

**ANALYSIS ON STUDENTS' TYPES OF LEARNING STYLES BASED ON
GENDER PERSPECTIVES AT SMA FRATER MAKASSAR**



A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin
University as Partial Requirements to Obtain Bachelor
Degree in English Literature Study Program

BY

JUANI ELVIANA JEHANU

F041181327

**ENGLISH LITERATURE STUDY
PROGRAM FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR 2024**



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LEGITIMATION

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BY

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It has been examined before the Board of Thesis Examination on 16th February 2023
and is declare to have fulfilled the requirements.

Approved By

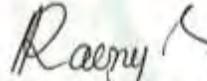
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AGREEMENT

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FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

AGREEMENT

On 16th February 2024 the Board of Thesis Examination has kindly approved a thesis by Juani Elviana Jehanu (F041181327) entitled "Analysis on Students' Types of Learning Styles Based on Gender Perspectives At SMA Frater Makassar" submitted in fulfillment one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, March 1st 2024

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DECLARATION

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The thesis by Juani Elviana Jehanu (F041181327) entitled **Analysis on Students' Types Of Learning Styles Based On Gender Perspectives at SMA Frater Makassar** has been revised as advised during the examination on February 16th 2024 and is approved by the Board of Undergraduate Thesis Examiners:

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

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With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No.542/UN.4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **JUANI ELVIANA JEHANU (F041181327)** to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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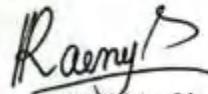
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ABSTRAK

Juani Elviana, 2024, *Analysis on Students' Types of Learning Styles Based On Gender Perspectives at SMA Frater Makassar*.
(Supervised by Abidin Pammu and Sitti Sahraeny)

Penelitian ini dilakukan untuk mengidentifikasi gaya belajar siswa laki-laki dan siswi perempuan kelas X di SMA Frater Makassar. Jenis-jenis gaya belajar dalam penelitian ini, yaitu : gaya belajar visual, gaya belajar auditori, dan gaya belajar kinestetik. Untuk Mencapai hal tersebut, Peneliti merumuskan dua pertanyaan : 1) Bagaimana gaya belajar vak (visual, auditori, kinestetik) siswa laki - laki kelas X SMA Frater Makassar? 2) Bagaimana gaya belajar vak (visual, auditori, kinestetik) siswa perempuan kelas X SMA Frater Makassar? 3) Apakah terdapat perbedaan gaya belajar antara siswa laki-laki dan perempuan?.

Penelitian ini menggunakan metode penelitian komparatif kuantitatif dengan teknik analisis deskriptif. Pengumpulan data di lakukan dengan membagikan kuesioner gaya belajar visual, auditorial, dan kinestetik yang terdiri dari 30 pertanyaan. Sedangkan analisis data menggunakan analisis deskriptif Miles dan Huberman yang terdiri dari pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Populasi dalam penelitian ini adalah seluruh siswa laki-laki dan siswi perempuan kelas X di SMA Frater Makassar.

Hasil dari penelitian gaya belajar siswa laki – laki dan siswi perempuan di kelas x SMA Frater Makassar menunjukkan bahwa siswa laki – laki dan siswi perempuan memiliki gaya belajar visual dan kinstetik. Pada gaya belajar visual, siswa laki – laki mendapatkan 58% sedangkan siswi perempuan 55%. Pada gaya belajar kinestetik, siswa laki – laki dan siswi perempuan mendapatkan 54%. Kemudian dapat disimpulkan bahwa siswa laki – laki dan siswi perempuan kelas x di SMA Frater Makassar tidak memiliki perbedaan gaya belajar yang signifikan.

Kata kunci: gaya belajar, visual. audio, kinestetik.



ABSTRACT

Juani Elviana, 2024, *Analysis on Students' Types of Learning Styles Based on Gender Perspectives at SMA Frater Makassar*.
(Supervised by Abidin Pammu and Sitti Sahraeny)

This study was conducted to identify the learning styles of male students and grade X female students at SMA Frater Makassar. The types of learning styles in this study, namely: visual learning style, auditory learning style, and kinesthetic learning style. To achieve this, the researcher formulated two questions: 1) What is the vak learning style (visual, auditory, kinesthetic) of grade X male students of SMA Frater Makassar? 2) What is the vak learning style (visual, auditory, kinesthetic) of grade X female students of SMA Frater Makassar? 3) Are there differences in learning styles between male and female students?

