

PROCEEDING

The 3rd International
Indonesian Forum for Asian Studies

BORDERLESS COMMUNITIES & NATIONS WITH BORDERS CHALLENGES OF GLOBALISATION

Universitas Gadjah Mada & Universitas Islam Indonesia
Yogyakarta

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**The 3rd International
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& NATION WITH BORDERS
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February 8-9th 2017 | Gedung Lengkung UII Yogyakarta

WELCOME ADDRESS

International Indonesian Forum for Asian Studies

The International Indonesian Forum for Asian Studies (IIFAS) is an organically grown academic network to enhance the study of the Asia-Pacific region. It was initiated by several doctoral students from Indonesia, Australia and several other countries with the aim to provide an opportunity for young academics in their start-up phase of their career and established academics to meet together in academic exchanges. Sharing research findings and opening discussion in an interchange of knowledge at renown academic venues was the desire for the founding members. Building on a series of successful conferences and public lectures of some of its initial members has made IIFAS grown considerably.

After receiving a keen invitation from two hosting partners, Universitas Gadjah Mada (UGM) and the Universitas Islam Indonesia (UII), IIFAS has come to Yogyakarta in 2017. The Forum is dedicated to friendly and open exchanges in a truly academic tradition, thus actively welcoming participants from Asia, the Pacific and the rest of the world. The call for papers was circulated in May 2016 and by request extended till the 15th of January 2017. IIFAS is aware of the difficulties some far away students might face to present a paper in person at the conference venue in Yogyakarta. As a result of those difficulties, some presenters have been permitted to prepare a poster or absentee presentation at the conference.

I wish to thank the generous UII and UGM rectors, deans, heads of departments, lecturers, staff and volunteer students for the outstanding facilities granted and services provided at this 3rd IIFAS Borderless Communities and Nations with Borders: Challenges of Globalisation Conference. I encourage all delegates and guests a constructive time in creative exploration of innovative interdisciplinary research ideas. I wish you an enjoyable time at the conference, a wonderful experience meeting the Yogyakarta residents and visiting the magnificent sites of interest that virtually stretch between the beach of Parangtritis and the top of Mount Merapi volcano. Welcome and thank you for your endeavours meeting here together.

Johan Richard Weinré
Chairperson of the Forum

FOREWORD

Center for Southeast Asian Social Studies (CESASS),
Universitas Gadjah Mada

We are pleased to welcome all the honourable speakers, guests, and participants to the heart of Java in Yogyakarta, Indonesia, a city of arts surrounded by traditional ambience as a source of Southeast Asian treasure.

Universitas Gadjah Mada, through its CESASS, promotes a social transformation in Southeast Asian epistemic community based on how Southeast Asian see themselves, and to be a hub for its studies network in global scale. CESASS was also pointed as a Center of Excellence (PUI) in social science by Ministry of Research and Higher Education of the Republic of Indonesia since 2016. By this mandate, the Center prioritizes to develop advanced research management and to promote inclusiveness in reconstruction of Southeast Asian studies.

In regard to those roles, the Center aims to bound an epistemic community of Southeast Asian studies for knowledge transfer and scholars networking. 3rd IIFAS Conference is one of the significant agendas from CESASS, as well as our partners; IIFAS and UII, to deliver that purpose. By gather all the scholars to discuss a discourse in the studies, it might be useful for our research development near future. I do hope that you will take this opportunity to explore the potential knowledge and broadening your network.

We are glad for meeting you in this Conference and wish you have fruitful forums. Hopefully, it can contribute to the development of Southeast Asia and Social Studies.

Hermin Indah Wahyuni
Director of the Center

FOREWORD

International Relations Department,
Universitas Islam Indonesia

Welcome or selamat datang to the 3rd International Indonesia Forum for Asian Studies (IIFAS). This year the 3rd IIFAS Conference is held in Yogyakarta and co-hosted by the Department of International Relations of Universitas Islam Indonesia (UII) and the Center for Southeast Asian Social Studies of Universitas Gadjah Mada (PSSAT UGM). We are delighted to share with you the city of Yogyakarta, a well-known academic magnet for many students of the Indonesian Archipelago and international visitors alike who visit Indonesia every year. The city is a host to several hundred institutions of higher education and also truly one of the most important centers of Javanese culture. Therefore, Yogyakarta ought to be a perfect spot for this conference event and for us to meet at this occasion.

The two host universities of this year's conference have both their own uniqueness. It is not very well known but UII holds the title of the oldest national private university in Indonesia, while our partner in this conference, UGM, holds the title of the oldest state university here in Yogyakarta. UII has committed itself to provide study opportunities in the many fields of sciences and the religion of Islam for the benefit of the society. This IIFAS conference is one of UII efforts to fulfill its commitment in sciences and to provide a greater understanding of our particular religious' feelings. The conference has opened an opportunity for a greater interaction among academics and guests. As the conference theme indicates, we hope in these two days to explore and share ideas on how borderless communities interact in a field of nations with fixed borders. We hope that the conference will expose significant results for the development of knowledge and society.

