



**THE COMPARISON BETWEEN MALE AND FEMALE EFL
STUDENTS' LEARNING STYLES IN SPEAKING AT
SECOND SEMESTER ENGLISH EDUCATION
DEPARTMENT UIN SUSKA RIAU**



UIN SUSKA RIAU

BY

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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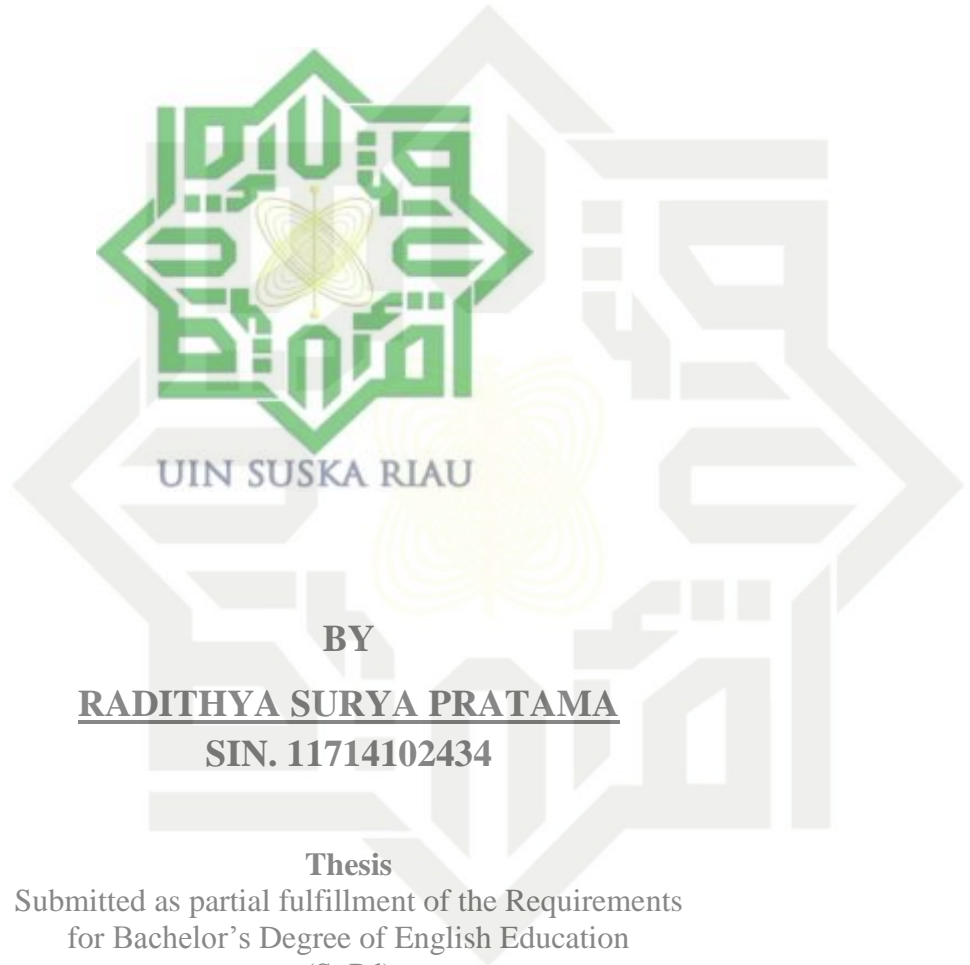
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BY
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Thesis
Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

UIN SUSKA RIAU
DEPARTMENT OF ENGLISH EDUCATION
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Certify that this skripsi entitled **“The Comparison Between Male And Female Efl Students’ Learning Styles In Speaking At Second Semester English Education Department Uin Suska Riau”** is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this *skripsi*. Others’ opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, June 7th, 2024



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SUPERVISOR APPROVAL

The Thesis entitled: **The Comparison between Male and Female EFL Students' Learning Styles in Speaking Lesson at Second Semester English Education Department UIN SUSKA RIAU** that is written by Radithya Surya Pratama, SIN. 11714102434. It has been approved and accepted to be examined in the final examination by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of Sultan Syarif Kasim State Islamic University of Riau, to fulfill a requirement for the Award of Undergraduate Degree (S.Pd) in Department of English Education.


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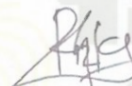
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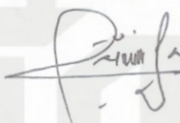
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Finally, the researcher realizes that there are many shortcomings in this thesis.

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Pekanbaru, May 21st, 2024

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ABSTRACT

Radithya Surya Pratama (2024): The Comparison between Male and Female EFL Students' Learning Styles in Speaking at Second Semester English Education Department of UIN SUSKA RIAU.

The purpose of this research is to examine whether there is any significant comparison between Male and Female EFL Students' Learning Styles in Speaking Lesson at Second Semester English Education Department of UIN SUSKA RIAU. There were 40 students as samples by using simple random sampling technique. This research approach was quantitative method and the technique used in this research was a comparison technique. In collecting the data, the researcher distributed questionnaire to the respondents. To determine the students' male and female learning styles, the researcher used questionnaire which consist of 30 questions to measure students' male and female learning styles. The researcher used Pearson product moment through SPSS 26.0 to analyze the data. The result of this research showed that the sig. 2 tailed values was 0.000. It can be stated that $0.000 < 0.05$. It means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. In conclusion, there is a significant difference between students' male and female EFL learning styles in Speaking Lesson at second semester English Education Department of UIN SUSKA Riau/

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ABSTRAK

Radithya Surya Pratama (2024): Perbandingan Gaya Belajar Siswa EFL Pria dan Wanita dalam Pelajaran Berbicara di Semester Kedua Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU

Tujuan dari penelitian ini adalah untuk menguji apakah ada perbandingan yang signifikan antara Gaya Belajar Siswa EFL Pria dan Wanita dalam Pelajaran Berbicara di Semester Kedua Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU. Sampel berjumlah 40 siswa dengan menggunakan teknik simple random sampling. Pendekatan penelitian ini adalah metode kuantitatif dan teknik yang digunakan dalam penelitian ini adalah teknik perbandingan. Dalam pengumpulan data, peneliti menyebarkan kuesioner kepada responden. Untuk mengetahui gaya belajar siswa laki-laki dan perempuan, peneliti menggunakan angket yang terdiri dari 30 pertanyaan untuk mengukur gaya belajar siswa laki-laki dan perempuan. Peneliti menggunakan product moment Pearson melalui SPSS 26.0 untuk menganalisis data. Hasil penelitian menunjukkan bahwa sig. Nilai 2 ekor adalah 0,000. dapat dinyatakan $0,000 < 0,05$. Artinya hipotesis nol (H_0) ditolak, sedangkan hipotesis alternatif (H_a) diterima. Kesimpulannya, terdapat perbedaan yang signifikan antara gaya belajar EFL siswa laki-laki dan perempuan dalam Pelajaran Berbicara di semester kedua Jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau

