

ENGLISH LEARNING STYLES BASED ON GENDER USED BY THE STUDENTS OF THE ENGLISH EDUCATION STUDY PROGRAM OF UNIVERSITAS BENGKULU

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Abstract

This research was aimed at investigating the English learning style preferences used by female and male students in. It was designed as quantitative research with a survey method. Data were gathered by using a perceptual learning style preferences questionnaire that was adapted from Reid (1984). It had been validated by experts and it had been tried out to other respondents who had the same characteristics as the respondents in this present study to get the reliability of the questionnaire. A total sampling technique was used to involve 115 students of the third-semester of the English education study program of Universitas Bengkulu in the academic year of 2021-2022 in filling in the questionnaire, consisting of 28 male and 87 female students. The results show that the female students used three major learning styles (visual, auditory, and kinesthetic), two minor learning styles (tactile and group), and a negative learning style (individual). The most dominant learning style used by the female student was kinesthetics. Moreover, the male students used five major learning styles (visual, auditory, kinesthetic, tactile, and group), while the individual learning style was negative. The most dominant learning style used by the male students was the group. In conclusion, there is a different English learning styles between female and male students used by the third-semester students of the English education study program of Universitas Bengkulu in the academic year of 2021- 2022. The female students used three types of English learning style preferences, namely visual, auditory, and kinesthetic. Those English learning styles are major learning styles. Meanwhile, tactile and group learning styles are minor learning styles, and individual learning style is a negative learning styles for female students. The most dominant of the English learning styles used by them is kinesthetics. Further, male students used four types of English learning styles, namely visual, auditory, kinesthetics, and group. Those English learning styles are major learning styles. Meanwhile, individual learning style is a negative learning style for male students. The most dominant of the English learning styles used by them is the group.

Keywords : learning styles, characteristic, gender, differences, group

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INTRODUCTION

Discourses on gender are extremely numerous and can be found in many different areas. Studies on it become one of the important and crucial things in society. According to James and Berger in Mahmud (2018), gender is 'the most extensively investigated constructs of the social sciences. This is also in line with Eckert in Mahmud (2018) who states that gender differences can be found in 'different cultures, places, and groups. Gender differences have significant roles in determining English students' learning style preferences (e.g., Karthigeyan & Nirmala, 2013; Yi et al., 2011; Vaseghi et al., 2012), and have a significant impact on students'

learning preferences and outcomes (Apriani et al., 2022). It means that knowing students' learning styles based on gender differences plays a vital role for students in learning English. It is because learning styles are the key to developing male and female students' abilities in their school and environment. Students (both male and female) feel more self-confident and get more excited about the subject they are studying (Bhat, 2014). They could learn English easily and be able to communicate fluently with others. Biber and Burges in Mahmud (2018) confirm that women's focus is on personal and interactional aspects of English, whereas men's focus is more on transferring information.

Furthermore, Mahmud (2018) also stated Typically men will talk about 'things, while women will talk about how they 'feel' about things. It is further stated that men and women have different areas of conversation. Men, for example, like to discuss business, politics, current affairs, cars, sport and of course. Conversely, women like to talk about their relationship, people they know, some current affairs. It can be stated that 'personal issues are important for women but for men, they prefer not to talk about personal matters.

Moreover, knowing female and male students' learning styles positively impacts them in learning English. They will be able to organize information and control strategies for learning and acquiring knowledge (Magdalena, 2015). In other words, they will be easier to select and take the knowledge and information that can help them in learning English. Further, students' performance in the classroom and learning outcomes at the end of teaching could improve if teachers design any learning instructional process appropriate to the students' learning styles dimensions (Graf et al., 2010).

