LEARNING STYLE PREFERENCES OF EFL STUDENTS OF IAIN KEDIRI AND THEIR ENGLISH PROFICIENCY

THESIS

Presented to

State Islamic Institute of Kediri

in Partial Fulfillment of The Requirements

for the Degree of *Sarjana* in English Language Education

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

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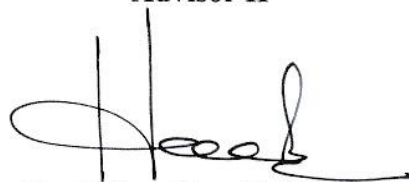
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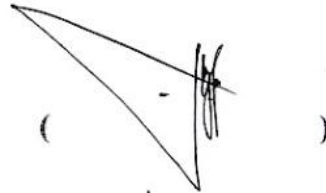
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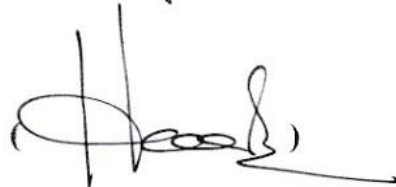   **Dr. Ary Setya Budhi Ningrum, M.Pd**   (   )
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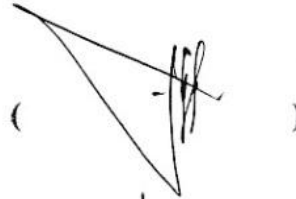Has been examined by the Board Examiner of State Islamic Institute (IAIN) of Kediri on June, 24th 2019

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Assalammualaikum Wr. Wb.

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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S – 1).

Bersama ini saya lampirkan berkas naskah skripsinya, dengan harapan dapat segera diujikan dalam sidang Munaqosah.

Demikian agar maklum dan atas kesediaan bapak, kami mengucapkan terima kasih.

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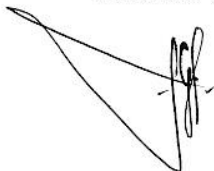
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Setelah diperbaiki materi dan susunannya sesuai dengan beberapa petunjuk dan tuntunan yang telah diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 24 Juni 2019 kami dapat menerima dan menyetujui hasil perbaikan. Demikian agar maklum adanya.
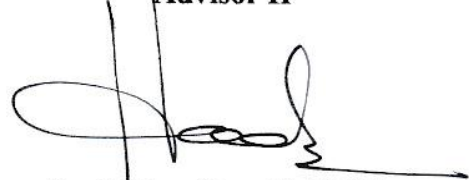
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MOTTO

"Treat other people like you want to be treated,

Love other creatures like you want to be loved."

If you can't live as a perfect human being, then live as a kind human being and
share the goodness

إِنَّ الْحَسَنَاتِ يُذْهِبْنَ السَّيِّئَاتِ

"Surely, Good deeds erase bad deeds"—(Q.S Huud: 114)

DEDICATION

THIS THESIS IS DEDICATED TO:

➢ My beloved family; My best hero in my lifetime, Mujiono B and my lovely doting mother, Ninuk Darmiati. Thank you for always loving me and teach me the value of life so I can grow into a person that I have become. Also thanks to my older brother for always look after me. I am really grateful to be born in this family because the support from my family is my main strength in completing this thesis.

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At last, the author realizes that this thesis still has weaknesses. Suggestion and positive criticism for the author are very expected. Hopefully this thesis can be useful and become the input for the parties in need.

Kediri, May 27th 2019

Researcher

ABSTRACT

Researchers were debating upon whether the students should be grouped in classes according to their learning style preferences in order to have best learning process because it is feared that students cannot optimize their learning process in the classroom consists of students with different learning style preference. The aim of this research is to analyze if there are any significant differences on students' English language proficiency among different learning styles.

