**CULTURAL STUDIES: STUDENTS’ LEARNING STYLE BASED ON MALE AND FEMALE AT ENGLISH LANGUANGE EDUCATION STUDY PROGRAM**

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**ABSTRACT.**

This research aimed to determine the learning styles used by male and female students in fourth, sixth and eighth semesters at the English Language Education Study Program. The research was conducted at Sintuwu Maroso Poso University. The method used in this research is descriptive qualitative research. The research subjects were 45 students of the English Language Education Study Program. The instruments used to collect data are questionnaire and interview. The results showed that there were six learning styles used by students in fourth, sixth and eighth semeters at the English Language Education Study Program, namely visual, auditory, kinesthetic, tactile, group and individual learning styles. The dominant learning style used by male students at the English Language Education Study Program was the group learning style with an average number 37.7, while the dominant learning style used by female students at the English Language Education Study Program was the kinesthetic learning style with an average number 39.5.

**Keywords**: ***Learning Styles, Male, Female***

1. **INTRODUCTION**

Gender consists of male and female. Gender is a social and cultural element. Gender development is influenced by several factors, such as biological, social and cognitive factors. Gender differences affect male and female in terms of learning and understanding lessons. Gender also effects students’ skills in receiving material from teachers, learning motivation, psychological aspects and attitudes.

Term of gender also occurs in the world of education. Gender can effect learning styles because gender is a socio-cultural and psychological dimension of male and female. Gender plays an important role in the learning process. Differences in learning styles based on gender affect the students’ way in thinking and working in the learning process, because each student has a different learning style.

Learning style are important for students and teachers. It is important for every individual to know the learning style in the learning process, because then each individual can solve problem in their life. Learning style is one of the biggest problems significant to know in learning process, in order to be effective in the learning process and individuals are responsible for their own learning. Learning style are also important for teachers to understand, because they can help them to understand how the students receive and interact the information.

In this research, the researcher wants to describe the learning styles used by the male and female students and to describe the dominant learning style from male and female students at English Language Education Study Program.

The related studies by Wengkau (2021), entitled *“*Analyzing the Students’ Learning Styles in Learning English Due to the Impact of Covid-19 at Sintuwu Maroso University*.* Aims to analyze students’ learning styles due to the impact of Covid-19. This research used a quantitative method and the instrument was questionnaire was distributed to the 65 active students at English Language Education Study Program in academic year 2020/2021 at Sintuwu Maroso University.  The result showed that due to the impact of Covid-19, students’ learning styles were more inclined to visual learning style with a percentage of 35%, while auditory learning style were 32% and kinesthetic learning style were 33%.

The related studies by Viriya and Sapsirin (2014) studied “Gender Differences in Language Learning Style and Language Learning Strategies”. This study aims to investigate gender differences in language learning style and language learning strategies. This research instrument was questionnaire (PLSPQ; Perceptual Learning Style Preference Questionnaire was distributed to the 150 students at Information and Communication Technology Study Program at Chulalongkorn University. The result showed that both male and female differed in terms of learning styles but did not differ in terms of strategies. For tactile, males prefer the minor learning style while females prefer the major learning styles as well as auditory and kinesthetic. For individual, males prefer the negative learning style while females prefer the minor learning style. For visual, both males and females prefer the minor learning style. Finally for group, both males and females prefer the major learning styles. However, for language learning strategies, there is no difference in strategies. Both groups sometimes used all the strategies.

1. **Learning style**

Reid (1995) learning style is a person’s ways, habits and preferences for absorb and process newly received information and skills. Dunn and Dunn (in Reid 1987), learning style is a terminology that defines the differences of students in applying awareness to understand and cultivate understanding. De Porter and Hernacki (2011) learning style is an aggregate of the way someone absorbs, after which organizes and procedures records. Rawung (2020), every student has a different learning style that they enjoy.

1. Perceptual Learning Styles

According to Tight (2007, as cited in Alkhatnai, 2011) studying perceptual learning style is very important. It represent one of the crucial parts of the learning process.