Based on the preliminary study that was done by the researcher on September 15-17, 2021 in which the researcher interviewed two female and male students about their learning styles in learning English. The results show that most of them did not know and aware of their learning styles. They were still confused about their learning style preferences. Either male or female students studied English based on their ways that could make them comfortable and enjoyable. In addition, the third-semester male students, particularly freshmen, tended to be passive learners of English. It is because they might be not aware of their learning styles. Also, it happened due to there being a mismatch between male students' learning styles and teaching styles at the higher institution. This condition influences the learning outcomes of the male students in which there is a difference in English ability between male and female students in the third semester of the English department of Universitas Bengkulu.

However, the specific or the tendency of learning styles of English students based on gender differences has not been revealed yet

at the English department of Universitas Bengkulu. The previous researchers show it; for example, Junaidi et al. (2013) investigated students' learning styles and strategies in English subjects at SMPN 12 (state junior high school) of Bengkulu city. The results revealed that the dominant style and strategy used is that students learn English material systematically and sequentially and practice it directly with friends. Then, Shalihah et al. (2016) analyzed the learning styles of the seventh-semester English students of the University of Bengkulu in the academic year 2015/2016. They found that the English students tended to use a visual learning style. The last, Wulandari et al. (2019) investigated the learning styles used by the English students of Universitas Bengkulu in learning listening in the academic year 2018/2019 in the fifth semester. The results show that the students used visual, auditory, and kinesthetic learning styles in mastering listening skills. Of the three skills, they tended to use the auditory learning style.

Moreover, several previous researchers have investigated students' learning styles. First, Arjulayana (2016) analyzed the students' learning styles in speaking skills in the tenth grade of MAN 11 Jakarta. It revealed the auditory learning style is most suitable for them. Second, Salam et al. (2020) investigated the learning styles and learning strategies used by the successful English learners at Tanjung Pura University, Pontianak. This study reported that the successful language learners used two dominant learning styles. Those are 1) visual, they prefer to learn by reading the texts or books and taking notes; and 2) the individual, they feel better learning individually. The last, Fadhilah and Suherdi (2020) also studied students' learning styles of junior high school in Bandung, West Java. They found that most students prefer group learning styles to other learning styles, and they did not like learning individually.

Most previous studies analyzed students' learning styles of junior high school and senior high school levels in speaking skills, successful language learners, and language learning (not specific in English or Bahasa Indonesia). They

analyzed focused on three types of learning styles, namely auditory, visual, and kinesthetics. Moreover, at the English department of Universitas Bengkulu, the previous studies focused on investigating students' learning styles in the English language at junior high school and university levels. The differences can be seen in that the previous researcher did not use the theory of Reid (1984) to investigate students' learning styles, meanwhile, in this study, the researcher modified the learning style questionnaire of Reid (1984) to be more specific for learning English. The last, no studies as researchers concerned that investigating students' learning styles based on gender at the university level especially the third third-semester students of the English department of Universitas Bengkulu. Therefore, to fill the gap in the previous study, this present research investigate students' English learning styles based on gender in the third semester of the English department of Universitas Bengkulu in

METHOD

This research was employed a quantitative method with a survey design. Creswell (2012) stated that survey research is procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. Meanwhile, Gay et al. (2012) stated that quantitative research is research that collects the data in terms of numerical to explain, predict, and/or control phenomena of interest. Based on the statements, it is in line with this research in which this study surveyed the attitudes, opinions, behaviors, or characteristics of the third-semester students of the English department of Universitas Bengkulu in terms of their English learning styles based on gender differences (male and female).

The subjects of this study were the third-semester students of English education study program of Universitas Bengkulu in the academic year 2021/2022. They were taken using a total sampling technique of 87 females

the academic year 2021- 2022.

The English learning styles of this present study focused on six types of learning styles based on the theory of Reid (1984), namely visual, auditory, kinesthetic, tactile, group, and individual. Mulalic et al. (2009) mentioned that there is a difference in students' learning styles according to their gender and ethnicity in learning a language. It has significant contributions for English lecturers to know more about the characteristics of students in learning the English language based on gender so that they can prepare the best teaching method, strategies, approach, and techniques for their students. Moreover, the results of the study on students' learning styles will give useful implications for teaching and learning process context such as curriculum design, materials development, student orientation, and teacher training (Reid, 1987).

and 28 males. Thus, total of the subjects of this study was 115 students.