The researcher used questionnaire as the instrument adapted from Reid's Perceptual Learning Style Preferences (PLSP) theory (1984) which classified six types of learning styles: Visual, Auditory, Kinesthetic, Tactile, Group and Individual. 100 questionnaires were distributed to 7th semester English Department students who took TOEFL class in the year of 2018 at IAIN Kediri. However, only 76 students returned the questionnaire and willing to participate in this research. The researcher calculated the data from the questionnaire using Microsoft Excel 2010 to know the preferred learning style(s) of the students. Meanwhile the students' English proficiency measured using score of TOEFL test that gathered from the lecturer in charge with permission. Students' learning style preferences and TOEFL score were analyzed using one way ANOVA in Statistical Package for the Social Sciences (IBM SPSS Statistics 20) to see if there is any significant difference on the proficiency.

The result of ANOVA analysis revealed that the mean score did not significantly show differences with significant number 0.233, which is bigger than Alpha's number (0.050). This means there is no significant difference on students' English proficiency among students with different learning style(s) in the classroom.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the seven-terms of sub-chapters of the study. Those are the background of the study, the problems of the study, the objectives of study, the hypothesis of the study, scope and limitation, the significance of the study and the definition of key terms.

A. Background of The Study

In learning process, students develop the ability to process the material they have learned. Students have varied kinds of how to learn or processing information in the classroom whether it is by reading or listening to the new information, making notes of explained information, making a mind map, creating certain model of the materials, giving response to the new information or even with only remembering the information. These types of learning are called learning styles. The term *learning style* is firstly proposed by Joy M. Reid in 1984. Reid (1987) explained in his research that learning style is natural, habitual and preferred ways of how people absorbing, processing and retaining new information. This also mentioned by Pashler, et.al (2008) in their study, that the term *learning styles* refers to the concept that individuals diverge in regard to what kind of instruction or study is most effective for them. Therefore, every students has different learning style and it is also possible for a student to have more than one learning style.

Indonesia as a non-English country is aware of how important it is to learn English and have high English proficiency in the current era in order to have better future. In educational field, Indonesian EFL learners are given the knowledge about how the language is learned or how they learn certain language which is what so called Second Language Acquisition (SLA). Learning style is one of the issues in the subject of SLA because in the way of processing new information (English language), the students has their own preference of learning.

As a lifelong educational process, learning involves the process of experiencing, absorbing information, memorizing and transforming the information into knowledge, aptitude, behavior and attitude. This has become a necessity in a person's life and become a vital key that sets individual's career path. Zu (2009) stated that people need to have the necessary knowledge which is seen as possessing a power in order to survive and succeed in meeting the society needs and economic demands for the current and future generations. By having different learning styles, students have different ways of learning to get more understanding of the information they have received and with that they can fully absorb the information given.

The matter of whether the students should be grouped in classes according to their preferred learning style or not is still debatable because extensive research has documented that the way people learn differ in how they see, interpret, understand and conceptualize information (Teele, 2006; Zacharis, 2011; Kang, 1999). In the previous researches, some researchers

were suggested for a teacher to teach the students in the way which they are prefer (Rogowski, Calhoun & Tallal: 2015, Shuib & Azizan: 2015, Tyas & Safitri: 2017, etc). However there are also some researchers who have opposite opinion regarding of this matter such as Peterson, DeCato & Kolb (2015), and Willingham, Hughes & Dobolyi (2015). They do not suggest the teacher to separate the students according to their learning style because they found out that a person is capable of become a flexible learner and can optimize their learning process wherever they are.

To measure the output of learning style usage in learning English language, English language proficiency test is needed. A language proficiency is skill degree which a person can use a language fluently and proficiency can only be measured by using proficiency test. In Indonesia, some of standardized tests that have registered in Educational Testing Service to measure English proficiency of international students are among others TOEIC (Test of English for International Communication), IELTS (International English Language Test System) and TOEFL (Test of English as A Foreign Language).

From some articles and studies the researcher found that the argument of students should be divided into classes according to their learning style preferences because it can affect students' proficiency is exist since long ago. For example there are some studies conducted to check the correlation between learning style and students' proficiency in Indonesia such as the thesis of Nafidzah (2013) which is become a reference for the next study

conducted by 'Inaayatalloh (2018) to analyze the correlation between learning style and students' English proficiency using TOEFL score. Another previous study is related to assessing significant differences of English proficiency and learning style is conducted by Alharbi in 2015. In his study Alharbi examined the correlation between reading strategy of visual and auditory learner and their reading output using significant difference score of Saudi college students.

