

CHAPTER I

INTRODUCTION

1.1. Background of Study

To make the learning environment comfort with the students, there are some factors to support it. One of them is about learning styles which can determine students in learning a second language well (Jaki, Ambun, & Yunus, 2018). Individually, student has their own way in different way, and it affects their performance (Sarabi-asiabar, Jafari, Sadeghifar, Tofighi, & Zaboli, 2015). As stated by (Nuzhat, Salem, Hamdan, & Ashour, 2013) learning styles can help to improve the learning ability of students. By knowing the students learning styles preferences, it helps the students to be able to receive the information. In addition of that, students will get better score with their own way of learning.

By identifying learning styles of students, the teacher will consider as the teacher's responsibility (Kharb, Prajna, jindal, 2013). Therefore, the lectures should adopt themselves toward students learning styles to get maximum achievement of students (Sarabi-asiabar et al., 2015). Even though, the students with their characteristic determine in the way how they learned, but it will help the teacher to consider toward what the students got. In addition of this, teaching affects the learning styles of students. The thought about what the content course the teacher will deliver to the students, has changed into how the students learn and how the teacher do to facilitate the learning process.

Based on Tsui, 2006:1 as stated by (Wong & Nunan, 2011), stated that their goal of teaching is to make the students learn how to learn rather than passing information to them. It is not only about what students learned. But the way how the students learned, will help lectures to adopt and to know the achievement of their students. Identifying the students learning styles, will help them to use the match learning strategies. In addition of that it will truly maximize their potential in learning style preferences (Kharb, Prajna, jindal, 2013)

In spite of that, there are also many factors that affect students in learning. From (Wong & Nunan, 2011) it was about learner's characteristic such as

educational level, ethnic background and also students' first language. Based on (Erton 2010) as stated by (Yosraveevorakul & Hatfield, 2017) learning style is one of what students like to make them focused on the way how they learn and obtain the language they learned. Students' learning style and students characteristic are required to be considered by the teacher before he teaches their students (Yosraveevorakul & Hatfield, 2017). By knowing the learning styles of the students, the students will be more potentially focused and maximized toward the content of the material given by the teacher, through the teacher strategies and modes of presentation (Alrabah, Wu, & Alotaibi, 2018).

(Yosraveevorakul & Hatfield, 2017) claimed that students learning style can be changed and adjusted all the time if they are in different learning environment. So the teacher should make the students more confident with the different in learning environment. In that article, the researchers also stated the example of that, the students tend to be Auditory learning than Visual learning, and the lecturer should watch them a video clip complete with pictures and sounds to make it easy of Auditory and Visual learners. The lecturer should make sure and believe that the students are comfortable and enjoy with that learning environment.

This study will focus on investigating how the students learn language in their style. Learning style is how the students receive and understand the information got from the teacher (Hilyatun, 2017). Therefore, learning style is important in the process of teaching-learning. Based on (Jaki et al., 2018) language learning style is the main factor which can make students decide in choosing their style in learning language well. They have their own way in which they get the information and how they use in cognitive schemes.

According to Francis 2016 as cited by (Bayu & Sari, 2019) that students who enjoyed with their visual learning style prefer to read and get obtain the information visually. They will be hard to think if they only obtain the information orally and any other conversation from the lectures without any visual stimulation. Meanwhile, the students who enjoyed with their auditory learning style tend to be comfort to obtain the information orally without any visual input.

Learning style is one of complicated issue. There have several modes of learning styles which also have several focus on different assumption (Sarabi-asiabar et al., 2015). For instance, some experts explained the theory of Learning Styles. Such in Dunn & Dunn Learning Style Model organized learning style into five stimuli groups based on 21 elements. Those are environmental, emotional, sociological, physical, and psychological stimuli groups. Those five stimuli groups can affect in the learning of students.