This study used quantitative comparative research methods with descriptive analysis techniques. Data collection was carried out by distributing visual, auditory, and kinesthetic learning style questionnaires consisting of 30 questions, data analysis uses descriptive analysis of Miles and Huberman which consists of data collection, data reduction, data presentation and conclusions. The population in this study was all male students and class X female students at SMA Frater Makassar.

The results of the study of the learning styles of male and female students in grade x of SMA Frater Makassar show that male and female students have visual and kinesthetic learning styles. In visual learning style, male students get 58% while female students get 55%. In kinesthetic learning styles, male and female students get 54%. Then it can be concluded that the male students and female students of grade x at SMA Frater Makassar do not have significant differences in learning styles.

Keywords: learning styles, visual, auditory, kinesthetic.



CHAPTER 1

INTRODUCTION

A. Background

According to Brown, Education is a process of conscious control in which changes in behavior are produced within the person through within the group. From this view, education is a process that begins at birth and lasts throughout life. Education is a conscious effort carried out systematically in creating a teaching-learning atmosphere so that students can develop their potential, one of which is high school students. High school is a school where in general students are between the ages of 16 to 18 years. This means that high school students are individuals who are in the adolescent and early adult stages of development so they have great curiosity and are emotionally sensitive. In this phase, students are expected to focus on self-development, building character, adding creativity so that later they can compete at the next level. Each male and female student has different brain characteristics in absorbing, processing, and conveying information in learning.

One of the characteristics of learning related to absorbing, processing, and conveying such information is the learning style of students. A student's learning



determines how he will receive information from the learning process using his students make the most of their learning style and sense of comfort to the achievement of learning objectives. According to Brown (2000)

learning style is how people process information in the context of learning. He believed that a preference for certain learning environments or conditions over others was a component of learning. Learning styles define how individuals are aware, act in study groups, participate in learning exercises, build relationships, and deal with problems. The cornerstone of a student's academic success is choosing the right learning style. Being aware of this helps students assimilate information and facilitates learning by allowing them to use their own learning preferences. The three types of learning styles are as follows: visual learning style (seeing), auditory learning style (hearing), and kinesthetic learning style (moving). The learning modalities or styles definitely have a significant impact on the classroom learning process.

Farman (2020) stated that some educators are still unable to provide maximum service in the learning activities they carry out. For example, classroom learning refers more to inappropriate teacher learning tools, and the teaching and learning process that has not been optimal with the methods, approaches, and evaluations used by teachers has not moved from conventional patterns. Learning carried out by the teacher is still teacher-centered, where the teacher is still actively involved and dominating so that students have less role in learning. In fact the majority of classroom learning focuses on the ability of students only to remember

various information without regard to the information remembered in order to the family environment and in everyday life. This situation results in being theoretically intelligent, but they are less able to apply the knowledge



they have in the environment (Chairuddin & Farman, 2020). Another reason is that the form of learning carried out by teachers still does not pay attention to the differences of each student and learning that is less effective to the needs and characteristics of students (Sulisawati et al., 2019).

Effective learning is learning that fits the student's learning style. Wehrwein et al. (2007) revealed that one way to improve the quality of learning is to adapt a learning approach that meets the tendencies of student learning styles by through information about the characteristics of learning styles educators can and can develop learning models / methods that are in accordance with the learning styles of learners. To develop learning methods that are in accordance with the learning style of students, educators need to know that in the classroom there are differences in the characteristics of both men and women. According to Dina, male and female students are different in capturing learning in the classroom. This can be seen in the learning process, most female students who take part in the lesson look enthusiastic and master the material presented by the teacher in the learning process in the classroom. Meanwhile, most male students seem to be less interested and less concerned about the material presented by the teacher in the lesson.