Different from the previous researches which is identifying the correlation between learning style and English proficiency, this research is conducted to know if there is any significant difference on EFL student's English proficiency among different learning styles at State Islamic Institute (IAIN) of Kediri. Thus in this study the researcher used TOEFL cumulative score as the measurement of English proficiency because TOEFL is one of the subject in English education program in IAIN Kediri which can train students' English proficiency and TOEFL is known as standardized tests that has been popular in Indonesia to get job or scholarship and also as the valid measurement of someone's English language proficiency.

B. Research Question

Based on the background of the study, the research questions of this research are:

Is there any significant difference on EFL students' English language proficiency among different learning styles?

C. Objective of The Study

Considering the problem of the study above, the researcher has the objectives of the study as follows:

To find out if there is any significant difference on students' English language proficiency among different learning styles.

D. The Hypothesis of the Study

This study intended to find if there is any significant difference of students' English proficiency among different learning styles. Thus, the hypothesis of the study is formulated as follows:

There is significant difference on students' English proficiency among the learning styles.

E. Scope and Limitation

The researcher limits the scope of the study in order to make the study reliable and achieve the certain goals. Those are:

1. The main goal of this study is to know whether there are any significant differences on EFL students' English language proficiency among different learning styles.

2. The subject of this study is the 7th semester EFL students who took TOEFL class in English Department of IAIN Kediri in the year of 2018.

3. The participants of this study are 76 EFL students who took TOEFL class in 7th Semester.

4. To check students' learning style the researcher used Reid's (1984) Perceptual Learning Style Preferences Questionnaire (PLSPQ) consist of 30 open-ended items.

5. To check students' English proficiency the researcher used the cumulative score of TOEFL subject. The test is done and decided by the lecturer by adopting from trusted books so that the validity and reliability of the test is consistent.

F. Significance of The Study

This study is expected to give the contributions theoretically and practically as follows:

1. Theoretical Significance

Theoretically, this research intended to analyze the preferred learning style of a person in learning new information. The types of learning style of a person can be detected by using questionnaire. This research will also reveal the students' learning style preferential by using Reid's (1984) Perceptual Learning Style Preferences Questionnaire and check the significant differences on students' English language proficiency among learning styles by using the cumulative score of TOEFL test in SPSS 20.

2. Practical Significance

Practically, this research supposed to utilizing the awareness of become a flexible learner and the knowledge about students' varied

learning style as the consideration for learners and teacher in learning and teaching process.

This research is also expected to give contributions to students, teachers and the researcher as well. The contributions for each point will be explained as follows:

1. For the Students

    This research can help the students indicates their learning style preferences and increase their English language proficiency by optimizing the use of their learning style and able to be a multimodal learner.

2. For the Teachers

    This research can help the teacher to be more aware of their students' learning style preference and think about teaching strategy that can suit students' way of learning. The teacher can also teach the students how to become a flexible learner so they will not worry about how the teacher teaches in the classroom.

3. For the Researcher

    By conducting this research the researcher got new experience of how to discover the preferences of learning style using Reid's Perceptual Learning Style Preferences Questionnaire (PLSPQ) and analyzing the significant difference on students' English proficiency among different learning styles.

G. Definition of Key Terms

1. Learning style

   Learning style is the way of how the students learn something new or absorbs the information in their own way, whether it is by reading or listening to the new information, practicing, taking notes, making a model of the materials or only remembering the information. These learning styles can be done individually or within a group.

2. English Proficiency

   An aptitude or skill of a learner in using new language they learnt and use it as the way they use their first language. In the way they speak, read or write using the language fluently.

3. EFL students

   The students who live in a non-English country and are learning English as an additional language or foreign language.

4. TOEFL

   Is an abbreviation of Test of English as a Foreign Language. The test consists of four proficiencies covering Listening comprehension, Structure and written expression, Reading comprehension and Test of written English. There are three kinds of TOEFL test that exist. First is International TOEFL, second is institutional TOEFL and third is TOEFL-like Test. The scoring is using the table of scoring guide from International Test Program (ITP).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about (A) Learning Style consist of the definition of learning style, the theory of learning style and the measure of learning style, (B) English proficiency and (C) Previous studies.