Neil Fleming stated about his VARK model in learning styles. Learning styles is characteristic of individual and what ways the students prefer to in gathering, organizing, and thinking about the information. VA R K is an acronym of Visual, Aural, Read/Write, and Kinesthetic. Visual learners (prefer to read by maps, charts, etc). Aural/Auditory learners (like listening the information). Read/Write learners (like to learn by essays, textbooks, reading or taking notes). Kinesthetic learners (learn by field trips, laboratories, and hand-on)

Reid's Learning Style Model that she divided learning style into auditory (something relates in what they hear to get information), visual (relates in reading the text or diagram), kinesthetic (something makes the students moving in physically), tactile (hands-on or doing lab experiments), group (studying together in a team or group discussion), and individual learning (studying by own self or alone). Many researchers discuss and study about learning styles. To assess the learning styles using Reid's model, PLSPQ has been made by Reid in 1987. It is a Perceptual Learning Style Preference Questionnaire

This research will focus on Reid's Learning Style Model. Based on Reid (1995) as cited by (Obralic & Akbarov, 2012) claimed that Learning styles are the basic of individual characteristics to obtain the new information. Learning styles model by Reid include those individual characteristic in the learning process. Some students may prefer by seeing or visual presentation in their learning process. The other may prefer and enjoy learning through spoken, hearing or listening the teachers or it could be podcast. Still others will obtain the information better in hands-on activities. It also consists of kinesthetic, group and also individual. Hence, the writer used PLSPQ to assess the students' preference in learning styles.

The article from (Peacock, 2001) investigated that a mismatch between teaching and learning styles be the factor of learning failure, frustration and demotivation. In this case, the researcher used PLSPQ to assess it. This article also checked the correlation between learning style, proficient and discipline. From 206 respondents in his survey, it revealed that kinesthetic and auditory styles were the favorite of students. Meanwhile individual and group styles were not the favorite. It also stated that students who preferred group style were less proficient in EFL.

The other study using PLSPQ is the study of (Isemonger & Sheppard, 2003) which surveyed 710 students from Waseda University, Japan. The study wanted to assess the learning styles preferences through PLSPQ in Korean context. Their study revealed that students preferred more in kinesthetic than auditory and tactile styles. Meanwhile students were not really preferred in individual learning style. This article also found that university major and ages were not the factors which can make the students choose their way of learning.

Based on (Naserieh, Reza, & Sarab, 2013) which study about perceptual learning style preferences toward gender, age, discipline, and self-rated proficiency level revealed that kinesthetic and tactile styles are dominant. The subject in this study is the students at Shahid Beheshti University, Tehran, Iran. They included first and second year students in six different faculties those are from Education, Psychology, Management & Accounting and Law, Architecture & Urban Planning, Nuclear Engineering and Sciences. This study used quantitative method to analyze the data. In that article, the researchers used PLSPQ which has been modified and translated to make it relate and connect with the learning process in the class. Also it will make the respondents easier to answer.

In 2012, there was a study of (Obralic & Akbarov, 2012) about students' preference on perceptual learning styles. In that study, the researchers conduct to determine the learning styles of students at International University of Sarajevo, Ilidza. From research questions of that study stated that the researchers want to investigate about the mostly preferred toward student perceptual learning style. Then the researchers also need to know whether any difference in perceptual

learning style preference among male and female students. They also need to know the commonly learning styles of the subject they used. The participants used in that study is the 21 students from Turkey, 13 students from Bosnia and Herzegovina. The participant included 18 males and 16 females. To determine the purpose of that study, the researchers used PLSPQ to assess the students learning styles. It revealed that the commonly learning styles used by Turkey and Bosnia students are Visual learning style. In contrary, Group learning style was not really preferred by the student. In determining the difference of learning styles between male and female students revealed that female students preferred Visual learning style around 42%. Meanwhile male students preferred Visual learning at 39%. Here means that there was not significant difference between male and female students regarding their preferred perceptual learning styles. The other purpose of that study revealed that there is a significantly different between Turkey and Bosnia students regarding their preferred perceptual learning styles.

