

**MALE AND FEMALE STUDENT'S LEARNING STYLES AND  
THEIR STRATEGIES IN LEARNING ENGLISH**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for Gaining the  
Bachelor Degree in English Language Education



By:

**FITA YULIANA**

NIM: 2003046036

**EDUCATION AND TEACHER TRAINING FACULTY**

**WALISONGO STATE ISLAMIC UNIVERSITY**

**SEMARANG**

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# THESIS STATEMENT



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

---

## THESIS STATEMENT

I am a student with the following identities:

Name : Fita Yuliana  
Student Number : 2003046036  
Department : English Education

Certify that this thesis entitled:

**MALE AND FEMALE STUDENT'S LEARNING STYLES AND THEIR STRATEGIES IN LEARNING ENGLISH**

Is obviously my work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in this thesis are quoted or cited in accordance ethical standards.

Semarang, 27 November 2023

The writer

**Fita Yuliana**  
NIM. 2003046036

# RATIFICATION



## KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG

### FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

#### RATIFICATION

Thesis with the following identity:

Title : Male and Female Learning Styles and Their Strategies in Learning English  
Name : Fita Yuliana  
Student Number : 2003046036  
Department : English Education

Had been ratified by the board of examine of the Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 26 Desember 2023

#### THE BOARDS OF EXAMINERS

Chairperson,

Dr. Siti Tarwiyah, S.S., M. Hum  
NIP. 197211081999032001

Secretary,

Dr. Siti Mariam, M.Pd  
NIP. 196507271992032002

Examiner 1

Agus Mutohar, M.A., Ph.D.  
NIP. 198408012019031007

Examiner 2

Dra. Nuna Mustikawati Dewi, M.Pd  
NIP. 96506141992032001



Advisor,

Dr. Siti Tarwiyah, S.S., M. Hum  
NIP. 197211081999032001

## ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

---

### ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty  
Walisongo State Islamic University Semarang

*Assalamu'alaikum Warohmatullahi Wabarokatuh*

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **MALE AND FEMALE STUDENT'S LEARNING STYLES AND  
THEIR STRATEGIES IN LEARNING ENGLISH**  
Name of Student : Fita Yuliana  
Student Number : 2003046036  
Department : English Education

I state the thesis is ready to be submitted to the Education and Teacher Training of Faculty of  
Walisongo State Islamic University to be examined at the Munaqosyah session.

*Wassalamu'alaikum Warohmatullahi Wabarokatuh*

Semarang, 27 November 2023

Advisor,

Dr. Siti Tarwiyah, SS., M.Hum  
NIP. 197211081999032001

## ABSTRACT

Title : **Male and Female Student's Learning Styles and Their Strategies in Learning English**  
Writer : Fita Yuliana  
Student Number : 2003046036

This study aims at describing learning styles and strategies between male and female students and identifying whether the learning strategies are determined by their learning style or by their gender. This study used a descriptive-qualitative design and used a questionnaire and interview for the data collection. The data were analyzed in three stages: data reduction, data display, and conclusion drawing. The researcher took the data from 6th semester students of the English department for the academic year 2022–2023 at UIN Walisongo Semarang. It was found that male students use various learning styles, such as tactile, individual, auditory, kinesthetic, group, and visual. They also employ compensation, metacognitive, and cognitive strategies. Female students use affective, social, and memory strategies. The results show that gender and learning styles do not influence learning strategies. It seems to imply that people can select their preferred learning style in accordance with their areas of weakness in learning.

**Keywords:** learning strategy, learning style, male female students

## MOTTO

**Education is not preparation for life; education is life itself.**

-John Dewey

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*Bismillahirrohmanirrohim,*

Alhamdulillah All praises to Allah SWT who is the most Gracious and the Most Merciful, the Almighty God for the blessing, kindness, and inspiration, so that the writer can complete the thesis entitled **Male and Female Student's Learning Styles and Their Strategies in Learning English.**

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Furthermore, the writer realizes that this thesis is still far from being perfect. So, it requires any suggestions and criticisms in order to make this thesis better. The writer hopes this thesis can be useful for improvement of English teaching and learning process, especially for the readers in general. May Allah always provide the best way for us. Aamiin.

Semarang, 30 November 2023

The writer,

Fita Yuliana

200304603



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# **CHAPTER I**

## **INTRODUCTION**

The background, questions, objectives, significances of research are covered in this chapter.

### **A. Background of the Study**

The process of teaching and learning English becomes an important factor because it is an international language. For the success of learning a language, proficiency, including speaking, writing, reading, and listening, is an essential requirement for students. One of the government's efforts to improve the quality of education in Indonesia is by implementing the Merdeka curriculum. The Merdeka curriculum is a novel approach to education in Indonesia that seeks to grant students freedom over their own learning path. Differentiated learning, which acknowledges each student's uniqueness and offers learning opportunities that fit their needs and interests, is a key component of the Merdeka Curriculum. Differentiated learning is a method that acknowledges the unique needs and talents of every student. With diversified learning, students have a variety of options when it comes to course content, instructional strategies, and evaluation formats. Ensuring that every student can realize their full potential and feel motivated throughout the learning process is the primary objective of differentiated instruction. To achieve this, students employ several different learning styles and learning strategies to assist them and

manage their own learning. The strategy they use is such a natural and automatic process for them that they are not aware of it. In addition, gender, age, learning style, and motivation influence the strategies they have.

Age and gender are the two most significant individual variations among learners, according to Božinović and Sindik (2011). Shuib and Azizan (2015) state that the question of whether gender variations also have an impact on every student's preferred learning method is currently problematic and up for discussion among researchers. Zapalska and Brozik (2006) discovered that by providing appropriate guidance based on each student's unique learning style, student achievement can be increased. If the teacher is aware of each student's preferred learning style, the learning outcomes will be better and when it is incorporated into the curriculum, students will be more satisfied with the learning process overall (Mohammadi et al. 2015). Based on the findings of multiple researchers, gender plays a part in learning activity especially in learning style and strategies.

There have been numerous studies done to determine how gender affects language learning strategies. A study carried out by Nurkholida (2016) find out that the students' genders differed from one another. Male students favored visual and kinesthetic learning styles, whereas female students favored auditory and group learning. For learning strategies, female Male students demonstrated cognitive and compensatory learning techniques with mean scores of 36 and 38.5,

whereas female students demonstrated affective and social learning strategies with mean scores of 36 and 35. It indicates that both major and minor learning styles were identified; the primary learning style is seen to be one in which the learner is at ease and makes use of for significant (to the student) tasks. The learner utilizes this style, but typically in a backup plan or in connection with additional learning styles, according to minor learning styles. Hidayati (Hidayati 2018) demonstrated that the possibility of male students using a multisensory learning style than a kinesthetic one. In the meantime, students who identify as feminine are more likely to employ an auditory learning method than a tactile or visual one. According to Kaylani's (1996) research, the tactics used by male and female pupils differ from one another. She found that, in contrast to their male counterparts, female students employ memory, cognitive, compensatory, and affective methods more often. Besides, Marantika's (2022) research found a connection between learning results, gender, and learning styles. Research conclusions suggest that gender and learning style may affect the way in which students learn outcomes, particularly in terms of their language proficiency.

Ansyari and Rahmi (2016) showed different findings. Their study showed that when learning English at State Senior High School 12 Pekanbaru, male and female students do not significantly differ in their preferred language learning strategies. In line with that study, Sahragard et al. (2016) analysis showed that there were no meaningful connections between students' study areas that appeal to different

learning types and language learning strategies.

Numerous studies have been carried out to find out whether learning styles differ for men and women and how learning styles and learning strategies relate to one another. However, there is only a limited amount of research discussing student learning strategies that are determined by learning style or by gender. Determining learning strategies will benefit from an understanding of this relationship based on gender. Therefore, the purpose of this study is to address the learning styles and strategies of the male and female students in the English department at UIN Walisongo and determine the learning strategies determined by their learning styles or by gender.

## **B. Research Question**

Considering the study's historical context from the prior section, the following is how the writer formulates the research questions:

1. What are the learning styles of the male and female students of English department UIN Walisongo?
2. What are the strategies of learning English of the students?
3. How do their learning styles and gender determine their learning strategies?

## **C. Research Objectives**

Considering the formulation of problem, the study's

goals are determined as follows:

1. To describe the learning styles of male and female students in the English department at UIN Walisongo.
2. To describe the learning strategies of male and female students in the English department at UIN Walisongo.
3. To identify whether the learning strategies are determined by their learning styles or by their gender.