In Fatmawati (2018) research his also stated that most female students are less active in following the learning process compared to male students who are very following the learning process. Female students will understand when it is l over and over again and male students always want to move and cannot l during the learning. It is very likely that these male and female students



have very different learning styles. This is also the same as what researchers got when making observations last April. Researchers observed that during classroom learning, male and female students had differences in using learning styles. From the observations of researchers, most male learners tend not to be active in the learning process in class. Researchers observed that some male students looked unfocused, some fell asleep while the teacher was explaining, some chatted with their classmates compared to female students who were very active in class, they were looked focused when the teacher explained.

The importance of knowing student's learning styles because it can make it easier for educators to convey knowledge to students. Similarly, for students, these conditions will provide a sense of comfort and pleasure in learning because they are in accordance with their abilities and characteristics. There is no difficult learning, if educators carry out learning that is in accordance with the learning styles of students. Thus, information about learning styles can help educators identify and solve learning problems in students and help students become more effective learners. Based on previous research, a significant difference can be seen with this study. This study wanted to identify learning styles based on gender perspective in class X at SMA Frater Makassar. Each student has different characteristics, this makes researchers want to know the learning styles of female students and male students whether there

ities or differences in learning styles in the classroom.



B. Identification of the Problem

Based on the above background, the following problems can be identified:

- 1) Male students tend to be inactive in the classroom
- 2) Students do not pay attention when the teacher is explaining
- 3) Differences in learning styles of male and female students in the classroom, which can be seen from the behaviors that appear during the learning process.
- 4) The teacher does not analyze the learning style of each individual (student).

C. Scope the Problem

Based on the background and identification of the above problems, this study focused on visual, auditory, and kinesthetic (VAK) learning styles as well as the tendencies used by male and female students in grade X at SMA Frater Makassar.

D. Research Question

Based on the scope of the problem above, the research question are :

1. What is the vak (visual, auditory, kinesthetic) learning style of male students in grade X of SMA Frater Makassar?
2. What is the vak (visual, auditory, kinesthetic) learning style of female students in grade X of SMA Frater Makassar?



Are there differences in learning styles between male students and female students?

E. Objectives of Study

The purpose of this study :

1. To identify VAK (virtual, auditory, kinesthetic) learning styles in male students in grade X of SMA Frater Makassar.
2. To identify VAK (visual, auditory, kinesthetic) learning styles in female students in grade X of SMA Frater Makassar.
3. To find out whether there are differences in the learning styles of male students and female students.

F. Significance of Study

The significance of this study :

1. Theoretical Significant

The usefulness of theoretical research can provide deep theoretical and descriptive clarity about the kinds of learning styles of students, so that it can be used to determine learning strategies that are more appropriate and in accordance with the learning styles of students.

2. Practical Significant

For teachers, this research is a reference so that teachers are motivated to teach with varied styles and adjust to the learning styles of students. For students, knowing their learning style will make it easier to get the formation provided and then process and understand it. In order to get aximum results in learning, for school principals, it is the basis for planning



and providing learning infrastructure that suits the needs of students. For research, that this research can be used as a reference for research on the learning styles of students. For researchers, obtaining data from research analyzing the learning styles of male and female students in class X at SMA Frater Makassar and one of the requirements to get a Bachelor of Literature degree at Hasanuddin University, Tamalanrea District, Makassar City, South Sulawesi. In addition, this research can be used as a provision to be the future educator.



CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to describe the literature which is relevant to the topic of the study including previous studies required as materials to consider for this research, as well as to support the construction of the theoretical review.

A. Previous Study

There are some journals and thesis that the writer finds out relates to the topic of this research that might can support analysis and as a comparison to this writing. They were Margianty (2017), Malina (2023), siti (2018), sri (2020).

Margianty (2017) conducted a research entitled analysis of learning styles of outstanding students in learning Indonesian grade V students of SDN 1 Purwosari. The purpose of this study is to find out how the learning styles of students excel in learning Indonesian grade V students of SDN 1 Purwosari. The informant of this study was 4 students who excelled in learning Indonesian. Data collection techniques are carried out by observation, interviews, documentation and triangulation. The results of research obtained by outstanding students in class V show a combination of different VAK (Visual, auditory, kinesthetic) learning styles. Of the four outstanding students, there are two outstanding students who tend to have auditory learning styles with auditory>kinesthetic>visual portions, one outstanding student tends to use visual styles with visual>auditorial>kinesthetic portions. While one other



outstanding student has a tendency to audiotorial learning style with audiotorial>visual>kinesthetic portions.