In Reid 1987 studies, there are six learning style mentioned to the perceptual learning style preference: visual, auditory, kinesthetic, tactile, group and individual learning styles.

1. Visual learning style

According to Reid (1987) visual learning style refers to the learning by seeing (learning by reading and studying charts, graphics and diagrams). Visual learners learn from looking at the words in the book, on the whiteboards and in workbooks. Visual learners can understand information and instructions better if they read them.

1. Auditory learning style

According to Reid (1987) auditory learning style refers to the learning through listening (learning by listening to audios, tape and people).

1. Kinesthetic learning style

According to Reid (1987), kinesthetic learning style prefer to learn by physical action and movement (learning by physical participation). They study best by doing and can’t wait to get going so they are able to actively explore the world around them. They thrive in an environment where they can see, touch, feel and do to learn. They was enjoy role playing, scenarios, games, benefit from demonstrations and may be able to remember things better when they can associate an action with it.

1. Tactile learning style

According to Reid (1987), tactile learning style prefer to learn over practical involvements (hands-on, learning by, e.g., doing laboratory experiments, building models vocabulary puzzles activity).

1. Group learning style

According to Reid (1987), group learning style prefer to work and study collectively. Group learner is a person who is more effective when studying with others and more productive when studying with two or three classmates.

1. Individual learning style

According to Reid (1987), group learning style prefer to work and study individually. Individual learner is someone who is more effective when studying alone.

1. Assessing Learning Styles

Dörnyei (2005) lists the following instruments as the ones most popular and widely used: Kolb’s Learning Style Inventory, Rebecca Oxford’s Style Analysis Survey and Learning Style Survey, The Ehrman and Leaver Construct, Skehan’s Conceptualization of a Learning Style Construct, and Joy M. Reid’s Perceptual Learning Styles Preference Questionnaire. In this research, the researcher assessing the students’ learning styles used Joy M. Reid’s Perceptual Learning Styles Preference Questionnaire (PLSPQ). The PLSPQ consists of thirty random statements for each the learning styles: visual, auditory, kinesthetic, tactile, group and individual. This questionnaire uses five point scale items from strongly agree to strongly disagree (Strongly Agree=5, Agree=4, Undecided=3, Disagree=2 And Strongly Disagree=1). Example statements of each learning styles are following:

1. Visual preference: When I read instructions, I remember them better.
2. Auditory preference: I remember things I have heard in class better than things I have read.
3. Kinesthetic preference: I prefer to learn by doing something in class.
4. Tactile preference: I learn more when I can make a model of something.
5. Group preference: I enjoy working on an assignment with two or three classmates.
6. Individual preference: I prefer to work by myself.

Reid categorizes the learning styles in major, minor and negligible. Reid defines the major learning style as the style that students prefer, the learning style that the students used to shows the best. Minor learning styles shows their area as a student and they can also usually learn with several different learning styles. Negligible students may have difficulty study used that learning style.

Reid divides the learning style instrument into six categories to address visual, auditory, kinesthetic, tactile, group and individual.

1. Visual Major Learning Style Preference, the students refers to the learning by seeing (learning by reading and studying charts, graphics and diagrams). Visual learners learn from looking at the words in the book, on the whiteboards and in workbooks. Visual learners can understand information and instructions better if they read them.
2. Auditory Major Learning Style Preference, the students refers to the learning through listening (learning by listening to audios, tape and people).
3. Kinesthetic Major Learning Style Preference, the students prefer to learn by physical action and movement (learning by physical participation).
4. Tactile Major Learning Style Preference, the students prefer to learn over practical involvements (hands-on, learning by, e.g., doing laboratory experiments, building models vocabulary puzzles activity).
5. Group Major Learning Style Preference, the students prefer to work and study collectively and more effective when studying with others and more productive when studying with two or three classmates.
6. Individual Major Learning Style Preference, the students prefer to work and study individually and more effective when studying alone.
7. **Male and Female in Learning Style**

Gender differences in academic achievement have been debated for countries. In the debate, Slavin (2006) stated that there were no researchers who stated that male were more intellectual or female were more intellectual. In short, even in the realm of actual gender differences these differences are so small and varied that they have little practical consequence.