#### **D. Significant of the Research**

According to the study goal, there should be a number of advantages from this research, including the following:

1. Theoretical benefit

In theory, this research attempts to advance knowledge about how male and female learn differently and how to use various learning strategies.

2. Practical benefits

- a. For educational institutions

These results can inform students at Walisongo State Islamic University about their learning preferences and methods, particularly for English education.

- b. For teachers

This study provides knowledge regarding students' learning preferences, which they can use to modify their instruction. Additionally,

this study may offer new insights into the differences between male and female language. It's essential for the English teacher to be familiar with the variations in language that men and women employ. The study could serve as a reference to determine the most effective method of teaching without discrimination.

c. For students

With the help of this research, students will find it easier to progress through the educational process and completely comprehend the science with understanding their own learning styles and strategies.

d. For researcher

This study contributes to our understanding of students' learning styles and strategies. In order for the researcher to utilize this knowledge in actual teaching in the future.

## **E. Limitation of the Research**

This research focused on describing the male and female learning styles and strategies used by 6th grade English department students' at Walisongo State Islamic University.



**CHAPTER II**  
**REVIEW OF RELATED LITERATURE**

This chapter reviews related material to the topic and discusses earlier studies.

### **A. Previous Research**

There have been numerous researches related to male and female students' learning styles and their strategies in learning English. It can be seen below:

Pratama (2020) conducted research in the fourth semester of the academic year 2019/2020 to determine the variations in learning styles and learning strategies for English at Pancasakti University Tegal's English Department. Researcher gives the questionnaire via Google form to 15 Female and 15 Male students. The Perceptual Learning Style Preference Questionnaire (PLSPQ) by Reid was the questionnaire that the researcher selected. Additionally, using a Google form, Rebecca Oxford techniques Inventory of Language Learning (SILL) is gathering data on learning techniques through the administration of a questionnaire. Additionally, the researcher conducts in-person or WhatsApp interviews with each student to gather data. The outcome demonstrates that there were variations in the highest average frequency of learning strategies between male and female students. With an average frequency of 2.45, female students exhibit the strongest Metacognitive learning approach and then come learning strategies related to social, cognitive, affective, memory, and compensatory. With an average score of 2.28, male students rank top when it comes to the social learning technique

Another study on learning strategies was carried out by Ranjan and Philominraj (2020) this study examines the learning strategy profiles employed by Indian students studying Spanish as a foreign language, as well as the role that gender plays in the adoption of these techniques and motivational orientations. The participants for this study (N=65) were chosen from two prestigious colleges that offer full-time undergraduate Spanish education. It was discovered that the individuals employed memory methods the least and social and metacognitive strategies the most.

Ainun Yuni Hidayati (2018) has done a research which intends to describe the various learning styles that male and female students at SMP Baitul Qur'an Boarding School Sragen's seventh-grade English classes employed in the 2017–2018 school year. The participants consisted of thirty male and thirty female pupils. The PLSP questionnaire, interviews, documentation, and observation were the methods used by the researcher to get the data. Data reduction, data visualization, and data verification were the methods used to analyze the data. The results show that male and female students used different frequencies and distinct learning techniques to acquire English. The male pupils matched their visual and aural learning styles to employ a multisensory learning approach. In the meantime, the female pupils learned English through auditory style.

Mahmud and Nur (2018) used one senior high school in Makassar, Indonesia served as the site of this study. Out of 250 pupils, 71 students were selected at random using the Slovin algorithm to serve

as the respondents. Both quantitative and qualitative data were employed in the investigation. While interviews were used to gather qualitative data, SILL's questionnaire was used to acquire quantitative data. While the idea of gender differences in relation to learning strategies was examined under the framework of gender differences in communication put forth by Lakoff and Tannen, the learning strategies were discussed based on Oxford's learning strategies. The questionnaire's results indicate that while male students use memory, metacognitive, and social strategies more frequently than female students, female students employ affective, cognitive, and compensating strategies more frequently than male students. Results from the interview indicate that students, both male and female, choose distinct learning methodologies. Additionally, the idea of gender inequalities in communication had an impact on those learning strategies. These results considerably improve the process of teaching English in order to foster productive classroom interactions and instruction.

Andini and Prastiyowati (2021) done a study to determine the gender-based learning styles that students employ when learning English. Questionnaires are used to collect data for descriptive study. The 16-item Visual, Aural, Read-Write, and Kinesthetic questionnaire was given to 104 students at a private university in Malang, Indonesia (75 females and 29 males). The findings indicated that multimodal learning techniques were chosen by both male (AK 38.1%) and female (VARK, 38.9%) pupils. For both genders, the kinesthetic learning mode

predominated (13.3% and 17.2%, respectively). Also, compared to male students, female students showed a wider variety of learning styles.

There are several parallels and variations between the previous studies and this research in terms of learning strategies and styles. Two authors in earlier research employed the Perceptual Learning Style Preference Questionnaire (PLSPQ), created by Reid as a learning style instrument, and the Strategies Inventory of Language Learning Questionnaire (SILL), created by Rebecca Oxford as a learning strategy questionnaire. The similarity showed most of the research stated that female have better ability than men. However, this research will focus on students learning strategies determined by learning styles or by gender.

## **B. Theoretical Review**

### **1) Learning Style**

#### **a. Types of Learning Style**

Learning styles are the distinctive and favored methods that people collect, organize, and process knowledge (Ayu Dewi 2017). The intricate way and circumstances in which learners perceive, the process, retain, and recall information most successfully are referred to as their learning style (Akram Awla 2014). Six learning styles

were identified in Reid's (1987) study as belonging to the perceptual Learning Style Preference:

1) Visual learning

The integration of knowledge from visual media is referred to as visual learning (Raiyn 2016). Students who prefer to read rather than learn through reading, prefer to read rather than learn through reading, enjoy drawing anything on paper, and other traits are typical of those who have a visual learning approach. The greatest ways to learn visually are to study and watch interesting pictures and videos, read books that have illustrations in addition to text, take notes using colorful markers, and create learning mind maps.

2) Auditory learning

Hearing is the primary means of obtaining information and understanding for those who learn by hearing. Auditory learners don't care how a teacher seems during a lesson; what matters to them is that they listen intently to what the teacher is saying. Typically, auditory learning styles have the best methods of learning, including playing music of their choice, having the ability to record a teacher's lesson and then listen to it again later, or

reading a book. Hearing is the primary means of obtaining information and understanding for those who learn by hearing. People who are auditory in nature do not give a damn about how a teacher looks when they are teaching; what matters is that they pay close attention to what the teacher is saying. Generally speaking, auditory learning styles of the best methods of learning, like listening to their favorite music, recording a lesson and then listening to it again later, reading aloud from a book, speaking quietly for easier memory recall, and hearing the teacher's lesson while in class. Study carefully and have discussions with others to help you grasp and remember the information (Pratama 2020).

### 3) Kinesthetic learning

Kinesthetic learners learn best when using an active, "hands-on" method. These students prefer to engage with the real world. This learning approach appreciates active learning. People with this type of learning approach typically find it simpler to learn something by doing it rather than just reading about it in a book. Performing or handling the item under study will give kinesthetic

learners their own sensory experience (Pourhosein Gilakjani 2011).

4) Tactile Learning

Students appreciate using hands-on manipulatives because they learn best by movement and touch. Engaging in physical activity is a great way for students to learn since he is physically active. These children like engaging in activities that require them to move and use their entire body (Pratama 2020).

5) Group Learning

If social skills are robust and can communicate both verbally and in writing, it's preferred learning styles group or interpersonal will generally be apparent. You will feel more at ease asking questions and debating lessons with the instructor and other students. Likes to learn by sharing thoughts and talking about relevant topics. One method to apply is to start study groups.

6) Individual learning

Individual learning styles is a situation when students prefer to study alone. By develop and become aware of our own interests and objectives by taking care of everything ourself. Students



typically prefer to use a laptop or smartphone for study purposes or to read books.

## **2) Learning Strategies**

### **a. Type of Learning Strategies**

Greek terminology for a high-level plan to accomplish one or more goals is "strategic." According to Brown, a strategy is a particular way to approach an issue or manipulate data in order to accomplish objectives (Brown 2007). A learning strategy is a unique way of thinking and acting that people employ to better understand, absorb, and recall new information (Lestari 2015). Oxford offers the most comprehensive classification of LLS created to date out of all the learning strategy taxonomies now in use. There are two main Language Learning Strategies in Oxford's taxonomy both are direct and indirect strategies.

