

ANALYSIS OF ENGLISH LEARNING STYLES BASED ON GENDER USED BY THE STUDENTS OF STKIP MUHAMMADIYAH MANOKWARI

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ABSTRACT. Every student has a unique learning style in absorbing and understanding information. The effectiveness of the learning process depends on the lecturer who acts as a facilitator who interacts directly with students. Lecturers must create a conducive environment and provide equal learning opportunities to all students. Despite being in the same class, not all students can receive learning materials in the same way. However, it is important to recognize that each student has diverse learning needs and preferences. This research was conducted to find out: (1) whether male and female students have different learning style preferences in learning English, and (2) Which learning style preference is most preferred by male and female students. The research method used is qualitative. The theory used is Vark learning style by Neil Fleming. The subjects are English students from semester 2 to semester 6, with the number of male students 8 people and female students 14 people. The data analysis is with qualitative descriptive techniques. The results showed that there were differences in English learning styles between male and female students. Male students have the most preferred learning style preference which is visual and kinesthetic, but there is also someone who has a combination of auditorial and reading/writing learning styles. While female students have the most preferred learning style preference which is reading/writing and kinesthetic, but there are also two people who have a combination of auditorial, reading/writing and kinesthetic. Lecturers need to apply diverse learning approaches to accommodate the learning needs of male and female students, through a combination of learning styles that suit their preferences, by integrating methods that involve Visual, Auditory, Reading/Writing, and Kinesthetic aspects.

Keyword: *Learning Style, Gender, Learning Style Preferences*

Introduction

English is a global language that is important to master in this era of globalization. According to Handayani (2016) English is global language which plays a very important role global interaction and communication along with progress and competition globalization. In an

increasingly connected world, the ability to communicate in English opens up opportunities to interact with people from different countries and cultures with different backgrounds. This then becomes the key to successful communication in business, tourism, diplomacy, and many other professional fields (Putri et al., 2023). English is becoming an important aspect of the education system in many countries. To improve the effectiveness of English learning, it is important to understand students' learning style preferences. Learning style refers to an individual's preference in acquiring and processing new information. Every student has a unique learning style, which can affect how they absorb, understand, and remember learning materials.

According to Foley (in Aprilia, 2019) the concept of learning styles is very helpful in identifying and understanding how individuals learn and process information, both internally and externally. This concept can also help in improving their interaction in an educational environment. Many experts have discussed the importance of learning styles. For example, Tomlinson (in Aprilia, 2019) supports the idea that teaching and learning according to a student's preferred learning style will result in optimal achievement and strong feelings of self-efficacy toward learning for that student.

Every student has a unique learning style for absorbing and comprehending information. The effectiveness of the learning process depends on the lecturer, who serves as a facilitator who interacts directly with the students. The lecturer must create a conducive environment and provide equal learning opportunities to all students by the applicable curriculum. Despite being in the same class, not all students can receive the learning material in the same way. However, it is important to acknowledge that every student has diverse learning needs and preferences. According to Syafitri and Komariah (2017) every individual student has differences with each other both physically, character, mindset and so on, including in the learning process. Therefore, lecturers must adopt a teaching approach that caters to the individual needs of each student.

Most studies mention that male and female students think differently. According to Utami and Yonanda (2020) the structure and function of the male and female brain are slightly different, female tend to be good at managing their emotions and feelings and are better at managing language, melody, and tone while male are better at using logic which they think makes more sense. According to Putra (in Utami and Yonanda, 2020) the brain structure of

male and female has differences in the collection of nerve cells in the brain, male's are smaller than female's, although the average size of the male brain is larger than the female brain. If it is related to the brain structure of male and female in learning, both tend to be able to understand information well.

Learning style is a crucial aspect of the teaching and learning process as it is a part of each student's characteristics. Therefore, it is essential for a lecturer to identify the learning styles of their students to provide appropriate teaching methods for each individual. Based on the description above, the researcher was able to decipher the problem issues in this study included: (1) Do male and female students have different learning style preferences in learning English? (2) Which learning style preference is most preferred by both male and female students?

Research Method

The type of study used is qualitative, regarding gender-based analysis of English learning style preferences among students of the English language education study program STKIP Muhammadiyah Manokwari. This study analyzes or discusses study data that aims to determine differences in English learning style preferences based on gender and which learning style preferences are most preferred between male and female among students of the STKIP Muhammadiyah Manokwari English language education study program, academic year 2023/2024. The location of this study at STKIP Muhammadiyah Manokwari Trikora Rendani Street, Arfai 1, Manokwari Regency, West Papua.

The data collection methods used were questionnaires and interviews. Questionnaire namely as a data collection instrument in the form of a series questions used to determine English language learning style preferences between male and female students of the English language education study program STKIP Muhammadiyah Manokwari

The research instruments used were questionnaires and interviews. The questionnaire in this study was used to find out the English learning style preferences between male and female students. Meanwhile, The interviews method is to get a deeper understanding directly from informants, namely male and female students. Interviews helped support and strengthen the answers to the questionnaire that had been given previously, with interviews the researcher got more in-depth answers directly from the informants, namely male and female students.