According to (Cheng, 2017), they identify the predominant learning styles preferences of Chinese as Foreign Language (CFL) based on six main types of learning styles by Reid. The researcher also explored the relationship between learning styles and individual attributes such as gender and faculty of the study. To assess her study, Cheng used PLSPQ. It revealed that kinesthetic was the primary learning style preference of students. It continued with group learning style and the minor preference is individual learning style. In addition of this, gender was revealed the difference of learning style preferences. For instance, male students were more prefer in visual learning style than female students. Meanwhile, female (1,85%) was more enjoy and interested in individual learning style than male students (7.45%).

In this study, the writer tries to identify the learning preferences of Management students while they are learning English as Academic Purpose. The writer conducts PLSPQ to assess the learning styles preferences due to the validity of PLSPQ. Based on (Cheng, 2017) stated that PLSPQ was widely accepted to conduct the research for non-native speakers of English. This study used Management students who took English as Academic Purpose. There are some factors which affect the preferences of learning style. Other than that, the writer

will also tries to explore whether female and male students have their own way in choosing their preference of learning styles or not.

According to Penelope Eckert and Mc Connell in the book of Language and Gender page 16, gender is not something we are born with, and not something we have, but something we do (West and Zimmerman 1987) something we perform (Butler 1990).

Based on an article from (Zaidi, 2014), that men appear to have more gray matter, which made up of active neurons and absolutely would make men more active (kinesthetic) than women. Meanwhile women are more have white matter which made them more responsible for communication among different areas of the brain. It can be stated that male students are more capable or easy to obtain the information while they are learning is using kinesthetic style.

1.2. Statements of Problem

1. What is the perceptual learning styles preference in Management students?
2. What are the differences between male and female Management students in learning styles?

1.3. Objective of the Study

1. This study conduct the research to identify the mostly students preferred in learning English as Academic Purpose (EAP). In addition of this, the study tries to identify the major and minor or disfavor preference of learning styles through Reid's questionnaire or named it PLSPQ. The six main types of learning styles included in PLSPQ, those are visual, auditory, tactile, kinesthetic, individual and group.
2. In spite of the commonly and minority students preferences in the way how they learn English as Academic Purpose, the writer tries to investigate the difference between male and female students in Management major.

1.4 Significance of the Study

- a) Theoretically there were some research investigated and revealed about learning style, but it still interested to be discussed considering the tendency of Non-English major students in Management students to help the lecturer find the best way in teaching and delivering the material to create a good atmosphere in learning process.
- b) Practically, the significance of this study is important for the following
 1. For students, this study is significant to help them in the best way how they process and get the material from the lecturer easily. If the lecturer deliver the material based on the style of students learning, so the students will easily process the material given.
 2. For lecturers, this study is aimed to make them know and easily in delivering the material for their students. It can be the reference for the lecturers to prepare their teaching plan. Hence, if lecturers able to deliver the material based on their language learning styles, it will improve their students' quality.
 3. For readers, this study can give the information when they want to learn a foreign language especially English.

1.5 Scope and Limitation of the Study

In this study, the writer uses 300 students majoring Management in the year 2019-2020 in Muhammadiyah Gresik University as the subject or participants of this study. In addition, this study takes the subject of English as Academic Purpose to limit the research, not in the English material for specific purpose. The number of Management students is a big large. It has balancing in both female and male students to make it know how difference their learning and process English language in Management. So, this aim of this study is to identify the different language learning style in Management students and gender is analyzed.

1.6 Hypothesis

1. Management students prefer in kinesthetic learning style
2. Female students tend to visual, then male students prefer in kinesthetic learning style.

1.7 Definition of the Key Terms

1. Learning styles: Based on (Erton 2010) as stated by (Yosraveevorakul & Hatfield, 2017) learning style is one of what students like to make them focused on the way how they learn and get the language they learned. Learning style can also define as the preference way to make the learning easily processed by the students. There are some types of learning styles. One of them is six main types of learning styles which are visual, auditory, tactile, kinesthetic, group or individual from Reid model
2. Gender differences: Individually, both female and male students have their own style in learning especially English language. There cannot be said that female students tend to learn visually. It can be male students who prefer in visual styles when they get learning. Due to Gender is one of factor that affect in learning styles preferences.