#### **1) Direct Strategy**

Direct approaches, or activities that directly involve utilizing the target language, directly aid in language acquisition. Oxford is similar to the direct techniques used with the performers in a stage play, but she employs indirect strategies with the director of the same performance. In addition to working with the language, the performers

collaborate with the director, who oversees the performers' organization, direction, verification, corrections, and encouragement. Direct strategies divided into three:

a) Memory

Assist students with storing lengthy knowledge in long-term memory so they can access it when needed. The techniques for memory include mental associations, the use of pictures and sounds, thorough review, and the application of activities. The methods of language acquisition that make use of the target language directly are referred to memory strategies (Oxford, R., & Crookall [n.d.]). Usually, memory techniques are employed to link the visual and the spoken. There are four reasons this is beneficial: visual information can be stored in the mind more efficiently than verbal information can; visual images help encode information into long-term memory when it is presented graphically; visually packaged information may be the most effective way to support verbal material recall; and most learners prefer

visual learning (R.L. Oxford & Crookall [n.d.]).

b) Cognitive

Involve creating and updating internal mental models. Cognitive abilities are described as "manipulation and transformation of the language in some direct way, e.g. through formal practice with structures and sounds, reasoning, analysis, taking notes, functional practices in naturalistic settings, etc." It includes techniques like logical reasoning and summarizing that help language learners comprehend and use new language in a variety of ways. It consists of four sets: practice, sending and receiving messages, reasoning and analysis, and structuring input and output (Oxford, R., & Crookall [n.d.]).

c) Compensation

Used to compensate for a lack of target language proficiency. Despite their knowledge gaps, learners can nevertheless use language thanks to compensation

mechanisms. Despite their knowledge gaps, it aids learners in using the target language for production or understanding. It aims to compensate for a restricted vocabulary and grammar repertoire. When students don't know every word, they utilize a range of non-linguistic and linguistic cues to infer the meaning. Learners employ guessing tactics, commonly referred to as inferencing, when faced with unfamiliar expressions. In addition to being employed to produce the target language, compensation mechanisms are also utilized to modify its comprehension. They give learners the ability to express themselves verbally or in writing in the target language even if they don't fully understand it (Oxford 1990).

## 2) Indirect Strategy

“The strategies that enable the business of language learning” make up the second set of strategies. Because these methods facilitate and control language acquisition without actually using

the target language, they are known as indirect methods. They fall into three categories:

a) Metacognitive

Assist students in taking charge of their education. "Metacognitive strategies" refers to the use of language that goes beyond, beyond, or in conjunction with the cognitive. Therefore, metacognitive strategies are actions that go beyond basic cognitive tools and provide students with an education management tool. This package consists of three strategies: concentrating your learning, evaluating your learning, and planning and organizing your learning.

b) Affective

Provide student's ability to regulate their attitudes and feelings toward language learning. Effective tactics: According to Oxford and Crookall, it's a tactic for controlling motivations, attitudes, and feelings. Understanding how to regulate one's feelings and attitudes toward learning could have a favorable impact on the process of learning a language since it

will make the process more efficient and pleasurable. It is also well recognized that unfavorable emotions might impede advancement. Affective strategy adjustment allows for control over these variables. Conversely, negative feelings might impede advancement. For example, a certain bit of anxiety can occasionally assist students in achieving their maximum potential, while excessive anxiety can hinder language acquisition. Three sub strategies lowering anxiety, motivating oneself, and assessing emotional temperature combine to form an affective approach, which will assist students in achieving it.

c) Social

Since language is a social behavior, it involves people communicating with each other. Facilitate communication with others as a result. They assist language learners in learning with others by employing strategies like seeking clarification, soliciting correction, working with peers and fluent speakers of

the new language, developing cultural awareness, and becoming perceptive of others' emotions and ideas. However, since they influence the type of communication that takes place in a learning environment, it is crucial that they are used appropriately (Oxford, R., & Crookall [n.d.]).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The research methodology used in this study to find the answers to the research questions is presented in this chapter. However, seven sections are presented: research design, research setting and data sources, research focus, method of collecting data, instruments, and method of analyzing data.

#### **A. Research Design**

Qualitative research is the proper form that was employed in this study in accordance with the research problem. Trochim (2007) said that main categories of data comprise the qualitative approach, which is a broad way of thinking about conducting qualitative research. These categories include direct questionnaires and depth interviews. According to Bennett *et al.* (1984) the goal of descriptive research is to describe a phenomenon and its characteristics. Therefore, when a researcher want to precisely characterize the state and circumstances of something, they employ the descriptive qualitative approach.(Nazir 2007) According to the purpose of qualitative descriptive research, this method is connected for determining the different learning styles, strategies that male and female students use when learning English, as well as the reasons behind their preferences.

#### **B. Research Setting and Data Sources**

The research was done at UIN Walisongo, Semarang on 20-28



May 2023. For this study, the researcher obtained information from 6<sup>th</sup> semester English department students. In this study, convenience sampling also referred to as haphazard sampling or accidental sampling is a kind of nonprobability or nonrandom sampling in which study participants are selected according to a set of practical criteria, like near proximity, convenience of accessibility, availability at a given time, or willingness to participate. (Dörnyei 2007) In other words, the sampling is easily accessible, which makes it easier for researchers to gather data. This is the reason why the researchers utilize it: the target population is limited to select individuals that the researchers know. 60 students, but the researcher only takes 20 students. The criteria of students are 20 students of Walisongo State Islamic University consist (5 Male and 15 Female). The researcher need data about male and female learning style and strategies in English. The researcher takes the data by giving a questionnaire and interviewing the participants to get specific data.

### **C. Method of Collecting Data**

For this study, certain steps are taken to gather data which carries out the questionnaire and interview to gain the data needed. The following steps:

- 1) Questionnaire

In this research, to answer the first research question the Perceptual Learning Style Preference Questionnaire (PLSPQ) developed by Reid was utilized by the researcher to gather data. Additionally, in order to address

the second research question about learning methods, the researcher employed Rebecca Oxford's methods Inventory of Language Learning (SILL). The investigator provided a survey via a Google Form link. Every student is asked to complete the questionnaire by the researcher. The researcher will also examine the questionnaire's results.

## 2) Interview

Interviews are flexible methods of collecting data because they enable the use of spoken, audible, nonverbal, and verbal channels (Cohen et al. 2007). Term "interview" refers to the question-and-answer session between the researcher and the research participant to learn specifics and elicit information. The interviewer looks into the subject in great detail. Interviews used for triangulation were helpful as a follow-up to some questionnaire respondents to further explore their responses. In this section, the researcher also answers the last research question.

## **D. Instruments**

According to Sugiyono (2014), a research instrument is a piece of equipment that the researcher uses to gather data more easily and produce better results more thoroughly and methodically. In a simply

words, instruments are how the investigator gathers the information and get a better result. This research instruments consist of:

1) Questionnaire

The questionnaire is the primary research tool. The PLSPQ and SILL questionnaires are the two different forms of the questionnaire. To address the initial research issue on students' learning styles, the investigator employed Reid's Perceptual Learning Style Preference Questionnaire (PLSPQ). The questionnaire has thirty items, each of which has five statements about one of the following: visual, auditory, kinesthetic, tactile, group, or individual. Additionally, the researcher collected information on learning techniques using Rebecca Oxford's techniques Inventory of Language Learning (SILL). There are fifty items in this questionnaire, and each one covers one of the following: memory, cognitive, compensatory, affective, metacognitive, and social strategies. The way the questionnaire is designed asks respondents to select one response that best reflects the qualities they have learned about him by giving the mark Agree (A) or Disagree (D). Both questionnaires are showed in appendixes.

## 2) Interview Guideline

After the participants answer the questionnaires, the researcher conducts an online interview through WhatsApp to ask several questions that are still unclear from the previous questionnaire. It means that the researcher employed triangulation data. Students' learning styles and learning practices are the topics of this interview. This interview was conducted to find out the students' preferred learning styles and tactics. After answer the questionnaire, the result still unclears so that the researcher needs triangulation data through this interview.