The data of this study were gathered by using an English learning style questionnaire that was adapted from the questionnaire developed by Reid (1984). The total of the items of the questionnaire developed in this study was 36 items. It was designed by using the Likert scale with four options; namely strongly agree (4 points), agree (3 points), disagree (2 points), and strongly disagree (1 point). It was validated by two experts to validate the content of the questionnaire. The results show that the content validity from the expert-1 was very worthy (mean score of 4.72) and expert-2 was worthy (mean score of 4.22). Aiken V's value was used to test the inter-rater's agreement in validating the items of the questionnaire. The result showed that it was 0.87153 or the percentage agreement was 87.15%. It means that the questionnaire of this research was very good, and it can be used to measure the female and male students' English learning styles.

In addition, the questionnaire was tried out to test the reliability of the questionnaire to

the other respondents with the same characteristics of this study. The Cronbach Alpha was used to test the reliability of the questionnaire and the results were at 0.90 (female), and 0.78 (male). It means that the reliability of the questionnaire was reliable. Thus, the final questionnaire was administrated to all the subjects of the research through the google form.

The data of this study were analyzed quantitatively by counting the mean score of each item of the questionnaire. The range

mean score of the items were at 1 - 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.0 (Strongly Disagree). Then, to know the learning styles of the students, the total of all of the mean score of each type of learning style was counted. It was interpreted by using the ranges of mean score suggested by Reid (1984; 1987). Those were presented in the following table;

Table 1.

The Range of the Learning Style Preferences Mean	
Category	Mean Score
Major Learning Style Preference(s)	18 – higher
Minor Learning Style Preference(s)	16.50 - 17.99
Negligible/Negative Learning Style Preference	16.14 or less

FINDINGS

After collecting and analyzing the data, the results of this study were presented in terms of female and male students' English learning styles. The results of the study are presented in table 2 below. It shows that the female students

had three major learning styles (visual, auditory, and kinesthetic), two minor learning styles (tactile and group), and a negative learning style (individual). The most dominant learning style used by the female students was kinesthetic.

Table 2.

The Female and Male Students' English Learning Styles

No	Types of Learning Styles	Female		Male	
		Mean Score	Category	Mean Score	Category
1	Visual Learning Style	18.61	Major	18.79	Major
2	Auditory Learning Style	18.49	Major	18.89	Major
3	Kinesthetic Learning Style	18.74	Major	18.79	Major
4	Tactile Learning Style	17.87	Minor	18.43	Major
5	Group Learning Style	17.74	Minor	19.82	Major
6	Individual Learning Style	16.08	Negative	15.96	Negative

Meanwhile, the male students had five major learning styles (visual, auditory, kinesthetic, tactile, and group), and a negative learning style (individual). The most dominant learning style used by male students was group. So that, according to the table above it can be concluded that the female students have more dominant in Kinesthetic Learning Style. Meanwhile, the male students have more

dominant in Group Learning style, however the percentage of Kinesthetic Learning Style between female and male are same. The detailed results of each category of the learning styles are as follows;

Visual Learning Style

The results of the female and male students' responses to the visual learning style are presented in the table below;

Table 3.
The Female and Male Students' Responses on the Visual Learning Style

No	Statements	Female Students						Male Students					
		SA	A	D	SD	Mean	Cate- gory	SA	A	D	SD	Mean	Cate- gory
1	I read what the English teacher wrote on the blackboard	23	60	4	0	3.00	Agree	6	19	3	0	2.68	Agree
2	I mark important texts with different colors when reading English texts	26	51	8	2	3.05	Agree	11	9	8	0	3.11	Agree
3	I understand better when I read instructions or information that contains Explanations about the English materials that I am studying	38	49	0	0	3.20	Agree	15	12	1	0	3.50	Strongly Agree
4	I learn better by reading than by listening to someone's explanation when learning English	20	33	31	1	3.17	Agree	10	8	9	1	2.96	Agree
5	I learn better with pictures/diagrams/table s/ charts/ maps when studying English materials	17	38	31	1	3.09	Agree	11	11	6	0	3.18	Agree
6	I learn better by communicating directly with a teacher/ other when learning English	34	45	8	0	3.23	Agree	13	12	3	0	3.36	Strongly Agree
	Total					18.61	Major		Total			18.79	Major