ملخص

راديتيا سوريا براتاما، (2024): مقارنة أساليب التعلم لطلاب اللغة الإنجليزية كلغة أجنبية من الطلاب والطالبات في درس المحادثة في الفصل الدراسي الثاني من قسم تعليم اللغة الإنجليزية لجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

الهدف من هذا البحث هو اختبار ما إذا كانت هناك مقارنة ذات دلالة إحصائية بين أساليب التعلم لطلاب اللغة الإنجليزية كلغة أجنبية من الطلاب والطالبات في درس المحادثة في الفصل الدراسي الثاني من قسم تعليم اللغة الإنجليزية لجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. وتكونت العينة من 40 طالباً باستخدام تقنية أخذ العينات العشوائية البسيطة. منهج البحث هذا هو أسلوب كمي والتقنية المستخدمة في هذا البحث هي تقنية مقارنة. وفي جمع البيانات، قام الباحث بتوزيع استبيانات على المشاركين. ولتحديد أساليب التعلم لدى الطلاب والطالبات، استخدم الباحث استبانة مكونة من 30 سؤالاً لقياس أساليب التعلم لدى الطلاب والطالبات. استخدم الباحث ضرب العزوم لبيرسون عبر برنامج الحزمة الإحصائية للعلوم الاجتماعية 26 لتحليل البيانات. وتظهر نتائج البحث أن قيمة الأهمية 2 الذيل هي 0.000. يمكن ذكرها ك $0.000 > 0.05$. وهذا يعني أن الفرضية الصفرية مرفوضة، بينما الفرضية البديلة مقبولة. في الختام، هناك فرق كبير بين أساليب تعلم اللغة الإنجليزية كلغة أجنبية لدى الطلاب والطالبات في درس المحادثة في الفصل الدراسي الثاني من قسم تعليم اللغة الإنجليزية لجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو.

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UIN SUSKA RIAU

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CHAPTER I

INTRODUCTION

Background of the Research

Speaking is one of the very important skill in English. Based on parmawati & Inayah (2019) Speaking is an observable, productive talent The ability to speak the target language is an essential component of language learning and plays an active role. A communicative performance is involved with it, in addition to other essential components such as fluency, grammar, vocabulary, pronunciation, stress, pitch, intonation, and other similar elements. These components are essential for effective communication (Ramadoni, 2019). Unluckyly, it is common to know that speaking is a very hard skill to learn. This situation makes every student that learn the speaking lesson have a very various learning styles.

Learning style is one of the predominant factors which affect the students' success in the learning process. Learning styles are how a person approaches a range of tasks (Gardner, 1983). He states that in a variety of different ways, the styles are categorized; they are visual, auditory, and kinesthetic, impulsive and reflective, right and left brain. He then argues that there are no specific guidelines for the idea of learning styles as to how one can describe a learning style, where the style comes from, and how it can be understood and tested.

Shabani (2012) stated that a student's learning style preference deals with his/her way to respond to the stimulus in a learning context, and the student's specific way of acquiring the knowledge. Thus, teachers and educators should not ignore the identification of students learning styles. Therefore, understanding the students learning or styles are important in the learning process. The learning styles component

as a decisive input might highly help teachers overcome many pedagogical problems. Meanwhile, Willingham (2015) asserted that language learning style can be interpreted as the way someone deals distinctively with different learning tasks. It means that students may have their own characteristic and style while learning process. The gender of the students also influence their style in learning.

Gender differences in communication had emerged as a contentious issue. Gender, according to Coates (2004), is a term used to describe socially constructed gender categories. Most societies are divided into two genders, masculine and feminine, and it is tempting to think of gender as a simple binary opposition.

Gender has an important influence on attitude, motivation, and the learning process (Akram & Ghani, 2013). Males and females learn differently from each other (Ebel, 1999; Cavanaugh, 2002, as cited in Tatarinceva, 2009). Males tend to be more visual; more peers motivated and learn less by listening than females. In contrast, female tend to be auditory and learn well when it is quiet (Marcus, 1999; Pizzo, 2000, as cited in Tatarinceva, 2009). Instead, gender is viewed as a plural concept, with speakers having access to a diverse range of femininities and masculinities at any given time. According to Eggen & Kauchak (2009), gender differences are real and result in achievement differences between girls and boys. Some include: in the early grades, girls score as high as or higher than boys on almost every standardized measure of achievement and psychological well-being.

Tannen (1992) suggests that male students prefer doing learning tasks which involve the talk in public settings more because they feel compelled to establish or maintain their position in the group. Wehrwein, Lujan, and DiCarlo (2007) also state most male students preferred multimodal instruction, precisely four modes (VARK).

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Furthermore females are better than males at language learning tasks relating to remembering verbal information, faces, names, and object locations. As for males, they do better with the travel directions tasks (Colley, 2001; Ong, 1999; Larrabee & Crook, 1993 as cited in Tatarinceva, 2009).

Mahmud (2015) conducted research in Indonesia's Bugis society. Mahmud discovered some characteristics of men and women in Bugis society by using a language. One of the examples is the tendency of women to use polite form, to express opinions emotionally, to talk about their own achievement and the weakness of other people. Beside in the society, this fact is also found in the circle of education, especially in English language teaching.

Brown and Yule (1989) said that one of the main aims of most English teachers is to make their students able to communicate and convey information effectively in spoken English. The teachers not only should create active learning condition and develop their teaching techniques but also should attend the factor of sex differences of their students. Many experts have researched language and gender especially in speaking.

However, males and females are in unequal conditions, both of them are different. They are not only different psychically or mentally but they are also different in their ability in English speaking. Swann (1992) states that verbal ability is typically dominated by girls, meanwhile spatial ability are dominated by boys. Male and female were observed to have different speaking styles, they have their own learning style, they made different reading choices, they wrote in different ways and about different topics. Actually, male and female do not communicate in the same way because they interpret the same message differently. It is interesting to comparing

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gender learning styles in speaking. Here, the researcher will try to investigate the comparison of learning styles between male and female students in speaking English. Then, it is also assumed that the language learning style might be different in the classroom.

UIN Suska Riau is one of the campuses located on HR. Soebrantas Panam street No. 155, Kampar, Riau. In English Education Department of UIN Sultan Syarif Kasim Riau, the students are provided with (IQF) Indonesia Qualification Framework in process of teaching and learning. They also use CEFR (Common European Framework of Reference) B2 as a standard of English test. English level B2 is the fourth level of CEFR, a definition of different language levels written by the Council of Europe.

After doing a preliminary research at English Education Department of UIN Suska Riau, the researcher found some problems related to learning style. The male and female students always show different attitudes during the learning process. According to Kraft and Nichel (1995), they proved that females were better at verbal fluency, vocabulary and quality of speech, but male students were better at writing. Still, despite many studies, inconclusive evidence on the influence of gender differences has been found (see Oxford and Nyikos, 1989 or Taguchi, 2002). In the reality, most of male students not really focus in learning. They also annoy their friend while learning process. But, they always ask to the teacher if they don't understand the material. Meanwhile, female students look calm and silent while learning. Female students seem less enthusiastic in learning and too quiet/ passive. Some of the female students who did not like English lessons were chatting with friends in class when the teacher was teaching. It is indicating that gender difference (male and female) needs

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to be explored since it is playing an important role in the online learning process.