## **E. Method of Analyzing Data**

The researcher employed Miles and Huberman's interactive analysis methodology to examine the data. The steps are activities that are connected to one another before to, during, and following the collection of data of the same kind in order to produce an overall understanding known as analysis (Miles et al. 1992). Following data collection via questionnaires and interviews, the researcher will carry out the following steps:

### 1) Data reduction

The process of selecting, streamlining, abstracting, and modifying all of the information derived from the

interview notes that are written down is known as data reduction. Summarizing, selecting the key ideas, and classifying the data helps researchers distill the findings from questionnaires and interviews.

2) Data display

Displaying data in the form of a table, so that researcher will be easier to do the next step.

Participants	Gender	Learning Styles	Learning Strategies
X1	Female	...	...
X2	Male	...	...

3) Conclusion drawing

The process of gathering data ends with this phase Conclusion drawing defined as concluding the data that have been analyzed before.

**CHAPTER IV  
FINDINGS AND DISCUSSION**

This chapter is to elaborate the discussions based on the research questions. They are research findings and discussions of the data analysis.

## **A. Findings**

The research had been started from May 15th until 24th, 2023, with 30 students in the 6th semester of the English Department at Walisongo Islamic State University. The researcher takes the instrument from the expert based on learning style and learning strategies. Furthermore, the researcher gives a questionnaire to students through a WhatsApp message by giving them the link to a Google Form and asking them to fill out the questionnaire based on their experience in learning.

In this research, the class samples are Class 4A, Class 4B, and Class 4C of the English Department at Walisongo Islamic State University Semarang, with 15 males and 5 females. Interview sessions were organized after the participants filled out the questionnaire.

### **1) The Learning Styles of Male and Female Students of English Department UIN Walisongo**

The findings showed that the learning styles used by the female students are tactile, individual, auditory, kinesthetic, group, and visual. The largest number of responses for the auditory learning approach came from the nine female students. Additionally, 7 female students

choose the individual learning style, while the least popular learning styles are only chosen by 1-3 female students, indicating that auditory and individual learning styles are most frequently employed by female students. Auditory means learning from hearing words spoken and from oral explanations. They said *“When I read aloud while studying, I can comprehend the material better than when I study silently”*. Female students also make better progress in learning when they work alone. One of them stated that *“I prefer working alone than working in groups since I can more freely express what I’ve learned”*. This is quite likely to occur as group work doesn't always end in all members being active; sometimes, only a small number of people participate.

In contrast, the male student used tactile, individual, auditory, kinesthetic and group learning styles. On the other hand, out of five male students, the tactile learning method received the most responses (4 replies), while group and individual responses (2 answers) were the two learning styles that were employed the least. For tactile learners to fully comprehend an idea, they must physically touch or attempt it. Since tactile learners complete their learning by doing it themselves, this method is frequently referred to as multi-sensory learning. In contrast to auditory and visual learning, where students must see or hear instructions in order to pick them up, this is totally different. Commonly they stated that *“I like to do “hands-on” experiences with materials such as working on experiments or making something”*. Tactile learners are active and use their body sense of touch such as do games, write notes what they hear from the teacher and do creative

activities. Below is the complete data regarding male and female learning styles.

*Table 1 Male and Female Students Learning Styles*

<b>Participations</b>	<b>Gender</b>	<b>Learning Styles</b>
X1	Male	Tactile, Individual
X2	Male	Auditory, Kinesthetic, Group
X3	Male	Tactile
X4	Male	Tactile, Individual
X5	Male	Tactile, Group
X6	Female	Tactile, Individual
X7	Female	Auditory, Kinesthetic, Tactile, Individual
X8	Female	Auditory, Group
X9	Female	Visual, Tactile
X10	Female	Visual
X11	Female	Auditory, Individual
X12	Female	Visual, Individual
X13	Female	Auditory
X14	Female	Tactile
X15	Female	Visual, Auditory, Kinesthetic, Individual
X16	Female	Auditory, Kinesthetic, Group
X17	Female	Auditory, Tactile
X18	Female	Auditory, Individual
X19	Female	Auditory, Individual
X20	Female	Visual, Kinesthetic, Tactile

As can be seen from the above table, the majority of male students used tactile learning style, the remaining students employed individual, auditory, kinesthetic, and group learning



styles. A few of male students have also blended individual and group tactile learning styles. Similar to male students, female students also integrated their learning styles, such as visual individual, auditory group, and so on. Female students primarily employed auditory and individual. Humans undoubtedly have multiple learning styles, but there is a more dominant one, thus this is very probable.

## **2) The Strategies of Learning English of English Department Students UIN Walisongo Male and Female**

The study has shown some findings regarding the learning strategies used by male and female university students. Male students tended to utilize compensation strategies more frequently than female students, according to the research. The table shows that males most frequently utilized compensation strategies, which received 5 answers. Metacognitive strategies, which only had three answers, came next after compensatory strategies. Cognitive strategies followed, each with a single answer. Male students use compensation strategies for comprehending the target language when they have insufficient knowledge of the target language. These strategies make up for the deficiency in grammar and vocabulary. When learners do not know new words and expressions, they guess the meaning.

Based on the results, the female students in the English Department used all categories of language learning strategies. They are cognitive, metacognitive, affective, social, compensation, and

memory strategies. From those learning strategies, metacognitive and memory strategies had the most answers of all strategies used by female students. Female students often use that strategy to help students understand the way they learn; in other words, it means processes designed for students to ‘think’ about their ‘thinking’. In conclusion, male students used cognitive and compensation strategies more frequently than female students, which are classified as direct strategies, whereas female students used metacognitive, affective, and social strategies more frequently than male students, which are classified as indirect strategies. The learning strategies of male and female students are as follows:

*Table 2 Male and Female Students Learning Strategies*

<b>Participants</b>	<b>Gender</b>	<b>Learning Strategies</b>
X1	Male	Cognitive (20%), Compensation (100%)
X2	Male	Compensation (100%), Metacognitive (60%)
X3	Male	Compensation (100%), Metacognitive (60%)
X4	Male	Compensation (100%)
X5	Male	Compensation (100%), Metacognitive (60%)
X6	Female	Cognitive (13,3%), Metacognitive (66,6%)
X7	Female	Metacognitive (66,6%), Social (33,3%)
X8	Female	Affective (20%), Social (33,3%)

X9	Female	Metacognitive (66,6%)
X10	Female	Metacognitive (66,6%)
X11	Female	Compensation (13,3%), Metacognitive (66,6%), Social (33,3%)
X12	Female	Memory (13,3%), Metacognitive (66,6%)
X13	Female	Social (33,3%)
X14	Female	Compensation (13,3%)
X15	Female	Affective (20%)
X16	Female	Affective (20%), Social (33,3%)
X17	Female	Metacognitive (66,6%)
X18	Female	Cognitive (13,3%), Metacognitive (66,6%)
X19	Female	Memory (13,3%), Metacognitive (66,6%)
X20	Female	Metacognitive (66,6%)

The learning strategies of females are primarily a combination of metacognitive (66.6%) and any other strategy, including social (33.3%), affective (20%), memory, and compensation (13.3%), as can be seen in the above table. The majority of males used compensation (100%) along with cognitive (20%) and metacognitive (60%) strategies. It can be inferred that men tended to utilize compensating strategies, while women tended to use metacognitive strategies.

### **3) Whether Students' Learning Strategies are Determine by Their Learning Style or by Their Gender**

After getting information about the learning style and learning strategy used by female and male students, then the researcher found proves that learning strategies are determined by learning style and gender because both influence each other. When someone knows their weaknesses in learning, they will decide which learning styles and strategies are suitable for them. As a result, achievement increases, self-confidence grows, and learning attitudes develop. For example, a male student with a tactile learning style uses compensatory strategies, he does not use metacognitive strategies because gender differences have been linked to women's memory power is sharper and stronger verbal skills. That's the reason they prefer to use compensation strategy because their weakness in memory.

