PERCEPTUAL LEARNING STYLES AMONG THE FORM 4 STUDENTS OF SEKOLAH MENENGAH KERAJAAN PADAWAN 2007

ABUN NYAID
2002378003

B.Ed. TESL (Hons)
FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA SARAWAK
KAMPUS KOTA SAMARAHAN

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Abstract

Perceptual Learning Styles Preferences among the Form 4 students of SMK Padawan 2007

This research study aims to identify the perceptual learning styles of the Form 4 students of SMK Padawan. Besides, it also aims to know if the teachers' perceptions correspond to the students' perceptual learning style preferences. Again, the study aims to find out whether the instructional strategies and activities used by the teachers in class can accommodate the students' different perceptual learning styles.

A total of 172 Form 4 students and four English teachers were taken as the subjects for this study. Data was collected through self-reporting questionnaires for the students and teachers. Generally, a student may have more than one style of learning and it is quite difficult for the teachers to detect the student most preferred style. As a result, teachers' perceptions of their students' perceptual learning styles did not correspond well with the students' perceptual learning styles. The study also revealed that teachers' instructional strategies and activities did not vary significantly to accommodate the students' different perceptual learning styles. Therefore, some measures have to be taken in order to increase the speed of learning and the amount of retention span.

Chapter 1

Introduction

1.0 An overview of the study

This chapter covers the background and statements of problem of the proposed study apart from discussing the objectives of the study and related issues such as the significance of the study, the definitions of key words used as well as its limitations.

1.1 Background of the study

Normally, in a classroom, teachers will come across students with different preferred ways of learning. Therefore, some of the students are more towards certain ways than the others in their learning. This means that teachers are teaching students with different learning styles. According to Chitravelu, Sithamparam & Teh (1995), the term learning styles means "the ways a student prefer to go about learning".

The first thing the teachers should see in their learners is their different styles of learning. If the teachers know their students' learning styles in the classroom, then they should impose the best teaching techniques in order to assist their students in enhancing their learning. Therefore, it is necessary for the teachers to understand their students' different learning styles. This claim, further supported by Blackmore (1996), that one of the most important things educators

Chapter 2
Literature Review

2.0 Introduction

This chapter attempts to present a critical review of the literature on learning styles. This includes the scope of learning styles, perceptual learning styles, characteristics of learners related to the styles, and the impact of bridging the gap between the instructional method and students' learning style preferences on learning.

2.1 Learning Styles

Generally, no one learns the same way from each other. Everyone will come with his or her own style of learning. Ellis (1985) describes learning style as the more or less consistent way in which a person perceives, conceptualizes, organizes and recalls the information. According to Gregorc (1979; cited in Riding & Rayner,1998), Chitravelu, Sithamparam & Teh (1995), learning styles may simply mean the ways a student prefers to go about learning and adapt to his environment, while Dunn & Dunn (1992), simplified it as the ways each learner begins to concentrate on, process and retain new and difficult information. However, James and Gardner (1995; cited in Brown,1998), refer learning styles as a " complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store and recall what they are attempting to learn".