

UNIVERSITI TEKNOLOGI MARA

**LEARNING STYLE PREFERENCES OF FORM FIVE ESL
STUDENTS IN SARAWAK**

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

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ABSTRACT

The purpose of this study was to investigate the preferred learning styles of 120 Form 5 ESL students from English Language Centre (ELC) and SMK Muara Tuang (GS) as well as to investigate the relationship of learning style preference to students' proficiency level and to determine if there is a difference between students' preferred learning style to students' gender. A learning style refers to the ways of learning that include how learners perceive, interact with the respond to the learning environment. This study applied Reid's (1995) taxonomy of six learning style preferences: visual, auditory, kinesthetic, tactile, group, and individual. This study employed a mixed-method approach. Quantitative and qualitative. Quantitatively, data was gathered from a sample of 120 Form5 students. Students were selected randomly according to their proficiency levels and gender. The students' learning styles were elicited using the Perceptual Learning Styles Preference Questionnaire (PLSPQ) developed by Joy Reid. Qualitatively, individual interviews were conducted with 9 students from English Language Centre and 9 students from SMK Muara Tuang. The interviews were used to triangulate students' choice of learning style preference. The study findings revealed respondents from both schools preferred the group learning style the most followed by kinesthetic learning style. The study found that there was significant difference in students' learning style preference and their proficiency level in ELC. The study also found that there was a relationship between students' learning styles and gender in ELC. The study concluded with the importance of understanding students' learning style preference. The study suggested the measures instructors should take into the consideration with regards to students' language learning style preference as well as academic performance and gender in order to obtain the a learning environment that would promote optimal learning and meeting students' expectations and needs in the classroom.

ABSTRAK

Tujuan kajian ini adalah untuk menyiasat gaya pembelajaran keutamaan 120 Tingkatan 5 pelajar ESL dari Pusat Bahasa Inggeris (ELC) dan SMK Muara Tuang (GS) serta untuk menyiasat hubungan gaya pembelajaran keutamaan ke tahap kemahiran pelajar dan untuk menentukan sama ada terdapat perbezaan antara gaya pembelajaran keutamaan pelajar dengan jantina. Gaya pembelajaran merujuk kepada cara pembelajaran yang merangkumi bagaimana pelajar melihat, berinteraksi dengan bertindak balas kepada persekitaran pembelajaran. Kajian ini menggunakan (1995) taksonomi Reid enam taksonomi gaya pembelajaran: visual, auditori, kinestetik, sentuhan, kumpulan, dan individu. Kajian ini menggunakan pendekatan campuran kaedah iaitu kuantitatif dan kualitatif. Secara kuantitatif, data dikumpul daripada sampel 120 pelajar Tingkatan 5. Pelajar telah dipilih secara rawak mengikut tahap kemahiran mereka dan jantina. Gaya pembelajaran pelajar telah dicungkil menggunakan Soal Selidik Persepsi Gaya Pembelajaran (PLSPQ) yang dibangunkan oleh Joy Reid. Secara kualitatif, temubual individu telah dijalankan dengan 9 pelajar dari Pusat Bahasa Inggeris dan 9 pelajar dari SMK Muara Tuang. Temubual telah digunakan untuk menyokong pilihan gaya pembelajaran keutamaan pelajar. Hasil kajian menunjukkan kedua-dua sekolah paling meminati gaya pembelajaran kumpulan diikuti dengan gaya pembelajaran kinestetik. Kajian ini mendapati bahawa terdapat perbezaan yang ketara dan tahap penguasaan di antara gaya pembelajaran keutamaan dengan tahap kemahiran pelajar daripada ELC. Kajian ini juga mendapati bahawa terdapat hubungan dengan gaya pembelajaran pelajar dan jantina daripada ELC. Kajian ini diakhiri dengan memahami kepentingan gaya pembelajaran keutamaan pelajar. Kajian ini mencadangkan langkah-langkah yang perlu diambil kira oleh pergajar berkenaan gaya pembelajaran serta prestasi akademik dan juga jantina untuk mendapatkan suasana pembelajaran yang akan menggalakkan pembelajaran yang optimum mengikut jangkaan dan keperluan pelajar dalam bilik darjah.

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