*Table 3 Prove that Shows Factor Determined Students Learning Strategy*

<b>Learning Strategy</b>	<b>Learning Styles</b>	<b>Gender</b>	<b>Percentage</b>
Cognitive	Tactile	Male	20%
Cognitive	Individual	Male	20%
Compensation	Tactile	Male	80%
Compensation	Individual	Male	40%
Compensation	Group	Male	40%
Compensation	Auditory	Male	20%
Compensation	Kinesthetic	Male	20%
Metacognitive	Auditory	Male	20%
Metacognitive	Kinesthetic	Male	20%
Metacognitive	Tactile	Male	40%
Metacognitive	Group	Male	40%
Cognitive	Individual	Female	13%
Cognitive	Tactile	Female	6,6%
Cognitive	Auditory	Female	6,6%

Metacognitive	Tactile	Female	33%
Metacognitive	Individual	Female	40%
Metacognitive	Auditory	Female	33%
Metacognitive	Kinesthetic	Female	13%
Metacognitive	Visual	Female	20%
Affective	Auditory	Female	20%
Affective	Group	Female	13,3%
Affective	Visual	Female	6,6%
Affective	Kinesthetic	Female	13,3%
Affective	Individual	Female	6,6%
Social	Auditory	Female	33%
Social	Group	Female	6,6%
Social	Kinesthetic	Female	13,3%
Compensation	Auditory	Female	6,6%
Compensation	Individual	Female	6,6%
Compensation	Tactile	Female	6,6%
Memory	Visual	Female	6,6%
Memory	Individual	Female	13,3%
Memory	Auditory	Female	6,6%

In regard to the table, strategies for learning are not equally influenced by gender and learning style. It's not always the case that men who learn best by tactile means employ cognitive strategies. It turns out that some men who have a tactile learning style also employ compensatory and metacognitive learning strategies. Men's varying use of different learning strategies provided evidence that the influence of learning strategies was not constant. However, it turns out that women who learn best by tactile means also

employ compensatory and metacognitive methods in addition to cognitive techniques. In conclusion, gender or learning style have little bearing on strategies for learning because men tend to diversify their approaches as often as women do. There is cognitive in men, and there is also in women; similarly, there is compensation in men and it exists in women. Therefore, it cannot be claimed that learning styles or gender have an impact on learning strategies.

## **B. Discussion**

This part contains discussion the research findings of the recent research which compared to and the research finding of the previous research. The discussion is divided into the following categories:

### **1. Learning Style of Male and Female Students**

In response to the first study question, which investigates the male and female students in 6<sup>th</sup> English Department of UIN Walisongo learning style. The findings show that female students used tactile, individual, auditory, kinesthetic, group and visual learning learning style. The data shown that, language learning styles most often used by female students are auditory and individual. This finding is consistent with Faridah et al (2023) that the average of female

students who use auditory is 4.6, while the common of male students is 3.4. Female students are more dominant in the auditory learning style, while male students are more dominant in the visual learning style. Nurkholida (2022) also agreed that there were differences between females and males students. Females students preferred auditory and group learning styles while males students prefer visual and kinesthetic learning styles.

For the male students, they used tactile, individual, auditory, kinesthetic and group learning styles. Major learning styles they used are tactile learning styles. This finding in line with Riazi & Mansoorian (2008) which revealed that males were more interested in tactile, group, and kinesthetic learning styles while the female students showed less preference toward these learning styles specially the group learning style. Another study Tuan (2011) also had a same finding, he stated that the higher levels of English EFL students got the more kinesthetic and tactile they appeared. Furthermore, the students with the shortest length of studying English tended to be those with a variety of preferred learning styles, except individual. As far as gender was concerned, females showed a stronger tendency toward kinesthetic while males gave more preference to tactile learning.

## **2. Learning Strategies of Male and Female Students**

The second research question examines learning strategies used by female and male students. Female students are used all categorize of learning strategies, they are metacognitive, compensation, affective, social, memory and cognitive strategy. Female students ae primarily used metacognitive (66,6%). The study done by Pratama (2020) also found the same finding, the metacognitive learning style (M=2,45) was regarded as the most commonly employed learning style by all female participants.

For the male students, they only employed three learning strategies which are cognitive, compensation and metacognitive. The most used learning strategy by the male students is compensation (100%). This statement also in line with Min (2012). This can be seen from her the result of her research that one of the statement of compensating strategies had 4.09 as the female students' Mean and 3.81 as the male students'. Other research by Suhesti et al (2022) also had the same result, they stated that The gap between male and female students in using this strategy is quite close. Female students used the compensating strategies with the average number of 2.54 while male students used it with the average number of 2.63. This shows that there was not even 0.1 difference between male and female students' average number. It can be inferred that men tended to utilize compensating strategies, while women tended to use metacognitive strategies.



**CHAPTER V**  
**CONCLUSION AND SUGGESTION**

This chapter presented the conclusion and suggestion about

students learning style and their strategies in learning English of English department Students.

## **A. Conclusion**

The results and the discussion in the previous chapter lead to the conclusion that female students use a variety of learning styles, including tactile, individual, auditory, kinesthetic, group, and visual, while male students use tactile, individual, auditory, kinesthetic, and group learning styles. The learning strategy most commonly used by male students is tactile. While female is auditory and individual learning style.

For the learning strategies, male students employ various learning strategies such as compensation, metacognitive, and cognitive, whereas female students employ various learning strategies such as cognitive, metacognitive, affective, social, compensatory, and memory strategies.

The previous chapter also demonstrated the diversity of learning styles among students, both male and female. Each learner has multiple learning styles. How frequently he employs that learning approach makes a difference. This demonstrates how learning styles, gender, and techniques are three factors that do not interact. It cannot be avoided that gender makes them different from the way students act, think, feel, and behave. A person might choose the best learning style for him once he is aware of his learning deficiencies.

## **B. Suggestion**

The researcher makes a few recommendations based on the previously mentioned conclusion.

1. For teacher

According to the research, a diversity of learning methods should be provided by the teacher to the students who have distinct learning styles and strategies, regardless of gender. Teachers can assist students in learning by using a variety of methods and understanding their preferred learning style and strategy.

2. For students

It is suggested for students to decide which learning strategy is appropriate for their learning style so that it will improve their learning achievement.

3. For readers

The researcher hopes that after reading the study, it will serve as one of the references to be considered when determining learning methodologies and styles.

4. For the researcher

The researcher may gain important insight into the differences in learning styles and tactics employed by male and female students as a result of this study.

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## **APPENDIX**

### **A. Appendix 1**

## INSTRUMENT QUESTIONNAIRE LEARNING STYLE

### Perceptual Learning Style Preference Questionnaire (PLSPQ)

In the chart below, indicate how true the statement is for you in the English Classroom. Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the question. Please checklist your choices.

NO	Statements	Agree	Disagree
1	I learn better by reading what teacher writes on the chalkboard.		
2	When I read instructions, I remember them better.		
3	I understand better when I read instruction.		
4	I learn better by reading than listening to someone		
5	I learn more by reading textbooks than listening to lectures.		
6	When the teacher tells me the instruction, I understand better.		
7	When someone tells me how to do something in class, I learn it better.		
8	I remember thing I have heard in class better than things I have read.		
9	I learn better in class when the teacher gives a lecturer		
10	I learn better in class when I listen to someone.		
11	I prefer to learn by doing something kinesthetic.		

12	When I do things in class, I learn better.		
13	I enjoy learning in class by doing experiments.		
14	I understand things better in class when I participate in role playing.		
15	I learn best in class when I can participate in related activities.		
16	I learn more when I can make a model of something.		
17	I learn more when I make something for a class project.		
18	I learn better when I make drawings as I study.		
19	When I build something, I remember what I have learned better.		
20	I enjoy making something for a class project.		
21	I get more work done when I work with others.		
22	I learn more when I study with group.		
23	In class, I learn best when I work with others.		
24	I enjoy working on an assignment with two or three classmates.		
25	I prefer to study with others.		
26	When I study alone, remember things better.		
27	When I work alone, I learn better.		
28	In class, I work better when I work alone		
29	I prefer working on projects by myself.		
30	I prefer to work by myself.		

(Sources: Reid, 1987)

## Appendix 2

### INSTRUMENT QUESTIONNAIRE LEARNING

## STRATEGIES

### Strategies Inventory of Language Learning (SILL)

This form of the strategy inventory for language learning (SILL) is for students of English language. Please read each statement and fill in the square of the response with checklist that tells HOW TRUE THE STATEMENT IS (Often and Never)

NO	Statement	Often	Never
1	I think of relationship between what I already know and new things I learning English.		
2	I use new English words in a sentence so I can remember them.		
3	I connect the sound of a new English word.		
4	I remember a new English word by making a mental picture of a situation inwhich the word might be used.		
5	I use rhymes to remember new English word.		
6	I use flashcard to remember new English words.		
7	I physically act out new English words.		
8	I review English lessons often.		
9	I remember new English word or phrases by remembering their location on the page, on the board, or on a street sign.		
10	I say or write new English words several times.		
11	I try talk like native English speakers.		

