STUDENTS’ LEARNING STYLE PREFERENCES AND THE IMPACT ON THEIR ACHIEVEMENTS IN MAINSTREAM ENGLISH I (BEL 200):
A STUDY ON UiTM STUDENTS IN THE NORTHERN REGION
(BRANCH CAMPUSES OF UiTM IN PERLIS, PENANG AND KEDAH)

PREPARED BY:

FRANCIS XAVIER A.S.RAJOO

MAK KEM SENG

JULY 2003
Bahagian Hal Ehwal Akademik

Kampus Sungai Petani
Peti Surat 187
08400 Merbok
Kedah Darul Aman.
Tel : 04-4571206
Fax : 04-4571300 - 1032
E-mail : noor787@kedah.itm.edu.my

Surat Kami : 100-UiTMSP(HEA,9/9)
Tarih : 29 Julai 2002

Encik Francis Xavier A.S. Rajoo
Pensyarah Bahasa Inggeris
Universiti Teknologi MARA Cawangan Kedah
Kampus Sungai Petani

Tuan

CADANGAN PROJEK PENYELIDIKAN


Sehubungan dengan itu, tuan bolehlah menghubungi Koordinator Unit Penyelidikan dan Perundingan untuk urusan selanjutnya.

Sekian, Selamat Maju Jaya.

Yang benar

PROF. MADVA DR. ZALIHA HJ HUSSIN
Pengarah Kampus
Merangkap Pengerusi
Jawatankuasa Teknikal Peyelidikan
UiTM Cawangan Kedah

s.k.
1. Penolong Naib Canselor (Penyelidikan)
2. Koordinator Bahasa
3. Koordinator UPP
4. Penolong Bendahari
5. Fail Peribadi

Fungsi Utama : Pengurusan Pendaftaran Pelajar, Pendaftaran Kursus, Maklumat Pelajar dan Peperiksaan

nd
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>vi</td>
</tr>
<tr>
<td>Contents</td>
<td>viii</td>
</tr>
<tr>
<td>List of Tables</td>
<td>x</td>
</tr>
<tr>
<td>List of Appendices</td>
<td>xi</td>
</tr>
<tr>
<td>Abstract</td>
<td>xii</td>
</tr>
<tr>
<td><strong>CHAPTER 1</strong> INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>1.1 Background</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Objectives of the Study</td>
<td>4</td>
</tr>
<tr>
<td>1.3 Statement of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Scope of the Study</td>
<td>6</td>
</tr>
<tr>
<td>1.5 Research Questions</td>
<td>7</td>
</tr>
<tr>
<td>1.6 Hypotheses</td>
<td>7</td>
</tr>
<tr>
<td>1.7 Operational Definition of Terms</td>
<td>8</td>
</tr>
<tr>
<td>1.8 Significance of the Study</td>
<td>10</td>
</tr>
<tr>
<td>1.9 Limitations of the Study</td>
<td>11</td>
</tr>
<tr>
<td><strong>CHAPTER 2</strong> REVIEW OF RELATED LITERATURE</td>
<td></td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>12</td>
</tr>
<tr>
<td>2.2 Review of Related Literature</td>
<td>13</td>
</tr>
</tbody>
</table>
CHAPTER 3 METHODOLOGY

3.1 Introduction 25
3.2 Hypotheses 26
3.3 The Sample 26
3.4 The Research Instrument 28
3.5 The Collection and Analysis of Data 28

CHAPTER 4 ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Analysis of the Statistical Results 30
4.2 Analysis of the Reliability of the Questionnaire 30
4.3 Analysis of the Population Sample: MARA University of Technology (UiTM) Branch Campuses in the Northern Region (Perlis, Penang and Kedah) 31
4.4 Data Analyses and Findings 31
4.5 Summary of Major Findings 35

CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS

5.1 An Overview of the Research 45
5.2 Conclusions 46
5.3 Recommendations 49

Bibliography 53
Appendices 55
Research Project Schedule 70
ABSTRACT

In the learning process, various methods and ways are being utilised by learners. Learners engage different behaviour and styles that may assist in effective learning. Numerous studies of learning styles conducted by Reid (1993, 1995) have shown that successful learning can take place if competent teachers and educators know how to make the students utilise their correct learning style preferences. Teachers and educators equipped with the knowledge of the rudiments of various learning style preferences would have an added advantage when delivering their lessons. The background knowledge of the learning style preferences will enable the teachers and educators to empower their students to acquire a second language and simultaneously pave the way for their learners to become autonomous learners. Teachers and educators can provide assistance by identifying the strengths and weaknesses in their students’ learning style preferences. At the same time, they can also facilitate the appropriate implementation of teaching methods catering to the various learning style preferences of their students. Research has shown that teachers and educators who cater for the students’ different learning style preferences in their teaching methodologies can assist their learners to maximise second language acquisition. Furthermore, research findings have also substantiated the basis that greater satisfaction and achievements were reported amongst students whose learning styles matched with those appropriate teaching methodologies (Wesche, 1981). It is hoped that this limited study could provide useful insights as well as pave the way for better achievements and performances by the students. Findings in this study have shown that students yearn for the correct methodology tailoring for their learning style preferences. The insights gained could also prove useful for teachers and educators in empowering their students to become autonomous learners in the acquisition of English as a second language.