A. Learning Style

Learning style is one of the factors in the field of language acquisition that becomes the major interest since long ago. Many researchers developed the study about learning styles and the way to determine the preferred learning style(s) of a person. The differences of preferred learning style can affect how an individual learning all subjects, not to mention language. Lightbown and Spada (2013) had mentioned in their book that there are some differences in second language learning. They also mentioned that some researchers have investigated the differences of individual in terms of learning style.

1. Definition of Learning Style

Reid (1995) as the pioneer who proposed the perceptual learning style preferences defined learning style as an individual's natural, habitual and preferred way(s) of absorbing, processing and retaining new information and skills (Reid, 1995 in Lightbown and Spada, 2013). Learning style preferences is supported by a long history of research that indicates individual nuances in learning something, contributes to the way

information is received, perceived, and retained (Seifert, 2016). Boneva and Mihova (2012) defined learning style in their module as something related to the way in which individual learns. Learning style also has five categories that used to define strength and preferences of each individual; environmental, emotional, psychological, sociological and physical. Meanwhile Kolb (1984) defined learning style as the combination of a result of hereditary mechanism, past experience and the things of the present environment to produce individual orientations that give differential emphasis to the four basic learning modes postulated in experiential learning theory. Learning style can also referred to the preferred way of dealing with information and experiences for learning that crosses content areas of an individual (Della-Dora and Blanchard, 1979), but in contrast Claxton and Rolston (1978) who focused more on sensory perception defined learning style as how the student's responded and how they used stimuli in the context of learning.

2. Theory of Learning Style

In this part, the researcher will elaborate some theories related to learning style. They are Reid's perceptual learning style, Oxford's learning style categories, Kolb's learning style theory, Felder & Silverman Learning Style Model (FSLSM) and Fleming's VARK model.

Reid is known as the first inventor of learning style theory with his Perceptual Learning Style in 1984. This invention then become popular among the researchers and become the inspiration for other researchers to

determine new theories related to learning style. Reid (1984) divided six types of learning style; Visual, Auditory, Kinesthetic, Tactile, Group and Individual. According to Reid (1995), the explanation of the six types of learning style is as follows:

a) Visual learners

Visual learners will learn best when they see the information rather than hearing oral explanation. They tend to work alone with a book because they take a note during lecturing and need to see the facial expression from the lecturer. They like seeing pictures, charts, animation, etc.

b) Auditory learners

Auditory learners learn better when they hear oral explanation than reading books and interested in hearing audio discussion. They remember information by reading aloud and moving their lips while reading. They prefer joining traditional classroom setting which dominated by written and oral spoken words such as teacher lectures, notes and worksheets.

c) Kinesthetic learners

Kinesthetic students learn better and remember information well when they do experiment and actively involved in classroom activities or involve physically in any activity such as role play and field trips.

d) Tactile learners

Approximately similar with kinesthetic but different, tactile students learn best by doing physical activity involving "hands-on" experience. They like to do an experiment in a laboratory, hand and build models, touch and work with materials. This type of learners can work or learn by sitting in a long period of time.

e) Group and Individual learners

The last learning style that proposed by Reid (1995) were group and individual. Group learners will learn easier if they work with at least one other student, they like learning by doing a group discussion or group project. Meanwhile individual learners prefer to work alone by using self-reflection, own thought and ideas, think by them, learn new material individually and get progress when they work alone (Reid, 1995 in Tyas and Safitri, 2017).

The Perceptual Learning Style Preferences Questionnaire (PLSPQ) is used by many researchers to investigate one's preferred learning style. Reid's study has high reliability and validity and has been widely used to assess the English learning style preferences of non-native English speakers. The questionnaire consists of 30 items and the answer is set in a five-point Likert scale. The researcher chose this theory because Reid is the first inventor of learning styles classification and because it has more classification compared to the other learning style theories.