Based on the phenomena, it was clear that some of male and female students had a lot of problems in their learning style while learning English. Considering the fact among the findings found by researcher about the language learning styles in learning English are different among students' related to their gender, thus, the researchers were interested in researching the problems above into a thesis entitled

“**The Comparison Between Male And Female EFL Students’ Learning Styles In Speaking At Second Semester Of English Education Department Of UIN Suska Riau**”

B. Problem of the Research

1. Identification of the Problem

- a. Why did some of the male students not really focus in speaking lesson?
- b. Why did some of the male students annoy their friends while speaking lesson?
- c. Why did some female students seem less enthusiastic in learning and too quiet/ pasiv?
- d. Why did some of the female students who did not like speaking lessons were chatting with friends in class when the teacher was teaching?

2. Limitation of the Problem

After identifying the problem of this research, the researcher limited and focused of this research problem on the comparison between male and female EFL students' learning styles in speaking at second semester of English education department UIN Suska Riau.

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3. Formulation of the Problem

Based on the limitation of the problems above, thus the problems of this research could be formulated as follow:

- a. How is the male students' learning style in speaking at second semester of English education department of Uin Suska Riau?
- b. How is the female students' learning style in speaking at second semester of English education department of UIN Suska Riau?
- c. Is there any significant difference between male and female students' learning style in speaking at second semester of English education department of UIN Suska Riau?

C. Objective and Significance of the Research

1. Objective of the research

- a. To know the male students' learning style in speaking at second semester of English education department of UIN Suska Riau.
- b. The female students' learning style in speaking at second semester of English education department of UIN Suska Riau.
- c. To know the difference between male and female students' learning style in in speaking at second semester of English education department of UIN Suska Riau

2. Significance of the Research

- a. The research findings are expected to be very meaningful, especially for the researcher as a notice of learning how to conduct a research.
- b. The research findings are expected to be useful and valuable, especially for the students and lecturer of UIN SUSKA RIAU.



- c. The research findings are expected to give positive information, especially for those who are aware teaching and learning English.
- d. Finally, this research is aimed to fulfill one of the requirements for the researcher to complete his undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Qasim Riau.

D. Definition of the Key the Term

1. Comparison

According to Lijphart in (Finifter, 1993, p.106) comparison as the analysis of a small number of cases, entailing at least two observations, yet too few to permit the application of conventional statistical analysis. In this research, comparison is a technique of analyzing two or more subjects or objects using statistical method.

2. Learning Style

According to Brown (2007), “styles are those general characteristics of intellectual functioning (and personality type, as well) that pertain to you as individual, and that differentiate you from someone else. Learning styles mediate between emotion and cognition (Behabadi, 2013, p. 43) . For example, a reflective style is from a reflective personality and reflective mood. And impulsive style, on the other hand, usually arises out of an impulsive emotional state. In this research, the learning style is investigated in the context of offline learning.

3. Speaking

Speaking is an interactive activity in which speakers seek to create meaning via the production, receipt, and processing of information (Safari & Fitriati 2016). According to Lazaraton (2001), speaking requires active interaction between the

speaker and the listener as the process of constructing and sharing meaning involving components of pronunciation, grammar, vocabulary, fluency, and understanding. In this research, learning style in speaking is a problem that faced by male and female refers to the boys and girls who are at the second semester students of Uin Suska Riau.



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REVIEW OF RELATED LITERATURE

Theoretical Framework.

The Concept of Learning

Definition of Learning

Learning process is a series of phase through by students who learn (Winkel, 1986). Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors. People learn cognitive, linguistic, motor, and social skills, and these can take many forms. Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience. Makmun (2012) stated that learning process can be interpreted as a series of interaction between students and teacher to reach the goal.

According to Brown (2000), learning is acquiring of getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice. In addition, learning involves activeness, conscious focus on and acting upon events outside or inside the organism, and also some forms of practices, perhaps reinforced practices.

Another explanation is from Hamalik (2013) state that learning is a combination of materials, amenities, equipment, and procedures that influence each other. Human involved in the learning system that consists of students, teachers, and others such as materials, facility, equipment, and procedure. Furthermore, Brown (2007) stated that tolerance of ambiguity is one of the

learning style dimensions that are relevant with second language learning besides those that are stated by Dembo (1988).

According to John & Ehow (2011), stated that the problems of learning English language derived from many different factors in different environments such as school resources, class size, quality of teachers, and the school attendance of learners. To overcome these cases students can take the initiative to study or online course through E-learning media (Sakkir, 2020).

The Council of Europe (Council of Europe, 2001) describes the aim of the Common European Framework of Reference for Languages (CEFR or CEF) as promoting transparency and coherence in the learning and teaching of modern languages in Europe. Although the word European refers to European languages, the CEFR has been translated into more than 30 languages, some of which are not European languages, and this has made the CEF accessible to almost everybody in the world.

The CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe (Council of Europe, 2001). In this reference tool, language learners' levels are described at six levels: A1 and A2 (Basic Users), B1 and B2 (Independent Users), C1 and C2 (Proficient Users)

According to the official CERF guidelines, someone at the B2 level in English:

1. Can understand the main ideas of complex text on both concrete and abstract topic, including technical discussions in his/her field or specialization.
2. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

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3. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

The list of major recognized tests and their corresponding B2 scores:

Tabel II.1
English B2 Score

Test	Score Equivalent to the B2 Level
TOEFL SET	51-60
IELTS	5.5-6.0
TOEIC (R&L) Total	785-940
Cambridge English Scale	160-179
TOEFL IBT	72-94
Global Scale of English (Person)	59-75

b. The Characteristic of Learning

According to Hilgard and Gordon, there are three characteristics of learning as follows:

- 1) Learning is different from maturity

Growth is the main circuit as behavior modifier. When the associations of behavior mature properly without the effect of the exercise, it is said that the development is due to maturity and not for learning. If the procedure is not rapidly changing practice behavior, it means that the procedure is not an important cause and the changes cannot be classified as learning. For example, the child has the maturity to talk which is caused by influence of the surrounding community conversation then he/she can talk in time.

- 2) Learning is different from physical and mental changes

Behavioral changes can also occur which is caused by the occurrence of physical and mental changes for committing an act that repeatedly and cause the body to be tired or fatigued. The symptoms such as mental fatigue, concentration becomes

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less, weakening of memory, the occurrence of tiring, can all cause changes in behavior, such as stop learning, into confusion, a sense of failure, and so on.

Learning outcome relatively

Remained Learning happens in the form of training and experience. The resulting behavior is settled and in accordance with its intended purpose. Behavior in the form of real can be observed. Such a person does not know something that needs to be done, but also committed itself is real. From the explanation above, it indicates that in learning process there are some factors, not only from inside but also from the outside.

