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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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