Irawan Jati
The Head of the
International Relations Department

TABLE OF CONTENTS

Facing Asean Economic Community Opportunities and Challenges by Optimizing Distribution Route – A Case Study at X Logistic SDN BH	1
I-FOCUS Model: Today and Future OOH Media Industry – Ethical Consideration	11
Determinants of Innovativeness in ICT-Based Firms in Indonesia: The Role of Institutional Conditions, Network Strength and Network Open	20
The Influence of Resource Orchestration and Dynamic Capability on Competitive Strategy and Their Implications Toward Competitive Advantage of SOEs Construction Service	32
Analysis of Audit Quality in Muna's Inspectorate	45
Developing Penta-Helix Based Collaboration for Solving the Business Challenges of Indonesian Palm Oil Industry	57
Implementation of Information Technology and Innovation to Increase Competitive Advantage Studi at Rural Bank (BPR) in Indonesia	68
Innovation Leadership to Enhance the Performance of Construction State Owned Company in Indonesia	80
Predicting Data-Driven Power Shifts Through Decision Maker Cognitive Styles	98
Open Career System and the Opportunity for Female Civil Service to Occupy the High Leader Position in Local Bureaucracy in Indonesia	106
Business Swing: Flexibility to Agility	114
Developing Values-Based Leadership in Family Business for Sustaining Business Success across Generations	122
Followership and Leadership Role in Improving the Competitive Advantage of Companies at The Global Market (Case Study on Quick Service Restaurant)	134
Innovate or Die: Future Management is an Integrated Innovation	145
Internalization of Idealism and Relativism on the Perception of Accountants' Ethics Code	156
The Influence of Role Conflict Toward Auditor's Performance: Research on Kendari's City Inspectorate	168

The Influence of Locus of Control and Professional Commitment Toward Auditor's Behavior in Conflict Situation	177
The Kebon Rojo Incident on 3 October 1945 in Pekalongan	189
Dealing with Distinction: Challenge for International Students of Public University in Surabaya	199
Principle Of Non – Discrimination As A Result Of Parallelism Of Human Rights And International Economic Law In Southeast Asia	210
“Cabotage” as the Final Stages of Open Sky Policy: Indonesia Challenges and Implementation in Asean Community Framework	222
Digital Generation in the Indonesia Palm Oil Industry	240
Dynamic Cross-Cultural Competencies for Future Global Leader: A Systematic Literature Review	250
Implementation of Camat's Performance Agreement in Improving the Quality of Public Services in Bandung City	259
Making Home in a New Space: The Birth of a Community	270
Evolution Knowledge based Dynamic Capabilities: Indonesian SME Perspectives	279
From Local to Global: Culture Oriented Product Design	292
ASEAN's Non-Interference Principle as an Obstacle in Surmounting the Problem of Indigenous Tribes in the Region Case Study: The Existence and Acknowledgement of Sama Bajau People in Contemporary World	301
New Actors on a Global Stage: Grassroots Responses to Globalisation in Myanmar	313
Analysis of Community's Willingness to Accept (WTA) on Waste Management of Waste Bank Programme in Yogyakarta City	322
Governments' Responses in Facing The Disbandment of Stephen Tong's Revival Worship in Bandung as The Test of City Tolerance	332
Contesting ISIS in Indonesia: Leadership and Ideological Barriers on Radicalism as Foundation to Counterterrorism	340
Challenges Of Negative Globalisation: The Role Of Pesantren In Counter To The Spreading Of Salafy Jihadism In Indonesia	350
Map Media History As A Means Of Independent Learning High School Students In Banyuasin	361

The Use Of Learning Digital Media To Increase Interest And Learning Achievements History At High School Students	365
The Influence of Dialogue towards English Speaking Ability for Eleventh Grade Senior High School at SMAN 3 Kota Serang	370
The Effectiveness of Word Wall Strategy on Students' Vocabulary Mastery	381
The Strategy to Make Themes and Develop Teaching Materials of Integrated Science in Junior High School	391
The Multimodal Analysis in Printed Advertisement and Its Application in Language Teaching	399
The Importance of Integrated Sciences Teaching Materials Based on the Potential Advantages of Lombok to Improve Students' Understanding on the Environment	409
Authentic Assessment of Reading Skill in Learning Indonesian	415
Pre-Service Teachers Performance in Field Study Courses and Practice Teaching	422
Increase Nationality Insight Through Learning History	435
History Learning in Nonformal Education	441
Developing Students' Patriotism at Indonesian School in Singapore	450
Serat Mudhatanya : The Values Of Leadership And The Utilization Of The History Learning in High School	457
Religious Education Having Multiculturalism	462
Investigation Students' Logical Thinking Abilities on Chemistry Learning	472
Students' Creative Disposition, Creative Thinking Skill, and Creative Product in Engineering Design-Based Science Learning Activity	480
Probing Environmental Wisdom In Bahasa Indonesia Curriculum 2013 Grade Vii And X Textbook Published By Kemendikbud: An Ecocriticism Assessment By Greg Garrard	491
English Acquisition Towards Students With Special Needs Through Inclusive Education In Central Java Province	503
EFL Undergraduate Students' Learning Style Preference	513
Can the Dissemination of Election Program Increase Voter Participation? A Quasi-Experiment Study	527

Democracy, Is It Ideal or Just Another Things to Deal?	537
Indonesian Government Policy In Prevention And Combating Corruption In The Public Sector In 2014-2015	540
Compliance on Fragmented Regimes: A Southeast Asian Perspective on International Refugee Law	553
Interpretation of Political Communication: The Al-Maidah 51 Case	562
The Challenge of Sustainable Innovation in Palm Oil Industry	566
The Role of Sogo Shosha Companies toward Japan Security Posture Shifting:nGlobalized Economy-Security Nexus	579
The Deficiency of Deradicalization Program by The National Counter Terrorism Agency (NCTA) Indonesia	588
Demolition Of Foreign Ship With Illegal Fishing As A Form Of Protection Of Marine Sovereignty In Indonesia	596
The Urgency of Border Markers Revitalization at Land Border between Indonesia-Malaysia as Manifestations of Indonesia's Sovereignty and Territorial Stability (Case Study Temajuk Village, Sambas Regency, West Borneo Province)	603
The Role of Indonesia's Public Diplomacy in Combating Islamophobia after the Rise of ISIS	622
The Thinking of Economic Independence by Muhammad Husni Tham	634
Fukuda Doctrine in The Middle of Growing ASEAN: Is It still Relevant?	640
Ideology about Post-Indonesia Human According to Novel Burung-burung Manyar (Critical Discourse Analysis on Y.B.Mangunwijaya Work)	651
The Implementation of R.A Kartini's Heroism Values in Learning of Social Science In SMPS Kartini Mataloko, Ngada - East Nusa Tenggara	663
Idolizing Westernized Bodily Practices: A Deconstruction of Men's Lifestyle Magazine in Indonesia	673
The Western-Eastern Concept Found In The Trends Of Indonesian Celebrity Wedding Ceremonies	682
Social Factors Influencing Generation Y's Purchase Intention of Local Brand Fashion in Bandung	693
The Image Of Sucker Consumers In Gilanya Belanja Di Buka Lapak's Advertisement (Published On 4 December 2016 In Bukalapak's Official Youtube)	708