Malina (2023) conducted a study entitled analysis of students' learning styles (Visual, audiotorial, kinesthetic) on the learning outcomes of grade IV science content at SDN 14 Mataram. The purpose of this study was to determine the impact of learning styles on the learning outcomes of grade IV students of SDN 14 Mataram. Data collection techniques in this study were questionnaires, interviews, test questions, and documentation. The subjects of this study were conducted by 13 grade IV students where the results of the research obtained were based on questionnaires of the type of learning style of grade IV students is kinesthetic visual learning style. Meanwhile, based on the learning outcomes of science content, the most dominant is the visual learning style with a presentation size of 57.2%.

Siti (2018) conducted a research entile Analysis of Student Learning Styles Based on Visual, Auditory, Kinesthetic in Biology Subjects MAN 1 Garut. The problem in this study was "How is the Student's Learning Style Based on VAK Criteria (Visual, Auditory, and Kinesthetic) in Biology Subjects at MAN 1 Garut". This research was conducted in MAN 1 Garut Regency, West Java and was carried out in April – May 2018. The method used in this study is descriptive with a quantative approach. The number of samples observed in the study was 150 students.



Its of research and data processing of learning styles per class at MAN I Biology subjects are known that in science class 1 as many as 85.0% have learning styles, in science class 2 as many as 84.6% have auditory learning

styles, in science 3 classes as many as 77.8% have auditory learning styles, and in science 4 classes as many as 80.6% have auditory learning styles. The tendency of learning styles in Biology subjects in general in Class XI science at MAN 1 Garut is Auditory.

Sri (2020) conducted a research entitle *The Analysis of Learning Styles on Class IV Students at SDN Bette Barru Regency*. This study aims to describe the learning styles, supporting factors and inhibiting factors for the learning styles of grade IV students at SDN Bette, Barru Regency in 2020/2021. The subjects of this study were grade IV students at Bette Elementary School, Barru Regency. This research is a descriptive research with a qualitative approach. Data collection was carried out through observation, in-depth interviews, and document studies. The results showed that the learning styles of grade IV students varied, namely visual learning styles, auditory learning styles and kinesthetic learning styles. This is evidenced based on the results of the analysis of student learning styles, it shows that of the six students who were the subject of the study, two students had a tendency to auditory learning styles, two students had a tendency to visual learning styles, and two students had kinesthetic learning styles tendencies.

Based on previous research above, it can be seen that researchers discuss the learning styles of outstanding students, the impact of learning styles on learning outcomes.



, what distinguishes this study from other studies is that this study wants to learning styles based on gender in English subjects in class XI Social Studies

SMA Frater Makassar. Each student has different characteristics, this makes researchers want to know the learning styles of female students and male students whether there are similarities or differences in learning styles.

B. Theoretical Review

1. Learning Style

Learning style is a consistent way done by a student in capturing information, how to remember, think, and solve problems in the learning process. According to Sarasin in his book entitled Learning Style Perspective, learning style is a certain pattern of behavior in receiving new information, developing new skills, and the process of storing new information and skills. Learning styles are patterns of behavior that individuals specifically have in the process of receiving new information and developing new skills. As well as the process of storing new information during the learning process. This explains that students have their own learning needs, learn in their own ways that are different from each other and process them in different ways.

Researchers put forward definitions according to experts to gain a deeper understanding of students' learning styles:

- a. Joko Susilo (2006) stated that learning style is a process of practice movement, passion, and the tendency of a student to learn or acquire something knowledge in its own way.