The data analysis technique used in this study is a qualitative descriptive data analysis technique. Qualitative descriptive data analysis techniques consist of several steps, namely: data reduction, data presentation, data verification, and drawing conclusions.

Finding and Discussion

From the results of data analysis, it is known that male students have diverse learning styles based on VARK learning style preferences. The research results show the following data:

Table 1. MALE LEARNING STYLE

MALE LEARNING STYLE					
NO	NAME	VISUAL	AUDITORIAL	READING/WRITING	KINESTHETIC
1.	Maulidin	-	✓	-	-
2.	Fidel	✓	-	-	-
3.	Toro	-	-	-	✓
4.	John	-	✓	✓	-
5.	Robert	✓	-	-	-
6.	Amos	-	-	-	✓
7.	Arief	✓	-	-	-
8.	Nichy	-	-	-	✓

Meanwhile, from the results of data analysis, it is known that male students have diverse learning styles based on VARK learning style preferences. The research results show the following data:

Table 2. FEMALE LEARNING STYLE

FEMALE LEARNING STYLE					
NO	NAME	VISUAL	AUDITORIAL	READING/WRITING	KINESTHETIC
1.	Khofifah	-	-	-	✓
2.	Ifah	-	-	-	✓
3.	Alfrida	-	-	✓	-
4.	Marsyanda	-	-	-	✓
5.	Aprilia	-	-	✓	-
6.	Abel	-	✓	✓	✓
7.	Mahmuda	-	-	-	✓
8.	Isabela	-	✓	-	-
9.	Serli	-	-	✓	-
10.	Susan	-	-	✓	-
11.	Shofiya	-	-	✓	-
12.	Aldila	-	-	-	✓
13.	Novita	-	-	✓	-
14.	Nurul	-	-	✓	✓

The results showed that in male students, there is diversity in VARK learning style preferences. A total of 3 male students have a Visual learning style, 1 person has an Auditory learning style, 1 person has a Reading/Writing learning style, and 3 others have a Kinesthetic learning style. Interestingly, a male student who has a Reading/Writing learning style also has a fairly strong Auditory preference. This indicates that these students have a combination of Reading/Writing and Auditory learning styles.

This finding shows that while there is a dominant tendency towards Visual and Kinesthetic learning styles among male students, there is also diversity in their learning preferences. One male student also tended to have a combination of Auditory and Reading/Writing learning styles.

On the other hand, the results showed that among female students, no students with Visual learning style were found. This is in contrast to the findings on male students, where there is a strong preference for Visual learning style. Meanwhile, one female student had an Auditorial learning style preference. 6 female students were found to have a preference for Reading/Writing learning style. In addition, most of the female students, 7 in total, tended to have a Kinesthetic learning style. Interestingly, one of them also has a preference for Reading/Writing and Auditory learning styles. And another one has a preference for kinesthetic and reading/writing. This indicates that the female student has a combination of kinesthetic, reading/writing and auditorial learning styles. This finding confirms that although there is a dominant tendency towards Kinesthetic learning style among female students, there are also students who have a combination of learning styles, such as Auditory, Reading/Writing, and Kinesthetic.

Regarding the most preferred learning style for male and female students. The results show that male students have quite diverse preferences in terms of learning styles. Of the 8 male students, 3 people have a visual learning style, 1 person has an auditorial learning style, 1 person has a reading/writing learning style but he also has a combination of auditorial learning styles, and 3 more people have a kinesthetic learning style, so it can be concluded that in male students the most preferred learning styles are visual and kinesthetic learning styles.

While female students have quite diverse learning style preferences as well. Of the 14 female students, there is no preference for visual learning styles, 1 person has an auditorial

learning style, 6 people have a reading/writing learning style, and 7 people have a kinesthetic learning style. However, 2 of the 7 people have a combination of learning styles consisting of kinesthetic, reading/writing and auditorial. so it can be concluded that the most preferred learning styles of female students are reading/writing and kinesthetic.

Conclusion

The implication of the results of this study is the need for lecturers to consider more diverse learning approaches to accommodate the learning needs of male and female students. Learning strategies that only focus on one learning style may not be sufficient to meet the learning needs of all students. Lecturers need to integrate learning methods that involve visual, auditory, reading/writing, and kinesthetic aspects as well as facilitate opportunities for students to learn through a combination of learning styles that suit their preferences.

By understanding the diverse learning style preferences of male and female students, lecturers can design more effective learning activities and improve their overall engagement and learning outcomes.

The conclusion that can be drawn from the results shows that in male students, there is a diversity of VARK learning style preferences, with the dominance of Visual and Kinesthetic learning styles. However, there are also male students who have a combination of Auditory and Reading/Writing learning styles. In contrast, for female students, there was no dominant preference for Visual learning style, but more likely to be a combination of Auditory, Reading/Writing, and Kinesthetic. Most female students have a Kinesthetic learning style, but there are also those who show a preference for a combination of Kinesthetic, Reading/Writing and Auditory. The implication is that lecturers need to implement diverse learning approaches to accommodate the learning needs of male and female students, including integrating methods that involve Visual, Auditory, Reading/Writing, and Kinesthetic aspects, as well as creating opportunities for students to learn through a combination of learning styles that match their preferences..

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