Another learning style is four learning styles categories proposed by Oxford, Ehrman and Lavine (1991); cognitive, affective, physiological and behavioral. They emphasized the relationship between learning styles, learning strategies and culture. Meanwhile Shuhib and Azizan (2015) mentioned in their study that David Kolb's Learning Style Inventory is dealing with how the information processes. Pashler et al. (2009) stated that this model also differing along two dimensions, preferred mode of perception and preferred mode of processing with four classification on the basis of their position together with these two dimensions: divergers (concrete, reflective), assimilators (abstract, reflective), convergers (abstract, active) and accommodators (concrete, active).

The next learning style theory is The Felder-Silverman Learning Style Model (FSLSM) found by Felder and Silverman in 1988. This model is the most appropriate in a computer-based educational system, because it is designed for traditional learning and describes learning styles in more detailed by characterizing learners based on four dimensions. They are sensing/intuitive, verbal/visual, active/reflective and sequential/ global (Shuhib and Azizan, 2015).

Another learning style model is VARK (Visual, Aural, Read/Write, Kinesthetic) proposed by Fleming in 2001. In the results, Fleming explained that visual learners prefer learning using highlighters, different colors, graphs, maps, charts, diagrams, pictures and different spatial arrangements, meanwhile aural learners like to explain new ideas to

others, have a discussion with other students and their teachers using jokes, use a tape recorder and attend lectures. Read/Write learners prefer learn using textbooks, printed handouts, lists, essays, reports, definitions, readings, web-pages and taking notes. On the other hand, kinesthetic learners like field trips, trial and error, doing things (physically) to understand, laboratories, recipes and solutions to problems, using their senses and collections and samples ('Inaayatalloh, 2018). Overall, the learning style theories proposed by each expert are in fact has similarity. The differences of the theories are in the amount of the classification and the focus of different aspects, for example focusing on sensory perception and focusing on information processing.

3. **The Measure of Learning Style**

To know individual's learning style, there must be valid and reliable way(s) created to help in identifying the learning style. Experts have offered different ways of measuring one's perceptual learning style preference, such as Kolb's Learning Style Inventory (LSI) who used his two dimensions to identify learning style categories: divergers (concrete, reflective), assimilators (abstract, reflective), convergers (abstract, active) and accommodators (concrete, active). These categories also match the visual, auditory and kinesthetic learning preferences mentioned in Boneva and Mihova's module (2012). Kinesthetic learning style corresponding to the learning by doing something (the accommodators and convergers) and

the visual and auditory learning styles corresponding to the learning by looking and listening (the divergers and assimilators).

Next Dunn, Dunn and Price (1975) include visual, tactile and kinesthetic into their measurement, meanwhile in another research Rundle and Dunn (2010) with their Building Excellence Learning Style Inventory brought six categories: psychological, environmental, physiological, emotional, and sociological. And also Fleming's (2001) five categories, VARK (Visual, Aural, Read/Write, Kinesthetic), which is nearly similar with Reid's (1984) perceptual learning style that included visual, auditory, tactile, kinesthetic, group and individual learning styles.

B. English Proficiency

According to Harsch (2017), the word *"proficiency"* assumed as the goal of language learning and teaching. She also assumed that the level of proficiency can be classified into classes such as elementary, intermediate (lower and upper) and advance level. According to Bravolol offline dictionary aplication, proficiency defined as the quality of having great facility and competence or skillfulness in the command of fundamentals derived from familiarity and practice. Meanwhile according to Longman dictionary, proficiency is a skill degree of someone used the language, how well a person understand the language such they speak, read and write (Richard and Richard, 2010).

There are many test systems provided to examine someone's language proficiency. In examining English language proficiency in Indonesia, there are several standardized tests such as Cambridge English Proficiency (CEP), International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL). In this study, the researcher used TOEFL score to examine the students' English language proficiency. In testing on all four proficiency skills: listening comprehension, reading comprehension, structure and written expression and test of written English, TOEFL scoring is in the form of numbers. In Indonesia, TOEFL is used to assess the language proficiency in Universities or as the part of the test to get a job.