- b. W.S Winkel (2004) in his book Teaching Psychology suggests that learning styles are a distinctive way of learning for students.
- c. According to S. Nasution (2010) learning style is a consistent way that a student captures stimulus or information, how to remember, think and solve problems.
- d. Bobby Deporter and Mike Hernacki (2004) in their book Quantum Learning suggest a person's learning style is a combination of how he absorbs, and then organizes and processes information revealed that learning styles are not only aspects when facing information, seeing, hearing, writing and saying but also aspects of information processing as analytical, global or left brain right brain, another aspect is when responding to something to the learning environment (absorbed abstractly and concretely).
- e. According to Fleming and Mills (1992) "learning style is a student's tendency to adapt certain strategies in his learning as a form of his responsibility to get a learning approach that is in accordance with the demands of learning in the classroom /school as well as the demands of the subject.
- f. Willing (1998) defines "learning style is a study habit favored by the learner. Keefe views learning styles as a person's way of accepting, interacting, and looking at their environment.



the above understanding, it can be concluded that learning style is the way
nts choose to obtain information or knowledge in a learning process.

Everyone has their own unique and distinctive learning style. No learning style is better or worse than any other learning style. There are people who may be more dominant in using certain learning styles in all situations, but there are also those who use different methods for different situations. By recognizing the more dominant student learning style, it can determine a more effective way of learning for students. So that when the ability to learn can be utilized optimally, the learning results obtained become optimal.

2. Kinds of Learning Styles

Bobby De Potter (2004) said there are two aspects of learning styles that need attention. The first is the preferred way of absorption or modality of information of a person. The second is how information is organized and processed by humans. The way a person receives information through his senses is called learning style. Some subjects can be learned more easily through audio, while other subjects can be learned more easily through visual displays. According to Bobby Deporter (2004), learning styles are divided into three types, including: visual, audio, and kinesthetic.

a. Visual Learning

According to Bobbi De Poter & Mike Hernacki (2004) based on the meaning of the word, Visual learning style is a learning style by seeing, observing, listening, and the like. The power of this learning style lies in the sense of sight.



For people who have this style, the eyes are the most sensitive tool to catch any symptoms or learning stimuli. Sukadi (2008) said People with visual learning styles like to follow illustrations, read instructions, observe pictures, review events directly, and so on. This is very influential on the selection of methods and learning media that predominantly activate the sense of sight (eyes). Nini (2011) Visual learning style is a learning style by seeing so that the eyes play an important role. Visual learning style is done by a person to obtain information such as looking at pictures, diagrams, maps, posters, graphs, and so on. You can also look at text data such as writing and letters. It can be concluded that visual learning style is a learning process that relies on vision as a recipient of information and knowledge.

b. Auditory Learning

According to DePorter (2004: 118), auditory learning style is a learning style by listening and remembering what is discussed rather than seen. According to Yunsirno (2011) this auditory learning style does not require eye contact, but simply optimizes hearing. He seemed not to pay attention to the conversation, even though he actually heard. Children like this usually learn through loud voices, or listening. According to Shoimatul Ula (2013), auditory learning style is

... of learning that prioritizes the listener's senses. Learning through hearing thing, can be by listening to audio tapes, lectures, discussions, debates, and l instructions (commands). People with auditory learning styles are easier to



digest, process, and convey information by listening directly. They tend to learn or receive information by listening or verbally. It can be concluded that the auditory learning style relies on hearing to be able to understand and remember. The characteristics of learning models like this really place hearing as the main tool of absorbing information or knowledge. That is, we must hear and then be able to remember and understand the information.

c. Kinesthetic Learning

According to Yunsirno (2011), kinesthetic learning style is a type of learner who tends to be active. He must explore and optimize his physique. So he doesn't feel at home if told to sit for a long time in class or just listen to lectures. He needs to touch, move, and do or practice. If he speaks usually he is rather slow and if he reads, he uses his fingers as a learning clue what is needed is more contextual and practical learning. According to Yunsirno (2011), kinesthetic learning style is the type of learner who tends to be active. He must explore and optimize his physique. So he doesn't feel at home if told to sit for a long time in class or just listen to lectures. He needs to touch, move, and do or practice. If he speaks usually he is rather slow and if he reads, he uses his fingers as clues. It can be concluded that Kinesthetic Learning Style is a learning process that relies on

or taste to receive information and knowledge. Someone who has a kinesthetic learning style tends to like to do, touch, feel, move and experience



directly. They will enjoy learning while doing certain activities, so they don't just sit while listening and writing.

