

UNIVERSITI TEKNOLOGI MARA

**PERCEPTUAL LEARNING STYLE PREFERENCE
(PLSP) TO LEARN GRAMMAR AMONG STUDENTS OF
SELECTED SECONDARY SCHOOLS IN SHAH ALAM**

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ABSTRACT

Students face difficulty in learning grammar. In order to learn grammar effectively in the classroom, teachers have to consider the students' learning style. When students' learning style is catered to, they will show positive achievement towards what they had learnt. Therefore, this study is set out to investigate students' major, minor, and negligible learning style preference to learn grammar. It is also to examine students' learning style between male and female students in the classroom. The study further explores teachers' teaching style from the students' perspective. Students who participated in this study are 244 Form 1 students of selected secondary schools in Shah Alam. To elicit information from the students, Perceptual Learning Style Preference Questionnaire (Reid, 1984) was administered. The data obtained was analysed using descriptive statistics and an independent sample t-test. The findings reveal that students in general favour group, kinaesthetic, tactile, visual, and auditory (major), as well as individual (minor) learning style. Male students favour group, kinaesthetic, tactile, visual, and auditory learning style. In contrast, female students favour all the learning styles. However, there is a slight mismatch between students' learning style and teachers' teaching style preferences. Hence, the findings of this study indicate that teachers should be aware of students' learning style so that the teaching and learning of grammar in the classroom will be more effective.

ABSTRAK

Murid menghadapi kesukaran untuk belajar tatabahasa. Untuk belajar tatabahasa secara berkesan di dalam bilik darjah, guru harus mempertimbangkan gaya pembelajaran murid. Apabila gaya pembelajaran murid dipenuhi, mereka akan menunjukkan pencapaian yang positif terhadap apa yang telah mereka belajar. Oleh itu, kajian ini dibentangkan untuk menyiasat pilihan gaya pembelajaran major, minor, dan negligible murid dalam belajar tatabahasa. Ia juga adalah untuk mengkaji gaya pembelajaran di antara murid lelaki dan murid perempuan di dalam kelas. Kajian ini selanjutnya meneroka gaya pengajaran guru melalui perspektif murid. Murid yang terlibat dalam kajian ini adalah 244 orang murid Tingkatan 1 dari sekolah menengah terpilih di Shah Alam. Untuk mendapatkan maklumat daripada murid, Soal Selidik Gaya Pembelajaran Perseptual (Perceptual Learning Style Preference) (Reid, 1984) telah digunakan. Data yang diperolehi dianalisis menggunakan statistik deskriptif dan ujian-t bebas. Dapatan kajian menunjukkan bahawa murid secara amnya menggemari gaya pembelajaran kumpulan, kinaestetik, taktil, visual, dan auditori (major), serta individu (minor). Murid lelaki menggemari gaya pembelajaran kumpulan, kinaestetik, taktil, visual, dan auditori. Sebaliknya, murid perempuan menggemari semua gaya pembelajaran. Walau bagaimanapun, terdapat sedikit ketidaksepadanan antara gaya pembelajaran murid dan gaya pengajaran guru. Oleh itu, dapatan kajian ini menunjukkan bahawa guru harus sedar akan gaya pembelajaran murid supaya pengajaran dan pembelajaran di dalam bilik darjah akan menjadi lebih berkesan.

CHAPTER 1

INTRODUCTION

INTRODUCTION

Students learn in many ways. They learn by seeing, hearing, reading, touching, thinking, or interacting with other people. These indicate that students have their own learning style to learn. Learning style refers to approaches that students employ in their learning (Pritchard, 2009). The use of learning style is beginning to gain more attention because of its advantages. Students learn better when instructional strategy matches their preferred learning style. It is shown in the students' academic achievement. Academic achievement is positive when learning style is applied (Carrier, 2009).

Learning style can be classified into several categories. The categories are psychological/affective, physiological, and cognitive style. Psychological/affective style refers to feeling an individual has about himself or herself that influence learning. Physiological style refers to an individual consistent ways to facilitate learning by stimulating the senses or environment. On the other hand, cognitive style refers to how an individual perceives and makes sense of things (Butler, 1989, cited in Tan, Parsons, Hinson, & Sardo-Brown, 2001). This classification is common in learning style.

However, different scholar has his or her own interpretation of the term 'learning style' and classification of learning style. For example, Reid (1995) defines learning style as internally based characteristics, often not perceived or used consciously. She, furthermore, classifies learning style into three categories: cognitive, sensory and personality learning style. Cognitive learning style consists of field-independent versus field-dependent, analytic versus global, and