C. Previous Studies

The studies related to students' language learning style and their English language proficiency had been conducted by many researchers. Researchers assumed that students' development of language learning style has an important role in the process of absorbing information in the classroom and it often linked with students' learning strategies and students' English language proficiency. For example a study done by Gao (2016) that analyzed the impact of students' language learning style preferences on learning strategy preference in Chinese universities. The findings revealed that the highest number of language learning style is tactile style, followed by visual style, kinesthetic style, individual style, auditory style and group style. Meanwhile the frequency of the learning strategy use strengths from high to

low is: compensation strategy, memory strategy, social strategy, cognitive strategy, metacognitive strategy, and affective strategy.

Gao considered the students are lack of understanding their language learning style and learning strategy because of the *duck-feeding* strategy used by teacher in the classroom. Gao suggested that teachers should make language learners aware of their own learning styles and strategy preferences and help them select strategies matching their own style preferences in English language learning.

Another study conducted is the study by Abbasian and Shirazifard (2016) which is investigated whether there were any significant correlations between students' multiple intelligences, learning styles, and their achievements in English language proficiency. The results found a significant relationship between EFL learners' learning styles and English language proficiency and a meaningful relationship between EFL learners' multiple intelligences and English language proficiency.

Meanwhile in Indonesia, 'Inaayatalloh (2018) conducted a study about the correlation between ESL students' language learning style and their English proficiency at IAIN Kediri. She found that auditory, tactile, group, kinesthetic learning style become the major learning style and visual and individual learning style become minor learning style. She also found that there is no correlation between students' learning styles and their English proficiency. The findings is nearly the same as the study conducted by

Nadzifah (2013) in Tulungagung, but there is no major nor minor learning style found in Nadfizah's study.

The current study is different from the studies that had been mentioned above because this study aimed at identifying the significant differences of students' English language proficiency among different learning styles. By using the same type of questionnaire, that is Reid's Perceptual Learning Style Preferences Questionnaire, the researcher identified the preferred learning style of EFL learners at IAIN Kediri. Reid's perceptual learning style theory chose because it has more classification of learning style types than the other theories. Also, to investigate the students' English proficiency the researcher will use TOEFL final score. The data from questionnaire and TOEFL score were used to indicate whether there are any significant differences on students' English proficiency among different learning styles and to identify the correlation between students' English proficiency and students' learning style(s).

CHAPTER III

RESEARCH METHOD

This chapter will discuss the method used by the researcher in conducting this research. The discussion covers research design, subject of the research, instruments of the research, data collection and data analysis.

A. Research Design

The research design of this research is correlational research using Ex-Post Facto. Ex-post facto is used to measure the relationship between two variables without manipulating the X-variables. The ex-post facto research starts from identifying the existing conditions in X-variable and proceeds to finding the differences in Y-variable (Latief, 2015). In this case, the X-variable is students' language learning style preferences and the Y-variable is students' English language proficiency from TOEFL score.

This research conducted to investigate the students' language learning style types and found out if there is any significant difference on students' English language proficiency among different learning styles.

B. Subject of The Research

The subjects of this research are 76 7$^{\text{th}}$ semester students who took TOEFL class in English Department of State Islamic Institute of Kediri in 2018.

C. Instrument of the Research

The instrument used in this research is the original version of Perceptual Learning Style Preferences Questionnaire (PLSPQ) by Joy M. Reid (1984) which is used to collect the data and to investigate the types of language learning style preferences of the students.

The questionnaire remains in English version considering the participants are all in English Education Program and they are all the 7th semester students. Regarding of their level, knowledge and experience, the researcher is sure that the participants can understand the questionnaire very well, so there is no need to translate the questionnaire into Bahasa Indonesia.

According to Reid, there are six types of learning style that can be investigated. They are visual, auditory, kinesthetic, tactile, group and individual. The instrument is closed questionnaire model with 30 open-ended questions. This instrument has been used by many researchers such as Tyas and Safitri (2017), Muniandy and Shuib (2016), 'Inaayatalloh (2018) and Gao (2016).