Factor that Influence Learning

Learning is process that cause change occurs in behavior. Success or failure someone in learning cause some factors that influence in reaching achievement that is internal and external factor (Dalyono, 2005). These factors include:

1) Internal factors

a) Health

Physical and spiritual health has more influence in learning. So, taking care in health is more important for each person, physically or mentally, in order to body fitted and fresh thinking in learning activities.

b) Intelligence and Talent

Both of intelligence and talent very influence learning. Someone who have good intelligence or high IQ commonly easy to learn and good achievement. Talent also has influence on determining the success in learning. Thus, if anyone has high intelligence and their 16 talent in field that learned, the learning process will fast and success than someone who have talent but have low intelligence only.

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c) Interest and Motivation.

Beside intelligence and talent, interest and motivation are two aspect of mental that influence in reaching achievement in learning. Interest occur cause fascination from internal and external. Motivation can encourage the spirit in work. Good interest in learning can reach high achievement and vice versa. Someone who has high motivation will do learning activities seriously and full of spirit.

2) External factors

a. Family

Parents can influence the success of someone in do learning activities. High-low parents' education, how much the income, enough attention and guidance from parents or not, the condition of parent and their children, quite enough or not the situation at home, all aspect can influence the success in learning. In addition, Thobroni and Mustofa (2013) say that social motivation from family who always motive their children to study hard. The motivation given by family such parents, neighbor, folks, friends, and collage.

b. School

The condition of school can influence the success in learning. Teachers' quality, method of learning, curriculum that appropriate with students' ability, facilities, rooms, quantity of students, rules of school, and so on.

c. Society

If the society around us includes educational people, have good moral, nice, it will encourage people to study hard too, and vice versa. All of aspect will influence the learning success.

d. Environment

The environment, building of house, atmosphere, the climate, and others can influence the learning success. Such our house in tropical climate and quite enough, it will encourage the process of learning.

1. Learning Style

a. The definition of learning style

Learning styles are broadly defined as “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (Keefe, 1997). A similar definition states that styles are “an individual’s” natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills” (Kinsella, 1995).

Ellis (2001) stated that learning style is the consistent pattern behavior and performance by which an individual approaches educational experiences. Determining students’ learning style is important to facilitate the students in identifying the most effective way for them to gain a deeper understanding on certain subjects and make the learning process easier for them.

Learning styles are “relatively stable and will be deployed by individual regardless of the subject being studied or the skill being mastered” (Wong & Nunan, 2011). The first dimension of learning style is sensory modality. Dembo

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(1988) stated that the sensory modalities that are important for language learning are visual, auditory, and kinesthetic. Visual students prefer to study through reading and studying chart, drawing, and other graphic information. Differently, auditory students tend to study through listening to the lectures and audiotapes while kinesthetic students prefer to learn through demonstration and physical activity involving bodily movement (Brown, 2007).

The second dimension of learning style is brain hemisphericity. Human brain consists of two hemispheres called the right brain and the left brain. The students who have right brain dominance learn effectively through holistic, integrative and emotional information. On the other side, students with left dominance have logical and analytical thought; they tend to learn new material through linear process (Brown, 2007).

b. Type of learning style

Dunn and Dunn (1979, as cited in Reid, 1987) also define learning styles as “a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience” (p. 89). Learning style type of Dunn and Dunn theory integrated some base of consideration as follows:

- 1) Everyone has different strength, but every different person has different strength also.
- 2) Everyone has their own way in learning.
- 3) Teacher can use some learning style as an opinion in learning.
- 4) Many students can learn better using their own learning style.

Another widely used dichotomy is the Perceptual Learning Style (PLS) proposed by Reid (1987) which includes the following styles:

- 1) Visual: learns more effectively through seeing
- 2) Auditory: learns more effectively through hearing
- 3) Tactile: learns more effectively through touch (hands-on)
- 4) Kinesthetic: learns more effectively through complete body experience
- 5) Group: learns more effectively through working with others
- 6) Individual: learns more effectively through working alone

Learning styles are not dichotomous (black or white, present or absent).

Learning styles generally operate on a continuum or on multiple, intersecting continua. For example, a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of these categories (Ehrman, 1996).

B. Relevant Research

According to Syaffi'i (2017), relevant research is required to observe some previous researchers. These are relevant research which have relevancy to this research.

The first related study from journal titled "learning styles preferences of ESL students at SMA Negeri Bali Mandara (Sampoerna Academy)" by Ni Nyoman Budiastih (2012/2013). The aim of the research to investigate the learning style preferences of ESL (English as a Second Language) students based on their gender and English achievement. The result of this study showed that female students are less tolerant for ambiguity in the process of learning. Further, they stated that female students feel more uncomfortable when they find uncertainty in language learning than their male peers.

The second related study from journal titled “the male and female EFL students’ language learning styles” by Yuliana, et.al (2016). The aim of the research to shown that male and female students learn differently. The results show that, in general, there is no significant difference between the learning styles of the male and female students. Thus, the mean score for each item of the questionnaire does pose differences in the tendencies of visual, auditory, and kinesthetic styles between them.

The third related study from journal entitled “interactions among learning styles, language learning strategies and gender of EFL learners” by Rizka Nurul Atika (2019). The aim of this study to identify students’ minor, major, and negligible learning styles, students’ usage of language learning strategies, the difference in the learning styles and language learning strategies based on gender, and the relationships among those three variables. The result revealed gender differences only occurs in compensation strategy, in favor of female students. Furthermore, the correlational study revealed significant relationships between visual style and cognitive and metacognitive strategies; between auditory style and cognitive and compensation strategies.

The fourth related study from journal titled “investigating male and female EFL students’ learning style at Muhammadiyah University of Makassar” by Hijrah, et.al (2017/2018). This study is intended to answer the main research questions related to the students’ learning style preferences that used dominantly by male and female students at Muhammadiyah University of Makassar in 2017/2018 academic years. The result of this study shows that the learning style that used dominantly by female students is kinesthetic learning style. Moreover, the data also showed that male students tend to use the auditory learning style.

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However, this research was different from Ni Nyoman Budiasih, Yuliana, Rizka, Hijrah's research. The writer only focuses on males and females' learning style, and the subject of this research is the second semester students at Uin Suska Riau. Then, the similarity between this research and the previous research was in the context of the students in learning English.

Operational Concept

Operational concept is the concept which is used to clarify the literature reviewed in order to avoid misunderstanding and misinterpretation. In planning a research, the operational concept can be formulated into particular words to get easy in measuring the research operation.

There are two variables in this research namely "male and female" as the variable X and Learning Style as the variable Y. The writer takes the students' gender data from documentation while for the variable X The writer take the theory of Reid (1987) as the indicators of learning style, as follows:

- 1) Visual: learns more effectively through seeing
- 2) Auditory: learns more effectively through hearing
- 3) Tactile: learns more effectively through touch (hands-on)
- 4) Kinesthetic: learns more effectively through complete body experience
- 5) Group: learns more effectively through working with others
- 6) Individual: learns more effectively through working alone

D. Assumption and Hypothesis of the Research

1. Assumption

In this research, the researcher assumes that there is any significant difference between male and female students' learning style in speaking at second semester of English education department of UIN Suska Riau.