Advancement of Government Communication in Pre-Disaster Circumstances to Reduce Community Distress in West Sumatra	716
Does Arabic Brand Name The Most Influencing Factor in Halal Cosmetic Purchase Intention? A preliminary Study	729
Is There Any Difference between Muslim and Non-Muslim Consumer's Purchase Intention Towards Halal Cosmetic? A Preliminary Study	738
The Shift in Responsibility to Pesantren: From Collective Efforts to Self-Struggle	747
Quranic-Sociological Perspectives on Environmental Issues within Tambak Cemandi Sidoarjo Fisherman Community	752
The Relationship of Parental Verbal Aggression and Delinquency among Early Adolescents in Banda Aceh	763
The Prohibition of Pregnant Marriage by Modin: Case Study in Temas Village, Batu	772
Politeness Strategies In The Way Of Rejection Utterance Based On Gender	781
The effect of Work-Family Conflict at the Ministry of Health in Indonesia	789
Does Greener Really Seem Healthy? Investigating the Effect of Packaging Color on Consumer's Healthfulness Perception	801
Ustaz Abdullah Gymnastiar's Speaking Politeness Strategy in Indonesia Lawyers Club Talkshow on TV One	811
Local Culture and Tradition: Local Tradition Preservation Ruwatan Rambut Gembel as a Culture Heritage	818
Mangatawa Ta: A Study on the Humor in Mindanaon Memes	825
Enkulturation of Suluk Wujil Value of Build Social Solidarity in Multicultural Society	855
The Relevance of Abdul Rivai's Thought in Teaching History in the Globalization Era	844
Gender Gap In Granting The Customary Title "Pohutu Momulanga" In Gorontalo	850
The Role of Berasan bekule Culture As The Customary Law within the Society of Pasemah in South Bengkulu	862
Phenomenon of English Code-switching Used among Indonesian Facebookers	868

Begging Tradition : A Challenge To Develop Muntigunung Village As A Tourist Village In Globalization Era	873
Women and Men Portrayal – A Critical Discourse Analysis of Indonesian Folklore	882
Bubuksah Gagangaking Relief is as Religious Tolerance Symbolism of Majapahit	887
Interpretation of the Values of Babad Wirasaba as the Form of Leadership	893
Local Belief System, Tatouage, Tradition and Adaptation in Mentawai	899
Multiculturalism Discourse in South Korea: Reflection on Internationalisation of Korean Higher Education	912
The Translation of Risalah Al-Mu'awanah as The Base Foundation of Multicultural Studies Between Arabic and Javanese Language	919
A Proposed ICT Framework for Natural Language Processing to Detect Hate Speeches within Online Media	924
A Critical Discourse Analysis of Donald Trump Victory Speech and Its Application in ELT	929
Films Based on Adaptation, Sequel, Prequel, and Remake: Between Creativity and Market Dominance	938
The Inferiority of Southeast Asian Women toward Korean Women	949
Objectivity of republika.co.id in Reporting the Trial Court of Religion Blasphemy with Ahok as Defendant	959
Superhero: Modern Role Model in Pop Culture Society	969
Social Media and Globalization: The Importance of Instagram for Communicating World-Class University	981
Citizen Journalism on the Twittersphere: The shift from alternative journalism to citizen journalism	992
Pseudo-Identity: Lifestyle's Ecstasy Society in Whatsappization	1002
Law of Information and Electronic Transactions vs Twitter: Which one Stronger?	1014
The Meaning of Dependent Clause in German Teen Book "Die Ilse ist Weg" by Christine Nöstlinger	1025
Adolescent's Beauty and Body Images in Joyce Carol Oates' Novels	1037

The Portrayal of Women in a Collection of Short Stories Kumpulan Budak Setan	1048
Margaret's Loneliness in Tennessee William's a Cat on the Hot Tin Roof	1054
The Values and Functions of Proverbs in Pasemah language by The Society of Kedurang, South Bengkulu	1062
The Governmentality System in Dystopian Society in Veronica Roth's Divergent	1070
Between Dynamic Strategies, Competitive Reality, and Borderless Consumers: Price War in the Indonesian Lighting Industry	1080
Accelerated Transformation of Indonesian SME's: Embracing Entrepreneurial Orientation and Innovation on Achieving Dynamic Capability to Increase Competitiveness	1089
Absorptive Capacity on External Knowledge Acquisition: Predicting Innovation that Helps Indonesian SMEs	1102
The End of Competitive Advantage of Palm Oil Industry and How Sustainable Development Affect Competitive Advantage	1118
Role of Palm Oil Companies in Indonesia as a Nation Competitive Advantage	1134
Does Poverty Affects Child Labour and School Attendance? : Evidence from Indonesia	1144
A Quest for Public – Private Partnership Form in Achieving Indonesian's Food Security Goals : A Case Study on Beef Industry in Indonesia	1150
The Spatial Pattern and Determinants of Poverty: Case of Central Java Province in Indonesia	1155
Culture As A Capital To Improve The Local Economy Case Study In Cibuntu Village, Kuningan	1164
Relationship between Exchange Rate Market and Stock Market in Indonesia	1172
Indonesian Talent Go Global: Preliminary Study on Millennials	1178
Labour Commodification In Indonesian Television Industry: Exploitation And Capitalization of Labours on False Consciousness (The Political Economic of Media Research on Television Program Production in Indonesia)	1189
Reframing Water Scarcity Issues in Gunungkidul: From Local Environmental Problems to Global-National Water Policy Discourses	1198
Mangrove Natural Recourse Conservation Envirolibrary Based In Karanggandu Village, Trenggalek Regency, East Java	1211