As presented in table 3, all of the items were responded to by the female students as an agree category. Meanwhile, male students responded to two items (item 3 and 6) as strongly agree category. Other items were in an agree category. However, both female and male students responded tvisualsual as a

major learning style for them in learning English.

Auditory Learning Style

The results of the female and male students' responses to the auditory learning style are presented in the table below.

Table 4.
The Female and Male Students' Responses on the Auditory Learning Style

No	Statements	Female Students						Male Students					
		SA	A	D	SD	Mean	Cate- gory	SA	A	D	SD	Mean	Cate- gory

7	I understand better when the teacher gives me instructions regarding English lessons	31	52	4	0	3.31	Strongly Agree	11	17	0	0	3.39	Strongly Agree	
8	I remember things in English lessons that I have heard better than what I have read	16	56	15	0	3.01	Agree	9	13	6	0	3.11	Agree	
9	I prefer to listen to what the English teacher says/ explains/ in class	24	58	5	0	3.22	Agree	11	15	2	0	3.32	Strongly Agree	
10	I learn more English in class when I listen to someone than participate in a particular activity	18	51	18	0	3.00	Agree	8	16	4	0	3.14	Agree	
11	I learn English better when the teacher/ someone says something in class	24	59	4	0	3.23	Agree	8	18	2	0	3.21	Agree	
12	I understand learning English when listening to the explanation played on the audio device	9	45	33	0	2.72	Agree	3	14	11	0	2.71	Agree	
Total							18.49	Major	Total				18.89	Major

As presented in table 4, one item (item 1) was responded to by the female students as a strongly agree category, while other items were in an agree category. Meanwhile, male students responded to two items as strongly agree category (items 7 and 9). Other items were agreed agree category. However, both female and male students responded the auditory as a major learning style for them in learning English.

Kinesthetic Learning Style

The results of the female and male students' responses to the kinesthetic learning style are presented in the table below;

Table 5.

The Female and Male Students' Responses on the Kinesthetic Learning Style

No	Statements	Female Students						Male Students					
		SA	A	D	SD	Mean	Cate-gory	SA	A	D	SD	Mean	Cate-gory
12	I prefer to learn English in the classroom by doing the exercises given by the teacher	17	53	17	0	3.00	Agree	7	17	4	1	3.04	Agree
13	I learn better by moving my body with regards to instructions/ phrases in English	15	61	11	0	3.05	Agree	8	14	6	0	3.07	Agree

14	I move my hands when speaking in English to express what I think and feel	24	57	5	1	3.20	Agree	8	18	2	0	3.21	Agree
15	I prefer hands-on activities for learning English (e.g., practice, modeling, etc)	26	49	11	1	3.17	Agree	9	15	4	0	3.18	Agree
16	I understand things well in class when I participate in role-play activities	16	63	8	0	3.09	Agree	8	15	5	0	3.11	Agree
17	I learn English with games like scrabble etc.	22	61	4	0	3.23	Agree	11	11	6	0	3.18	Agree
Total						18.74	Major	Total				18.79	Major

As presented in Table 5, both female and male students used the kinesthetic learning style in learning English which this style was responded as a major learning style. In addition, all of the items of kinesthetic learning style were responded by the female and male students in an agree category.

Tactile Learning Style

The results of the female and male students' responses on the tactile learning style are presented in the table below;

Table 6.