Maccoby and Jacklin in Soenardji (1994) explains that male students are better in visual abilities while female students have higher verbal abilities. According to Lippa in Santrock, the similarities of male and female brains are more than the differences.

  Based on the research results of Trisnawati’s (2013), it shows that on the learning process in the classroom, female students get better achievements than male students. Male and female students are different. This differences resulted in the emergence of differences in the learning styles of male students and female students. Orhun in Trisnawati (2013) states that there are differences between the learning styles of male and female students, where male students prefer the assimilator learning style with the ability to learn using abstract conceptualization and reflection observation, and learn by seeing and thinking. While female students prefer a convergent learning styles that uses abstract conceptualization and active experimentation.

Agustin (2014) in the learning process, male and female students are not same in receiving lessons. In the learning process in class, female students seem more enthusiastic and master the subject matter while male students are less interested and less master the subject matter given by the teacher.

1. **METHOD**

This research was case study design. Case study is a study that focuses on one case. The researcher use case study design because this research is not to examine a problem.  In this research, the case to be studied is the male and female learning style. In this research, the data was obtained from 45 registered students of English Language Education Study Program, especially 7 males and 38 females. The research was conducting at Sintuwu Maroso University Jl. P Timor, Gebangrejo, Poso regency, Central Sulawesi. This research was conducting in April-June 2022. In data collection, the researcher used questionnaire and interview. The researcher adopted the questionnaires from *Perceptual Learning Style Preference Questionnaire* (PLSPQ) by Reid (1984). It contains 30 statements and 5 multiple choices, Namely Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). There are 5 questions for each learning category in the questionnaire. Interview was conducting with 6 (six) students from fourth, sixth and eighth semesters, each semesters consist of 2 (two) students (1 male and 1 female). This matter is conduct to obtain additional information about students’ learning style based on male and female that were not covered in the questionnaire. The researcher took role as a fully observer.

The data from this research was analyze using the theory of Miles and Huberman (in Sugiyono, 2018, page 337) stated that there are 3 stages in analyzing the data, namely data reduction, data displays and conclusion drawing.

1. Data reduction

Reduce means summarizing select, categorize and focus on important points. The researcher categorizes students’ learning styles from the results of questionnaire and interview into six categories of learning styles from Joy Reid (1984), namely visual, auditory, kinesthetic, tactile, group and individual. The researcher reduce unnecessary data from to make it easier for the researcher to obtain data that is focus of research. Based on the questionnaire results, the dominant learning styles used by male and female students was group and kinesthetic learning styles, so from the interviews result, the researcher only focuses on interview question about group and kinesthetic learning styles.

1. Data Display

The researcher display the data to make it more organize and easy to understand. The researcher displays data collected via PLPSQ have been analyzed using accompanying self-scoring sheet. To find out the result of the questionnaires the researcher used self-scoring sheet, there are 5 questions for each learning category in this questionnaire.  The questions are grouped below according to each learning style.  To display the data from interviews, the researchers described the results of the interviews in narrative form.

1. Conclusion drawing

In drawing conclusions, the researcher classify and analyze the result of data that have been reduced and displayed by using the theory from Reid about learning style in order to make it easier for the researcher to draw conclusions according to existing data. Then the researcher concludes the data as answering for formulation of the problem results and finds findings in research about students’ learning style based on male and female at English Language Education Study Program.

1. **RESULT AND DISCUSSION**
2. **The Result From Questionnaire Sheet**

The researcher distributed the questionnaire to determine the learning styles of each students, which consisted of 30 statement items. The questionnaire distributed in the form of *Google Form*. The results of the questionnaire that have been collected are then presented in the form of a descriptive narrative.