3. Characteristic of Learning Style

There are three of learning styles :

a. Visual Learning

According to Bobbi Deporter, Mark Reardon, and Sarah Singer Nourie (2010) the characteristics of visual learning styles are:

- Organized, paying attention to everything, maintaining appearance.
- Remembering with pictures, prefer to read rather than read aloud.
- Requires overarching imagery and purpose and capturing details: remembering what is seen.

Shoimatul Ula (2013) said visual learning styles are characterized by behavioral traits, including:

- Neat and organized.
- Speak quickly.
- Able to make short-term plans well.
- Meticulous and detailed.
- Remembering things based on visual associations.

Have the ability to spell letters very well.

a quick and diligent reader.



- Prefer to read to than to be read aloud.
- It is easier to remember what is seen than what is heard.
- It is difficult to accept verbal instructions because he often receives instructions in writing.
- Forgetting to convey verbal messages to others. Often answer questions with short "yes" or "no" answers.
- More interested in the field of art (painting, sculpture, drawing) than music
- Prefer to demonstrate rather than explain.
- Can imagine words.
- Often know what to say, but are not good at writing in words.

b. Auditory Learning

According to Bobbi De Porter, Mark Reardon, and Sarah Singer Nourie the characteristics of auditory learning styles are:

- Attention is easily divided.
- Speak in a rhythmic pattern.
- Learn by listening, moving your lips/vocalizing while reading.
- Dialogue internally and externally.

Shoimatul Ula said auditory learning styles can be characterized by the following behavioral traits:

Prefer to learn by listening.



- It is more a pleasure to listen (be read to) than to read.
- Easily distracted by commotion or noise.
- If reading, prefer to read aloud.
- Difficulty writing things, but very good at telling stories.
- Often talk to yourself when you are working or on the move.
- Speak in a well-patterned rhythm.
- Speaking very eloquently.
- Prefer music over other arts.
- Learn by listening and remembering what is discussed rather than what is seen. Happy to talk, discuss, and explain things at length.
- Having difficulty if you have to deal with tasks related to visualization.
- It's better at spelling or saying words out loud than to write them down.
- Prefer humor or verbal jokes to reading humor/comic books.

c. Kinesthetic Learning

According to Bobbi De Porter, Mark Reardon, and Sarah Singer Nourie the characteristics of kinesthetic learning styles are:

- Touching people and standing close together, moving a lot.
- Learn by doing, pointing to writing while reading.

Respond physically.

Recalling while walking and looking.



Soimatul Ula said the kinesthetic learning style is characterized by behavioral characteristics, including:

- Many physical movements.
- Respond to physical attention.
- Learning through hands-on practice or manipulation.
- Many use body language (nonverbal).
- Use words that contain action.
- Can't stand still in learning.
- Use your finger to point at the word you're reading while you're reading.
- Touching others to get their attention.
- Stand close when talking to others.
- Memorize something by walking or looking directly.
- Can't sit still somewhere for a long time.
- Likes activities that are physically busy.
- Speak slowly.
- Loves sign language.
- Love the art of dance.

4. Factors Affecting of Learning Style



According to David Kolb in Darmadi (2017: 171), "students' learning styles are influenced by personality types, habits or habits, and develop with time and

experience". Darmadi (2017: 172-173) factors that affect student learning styles are factors that exist within the person himself (internal factors), many factors that come from outside the individual itself (external factors).

1. Internal Factors

a. Physical Factors

Physical factors include two parts, namely health and disability. Health factors affect learning activities. The learning process will be disrupted if a person's health is quickly tired, less excited, easily dizzy, sleepy if the body will be weak, lack of blood or there are disorders of the senses and body. While a body defect is something that causes less good or less perfect regarding the body. The defect can be blind, half blind, deaf, half deaf, broken leg and others. The state of disability as well as affects a person's learning activities.

b. Psychological Factors

There are at least seven factors that are classified as psychological that affect learning. Those factors are intelligence, attention, interest, talent, motive, maturity and loneliness.

c. Fatigue.



ie in humans, although difficult to separate, can be divided into two types, ly physical fatigue and spiritual fatigue (psychic). Physical fatigue is seen by

decreasing body resistance data. While spiritual fatigue can be seen by lack of interest in learning, lethargy and boredom to study, so that interest and drive to produce momentarily disappear. The fatigue factor in a person varies. Therefore, it needs a different way or style of learning.