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e. Hypothesis

Based on the assumption above, the researcher formulated the hypothesis as follows:

Ho: There is no any significant difference between male and female students' learning style in speaking at second semester of English education department of UIN Suska Riau.

Ha: There is any significant difference between male and female students' learning style in speaking at second semester of English education department of UIN Suska Riau.

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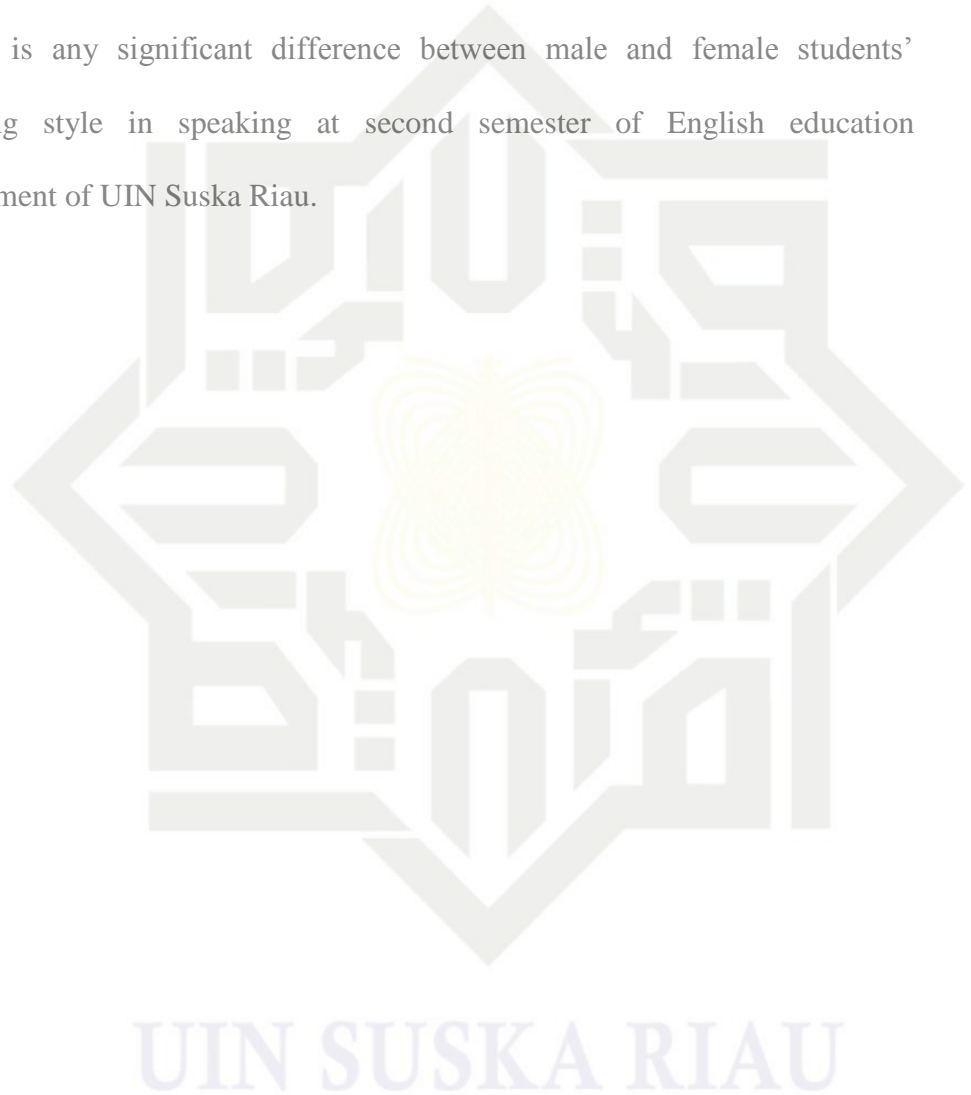
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UIN SUSKA RIAU



CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The design of this research was a quantitative research. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims” (Creswell, 2003). This research is categorized as a comparative research which explores a comparison between groups or seeks out relationships between variables for items studied (Creswell, 1998). This present research seeks to understand the participants' experiences and its nature is that of an open-ended inquiry rather than one that seeks measurable and observable data where the research questions are specific and narrow (Creswell, 2005).

B. Time and Place of the Research

The time of this research was carried out in March-June 2024. The location of this research is English Education Department of Islamic State University of Riau. It was located at HR. Soebrantas panam street No. 155, Kampar, Riau..

C. Object and Subject of the Research

1. The subject of this research was the second semester students at English Education Department of Islamic State University of Riau.
2. The object of this research was the comparison between male and female EFL students' language learning style in speaking.

D. Population and Sample

1. Population

The population of this research was the whole students at the second semester at UIN SUSKA RIAU. The total of the population consist of 141 students with 5

classes.. The A class consists of 28 students, the B class consists of 29 students, the C class consists of 28 students, the D class consists of 28 students, the E class consists of 28 students The total numbers of the students as follow:

Table III.1
Population of the Research

Class	Number of Students
A class	28
B class	29
C class	28
D class	28
E class	28
Total	141

Sample of the research

According to Bungin (2005), “sampling is a case of how to organize some technique in taking the sample of the research, how to stake out the sample in order to be a representative sample”. There are some techniques to take the sample for a research. To get the sample by a right technique is important, because it will be related with the sample you got. In a research, a representative sample is very important to reach the purpose of the research. In this research, the researcher used the simple random sampling to get the sample. According to Gay et al., (2012) simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample.

To determine the sample size as explained by Arikunto (2013) as cited in Della et al., (2019) that “if the total population is more than 100, it is better to take 25% or more”. In this research the sample size will be 25% for each class. So, the researcher took 28 numbers of students as the sample of the research. It can be seen in the table below:

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Table III.2
Sample of the Research

Class	Population	Sample
A class	28 x 25%	8
B class	29 x 25%	8
C class	28 x 25%	8
D class	28 x 25%	8
E class	28 x 25%	8
Total		40

Technique of Collecting the Data

Questionnaire

Collecting the data is the most important thing in research. In this research, the writer use questionnaire to collect the data. According to Sugiyono (2013) questionnaire is a technique of data collection which done by giving a set of questions or a written statement to the respondent to be answered). It means that to collect the data, we give the questions or statement for respondent to be answered. The writer use Closed-ended questionnaire about learning style namely perceptual learning Styles preferences questionnaire (PLSQ) which was introduced by Reid (1987) to measure students learning Styles preference.

The writer will also use the *Likert* scale as the scale for this questionnaire. *Likert* scale is used to measure attitude, opinion and perception from people or group about social phenomena. .

1. The answer “Strongly Agree” will be scored as 5.
2. The answer “Agree” will be scored as 4.
3. The answer “Undecided” will be scored as 3.
4. The answer “Disagree” will be scored as 2.
5. The answer “Strongly Disagree” will be scored as 1.