Analysis of Global Scale Meteorology to Food Security in East Java Province	1124
Phytoremediation of Rice Field Contaminated by Chromium with Mendong (Fimbristylis globulosa) To Supporting Sustainable Agriculture	1236
Occupational Diseases Prevention In The Use Of Pesticides In Agricultural Sector Karanganyar	1247
Sustainable Development Solution: Delivering Independent Indonesia through Education based Green Generation of Conservation Socioentrepreneurship to Achieve the Demographic Dividend	1254
Globalization: Citizenship and its Challenges Cosmopolitanism as an Alternative Paradigm in International Relations	1259
Limited Dual Nationality in Indonesia, A Study of Human Right Protection	1268
The Determinant Factors of Developing Type 2 Diabetes Mellits: Case - Control Study in Primary Health Care in Surabaya 2016	1276
Potential Hazard Analysis With Fishbone Method Due To High Noise At Pt. X	1284
Hazard Identification Risk Assessment And Determinating Control Model For Work Related Diseases Prevention In Informal Sector Batik Karanganyar	1290
Androgynous Male Gender Performativity in Padang	1297
Women Demystification in Terrorism: Critical Analysis of Terrorists' Wives as the Ignored Group	1305
Analysis Of Gender Issues Comfort Women Issues In Yogyakarta	1317
Women Construction Worker and Future in The Era of Globalization	1326
Problem Solving Method Development for Improving the Quality of Indonesian History Learning in Vocational High School	1333
Comparative Study Between Project-Based Approach and Inter-Question Approach in Teaching the Voice Over Internet Protocol Course	1340
Acceleration Of Illiteratacy Eradication By Peer-Tutor Method	1347
The Effect of Using Teams-Games-Tournament (TGT) Technique on the Eleventh Graders' Reading Comprehension at SMAN 55 Jakarta	1354
Opportunities to Integrate Disaster Education in Junior High School Science Learning	1362
A Pragmatic Approach In Teaching And Learning Indonesian As An Effort To Culturalize Students' Politeness	1368

EFL Undergraduate Students' Learning Style Preference

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ABSTRACT

In the present, one of the most current issues in EFL context is that the learning approach that must be put into account by the teacher or faculty before designing or creating a more various teaching methods or approaches in their teaching activities.

The aim of this study was to investigate the most dominant of EFL Students' learning styles preferences and to increase the teachers and faculties' awareness and understanding of the strength of learning styles in teaching and activities process. The respondents were administered a questionnaire which was adapted from Cohen, Oxford, and Chi's (2001) Learning Style Survey (LSS). To support the data, interview was also conducted to a number of respondents.

The result of data analysis showed that the primary and secondary learning styles of the students' preferences were visual and kinesthetic. Whereas auditory was the last learning style preference found in the study.

Key Words: Learning Style, Learning Style Preference, English Language Learners

INTRODUCTION

English is considered as a foreign language in Indonesian. In the current practice of Indonesian education system, formal English learning at school begins at primary or secondary level. The students usually are taught twice a week, with a time span of somewhere between one to one and a half hour per session. However, being a foreign language, English is usually not used in Indonesian students' daily life. They speak either any of Indonesian vernacular languages or Indonesian at home. Not surprisingly, teachers of English deliver the materials in Indonesian so as to make it easier for the students to understand. The difficulties in learning English arise from the fact that the Indonesian language may not apply various techniques or strategies. This often results in the students' complaint toward the situation.

Second and foreign language researchers and teachers have long been trying to develop theories about learning style as a way to find solutions to the problems faced in the teaching and learning activities. In the context of English as Foreign Language (EFL), learners are encountered with so many problems. One of them is the way the learners acquire the learning material might be different from one another. For example, some may prefer to recognize the words or material when studying, others may be interested in pictures, and the other ones may prefer to demonstrate their own rather than keeping memorizing. This can be understood since learning requires a high concentration in order to understand the concept of learning. Such condition and situation for concentrating are very much connected to learning style.

For the past few years, a number of scholars investigated the learners' learning style preferences. Hyland (1993) in his study to learners in Japan also found that the learners preferred Auditory and Tactile styles. Reid (1987) conducted a study focusing on the learners' learning style preferences. The participants of the study came from different cultures. It was found out that Korean students were more visual in learning styles preferences. Whereas, Chinese' students studying in the USA favored Kinesthetic and Tactile styles than other styles. Similarly, Peacock (2001) examined the learning style preferences of EFL and ESL students. The results of these studies also showed that the students preferred kinaesthetic learning styles above others.