The questionnaire brings five choices answers in the term of strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD) with the range score of 5-point ordinal Likert scale from 5 to 1. The divisions of learning style categories and answer choices according to Reid's Perceptual Learning Style Preferences Questionnaire (1984) will be shown in the following table:

Table 3.1

Distribution of Statements in Perceptual Learning Style Preference

Questionnaire

Learning Style Categories	Number of Statements	Total Statements
Visual	6, 10, 12, 24, 29	5 statements
Auditory	1, 7, 9, 17, 20	5 statements
Kinesthetic	2, 8, 15, 19, 26	5 statements
Tactile	11, 14, 16, 22, 25	5 statements
Group	3, 4, 5, 21, 23	5 statements
Individual	13, 18, 27, 28, 30	5 statements
6 Perceptual learning styles	**30 statements**	**30 statements**

Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)
5	**4**	**3**	**2**	**1**

The data gathering of the questionnaire were measured by grouping the number of learning style type. Each type has five numbers randomly. After dividing learning styles' type number, the way how to measure is adding result from every numbers of learning style types and multiply the answer by two (2). For example, the number for visual classification are 6, 10, 12, 24, 29 and each item will have score from 5 to 1.

The result can be categorized as major, minor and negative or negligible learning style. Major style refers to a preferred learning style; minor style is one in which learners can still function well; negative means the learners may have difficulty learning that way (Moradkhan and Mirtaheri, 2013). It can be considered as major if the total score is in the scale of 38-50 (above 74%), meanwhile it can be considered as minor if the total score is in

the scale of 25-37 (between 50% and 74%) and negative/negligible in the scale of 0-24 (below 50%).

D. Data Collection

There were two data that need to be collected. In collecting the first data, which is Student's Learning Style Preferences, the researcher distributed 100 questionnaires to TOEFL classes. The researcher held a try out to analyze the validity and reliability of the instrument first to check the consistency of the items. The validity and reliability of the questionnaire had been proved in 'Innayatalloh (2018) with Alpha's number 0.852. Furthermore, the assessment of validity and reliability in this study showed approximately similar results. The result showed that with N = 76, the Alpha's number (0.705) was bigger than r-table (0.223) with the valid score 100% (see Apendix III). It means that the items of the questionnaire were reliable or consistent and the items can interpret six categories of learning style.

From 100 questionnaires distributed to the students, only 76 were responded and returned to the researcher. After the data of Perceptual Learning Style Preferences questionnaire were gathered, the researcher started to sort out and did the scoring by grouping and counting the number using Microsoft Excel 2010 software. The sum of the scores then multiplied by two (2) to know the types of students' language learning style preferences.

The second data, which is students' TOEFL score, is gathered after the students finished TOEFL's final examination that held by the lecturer in

charge of the subject at the end of the semester. TOEFL test is used to check English proficiency of the students through TOEFL score. The test item was chosen by the lecturer. The lecturer compiled the test items from TOEFL books written by foreign writer, but most of the items were took from Barron's book written by Pamela J. Sharpe that published in 2004 which is contains about TOEFL guide and practice and the scoring system is also from Barron's book which used International Test Program (ITP) guide (See Appendix V). All of the data were statistically and systematically sorted. After the data gathered, the researcher analyzed the data in SPSS v.20 software to get the result of significant differences.

E. Data Analysis

There were two data that should be analyzed in this study. The first data is the students' perceptual learning style preferences and the second data is students' TOEFL cumulative test score. These data were analyzed to see the significant differences on students' English language proficiency among different learning styles.

The data of students' perceptual learning style preferences was calculated using Microsoft Office Excel 2010. The researcher firstly grouped the number of items according to the types of learning style and input the number. After that the numbers were added up and then multiply the result by 2 to get the total score. The learning style with biggest score indicated as the preferred learning style. After the learning style types of students revealed,

both the result of first data and the second data later being analyzed statistically using one way ANOVA in Statistical Package for the Social Sciences (IBM SPSS Statistics 20). This calculation aimed to see if there are any significant differences on students' English language proficiency among different learning styles. The criteria to find the significant differences are as follows:

- H_0 : If the significance > 0.05 = There is no significant differences on English proficiency among the learning styles.

- H_a : If the significance < 0.05 = There is significant differences on English proficiency among the learning styles.