To determine the students learning styles, the result of learning style category are to be compared to the following scale interpretations of the score scale PLSPQ .The interpretations of the score scale PLSPQ:

Major Learning Style Preference 38-50

Minor Learning Style Preference 25-37

Negligible                                      0-24

The following are the data from the questionnaire results from male students:

**Table 1**. Male Students Scoring Learning Style Using PLSPQ Self-Scoring

Sheet

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Initial name | Semester | Learning style | | | | | |
| V | A | K | T | G | I |
| 1. | APG | 4 | 30 | 34 | 36 | 26 | 38 | 24 |
| 2. | NT | 4 | 36 | 30 | 30 | 24 | 34 | 28 |
| 3. | AP | 6 | 34 | 36 | 42 | 36 | 44 | 30 |
| 4. | SK | 6 | 38 | 40 | 40 | 40 | 36 | 34 |
| 5. | CJ | 8 | 32 | 38 | 32 | 38 | 42 | 26 |
| 6. | DM | 8 | 42 | 32 | 40 | 36 | 40 | 36 |
| 7. | S | 8 | 30 | 32 | 32 | 30 | 30 | 30 |
|  |  | **Total** | **242** | **242** | **252** | **230** | **264** | **208** |
| **Average** | **34.5** | **34.5** | **36** | **32.8** | **37.7** | **29.7** |
|  | | | | | | | | |

Based on table 1. male students scoring learning style using PLSPQ self-scoring sheet above, it was found that the dominant learning style used by males students in fourth, sixth and eighth semesters at English Language Education Study Program was the group learning style with an average score 37.7, it means group learning style preferred used by males students like to study and work with others students.

The following are the data from the questionnaire results from male students:

**Table 2.** Female Students Scoring Learning Style Using PLSPQ Self-Scoring Sheet

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Initial name** | **Semester** | **Learning style** | | | | | |
| **V** | **A** | **K** | **T** | **G** | **I** |
| 1. | AQ | 4 | 34 | 38 | 32 | 30 | 36 | 36 |
| 2. | DA | 4 | 36 | 38 | 32 | 30 | 36 | 36 |
| 3. | DG | 4 | 32 | 34 | 42 | 40 | 46 | 20 |
| 4. | DS | 4 | 44 | 32 | 48 | 44 | 26 | 50 |
| 5. | EM | 4 | 32 | 32 | 36 | 34 | 40 | 30 |
| 6. | EML | 4 | 28 | 26 | 28 | 28 | 26 | 26 |
| 7. | FD | 4 | 38 | 34 | 38 | 30 | 36 | 30 |
| 8. | FW | 4 | 32 | 40 | 44 | 40 | 28 | 50 |
| 9. | I | 4 | 40 | 30 | 38 | 34 | 40 | 32 |
| 10. | MD | 4 | 32 | 42 | 40 | 40 | 32 | 34 |
| 11. | N | 4 | 46 | 30 | 44 | 36 | 40 | 44 |
| 12. | NHA | 4 | 32 | 42 | 42 | 44 | 42 | 30 |
| **No** | **Initial name** | **Semester** | **Learning style** | | | | | |
| **V** | **A** | **K** | **T** | **G** | **I** |
| 13. | RK | 4 | 34 | 24 | 20 | 26 | 24 | 36 |
| 14. | SA | 4 | 26 | 38 | 38 | 32 | 42 | 24 |
| 15. | SB | 4 | 40 | 46 | 44 | 40 | 40 | 32 |
| 16. | SF | 4 | 34 | 34 | 26 | 32 | 30 | 28 |
| 17. | DE | 6 | 38 | 30 | 44 | 38 | 34 | 30 |
| 18. | ES | 6 | 36 | 40 | 40 | 40 | 40 | 32 |
| 19. | FA | 6 | 38 | 44 | 36 | 34 | 36 | 50 |
| 20. | FS | 6 | 44 | 40 | 46 | 40 | 46 | 36 |
| 21. | FSA | 6 | 48 | 44 | 48 | 42 | 46 | 50 |
| 22. | NG | 6 | 42 | 42 | 28 | 50 | 44 | 42 |
| 23. | NM | 6 | 40 | 26 | 38 | 36 | 30 | 42 |
| 24. | O | 6 | 50 | 50 | 50 | 50 | 50 | 50 |
| 25. | RN | 6 | 32 | 34 | 34 | 38 | 46 | 32 |
| 26. | S | 6 | 30 | 30 | 30 | 30 | 30 | 30 |
| 27. | SS | 6 | 44 | 38 | 50 | 44 | 50 | 36 |
| 28. | TR | 6 | 44 | 42 | 48 | 40 | 46 | 42 |
| 29. | DL | 8 | 44 | 34 | 38 | 34 | 32 | 40 |
| 30. | EL | 8 | 50 | 42 | 50 | 42 | 42 | 44 |
| 31. | KD | 8 | 38 | 40 | 38 | 36 | 34 | 44 |
| 32. | MC | 8 | 34 | 28 | 50 | 50 | 32 | 44 |
| 33. | MR | 8 | 16 | 34 | 38 | 40 | 48 | 10 |
| 34. | MT | 8 | 30 | 34 | 30 | 32 | 34 | 24 |
| 35. | SH | 8 | 42 | 42 | 40 | 34 | 44 | 32 |
| 36. | SL | 8 | 46 | 40 | 46 | 50 | 34 | 44 |
| 37. | SR | 8 | 48 | 44 | 46 | 50 | 44 | 42 |
| 38. | SRM | 8 | 36 | 32 | 42 | 40 | 42 | 26 |
|  |  | **Total** | **1.430** | **1.390** | **1.502** | **1.450** | **1.448** | **1.360** |
| **Average** | **37.6** | **36.5** | **39.5** | **38.1** | **38.1** | **35.7** |