There have also been a number of papers reporting some aspects of the students' perception on learning style depending upon the personal factors and their learning styles' distinctions. A number of studies (e.g. Montgomery, 1996; Dangwal & Mitra, 1999; Zapalska & Brozik, 2006; Akkoyunlu & Soyulu, 2008; Karthigeyan & Nirmala, 2013). Another study conducted by Riazi and Riasati (2007), in their study they found out that the EFL learners preferred to be actively engaged during their study. Few number of studies have investigated the impact of learning styles in community college courses (see Jones, Reichard & Mokhtari, 2003; Terry, 2001). Even though those studies aimed to help the students or learners understand their learning style, however, up to now, little attention has not been paid concerning such study in the context of university level in Indonesia. Therefore, the present study can be one of important considerations for the teachers or faculties in providing appropriate strategies or techniques when teaching in the class.

This paper discusses the findings of a study recently done to find out the EFL students' perceptions on their learning style preferences at the English Teaching Study Program of the Faculty of Education and Teacher Training of the Christian University of Indonesia, Jakarta.

METHOD

Learning Styles

The success of learning the language does not merely depend on one aspect of the teaching and learning strategies. This is in line with Oxford (1990) who stated that "many factors affect the choice of language learning strategies among which we can name: degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality, general learning styles, personality traits, motivation level, and purpose for learning the language." Grasha (1996, p. 41) has defined learning style as personal qualities that influence a student's ability to acquire information, to interact with peers and the teachers, and otherwise participate in learning experiences. There are four commonly preferred learning styles, i.e. independent, dependant, collaborative, and participant. Independent - learners prefer to work alone on tasks given than with other students. (2) Dependent - learners tend to look at their teachers and friends in which they are as the source of information. (3) Collaborative - learners acquire information by sharing and working together with their teacher and friends. (4) Participant - learners actively engage in class activities and discussion. (Grasha, 1996) According to Brown (2000) learning styles is as the way in which every learner perceives and processes information in learning circumstances. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another. Celcia-Murcia (2001) defines learning styles as the general approaches—for example, global or analytic, auditory or visual—that students use in acquiring a new language or in learning any other subject. The manner in which a learner perceives, interacts with, and responds to the learning environment.

In accordance with the experts' explanation, the researcher conclude that some learners have different learning styles and some others may learn best by watching and listening, others by reading, and the others learn by doing and moving hands. Therefore, it is important to take into account the students' learning styles while teaching or developing a course material. As a result, the learners may improve more on their learning achievement whenever they know their learning style. This is in line with Matthew (1996) who stated that students who learn with their preferred learning styles tend to gain more knowledge and skills as well as actively engage when taught and presented with new materials. Likewise, Stebbins (1995) said that students who know their learning style preferences are able to build their self-confidence that can reinforce their willingness to be risk-takers.

Learning Styles Models

For the past few decades, a number of researchers have constructed and designed varied learning style models and instruments assessing the learner's learning style, for example David Kolb. In his model, he categorized four types of learners, i.e. divergers, assimilators, convergers and accommodators. This model, however, focuses primarily on adult learners (Kolb, 1984). Gregorc (1985) has designed a model for learning style namely concrete-abstract and sequential-random. He further stated that one may possibly have different combination of those models such as abstract-sequential, abstract-random, concrete-sequential, concrete-random. Other scholars like Dunn & Dunn (1989) also proposed the learning style model and it concentrated on five domains: environmental, emotional, sociological, physiological and psychological containing 21 elements in those domains. Reid (1995) has developed learning style model based on how students learn best using their perceptions: visual, auditory, kinesthetic and tactile preferences and also two social aspects of learning: group and individual preferences. Given (2002) constructed a broad approach to learning styles by including five learning systems based on the brain's natural learning systems, i.e., emotional, social, cognitive, physical and reflective. Cohen, Oxford and Chi (2001) designed a Learning Style Survey (LSS) in which among the number of main aspects, it includes these three aspects, i.e., visual, auditory and kinesthetic. The aim of the LSS is to assess the students' general approach to learning and to see their overall learning style preferences.

In accordance with the definitions from the scholars previously, the present investigation the researcher has adopted Cohen, Oxford and Chi's (2001) Learning Style Survey (LSS) to identify the students learning style preference in the context of English as a Foreign Language.

The Role of Learning Styles in Teaching and Learning Process

Gilakjani (2012, p. 109) said that "knowledge of learning style also provides information to the student as to why s/he has learnt in a different way than others. It helps to control the process of learning." Since the way the learners acquire the knowledge is different from each other in the teaching and language learning process in EFL context, the teachers should not only prepare the material well but also provide good approach or strategies for their learners so that the factors influenced or the learning obstacles encountered by the learners can be reduced. This is in line with Oxford (2003, p. 1) who said that "language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language."

Furthermore, the students may have different learning style preferences, the teachers and learners must also understand the role of learning styles as one of the keys to improving their knowledge in their study. This is in line with Csapo and Hayen (2006, p. 129) said that "understanding learning styles and the role of learning styles in the teaching/learning process is a key component in effective teaching." Additionally, it is believed that when the learners are introduced earlier with the learning styles, they may work best in their study during the teaching and learning activities. Moreover, by understanding the role of learning style, it is highly expected that they can absorb the information or knowledge given by the teacher and the teaching and learning process may be much more meaningful to both the students and the teachers. As a result, the language learning can be well achieved (cf, Choi, Lee, and Jung, 2008)

This study was carried out in Christian University of Indonesia on August-October 2016 to find out the undergraduate students' perception on their learning style preferences. The participants were 58 students of English Teaching Study Program – batch 2013-2015. The participants were administered a set of questionnaire which was adapted from Cohen, Oxford, and Chi's (2001) Learning Style Survey and consisted of 30 items (5-point Likert scale: *never, rarely, sometimes, often, and always*) was used. The questionnaire was also divided into three main categories – the first category is focusing on Visual Learning Style, the second is for Auditory

Learning Style, and the last is for Kinesthetic Learning Style. The time taking for the questionnaire lasted for seventeen minutes.