The Female and Male Students' Responses on the Tactile Learning Style

No	Statements	Female Students						Male Students					
		SA	A	D	SD	Mean	Category	SA	A	D	SD	Mean	Category
19	I learn more English when I can make models, graphs, diagrams of an English material/ lesson	10	45	31	1	2.74	Agree	4	9	5	1	2.64	Agree
20	I learn more when I create something for an English class project, etc)	14	52	21	0	2.92	Agree	8	13	16	0	3.68	Strongly Agree
21	I study better when I draw while learning English	13	48	26	0	2.85	Agree	5	12	11	0	2.79	Agree
22	When I build/ create something, I remember what I have learn better	20	64	3	0	3.24	Agree	10	13	5	0	3.18	Agree
23	I enjoy learning English in the laboratory because it makes it	16	49	21	1	2.94	Agree	7	14	7	0	3.00	Agree

	easier for me to understand English materials													
24	I take notes while listening and manipulating the English material delivered by teacher	22	61	4	0	3.21	Agree	10	12	6	0	3.14	Agree	
	Total					17.87	Minor	Total				18.43	Major	

As presented in Table 6, female students responded the tactile as a minor learning style, while it was major for male students in learning English. For female students, all of the items of tactile learning style were in an agree category. Meanwhile, male students responded the item

20 as a strongly agree category. Other items were responded as an agree category.

Group Learning Styles

The results of the female and male students' responses on the group learning style are presented in the table below;

Table 7
The Female and Male Students' Responses on the Group Learning Style

No	Statements	Female Students						Male Students					
		SA	A	D	SD	Mean	Cate-gory	SA	A	D	SD	Mean	Cate-gory
25	I complete more English assignments when I study with other people than alone	18	46	20	3	2.91	Agree	8	10	8	2	2.86	Agree
26	I usually like to work with two or more classmates when doing the English exercises given by the teacher	17	51	17	2	2.95	Agree	18	5	5	0	3.46	Strongly Agree
27	I like to learn English by discussing in class and group projects given by the teacher	18	57	10	2	3.05	Agree	11	11	6	0	3.18	Agree
28	I like to share my ideas with my classmates in learning English	20	54	12	1	3.07	Agree	10	16	2	0	3.29	Agree
29	I like to learn English by interacting with friends in the English club	18	58	11	0	3.08	Agree	8	17	3	0	3.18	Agree
30	It is easier for me to understand and memorize English lessons if I studied with friends/ others	16	28	42	1	2.68	Agree	9	16	3	0	3.21	Agree
	Total					17.74	Minor	Total				19.82	Major

As presented in Table 7, female students responded the group learning style as a minor learning style, while it was major for male students in learning English. For female students, all of the items of tactile learning style were in an agree category. Meanwhile, male students responded the item 26 as a

strongly agree category. Other items were responded as an agree category.

Individual Learning Style

The results of the female and male students’ responses on the individual learning style are presented in the table below;

Table 8.
The Female and Male Students’ Responses on the Individual Learning Style

No	Statements	Female Students					Cate-gory	Male Students					Cate-gory	
		SA	A	D	SD	Mean		SA	A	D	SD	Mean		
31	I remember English lessons well when I study alone	16	3	68	0	2.40	Disagree	9	6	6	7	2.61	Agree	
32	I like to think for myself before listening to other people’s explanations when learning English	17	21	49	32	3.23	Agree	3	9	4	12	2.25	Disagree	
33	I work better I study/ do assignments/ practice English by myself	20	21	35	11	2.57	Disagree	7	10	5	6	2.64	Agree	
34	I prefer to do English assignments/ practices/ projects myself	14	28	45	0	2.64	Agree	7	10	5	6	2.64	Agree	
35	I prefer to use my own ideas when solving problems that I encounter when learning English	20	27	40	0	2.77	Agree	9	6	3	20	2.86	Agree	
36	I learn better when I understand English lessons on my owns	10	34	29	14	2.46	Disagree	10	3	4	11	2.43	Disagree	
Total		16.08					Negative	Total					15.96	Negative

As presented in table 8, both female and male students responded to the individual as a negative learning style. Three items (31, 33, and 36) were responded by female students as a disagree category, while other items were as

an agree category. Meanwhile, male students responded to two items (32 and 36) as a disagree category, while other items were as an agree category.