Based on table 4.48 female students scoring learning style using PLSPQ self-scoring sheet above, it was found that the dominant learning style used by females students in fourth, sixth and eighth semesters at English Language Education Study Program was the kinesthetic learning style with an average score 39.5, it means kinesthetic learning style preferred used by females students like to learn through physical activities, such as role-play and games. The female students actively participate in classroom activity and task.

1. **The result from interview sheet**

 The interview have been conducted with 6 (six) students (3 male and 3 female). The unstructured interview has 12 questions about students’ learning style.

Based on the questionnaire results, the dominant learning styles used by male and female students was group and kinesthetic learning styles, so from the interviews result, the researcher only focuses on interview question about group and kinesthetic learning styles. The researcher found that among six learning styles used by the students, the male students was preferred to the group learning style, where the male students like to study with others. While the females students was preferred to the kinesthetic learning style, where the females students like to study by physical action and movement, such as role-playing.

Based on the results, the researcher used questionnaire and interview to classified students’ learning styles. Below the discussions.

1. **Learning styles of the male and female students**

There are six learning style mentioned to the perceptual learning style preference by Reid (1987), those are visual, auditory, kinesthetic, tactile, group and individual learning style. The researcher only discusses to the six learning style and dominant learning style used by male and female students at English Language Education Study Program. The results of this study are different from the result of previous studies from Wengkau (2021), where she categorizes the students’ learning style into three categories of learning styles, namely visual, auditory and kinesthetic.

1. **The dominant learning styles of the male and female students**

There are two the dominant learning styles used by students at English Language Education Study Program. Males students was dominant used the group learning style with an average 37.7 and the results from interview showed that the males student was preferred to the group learning style (because of the three male students interviewed, all students said they preferred to study in group or study with friends), so males students preferred to work and study collectively and more effective when studying with others and more productive when studying with two or three classmates. According to Reid (1987) group learning style prefer to work and study collectively. Meanwhile females students was dominant used the kinesthetic learning style with an average 39.5 and the results from interview showed that the females student was preferred to the kinesthetic learning style (because of the three female students interviewed, two students said they like role-playing), so the female students preferred to learn by physical action and movement (learning by physical participation). According to Reid (1987), kinesthetic learning style prefer to learn by physical action and movement (learning by physical participation).