In order to support the students' perception on learning style, a focus group discussion (group interview) was conducted by inviting fifteen students who were randomly selected from different batch. The students were interviewed to obtain a more detailed description of their perceptions on learning style preferences. The interview questions were basically similar to the statements written on the questionnaires and it took about thirty five minutes to complete the interview.

Eventually, all the questionnaires were then scrutinized and to support the data, the findings of the study as well as the result of the interview were also included in the study.

DISCUSSION

The following are the results and findings of the research in which the researcher classified based on the most dominant order of occurrences namely from the highest rank to the lowest one. The findings showed that the most dominant learning styles preference is visual, followed by kinesthetic and the last is auditory. To support the data, the interview result is then included in the study.

Since the discussion covers the most preference of the respondents' learning style i.e., visual, kinesthetic and auditory, it is then presented based on the most dominant frequencies found in this study. The first learning style preference found was Visual (see Table 1).

Table 1

No.	Visual	Respondents (N=58)				
		never	rarely	sometimes	often	always
		f (%)	f (%)	f (%)	f (%)	f (%)
1	I remember something better if I write it down.	0 (0%)	3 (5,2)	20 (34,5)	25 (43,1)	10(17,2)
2	I take detailed notes during lectures.	1 (1,7)	4 (6,9)	21 (36,2)	23(39,7)	9(15,5)
3	When I listen, I visualize pictures, numbers, or words in my head	2 (3,4)	5 (8,6)	23 (39,7)	16 (27,6)	12(20,7)
4	I prefer to learn with TV or video rather than other media.	3 (5,2)	6 (10,3)	25 (43,1)	14(24,1)	10(17,2)
5	I use color-coding to help me as I learn or work.	5 (8,6)	7 (12,1)	20 (34,4)	20(34,5)	6 (10,3)
6	I need written directions for tasks.	1 (1,7)	7 (12,1)	13 (22,4)	24(41,3)	13 (22,4)
7	I have to look at people to understand what they say.	1 (1,7)	2 (3,4)	10 (17,2)	27(46,6)	18(31)
8	I understand lectures better when	4 (6,9)	3 (5,2)	16 (27,6)	23(39,6)	12(20,7)

	professors write on the board.					
9	Charts, diagrams, and maps help me understand what someone says	5 (8,6)	11 (18,9)	17 (29,3)	15(25,9)	10(17,2)
10	I remember peoples' faces but not their names.	7 (12,1)	4 (6,9)	17 (29,3)	13(22,4)	17 (29,3)
	Total of frequency	29	52	182	200	117

Respondents' Visual Learning Style Preference

Table 1 illustrated the majority of the respondents' learning style preferences i.e., visual learning style. It is obviously stated that among the 10 items of visual' learning style preference statements, 200 instances were found in *always*, followed by 182 *often*, and 117 frequencies found in *sometimes*, while 52 instances were found in *rarely*, and only 29 instances were *never*. The data were supported by the respondents' interview result. When the respondents were asked whether they always learn best and take detailed notes during the lecturer or not, a respondent interviewed (R3) said, "I do take notes, but most of them are doodles and random notes from my thoughts about the lectures. I write only the most important one, even sometimes I draw image of the lectures situation." Another interviewee (R2) stated similar response, "Yes, because I usually remember something what I write besides what people say."

When asked whether they prefer looking at the teacher during the lecture to understand what he/she says, interviewee (R1) said, "Yes, I often look at teacher when I want to understand what he say and also it can help me understand the material described better." Interviewee (R5) said, "Yes, I like to see the teacher body language and at the same time I will more understand what he says."

Next, when asked whether they prefer to learn with TV or video rather than other media during the lecture, a few of interviewees (R15) said, "Yes, learning with TV or video can help me look at the people when they are speaking and it makes me understand the material well." Similar response uttered by another interviewee (R6) said, "I sometimes enjoy watching TV or video, especially learning through video showed in the class. To me, it is very helpful to learn the material from the video."

However, when asked whether charts, diagrams, and maps help them understand during lecture. Interviewee (R4) said, "I don't really think charts and diagrams can make me more understand about the material." Another interviewee (R7) said, "I can learn best by using video. I rarely learn by charts and diagrams."

There is a tendency that the most of the respondents prefer the visual learning style during the lecture and they seem to work best when it is visually provided with videos or other media to assist them in learning the material. The visual learning style preference found in the study also confirms the study carried out by Reid (1987)

Table 2

Respondents' Kinesthetic Learning Style Preference

No.	Kinesthetic	Respondents (N=58)				
		never	rarely	sometimes	often	always
		f (%)	f (%)	f (%)	f (%)	f (%)
21	I prefer to start doing things rather than checking the directions first.	5 (8,6)	11 (18,9)	21 (36,2)	15(25,9)	6 (10,3)
22	I need frequent breaks when I work or study.	0 (0%)	1 (1,7)	19 (32,8)	23(39,6)	15(25,9)
23	I need to eat something when I read or study.	3 (5,2)	7 (12,1)	25 (43,1)	13(22,4)	10 (17,2)
24	If I have a choice between sitting and standing, I'd rather stand.	7 (12,1)	15(25,9)	22(37,9)	7 (12,1)	7 (12,1)
25	I get nervous when I sit still too long.	11 (18,9)	12(20,7)	17 (29,3)	11 (18,9)	7 (12,1)
26	I think better when I move around (e.g., pacing or tapping my feet).	6 (10,3)	6 (10,3)	20(34,5)	18(31)	8(13,8)
27	I play with or bite on my pens during lectures.	10 (17,2)	7 (12,1)	19 (32,8)	13(22,4)	9(15,5)
28	Manipulating objects helps me to remember what someone says.	2 (3,4)	5 (8,6)	26(44,8)	19 (32,8)	6 (10,3)
29	I move my hands when I speak.	3 (5,2)	4 (6,9)	9 (15,5)	23 (39,6)	19 (32,8)
30	I draw lots of pictures (doodles) in my notebook during lectures.	10 (17,2)	9 (15,5)	21 (36,2)	11 (18,9)	7 (12,1)
	Total of frequency	57	77	199	153	94

