by Reid (1987) in Bahasa Indonesia.

1. Sangat Tidak Setuju	2. Tidak Setuju	3. Ragu-Ragu	4. Setuju			5. Sangat Setuju	
Item			1	2	3	4	5
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.					