12	I practice the sound of English language.		
13	I use the English words i know in different ways.		
14	I start conversation with English language.		

15	I watch English language TV Showsspoken in English language, or go to movies spoken in English.		
16	I read for pleasure in the English language.		
17	I write notes, massages, letters, or reportsin the English language.		
18	I first skim an English language passage (read over the passage quickly) then goback and read carefully.		
19	I look for words in my own language that are similar to new words in the English language.		
20	I try to find patterns in English language.		
21	I find the meaning of an English word by dividing it into parts that I understand.		
22	I try not to translate word for word.		
23	I make summaries of information that Ihear or read in the English language.		
24	To understand unfamiliar English word, Imake guesses.		
25	When I can't think of a word during a conversation in the English language, I use gestures.		
26	I make up new words if I do not know theright ones in the English language.		
27	I read English language without looking up every new word.		

28	I try to guess what the other person will say next in the English language.		
29	If I can't think of an English word, I use a word or phrase that means the same thing.		
30	I try to find as many ways as I can to use my English language		
31	I noticed my English language mistakes and use that information to help me do better.		
32	I pay attention when someone is speaking English language.		
33	I try to find out how to be a better learner of English language.		
34	I plan my schedule so I will have enough time to study English language.		
35	I look for people I can talk to in English language.		

36	I look for opportunities to read as possible in English language.		
37	I have clear goals for improving my English language skills.		
38	I think about my progress in learning English language.		
39	I try to relax whenever I feel afraid of using English language.		
40	I encourage myself to speak English language even when I am afraid of making a mistake.		
41	I give myself a reward or treat when I do well in English language.		
42	I notice if I am tense or nervous when I am studying or using English language.		

43	I write down my feelings in a language learning dairy.		
44	I talk to someone else about how I feelwhen I am learning English language.		
45	If I do not understand something in English language, I ask the other person to slow down or say it again.		
46	I ask to friend or native speaker to correctme when I talk.		
47	I practice English language with others friend.		
48	I ask for help from native speaker.		
49	I ask question English language to my friend.		
50	I try to learn about culture of native speaker.		

(Sources: Oxford, 1990)

### **Appendix 3**



The questionnaire learning style results of female student's 6th semester from excel

	Visual					Total X.1
	X1.1	X1.2	X1.3	X1.4	X1.5	
P1	5	1	1	1	1	9
P2	5	5	5	1	1	17
P3	1	5	5	1	1	13
P4	5	5	5	5	5	25
P5	5	5	5	5	5	25
P6	5	5	5	1	1	17
P7	5	5	5	5	5	25
P8	1	5	5	1	1	13
P9	5	5	5	5	1	21
P10	5	5	5	5	5	25
P11	5	5	5	1	1	17
P12	1	1	1	1	1	5
P13	5	5	5	5	1	21
P14	5	5	5	1	1	17
P15	5	5	5	5	5	25
						275
					Rata-rata	18,3

	Auditory					Total X.2
	X2.1	X2.2	X2.3	X2.4	X2.5	
P1	5	1	5	1	1	13
P2	5	5	5	5	5	25
P3	5	5	5	5	5	25
P4	5	5	1	5	5	21
P5	5	5	1	5	1	17
P6	5	5	5	5	5	25
P7	5	5	1	1	1	13
P8	5	5	5	5	5	25
P9	5	5	1	5	5	21
P10	5	5	5	5	5	25
P11	5	5	5	5	5	25
P12	5	5	5	5	5	25
P13	5	5	5	5	5	25
P14	5	5	5	5	5	25
P15	5	5	1	5	1	17
						327
					Rata-rata	21,8

	Kinesthetic					Total X.3
	X3.1	X3.2	X3.3	X3.4	X3.5	
P1	5	1	5	1	1	13
P2	5	5	5	5	5	25
P3	1	5	1	5	5	17
P4	5	5	1	5	5	21
P5	1	5	5	5	5	21
P6	5	5	1	5	5	21
P7	1	1	1	1	1	5
P8	5	5	5	5	1	21
P9	1	1	5	5	5	17
P10	5	5	5	5	5	25
P11	5	5	5	5	5	25
P12	5	1	5	5	5	21
P13	1	5	5	5	5	21
P14	5	1	5	1	5	17
P15	5	5	5	5	5	25
						295
					Rata-rata	19,7

	Tactile					Total X.4
	X4.1	X4.2	X4.3	X4.4	X4.5	
P1	5	5	5	5	5	25
P2	5	5	5	5	5	25
P3	5	1	5	1	1	13
P4	5	5	5	5	5	25
P5	5	5	1	5	5	21
P6	1	5	1	5	5	17
P7	5	5	1	5	1	17
P8	5	5	1	5	5	21
P9	5	5	5	5	5	25
P10	5	5	1	5	5	21
P11	5	5	1	5	5	21
P12	5	5	5	5	5	25
P13	1	5	1	5	5	17
P14	5	5	5	1	5	21
P15	5	5	5	5	5	25
						319
					Rata-rata	21,3

	Group					Total X.5
	X5.1	X5.2	X5.3	X5.4	X5.5	
P1	1	1	1	1	1	5
P2	1	5	1	1	1	9
P3	5	5	5	5	5	25
P4	1	5	5	1	1	13
P5	5	1	1	5	5	17
P6	1	5	5	5	5	21
P7	1	1	1	1	1	5
P8	1	1	1	5	1	9
P9	5	1	1	5	1	13
P10	5	1	1	1	1	9
P11	5	5	5	5	5	25
P12	1	5	1	1	1	9
P13	1	1	1	1	1	5
P14	1	1	1	5	1	9
P15	1	5	5	5	5	21
						195
					Rata-rata	13,0

	Individual					Total X.6
	X6.1	X6.2	X6.3	X6.4	X6.5	
P1	5	5	1	5	5	21
P2	5	5	5	5	5	25
P3	5	1	5	5	5	21
P4	5	5	5	1	1	17
P5	5	1	1	5	5	17
P6	5	5	5	5	5	25
P7	5	5	5	5	5	25
P8	5	5	1	5	5	21
P9	5	5	1	1	1	13
P10	5	5	5	5	5	25
P11	1	5	1	5	5	17
P12	5	5	1	5	5	21
P13	5	5	5	5	5	25
P14	5	5	5	5	5	25
P15	5	5	1	1	1	13
						311
					Rata-rata	20,7

The questionnaire learning style results of male student's 6th semester from excel

	Visual					Total X1
	X1.1	X1.2	X1.3	X1.4	X1.5	
P1	5	5	5	5	5	25
P2	5	5	5	1	1	17
P3	5	5	5	5	1	21
P4	5	5	1	1	1	13
P5	1	5	1	5	1	13
						89
					Rata-rata	17,8

	Auditory					Total X2
	X2.1	X2.2	X2.3	X2.4	X2.5	
P1	5	5	1	5	5	21
P2	5	5	5	5	5	25
P3	5	5	1	5	5	21
P4	1	5	1	1	1	9
P5	1	5	1	5	1	13
						89
					Rata-rata	17,8

	Kinesthetic					Total X3
	X3.1	X3.2	X3.3	X3.4	X3.5	
P1	5	5	5	1	5	21
P2	5	5	5	5	5	25
P3	5	5	5	1	5	21
P4	5	5	1	1	1	13
P5	1	1	5	5	1	13
						93
					Rata-rata	18,6

	Tactile					Total X4
	X4.1	X4.2	X4.3	X4.4	X4.5	
P1	5	5	5	5	5	25
P2	5	5	1	5	5	21
P3	5	5	5	5	5	25
P4	5	5	5	5	1	21
P5	5	5	5	1	5	21
						113
					Rata-rata	22,6

	Group					Total X5
	X5.1	X5.2	X5.3	X5.4	X5.5	
P1	5	1	5	5	5	21
P2	5	5	5	5	5	25
P3	1	1	1	1	5	9
P4	5	5	1	1	1	13
P5	5	5	5	5	5	13
						81
					Rata-rata	16,2