Table 2 indicated that the second learning style preference of the respondents is *Kinesthetic*. It can be seen in the total of instances that was found in *sometimes*, 199 occurrences, followed by 153 instances *often*. Next, it was found in *always* 94 instances, 77 instances were found in *rarely*, and the last, it was found in *never* 57 instances. The data were also supported by the respondents' interview result. When the respondents were asked whether or not they always get nervous when they sit too long during the lecture, a number of respondents admitted that they always get nervous when they sit too long. A respondent interviewed (R9) said, "yes, I always get nervous when I sit too long in the class. I don't like if I don't participate in the study. Besides, sitting is boring without doing anything." Another interviewee (R7) stated similar response, "Yes, because in my opinion nobody likes to sit all the time during studying. So, the teacher must make the teaching more fun and show the students with other media or new technique."

When asked whether they prefer frequent breaks when studying. Several of the respondents stated that they prefer to have more time to break when they study. Interviewee (R11) said, “Yes, I prefer to have breaks because I am often bored listening and sitting in the class during the lecture, but if I have something to do I like to study.” Another Interviewee (R6) said, “Yes, I think it depends on the class. If it is not fun and boring, I prefer to have breaks than studying in the classroom.” Next, when asked whether they prefer to move around during the lecture. 33% of the respondents said that they sometimes think better when they move around (e.g., pacing or tapping their feet). An interviewee (R11) said, “Yes, moving around the class is helpful and it helps me understand the lecture well.” Another interviewee (R2) said, “Sometimes I enjoy moving around the class while asking questions to my friends. It makes me improve not only my speaking but also my vocabulary.” In addition to this part, this study seems to confirm the study conducted by Riazi and Riasati (2007) stating that the students preferred to be actively participated during their study in the class.

Next, some of them said that they rarely check the direction in the beginning instead of starting doing things. An interviewee (R4) said, “I prefer to start doing things rather than checking the directions first. Even, when I look at the direction it is very quick.” Another interviewee (R6) said, “Yes, honestly I am always in a hurry doing things. I don’t look at the direction. Sometimes I got bad result.” The last, when asked whether or not manipulating objects helps them to remember what someone says. Surprisingly, 10% of them stated *never* enjoy it, while the rest understand it better. Interviewee (R10) said, “I don’t like people manipulating objects when studying. I understand better when the teacher just give a clear instruction.” Similar response from another interviewee (R8) said, “To me, it doesn’t make any difference. I don’t agree if people manipulate some objects can make them understand better. So I actually just need clear explanation and description.” Unlike the study by Peacock (2001) who pointed out that Kinesthetic was the first learning style preference of the learners above others, in this study, Kinesthetic was found in the second rank.

Table 3

Respondents’ Auditory Learning Style Preference

No.	Auditory	Respondents (N=58)				
		never	rarely	sometimes	often	always
		f (%)	f (%)	f (%)	f (%)	f (%)
11	I remember things better if I discuss them with someone.	1 (1,7)	2 (3,4)	14(24,1)	22(37,9)	19 (32,8)
12	I prefer to learn by listening to a lecture rather than reading.	1 (1,7)	8(13,8)	18(31)	19 (32,8)	12(20,7)
13	I need oral directions for a task.	1 (1,7)	5 (8,6)	20 (34,4)	18(31)	14(24,1)
14	Background sound helps me think.	2 (3,4)	10 (17,2)	19 (32,8)	15(25,9)	12(20,7)
15	I like to listen to music when I study or work.	7 (12,1)	11 (18,9)	11 (18,9)	8(13,8)	21 (36,2)
16	I can understand what people say even when I cannot see them.	4 (6,9)	9(15,5)	26(44,8)	17 (29,3)	2 (3,4)
17	I remember peoples’ names but not their faces.	11 (18,9)	12(20,7)	21 (36,2)	9(15,5)	5 (8,6)

18	I easily remember jokes that I hear.	1 (1,7)	2 (3,4)	17 (29,3)	25 (43,1)	13(22,4)
19	I can identify people by their voices (e.g., on the phone).	1 (1,7)	3 (5,2)	18(31)	25 (43,1)	11 (18,9)
20	When I turn on the TV, I listen to the sound more than I watch the screen.	2 (3,4)	11 (18,9)	23(39,6)	17 (29,3)	5 (8,6)
	Total of frequency	31	73	187	175	114

Next, Table 3 showed that the last preference of respondents learning style is auditory. It is clearly seen in the total of occurrences of each frequency found in this study. 187 instances were found in *often*, followed by 175 instances were found in *sometimes*. Next, 114 instances were found in *always*. Whereas 73 instances were found in *rarely* and 31 instances were found in *never*. The result also indicated that the respondents tend to frequently prefer learning when auditory style is conducted. The data was supported by the respondents' interview result. When the respondents were asked whether they always learn best when listening to a lecture, a respondent interviewed (R13) said, "Yes, I prefer to listen to a lecturer rather than to read myself." Another interviewee (R8) stated similar response, "Yes, I remember things better if I listen to a lecturer' explanation."

When asked whether they prefer listening to music when they study or work. Interviewee (R7) said, "Yes, I like to listen to music very much and I often listen to music while I am studying." Interviewee (R10) said, "Yes, listening to music will improve my vocabulary in my study."