2. External factors

a. Family factors

Someone who learns will receive influence from the family in the form of the way parents educate, relationships between family members, household atmosphere and family economic conditions.

b. School factors

School factors that will affect the way or style of student learning include teaching methods, curriculum, teacher relationships Learning styles are ways used by students effectively and efficiently in learning or capturing information with students, student relationships with students, school discipline or order, learning atmosphere, learning standards, building conditions, school location and others. Teacher factors, for example, teacher personality, teacher ability to facilitate students and relationships between teachers and students also affect the way or style of student learning.



community factors

Society is an external factor that influences student learning styles. Community factors that affect the way or style of learning students include student activities in the community, mass media, friends, and community life forms.

C. Gender

Terminological meaning of sex is a physical difference based on human biological anatomy, especially related to the natural and natural human reproductive system. Based on these physical and biological differences, two human sexes can be identified, namely male and female. While gender in this sense is not a sex difference caused by biological differences and not the nature of God, but is created by men and women themselves through hereditary socio-cultural poses. Gender is a distinction in terms of roles, functions and real responsibilities of women and men resulting from socio-cultural structures and can change according to the times. This is in accordance with what Silvana (2013) explained in Women Studies Enslikipedia, that gender is a cultural concept, which makes a difference in terms of roles, behavior, and emotional characteristics between men and women who develop in society.

Table 2.1 (gender and sex differences)

Gender	Sex
Differences in roles, functions and responsibilities of men and women on the basis of social construction in	Biological differences between men and women and their reproductive functions



society.	
Human formation, social, can be done by men and women based on needs, agreements, opportunities and cultural propriety	God's creation is natureless, unchangeable, interchangeable, and only universal.
Social role: Public: earning a living, being a leader, official, employee, doctor, policeman, merchant, etc. Domestic: cooking, sweeping, organizing the house, caring for babies, nurturing / educating children.	Women: Uterus, ovum, breast milk, menstruation, pregnancy, childbirth, breastfeeding. Males: spermatozoa, fertilize.

Male and female have differences on average in school and in class. The differences relate to physical behavior, social interaction style, academic motivation, behavior, and learning style. Physically, male tend to be more active than female, and also more restless if they have to sit for long periods. Compared to female, they are also more prone to physical aggression if they feel frustrated (Espelage & Swearer, 2004). Of course, both tendencies are out of step with the demands of classroom life, and make



more likely to be a difficult experience for male, even for male who never get in trouble for their restless or aggressive attitudes. Based on a study "The

Californian Adolescent Growth Study" states that: male students (ages 16-19 years) put more emphasis on social skills and the ability to cooperate with others. As for male students who have reached a higher level of social maturity, have an interest in sports, interest in matters related to intellectual ability and academic achievement and attraction to the opposite sex. Meanwhile, female students (aged 16-18 years) are more interested in women's skills such as arranging space, dancing and swimming.

When relaxing socially, male are more often attracted to large groups. Whether on the playground, in the school hallway, or on the street, male' social groups tend to fill a lot of space, and often include a lot of rough play as well as organized and "semi-organized" competitive games or sports. (Maccoby,2002). Female, for their part, are more likely to seek out and maintain one or two close friends and share more intimate information and feelings with those people. Differences in social interaction styles also occur in the classroom. On average, male are more likely to speak up during class discussions sometimes despite not being called, or even if they don't know the topic as much as other students in the class (Sadker, 2002). When working on a project in a small group, they tend to overlook female' comments and contributions to the group. In this case, student groups have parallel interaction patterns in many parts of society, where men also have a tendency to ignore women's comments and contributions (Tannen, 2001).