	Individual					Total X6
	X6.1	X6.2	X6.3	X6.4	X6.5	
P1	5	5	5	5	5	25
P2	5	5	5	1	5	21
P3	5	5	1	5	5	21
P4	5	5	5	5	5	25
P5	1	5	1	1	1	9
						101
					Rata-rata	20,2

The questionnaire learning style results of female student's 6th semester from excel

	Memory									Total X1	
	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9		
P1	5	5	5	1	1	1	1	1	5	25	
P2	5	5	5	1	5	5	5	5	1	37	
P3	1	5	1	1	1	1	5	5	5	25	
P4	5	5	1	5	1	1	5	1	5	29	
P5	5	5	1	1	5	1	5	5	5	33	
P6	5	5	5	1	5	1	5	1	5	33	
P7	5	5	5	5	1	1	5	5	5	37	
P8	5	1	5	5	1	1	5	5	5	33	
P9	5	5	5	5	1	1	1	1	5	29	
P10	5	5	5	5	1	1	5	1	5	33	
P11	5	5	5	5	5	1	5	5	5	41	
P12	5	5	5	1	5	1	5	1	5	33	
P13	5	5	5	5	1	1	5	5	1	33	
P14	5	5	5	5	5	5	5	5	5	45	
P15	5	5	5	5	1	1	5	1	5	33	
										499	
										Rata-rata	33,3

	Cognitive														Total X2	
	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	X2.14		
P1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70	
P2	1	5	5	5	5	5	5	5	5	5	5	1	5	5	62	
P3	5	5	5	5	5	5	5	5	5	1	5	5	1	5	62	
P4	5	5	5	5	5	5	1	1	1	5	5	1	1	1	46	
P5	1	5	5	5	5	1	5	1	5	5	5	5	1	5	44	
P6	5	5	5	5	1	5	5	5	5	5	5	5	5	5	66	
P7	5	5	5	5	1	5	5	1	1	1	5	5	5	5	44	
P8	5	5	5	5	1	1	1	5	5	1	5	1	5	5	50	
P9	5	5	1	5	1	1	1	1	5	5	5	5	5	1	46	
P10	5	5	5	5	5	5	5	1	1	5	5	5	5	1	58	
P11	5	5	5	1	1	5	1	1	5	5	5	5	5	5	54	
P12	5	5	5	5	1	5	5	1	5	1	5	1	5	1	50	
P13	5	5	5	5	5	5	1	5	5	5	1	5	5	5	62	
P14	1	5	5	5	1	5	5	1	5	5	5	5	1	5	44	
P15	5	5	5	5	1	5	5	1	5	1	5	1	5	5	44	
															802	
															Rata-rata	53,5

	Compensation						Total X3
	X3.1	X3.2	X3.3	X3.4	X3.5	X3.6	
P1	1	5	1	1	1	1	10
P2	5	1	5	1	5	5	22
P3	1	1	5	1	5	1	14
P4	1	5	5	1	5	5	22
P5	1	5	5	5	1	5	22
P6	5	5	5	1	5	5	26
P7	5	1	5	1	5	5	22
P8	1	5	5	1	5	5	22
P9	1	5	5	5	5	5	26
P10	1	5	5	1	1	5	18
P11	1	5	5	5	1	5	22
P12	1	5	5	1	5	5	22
P13	1	5	5	5	1	5	22
P14	5	1	1	5	5	5	22
P15	1	5	5	5	5	5	26
							318
						Rata-rata	21,2

	Metacognitive									Total X4
	X4.1	X4.2	X4.3	X4.4	X4.5	X4.6	X4.7	X4.8	X4.9	
P1	5	5	5	1	1	1	1	5	1	25
P2	5	5	5	5	5	5	5	5	5	45
P3	5	5	5	5	1	5	5	1	5	37
P4	5	5	5	5	1	5	1	5	5	37
P5	5	5	5	5	5	5	5	5	5	45
P6	5	5	5	5	5	5	1	5	5	41
P7	5	5	5	5	1	1	5	5	5	37
P8	5	5	5	5	1	5	1	5	5	37
P9	5	5	5	1	1	1	5	5	5	33
P10	5	5	5	5	1	1	5	5	5	37
P11	5	5	5	5	1	5	1	5	5	37
P12	5	5	5	5	1	5	5	5	5	41
P13	5	5	5	5	1	5	1	5	5	37
P14	5	5	5	5	5	5	5	5	5	45
P15	5	5	5	5	5	5	5	5	5	45
										579
									Rata-rata	38,6

	Affective						Total X5
	X5.1	X5.2	X5.3	X5.4	X5.5	X5.6	
P1	5	5	1	1	1	1	14
P2	5	5	1	5	1	5	22
P3	5	5	5	5	1	5	26
P4	1	1	5	5	1	5	18
P5	1	5	5	5	1	5	22
P6	5	5	1	5	1	5	22
P7	5	1	1	1	1	1	10
P8	5	5	1	5	1	1	18
P9	5	5	1	5	1	1	18
P10	5	5	5	5	5	1	26
P11	5	5	5	5	5	5	30
P12	5	5	1	5	1	1	18
P13	5	5	1	5	5	1	22
P14	5	5	1	5	1	1	18
P15	5	5	1	5	1	1	18
							302
						Rata-rata	20,1

	Social						Total X6
	X6.1	X6.2	X6.3	X6.4	X6.5	X6.6	
P1	1	1	1	1	5	1	10
P2	5	5	5	5	5	5	30
P3	5	5	5	1	5	5	26
P4	5	5	5	1	5	1	22
P5	5	5	5	1	5	5	26
P6	5	5	5	1	5	5	26
P7	5	5	1	1	5	5	22
P8	5	5	5	1	5	5	26
P9	5	5	1	5	1	5	22
P10	5	1	1	1	5	5	18
P11	5	5	5	5	5	5	30
P12	5	1	5	1	1	5	18
P13	5	1	1	1	5	5	18
P14	5	1	5	1	5	1	18
P15	5	5	5	1	1	5	22
							334
						Rata-rata	22,3

The questionnaire learning style results of male student's 6th



semester from excel

	Memory									Total X1	
	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9		
P1	5	5	5	5	1	1	5	5	5	37	
P2	5	5	5	5	5	5	5	5	5	45	
P3	5	5	5	5	5	1	1	5	5	41	
P4	1	1	1	1	1	5	1	1	1	13	
P5	1	1	1	1	1	1	1	1	5	13	
										149	
										Rata-rata	29,8

	Cognitive														Total X2	
	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	X2.14		
P1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70	
P2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70	
P3	1	5	5	5	5	5	5	5	5	5	5	5	5	5	66	
P4	5	5	5	5	5	5	5	1	1	1	1	1	1	1	42	
P5	1	5	5	5	1	1	1	1	1	1	1	1	5	5	34	
															282	
															Rata-rata	56,4

	Compensation						Total X3	
	X3.1	X3.2	X3.3	X3.4	X3.5	X3.6		
P1	5	5	5	5	5	5	30	
P2	5	5	5	5	5	5	30	
P3	5	5	5	5	5	5	30	
P4	5	5	5	5	5	5	30	
P5	5	5	5	5	5	5	30	
							150	
							Rata-rata	30

	Metacognitive									Total X4	
	X4.1	X4.2	X4.3	X4.4	X4.5	X4.6	X4.7	X4.8	X4.9		
P1	1	1	1	1	1	1	1	1	5	13	
P2	5	5	5	1	5	5	5	5	5	41	
P3	5	5	5	5	1	5	5	5	5	41	
P4	1	1	1	5	1	5	5	1	1	21	
P5	5	5	5	5	5	5	5	5	1	41	
										157	
										Rata-rata	31,4

	Affective						Total X5
	X5.1	X5.2	X5.3	X5.4	X5.5	X5.6	
P1	5	5	5	5	1	5	26
P2	5	5	5	5	1	5	26
P3	5	5	5	5	1	5	26
P4	1	5	1	1	1	5	13
P5	1	1	5	1	5	5	18
							109
						Rata-rata	21,8

	Social						Total X6
	X6.1	X6.2	X6.3	X6.4	X6.5	X6.6	
P1	5	5	5	1	5	5	26
P2	5	5	5	1	5	5	26
P3	5	1	1	1	5	5	18
P4	1	1	1	5	5	5	18
P5	1	1	1	1	5	5	14
							102
						Rata-rata	20,4

## Appendix 4

Male interview data

- X1

Me: Prefer to study with books? Picture? Music? Video? Or other?