Table III.3
The Blue Print of Learning Style's Questionnaire

Type of Learning Styles	Items
Visual	6,10,12,24
Audio	1,17,20
Kinestatic	2,8,15,26
Tactile	11,16,22
Group	3,4,5,21,23
Individual	13,18,28,30

Technique of Analyzing the Data

Data analyzing techniques in this study used a computation calculation SPSS (Statistical Product and Service Solution) Version 26.0 for Windows because this program has a high statistical ability and the data management system in the graphical environment use a simple descriptive menus and dialog boxes so making it easy to understand how the operation (Sugiyanto, 2012).

To analyze the data of the students' learning styles, the researcher used Microsoft Excel 2013, and to the recapitulate the frequencies of student learning styles from the questionnaire the researcher used the formula as follow :

$$P = \frac{f}{N} \times 100\%$$

Description:

P = Number of percentage

F = Frequency

N = Number of sample

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research was to find out, based on the analysis of the chapter IV, the researcher draws the conclusion as follows:

1. The mean score of male students' learning style in speaking at second semester of English education department of Uin Suska Riau is 65,50 which is in High Category.
2. The mean score of female students' learning style in speaking at second semester of English education department of UIN Suska Riau is 75,75 which is in High Category.
3. There is a significant difference between male and female students' learning style in speaking at second semester of English education department of UIN Suska Riau weather the male and female PLSQ score are the same, the difference of the mean score is quite big.

B. Suggestion

1. Suggestion for the Lecturer, because of the male and female EFL students' learning style have significant difference, thus, the English lecturer need to give different treatment to the students
2. Suggestion for the students' of second semester English Education Department of UIN SUSKA RIAU that both male and female students have

3. differences in learning styles. And to the male students have to fix their learning styles so they can understand clearly.
4. This research is expected to inspire the next researcher to do other research in order to find out how male and female students' learning styles. Also, this research to develop a better improvement in teaching and learning English as foreign language.
5. Finally for the readers, this research is merely a small portrait of finding in the field of research in learning styles between male and female. It is possible that the other researchers have different findings with this research.

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APPENDICES

APPENDIX 1

INSTRUMENT

UIN SUSKA RIAU

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UIN SUSKA RIAU

QUESTIONNAIRE

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HAJIA
 KEIAS

Berilah tanda silang (x) pada jawaban yang Anda anggap sesuai dengan diri Anda!

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand well.					
2. I prefer to learn by doing in class.					
3. I get more works done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
6. I learn better by reading what the teacher writes on the chalkboard.					
7. When someone tells me how to do something in class, I learn it better.					
8. When I do things in class, I learn better.					
9. I remember things I have heard in class better than things I have read.					
10. When I read instructions, I remember them well.					

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11. I learn more when I can make a model of something.					
12. I understand better when I read instructions.					
13. When I study alone, I remember things better.					
14. I learn more when I make something for a class project.					
15. I enjoy learning in class by doing experiments.					
16. I learn better when I make drawings as I study.					
17. I learn better in class when the teacher gives a lecture.					
18. When I work alone, I learn better.					
19. I understand things better in class when I participate in role-playing.					
20. I learn better in class when I listen to someone.					
21. I enjoy working on an assignment with two or three classmates.					
22. When I learn something, I remember what I have learned well.					

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UIN SUSKA RIAU



23. I prefer to study with others.					
24. I learn better by reading than by listening to someone.					
25. I enjoy making something for a class project.					
26. I learn best in class when I can participate in related activities.					
27. In class, I work better when I work alone.					
28. I prefer working on projects by myself.					
29. I learn more by reading textbooks than by listening to lectures.					
30. I prefer to work by myself.					

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APPENDIX 2

STUDENTS' ANSWER

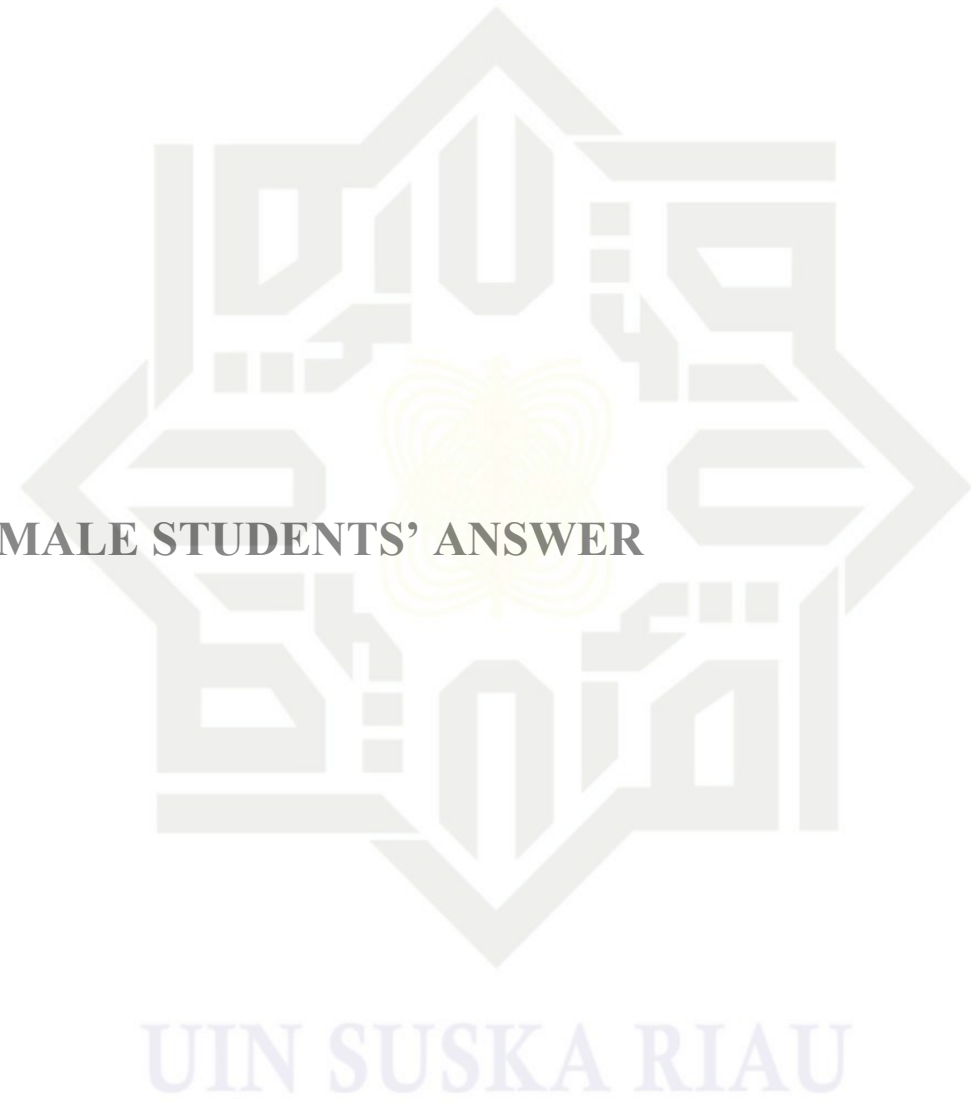
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MALE STUDENTS' ANSWER