Next, when asked whether they prefer to easily recognize someone by the voice. A number of interviewees (R14) said, "Yes, I can identify people by their voices easily rather than their face." Another interviewee (R6) said, "Yes, I think it is easy to remember someone by the voice rather than their face." The other interviewee (R12) said, "Yes, listening to someone's voice is much easier than recognizing their faces."

Based on the result, it seems that a number of the respondents prefer the auditory learning style and they also have their opinion that by listening more to recorded audio, it will help them improve their pronunciation better.

In summary, it is obvious that the majority of the respondents in learning style preferences vary from one another. Therefore, as the teachers or faculties need to understand their learners' needs of learning style involving the learners' participation so that they may find their own learning style preferences to solve the problem encountered during the study. This way can also help the students know their individual learning style preferences. Moreover, by understanding the students' learning style preferences, the teachers or faculties can also help the students to be aware of their various strengths as well as improving their weaknesses during the studying or lecturing.

CONCLUSION

As the results of the study have shown that the primary and secondary learning styles of the students preferences were visual and auditory, and kinesthetic was their last learning style preference. There may be an indication that the EFL learners have their own learning style preferences and these preferences varied from one another. Therefore, it is highly important to the policy makers or teachers to integrate multiple teaching methods in teaching and learning activities. It is also important to know that by understanding the learners' predominant

learning style, the teacher must also provide learning media as the tools to make the teaching and learning activities more various. In addition, understanding the EFL learners' particular learning style may assist the teachers or faculties in making instructional strategies and is highly essential to performing better in the classroom that allow both the learners and the teachers mutually meet their needs. Lastly, incorporating or combining the learning style in a teaching can also become one of considerations for the teachers or faculties as the solution to the learners who belong to a single learning style preference so that they can see the differences in learning styles among students and improve the students' learning strategies for their successful learning. In so doing, it can also help the students to understand their learning style better that may result in the improvement of the students' academic achievement.

As the result of the study may not be implemented in other institution, a further investigation is then highly recommended. For the future research, the result of the study should deliver an important message to the teachers or faculties and academic institutions who are keen on teaching their courses in EFL environment. In other words, assessing the learning style in the context of EFL should give the teachers and faculties indication of how learning methods or new directions in the classroom should be kept developing and in big scale study for a betterment.

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Appendix

Questionnaire

Questionnaire

Dear Students,

I would like to conduct a research study in learning style. This study aims at investigating and assessing your general approach to learning English as a Foreign Language (EFL). It does not predict your behavior in every instance, but it is a clear indication of your overall style preferences. In addition, regarding your personal data will be kept confidentially.

Personal Identity:

Gender: Male Female

Age: _____ years old

Batch: 2015/2016 2014/2015 2103/2014 2012/2013

Instruction:

For each item, circle the response that represents your approach. Complete all items. There are 3 major activities representing 3 different aspects of your learning style. When you read the statements, try to think about what you usually do when learning. Do not spend too much time on any item—indicate your immediate feeling and move on to the next item.

For each item, circle your response:

0 = Never

1 = Rarely

2 = Sometimes

3 = Often

4 = Always

Part A

No	Statement	Frequency				
		0	1	2	3	4
1.	I remember something better if I write it down.	0	1	2	3	4
2.	I take detailed notes during lectures.	0	1	2	3	4
3.	When I listen, I visualize pictures, numbers, or words in my head.	0	1	2	3	4
4.	I prefer to learn with TV or video rather than other media.	0	1	2	3	4
5.	I use color-coding to help me as I learn or work.	0	1	2	3	4
6.	I need written directions for tasks.	0	1	2	3	4
7.	I have to look at people to understand what they say.	0	1	2	3	4
8.	I understand lectures better when professors write on the board.	0	1	2	3	4

9.	Charts, diagrams, and maps help me understand what someone says.	0	1	2	3	4
10.	I remember peoples' faces but not their names.	0	1	2	3	4
	Total					

Part B

No	Statement	Frequency				
		0	1	2	3	4
11.	I remember things better if I discuss them with someone.	0	1	2	3	4
12.	I prefer to learn by listening to a lecture rather than reading.	0	1	2	3	4
13.	I need oral directions for a task.	0	1	2	3	4
14.	Background sound helps me think.	0	1	2	3	4
15.	I like to listen to music when I study or work.	0	1	2	3	4
16.	I can understand what people say even when I cannot see them.	0	1	2	3	4
17.	I remember peoples' names but not their faces.	0	1	2	3	4
18.	I easily remember jokes that I hear.	0	1	2	3	4
19.	I can identify people by their voices (e.g., on the phone).	0	1	2	3	4
20.	When I turn on the TV, I listen to the sound more than I watch the screen.	0	1	2	3	4
	Total					

Part C

No	Statement	Frequency				
		0	1	2	3	4
21.	I prefer to start doing things rather than checking the directions first.	0	1	2	3	4

22.	I need frequent breaks when I work or study.	0	1	2	3	4
23.	I need to eat something when I read or study.	0	1	2	3	4
24.	If I have a choice between sitting and standing, I'd rather stand.	0	1	2	3	4
25.	I get nervous when I sit still too long.	0	1	2	3	4
26.	I think better when I move around (e.g., pacing or tapping my feet).	0	1	2	3	4
27.	I play with or bite on my pens during lectures.	0	1	2	3	4
28.	Manipulating objects helps me to remember what someone says.	0	1	2	3	4
29.	I move my hands when I speak.	0	1	2	3	4
30.	I draw lots of pictures (doodles) in my notebook during lectures.	0	1	2	3	4
	Total					

Thank you for your participation!

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ISBN 978-602-63604-0-9



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