To determine the students’ learning styles into major, minor and negligible categories, the results of students’ learning styles was comparing with the scale interpretations of the score scale PLSP. The interpretations of the score scale PLSPQ:

Major learning style preference 38-50

Minor learning style preference 25-37

Negligible             0-24

Based on table 1 and table 2, it can be seen that the students initial DE, DL, DM, DS, EL, FA, FD, FS, FS, I, KD, N, N, NM, O, SB, SH, SK, SL, SR, SS and TR has got visual major learning style preference, the students refers to the learning by seeing (learning by reading and studying charts, graphics and diagrams). Visual learners learn from looking at the words in the book, on the whiteboards and in workbooks. Visual learners can understand information and instructions better if they read them.

The students initial AQ, CJ, DA, EL, ES, FA, FS, FS, FW, KD, MD, N, NHA, O, SA, SB, SH, SK, SL, SR, SS and TR has got auditory major learning style preference, the students refers to the learning through listening (learning by listening to audios, tape and people). The students initial AP, DE, DG, DL, DM, DS, EL, ES, FD, FS, FS, FW, I, KD, MC, MD, MR, N, NHA, NM, O, SA, SB, SH, SK, SL, SR, SRM, SS and TR has got kinesthetic major learning style preference, the students prefer to learn by physical action and movement (learning by physical participation).   The students CJ, DE, DG, DS, EL, ES, FS, FS, FW, MC, MD, MR, N, NHA, O, RN, SB, SK, SL, SR, SRM, SS and TR has got tactile major learning style preference, the students prefer to learn over practical involvements (hands-on, learning by, e.g., doing laboratory experiments, building models vocabulary puzzles activity). The students initial AP, APG, CJ, DG, DM, EL, EM, ES, FS, FS, I, MR, N, N, NHA, O, RN, SA, SB, SH, SR, SRM, SS and TR has got group major learning style preference, the students prefer to work and study collectively and more effective when studying with others and more productive when studying with two or three classmates. The students initial DL, DS, EL, FA, FS, FW, KD, MC, N, N, NM, O, SL, SR and TR has got individual major learning style preference, the students prefer to work and study individually and more effective when studying alone.

The students initial AP, APG, AQ, CJ, DA, DG, EM, EM, ES, FW, MC, MD, MT, NHS, NT, RK, RN, S, S, SA, SF and SRM has got visual minor learning style preference. The students initial AP, APG, DE, DG, DL, DM, DS, EM, EM, FD, I, MC, MR, MT, N, NM, NT, RN, S, S, SF and SRM has got auditory minor learning style preference. The students initial APG, AQ, CJ, DA, EM, EM, FA, MT, N, NT, RN, S, S and SF has got kinesthetic minor learning style preference. The students initial AP, APG, AQ, DA, DL, DM, EM, EM, FA, FD, I, KD, MT, N, NM, RK, S, S, SA, SF and SH has got tactile minor learning style preference. Students initial AQ, DA, DE, DL, DS, EM, FA, FD, FW, KD, MC, MD, MT, NM, NT, S, S, SF, SK and SL has got group minor learning style preference. The students initial AP, AQ, CJ, DA, DE, DM, EM, EM, ES, FD, FS, I, MD, NHA, NT, RK, RN, S,S, SB, SF, SH, SK, SRM and SS has got individual minor learning style preference. The students has got minor learning style because minor learning style shows their area as a student and they can also usually learn with several different learning styles.

The students initial APG, DG, MR, RK, MT, NT and SA has got negligible, because the students may have difficulty study used that learning style.

**CONCLUSION**

Based on the results of the research, the researcher concluded that there were 6 learning styles used by students in semester fourth, sixth and eighth of the English Education Study Program of Sintuwu Maroso University, namely visual, auditory, kinesthetic, tactile, group and individual. Researcher classified the students’ learning styles based on the results of the questionnaire that have been filled out by students.

The dominant learning style used by males students was the group learning style with an average 37.7, where they preferred to work and study collectively and more effective when studying with others and more productive when studying with two or three classmates. The dominant learning style used by female students was the kinesthetic learning style with an average 39.5, because they preferred to learn by physical action and movement (learning by physical participation).  

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