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PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

Name : Students 3

Class : 2b

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand well.	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
2. I prefer to learn by doing in class.		<input checked="" type="checkbox"/>			
3. I get more works done when I work with others.			<input checked="" type="checkbox"/>		
4. I learn more when I study with a group.		<input checked="" type="checkbox"/>			
5. In class, I learn best when I work with others.				<input checked="" type="checkbox"/>	
6. I learn better by reading what the teacher writes on the chalkboard.		<input checked="" type="checkbox"/>			
7. When someone tells me how to do something in class, I learn it better.		<input checked="" type="checkbox"/>			
8. When I do things in class, I learn better.	<input checked="" type="checkbox"/>				
9. I remember things I have heard in class better than things I have read.	<input checked="" type="checkbox"/>				
10. When I read instructions, I remember them well.	<input checked="" type="checkbox"/>				
11. I learn more when I can make a model of something.			<input checked="" type="checkbox"/>		

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12. I understand better when I read instructions.			✓		
13. When I study alone, I remember things better.			✓		
14. I learn more when I make something for a class project.				✓	
15. I enjoy learning in class by doing experiments.		✓			
16. I learn better when I make drawings as I study.				✓	
17. I learn better in class when the teacher gives a lecture.			✓		
18. When I work alone, I learn better.			✓		
19. I understand things better in class when I participate in role-playing.		✓			
20. I learn better in class when I listen to someone.				✓	
21. I enjoy working on an assignment with two or three classmates.			✓		
22. When I learn something, I remember what I have learned well.				✓	
23. I prefer to study with others.			✓		
24. I learn better by reading than by listening to someone.			✓		

25. I enjoy making something for a class project.			✓	
26. I learn best in class when I can participate in related activities.			✓	
27. In class, I work better when I work alone.	✓			
28. I prefer working on projects by myself.				✓
29. I learn more by reading textbooks than by listening to lectures.	✓			
30. I prefer to work by myself.		✓		

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PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

Name : Students 16

Class : 20

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand well.			✓		
2. I prefer to learn by doing in class.				✓	
3. I get more works done when I work with others.			✓		
4. I learn more when I study with a group.				✓	
5. In class, I learn best when I work with others.	✓				
6. I learn better by reading what the teacher writes on the chalkboard.		✓			
7. When someone tells me how to do something in class, I learn it better.		✓			
8. When I do things in class, I learn better.				✓	
9. I remember things I have heard in class better than things I have read.	✓				
10. When I read instructions, I remember them well.				✓	
11. I learn more when I can make a model of something.			✓		

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12. I understand better when I read instructions.	✓				
13. When I study alone, I remember things better.	✓				
14. I learn more when I make something for a class project.				✓	
15. I enjoy learning in class by doing experiments.				✓	
16. I learn better when I make drawings as I study.			✓		
17. I learn better in class when the teacher gives a lecture.		✓			
18. When I work alone, I learn better.				✓	
19. I understand things better in class when I participate in role-playing.	✓				
20. I learn better in class when I listen to someone.		✓			
21. I enjoy working on an assignment with two or three classmates.		✓			
22. When I learn something, I remember what I have learned well.	✓				
23. I prefer to study with others.		✓			
24. I learn better by reading than by listening to someone.				✓	

25. I enjoy making something for a class project.				✓	
26. I learn best in class when I can participate in related activities.				✓	
27. In class, I work better when I work alone.		✓			
28. I prefer working on projects by myself.	✓				
29. I learn more by reading textbooks than by listening to lectures.				✓	
30. I prefer to work by myself.		✓			

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PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

Name : Students II

Class : 1D

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand well.			✓		
2. I prefer to learn by doing in class.				✓	
3. I get more works done when I work with others.		✓			
4. I learn more when I study with a group.				✓	
5. In class, I learn best when I work with others.	✓				
6. I learn better by reading what the teacher writes on the chalkboard.		✓			
7. When someone tells me how to do something in class, I learn it better.			✓		
8. When I do things in class, I learn better.				✓	
9. I remember things I have heard in class better than things I have read.		✓			
10. When I read instructions, I remember them well.				✓	
11. I learn more when I can make a model of something.			✓		

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FEMALE STUDENTS' ANSWER

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UIN SUSKA RIAU

PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

Name : Students 34

Class : 20

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand well.	✓				
2. I prefer to learn by doing in class.			✓		
3. I get more works done when I work with others.			✓		
4. I learn more when I study with a group.		✓			
5. In class, I learn best when I work with others.				✓	
6. I learn better by reading what the teacher writes on the chalkboard.		✓			
7. When someone tells me how to do something in class, I learn it better.			✓		
8. When I do things in class, I learn better.					✓
9. I remember things I have heard in class better than things I have read.			✓		
10. When I read instructions, I remember them well.			✓		
11. I learn more when I can make a model of something.	✓				

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

12. I understand better when I read instructions.				✓	
13. When I study alone, I remember things better.			✓		
14. I learn more when I make something for a class project.			✓		
15. I enjoy learning in class by doing experiments.	✓				
16. I learn better when I make drawings as I study.	✓				
17. I learn better in class when the teacher gives a lecture.			✓		
18. When I work alone, I learn better.			✓		
19. I understand things better in class when I participate in role-playing.			✓		
20. I learn better in class when I listen to someone.					✓
21. I enjoy working on an assignment with two or three classmates.					✓
22. When I learn something, I remember what I have learned well.			✓		
23. I prefer to study with others.	✓				
24. I learn better by reading than by listening to someone.	✓				

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25. I enjoy making something for a class project.			✓		
26. I learn best in class when I can participate in related activities.	26		✓		
27. In class, I work better when I work alone.		✓			
28. I prefer working on projects by myself.				✓	
29. I learn more by reading textbooks than by listening to lectures.		✓			
30. I prefer to work by myself.		✓			

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

Name : Students 27

Class : 2e

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand well.				✓	
2. I prefer to learn by doing in class.		✓			
3. I get more works done when I work with others.		✓			
4. I learn more when I study with a group.		✓			
5. In class, I learn best when I work with others.	✓				
6. I learn better by reading what the teacher writes on the chalkboard.		✓			✗
7. When someone tells me how to do something in class, I learn it better.				✓	
8. When I do things in class, I learn better.	✓				
9. I remember things I have heard in class better than things I have read.	✓				
10. When I read instructions, I remember them well.	✓				
11. I learn more when I can make a model of something.		✓			

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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12. I understand better when I read instructions.		✓		
13. When I study alone, I remember things better.		✓		
14. I learn more when I make something for a class project.		✓		
15. I enjoy learning in class by doing experiments.		✓		
16. I learn better when I make drawings as I study.		✓		
17. I learn better in class when the teacher gives a lecture.			✓	
18. When I work alone, I learn better.			✓	
19. I understand things better in class when I participate in role-playing.		✓		
20. I learn better in class when I listen to someone.		✓		
21. I enjoy working on an assignment with two or three classmates.				✓
22. When I learn something, I remember what I have learned well.			✓	
23. I prefer to study with others.		✓		
24. I learn better by reading than by listening to someone				✓