DISCUSSION

Female Students’ English Learning Style Preferences

The first question of this research investigates the female students’ English learning style preferences used by the third-semester students of the English education study program of Universitas Bengkulu in the

academic years of 2021- 2022. The results revealed that the female students used three types of learning styles, namely visual, auditory, and kinesthetic. The findings are similar to Wulandari et al. (2019) who found the fifth-semester English students of Universitas Bengkulu in the academic year 2018/2019 used visual, auditory, and kinesthetic learning styles, while the dominant one is auditory. However, the different findings of this previous study in which the present research focuses on female students.

Visual, auditory, and kinesthetic are the major learning style used by the female students of third-semester students of the English education study program of Universitas Bengkulu. These findings show that those strategies significantly influence female students in acquiring and mastering the English language. Those learning styles also are the common learning styles used by language learners in the English as a foreign language context. Rambe and Zainuddin (2014) stated that visual, auditory, and kinesthetic learning styles can affect the use of students' metacognitive skills in learning such as situation analysis, pacing, and self-evaluation to produce learning outcomes that are in accordance with student characteristics. Those learning styles are closely related to each other in the learning process. It supports each other even though the tendency of female students has one of the most dominant learning styles in the English learning process.

However, among the visual, auditory, and kinesthetics, the results of the questionnaire show that kinesthetic was the preferred major learning style of the female English students of the third semester. It can be seen from the responses of the students which they prefer to learn English by using games, scrabbles, and moving their hands when speaking in English to express what they think and feel. It indicates that female English students need practical activities in learning English. Also, they are regarded as active students in learning English. It is in line with the statements of Gilakjani (2011) who mentioned that the kinesthetic students will be easier to learn when the teacher uses an active hands-on approach. They

prefer to learn by moving their physics. It means that the female English students of Universitas Bengkulu in the third semester like studying English by using games, role play, telling stories, and doing exercises. The female students would be easier to learn English not only by reading books but also by practicing them.

Moreover, female students prefer to touch something that provides certain information related to English so that they can easily remember it. For example, speaking quietly, standing up close when talking to people, always physically oriented and moving a lot, learning through manipulating and practice, memorizing English materials by walking and looking; using fingers as tools pointer when reading, using a lot of body cues; and can't sit still for a long time. These activities are useful for them to increase their English skills.

In terms of the minor learning style, the female students have tactile and group learning styles. Minor learning styles refer to learning styles that are less favorable but can help students to learn. However, minor learning styles have more effect small in the learning process (Fadhilah & Suherdi, 2020). This is probably because tactile learning English requires the students by learning in the laboratory, writing notes about what he hears and reads, and doing experiments (Vaseghi et al., 2013). Further, the learning style in the group may be that they do not many opportunities to practice. In other words, they prefer to learn English actively and expressively.

Regarding the negative preference for learning e, female students do not like studying English individually. For example, they cannot remember English lessons well when studying the lessons alone. It indicates that female students have difficulty in learning English lonely, so they do not choose this learning style (Saltou-Joycey & Kantaridou, 2011). Learning English individually makes them bored and cannot remember anything that they have learned. The female students of third-semester students of the English education study program of Universitas Bengkulu need active activities and something that can move their physics when studying English. It is in line with the finding of

this research in which female students prefer to use a kinesthetic learning style.

Male Students' English Learning Style Preferences

The second question of this research investigates the male students' English learning style preferences used by the third-semester students of the English education study program of Universitas Bengkulu in the academic years of 2021- 2022. The results show that the male students used five learning styles in learning English, namely visual, auditory, kinesthetic, tactile, and group. Meanwhile, the negative learning style is individual. Among the five learning styles, the most dominant learning style used by the male student was a group learning style. These findings are different from the previous studies conducted by Shalihah et al. (2016), Arjulayan (2016), Wulandari et al. (2019), and Salam et al. (2020). They found that most students used visual, auditory, and kinesthetic learning styles.