X1: Music

Me: How do you remember material? Read recurring? Repeated listening? Or with a move?

X1: Listening repeatedly

Me: What about when you study at home?

X1: When I read aloud while studying, I can comprehend the material better than when I study silently.

Me: Sometimes when speaking English, do you feel uncomfortable with the opposite sex?

X1: No

Me: Why?

X1: Because I already know my classmate.

Me: OK, next question when the you deliver your opinion, which one do you prefer, oral or written? Why?

X1: Oral, because when spoken it is clearer.

Me: OK, last question, bro. When in class, and there an activity, do you prefer to be active or not? Why?

X1: Active, because if we are active in class, we will get a score addition.

- X2

Me: Do you prefer studying with books? Picture? Music? Video? or other?

X2: Video

Me: How do you remember material? Read recurring? Repeated listening? Or with a move?

X2: I remember it with a movement.

Me: What about when you study at home?

X2: By watching films and reading English subtitles and then I translated it into Indonesian

Me: Sometimes when speaking English, do you feel uncomfortable with the opposite sex?

X2: No

Me: Why?

X2: Because I already recognize my classmates but I prefer working alone than working in groups since I can more freely express what I've learned.

Me: OK, next question when the you deliver

your opinion, which one do you prefer, oral or written? Why?

X2: Oral, because verbally I can express my opinion clearly free and clear.

Me: OK, last question, bro. When in class, and there an activity or activity, do you prefer to be active or not?

Why?

X2: Active, because if you are active in class you will get grades addition.

- X3

Me: Do you prefer studying with books? Picture? Music? Video? or other?

X3: Video bro.

Me: How do you remember material? Read recurring? Repeated listening? Or with a move?

X3: I remember it with a movement.

Me: What about when you study at home?

X3: By watching films and reading English subtitles and then I translated it into Indonesian

Me: Sometimes when speaking English, do you feel uncomfortable with the opposite sex?

X3: No

Me: Why?

X3: Because I already recognize my classmates.

Me: OK, next question when you deliver your opinion, which one do you prefer, oral or written? Why?

X3: Oral, because verbally the opinion is clearer.

Me: OK, last question, bro. When in class, and there an activity or activity, do you prefer to be active or not? Why?

X3: Active, so that you get good grades, because if you are active in class you will get a score addition

- X4

Me: Do you prefer studying with books? Picture? Music? Video? Or other?

X4: Music.

Me: How do you remember material? Read recurring? Repeated listening? Or with a movie?

X5: I listen to it repeatedly to remember the material.

Me: What about when you study at home?

X4: By listening to music and then looking for the meaning of the song.

Me: Sometimes when speaking English, do you feel uncomfortable with the opposite sex?

X4: No

Me: Why?

X4: Because I already know my friend.

Me: OK, next question when you deliver your opinion, which one do you prefer, oral or written? Why?

X4: Written and sometimes verbal, because it depends on the situation, if the situation is I'm afraid of being wrong I will answer them in writing or in writing if I can I answered verbally.

Me: OK, last question, bro. When in class, and there an activity or activity, do you prefer to be active or not? Why?

X4: No, actually I feel embarrassed to be active

- X5

Me: Do you prefer studying with books? Picture? Music? Video? Or other?

X5: Video.

Me: How do you remember material? Read recurring? Repeated listening? Or with a move?

X5: I like to do "hands-on" experiences with materials such as working on experiments or making something.

Me: What about when you study at home?

X5: By watching films and reading English subtitles and then I translated it into Indonesian

Me: Sometimes when you speak English, do you feel uncomfortable with the opposite sex?

X5: No

Me: Why?

X5: Because they're my classmates.

Me: OK, next question when you deliver your opinion, which one

do you prefer, oral or written? Why?

X5: Oral, because verbally I can express my opinion clearly free and clear.

Me: OK, last question, bro. When in class, and there an activity or activity, do you prefer to be active or not? Why?

X5: Active, because the lecturer will notice me

- X6

Me: Do you prefer studying with books? Picture? Music? Video? Or other?

X6: Music.

Me: How do you remember material? Read recurring? Repeated listening? Or with a movie?

X6: Reread.

Me: What about when you study at home?

X6: Reading books on material that has been studied in college and me too learn English by listening to western songs.

Me: Sometimes when speaking English, do you feel uncomfortable with the opposite sex?

X6: No

Me: Why?

X6: Because I already recognize my classmates.

Me: OK, the next question is when you express your opinion, which one do you prefer, verbally or written? Why?

X6: Written, because I'm embarrassed about my English-speaking skills when giving an opinion.

Me: OK, last question, bro. When in class, and there an activity or activity, do you prefer to be active or not? Why?

X6: Active, because I will get score addition.

- X7

Me: Do you prefer studying with books? Picture? Music? Video? Or other?

X7: Video bro.

Me: How do you remember material? Read recurring? Repeated listening? Or with a move?

X7: I remember it with a movement.

Me: What about when you study at home?

X7: By watching films and reading English subtitles and then I translated it into Indonesian

Me: Sometimes when speaking English, do you feel uncomfortable with the opposite sex?

X7: No

Me: Why?

X7: Because they're my friends

Me: OK, next question when the you deliver your opinion, which one do you prefer, oral or written? Why?

X7: Oral, because verbally I can express my opinion clearly

Me: OK, last question, bro. When in class, and there an activity or activity, do you prefer to be active or not? Why?

X7: Active, if you are active, you can get good grades from the lecturer.



- X8

Me: Do you prefer studying with books? Picture? Music? Video?  
Or other?

X8: Books, bro.

Me: How do you remember material? Read  
recurring? Repeated listening? Or with a movie?

X8: I read it over and over again.

Me: What about when you study at home?

X8: By reading the material that has been studied in lectures

Me: Sometimes when speaking English, do you feel uncomfortable  
with the opposite sex?

X8: No

Me: Why?

X8: Because I already recognize my classmates.

Me: OK, next question when you deliver your opinion, which one  
do you prefer, oral or written? Why?

X8: Oral

Me: Why?

X8: Because verbally I can express my opinion clearly  
Very clear.

Me: OK, last question, bro. When in class, and there  
an activity or activity, do you prefer to be active or not?

X8: Active, so that you get good grades, because if you are active  
in class you will get grades addition.

- X9

Me: Prefer to study with books? Picture? Music? Video? Or other?

X1: Music

Me: How do you remember material? Read recurring? Repeated listening? Or with a movie?

X9: Listening repeatedly

Me: What about when you study at home?

X9: By listening to English songs to add vocabulary

Me: Sometimes when speaking English, do you feel uncomfortable with the opposite sex?

X9: No

Me: Why?

X9: Because I already know my classmate.

Me: OK, next question when the you deliver your opinion, which one do you prefer, oral or written? Why?

X9: Oral, because when spoken it is clearer.

Me: OK, last question, bro. When in class, and there an activity, do you prefer to be active or not? Why?

X9: Active, because if we are active in class, we will get a score addition.

- X10

Me: Do you prefer studying with books? Picture? Music? Video? or other?

X10: Video

Me: How do you remember material? Read recurring?

Repeated listening? Or with a move?

X10: I remember it with a movement.

Me: What about when you study at home?

X10: By watching films and reading English subtitles and  
then I translated it into Indonesian

Me: Sometimes when speaking English, do you feel uncomfortable  
with the opposite sex?

X10: No

Me: Why?

X10: Because I already recognize my classmates.

Me: OK, next question when the you deliver  
your opinion, which one do you prefer, oral or written? Why?

X10: Oral, because verbally I can express my opinion clearly  
free and clear.

Me: OK, last question, bro. When in class, and there  
an activity or activity, do you prefer to be active or not?

Why?

X10: Active, so we will get grades addition.

## Daftar Riwayat Hidup

Nama : Fita Yuliana  
Tempat, tanggal lahir : Kudus, 17 Juli 2002  
Jenis kelamin : Perempuan  
Kewarganegaraan : Indonesia  
Agama : Islam  
Status : Mahasiswa  
Alamat : Jl. Bareng Colo Kandangmas Rt 3 Rw 11  
Dawe Kudus  
Telepon : 085869008636

- **Riwayat Pendidikan**

1. SD N 2 Pelang Tahun 2009-2014
2. SMP N 1 Mayong Tahun 2014-2016
3. MAN 1 Kudus Tahun 2017-2020
4. UIN Walisongo Semarang Tahun 2020-sekarang