The major learning style used by the male students such as visual, auditory, kinesthetic, tactile, and group shows that they have more variety learning style preferences. It means that these learning styles are favorite for them in learning English, and those learning styles have significant impacts on the English learning outcomes.

Regarding the dominant English learning style used by male students, they prefer to use the group learning style. For example, male students strongly agreed to work with two or more classmates when doing the English exercises given by the teacher. This finding is also the same as Fadhilah and Suherdi (2020) who also found that junior high school students in Bandung dominantly used group learning style. The findings of this study and the previous study indicate that male students will be better to learn English and understand English materials with their friends. It means that they like to learn English and the exercises in pair works, small groups, and large groups (Rafique, 2017). It may be caused by learning in a group that will make them enjoyable. Also, they can understand what they learn when communicating and interacting with others.

Moreover, learning English in a group will give some benefits for the male students. Group learning promotes the students to learn collaboratively. They can teach their friends and also learn from their friends (Alfares, 2017). Experts such as Brown (2001) and Foster (1998), and Harmer (1991) claimed that group work is efficient in language classrooms because the students can have many times to practice English with their group members. It means that the male students will feel free to speak and practice their English with their friends without feeling anxious. This activity, automatically, will improve the students' English skills. That's why male students prefer to use group learning styles in learning English.

In terms of the negative learning style, the male students did not choose an individual learning style in learning English. It can be seen from the items of the questionnaire in which the male student disagreed to think for him/herself before listening to others' explanations and to learn English alone. They will get difficulty when studying English alone because they cannot practice with their friends and do the discussion about the English lessons.

Moreover, there are some strengths and weaknesses of this research after knowing the results. The strengths are; firstly, the questionnaire of this research was adapted from the questionnaire developed by Reid (1987), so the items of this questionnaire focused on English learning styles. Also, the number of the items consists of thirty-six items, while the previous questionnaire only consists of thirty items. As a result, the measurement of the English learning styles of the students is more valid. Secondly, this research surveyed the English learning styles viewed from gender, male, and female. The last, the sample of this research involved all of the population of the third-semester students of the English education study program of Universitas Bengkulu, so the results are stronger and more valid for the third-semester students.

The weaknesses of this research are; firstly, the survey is limited to the English learning style in the general not specifically for each language skill and language knowledge. The last, sample of this research only involved

the third-semester students, not all of the students of the English education study program of Universitas Bengkulu.

Regarding the findings of this research, this research gives contributions to the English lecturers of Universitas Bengkulu. They can plan a learning strategy and learning activity that is suitable for the gender of their students. The teacher will know more about how their students learn well and how they get knowledge, information, or something about the materials that the students learn. As a result, the goals of learning for each course at the end of the course or learning process at the English education study program of Universitas Bengkulu can go as like as expected by the lecturers.

CONCLUSION

As argued in the results section, it can be concluded that female students used three types of English learning style preferences, namely visual, auditory, and kinesthetic. Those English learning styles are major learning styles. Meanwhile, tactile and group learning styles are minor learning styles, and individual learning style is a negative learning styles for female students. The most dominant of the English learning styles used by them is kinesthetics. Further, male students used four types of English learning styles, namely visual, auditory, kinesthetics, and group. Those English learning styles are major learning styles. Meanwhile, individual learning style is a negative learning style for male students. The most dominant of the English learning styles used by them is the group.

Based on the results and conclusions of this research, some suggestions are proposed 1) further researcher is suggested to survey the English students' learning styles with the same number of samples between male and female students to compare both their learning styles. 2) English lecturers are suggested to survey the students' learning style at the beginning of the course so that the appropriate teaching method, model, approach, or strategy can be matched with both male and male students' English learning style preferences.

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