25. I enjoy making something for a class project.	✓			
26. I learn best in class when I can participate in related activities.		✓		
27. In class, I work better when I work alone.	✓			
28. I prefer working on projects by myself.			✓	
29. I learn more by reading textbooks than by listening to lectures.		✓		
30. I prefer to work by myself.	✓			

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PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

Name : Students 33

Class : 2C

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand well.	✓				
2. I prefer to learn by doing in class.			✓		
3. I get more works done when I work with others.		✓			
4. I learn more when I study with a group.		✓			
5. In class, I learn best when I work with others.				✓	
6. I learn better by reading what the teacher writes on the chalkboard.		✓			
7. When someone tells me how to do something in class, I learn it better.				✓	
8. When I do things in class, I learn better.			✓		
9. I remember things I have heard in class better than things I have read.	✓				
10. When I read instructions, I remember them well.			✓		
11. I learn more when I can make a model of something.			✓		

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12. I understand better when I read instructions.			✓	
13. When I study alone, I remember things better.	✓			
14. I learn more when I make something for a class project.			✓	
15. I enjoy learning in class by doing experiments.	✓		✓	
16. I learn better when I make drawings as I study.			✓	
17. I learn better in class when the teacher gives a lecture.	✓		✗	
18. When I work alone, I learn better.		✓		
19. I understand things better in class when I participate in role-playing.				✓
20. I learn better in class when I listen to someone.			✓	
21. I enjoy working on an assignment with two or three classmates.			✓	
22. When I learn something, I remember what I have learned well.			✓	
23. I prefer to study with others.	✓		✗	
24. I learn better by reading than by listening to someone.	✓			✗

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25. I enjoy making something for a class project.			✓	
26. I learn best in class when I can participate in related activities.	✓			
27. In class, I work better when I work alone.	✓			
28. I prefer working on projects by myself.		✓		
29. I learn more by reading textbooks than by listening to lectures.			✓	
30. I prefer to work by myself.			✓	



APPENDIX 3

RECOMMENDATION LETTERS

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SUPERVISOR APPROVAL

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Pekanbaru, Zulkaidah, 26th 1445 H
May, 7th 2024 M


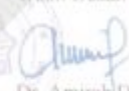
Approved by:

<p>The Head of Department of English Education</p>  <p><u>Drs. Faurina Agustasia, S.S., M.Hum.</u> NIP. 198106112008012017</p>	<p>Supervisor</p>  <p><u>Nurdiana, S.Pd., M.Pd</u> NIP. 19810822014112003</p>
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Lamp.	-											
Hal	Mohon Izin Melakukan PraRiset											
Kepada	Yth. Kepala Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU di Tempat											
<p><i>Bismillahirrahmanirrahim</i> Assalamu'alaikum warrahmatullahi wabarakatuh Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa</p> <table border="1"><tr><td>Nama</td><td>Radithya Surya Pratama</td></tr><tr><td>NIM</td><td>11714102434</td></tr><tr><td>Semester/Tahun</td><td>XIV (Empat Belas) 2024</td></tr><tr><td>Program Studi</td><td>Pendidikan Bahasa Inggris</td></tr><tr><td>Fakultas</td><td>Tarbiyah dan Keguruan UIN Suska Riau</td></tr></table> <p>ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.</p> <p>Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.</p> <p>Demikian disampaikan atas kerjasamanya diucapkan terima kasih.</p> <p>Wassalam a.n. Dekan Wakil Dekan III</p> <p> Dr. Amirah Dimaty, MPd. Kons. NIP. 19751115 200312 2 001</p>			Nama	Radithya Surya Pratama	NIM	11714102434	Semester/Tahun	XIV (Empat Belas) 2024	Program Studi	Pendidikan Bahasa Inggris	Fakultas	Tarbiyah dan Keguruan UIN Suska Riau
Nama	Radithya Surya Pratama											
NIM	11714102434											
Semester/Tahun	XIV (Empat Belas) 2024											
Program Studi	Pendidikan Bahasa Inggris											
Fakultas	Tarbiyah dan Keguruan UIN Suska Riau											
<p>UIN SUSKA RIAU</p>												

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Hal : Permohonan SK Pembimbing Pekanbaru, 7 Maret 2024
Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb
Dengan Hormat,
Saya yang bertanda tangan dibawah ini :

Nama	: Radithya Surya Pratama
NIM/HP	: 11714102434/085930369182
Tempat Tanggal Lahir	: Bangko/31 Desember 2022
Semester/Tahun	: XIV/2024
Jurusan	: Pendidikan Bahasa Inggris

Dengan ini mengajukan kepada bapak/ibu permohonan SK Pembimbing dengan judul "The Comparison Between Male and Female EFL Students' Learning Styles in Speaking Lesson at Second Semester of English Education Department of UIN Suska Riau"

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Nurdiana, M.Pd

Dengan ini saya melampirkan sebagai persyaratan:

1. Fotokopi Kartu Tanda Mahasiswa
2. Fotokopi Kartu Rencana Study
3. Fotokopi Kartu Hasil Study
4. Fotokopi Synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ibu mempertimbangkan, atas perhatian saya ucapkan terimakasih.

MENGETAHUI
Ketua Jurusan

Hormat Saya


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017


Radithya Surya Pratama
NIM. 11714102434

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Fak. 0761-361046 Web: www.uin-suska.ac.id/tarbiyah, Email: tarbiyah@uin-suska-riau.com

SURAT KETERANGAN

Pekanbaru, 22 Maret 2024

Assalamu'alaikum Warahmanullahi Wabarokatuh

Yang bertanda tangan di bawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa:

Nama	: Radithya Surya Pratama
NIM	: 11714102434
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: The Comparison Between Male And Female Efl Students' Learning Styles In Speaking Lesson At Second Semester English Education Department UIN Suska Riau

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris


Dr. Fauziah Agustasia, M.Hum
NIP. 198106112008012017

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Marsoe, J. H. H. Subandono Km. 12.7 Tempur, Pekanbaru, Riau, 28223. Telp. 0811-7034.744. 0811-7077607 Fax. 0811-7077128

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama	Radhiya Laila Rafana
Nomor Induk Mahasiswa	1717102177
Hari/Tanggal	Senin, 19 Maret 2019
Judul Proposal Penelitian	The Comparison Between Male & Female EFL Students' Learning Styles in Speaking Lesson of Second Semester English Education Department UIN Suska Riau

NO	URAIAN PERBAIKAN
1.	Insert the reason why you compare between male and female students!
2.	Add theories dealing with male students' learning style!
3.	Give us tables & references in APA style!

Penguji I



Dr. Fauziah Anwarulhaq, S.S., M.Hum

Pekanbaru, 19 Maret 2019.
Penguji II



Karina Rahyanik, M.Pd




UIN SUSKA RIAU

Nota:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa	Radhyha Surya Pratama
Nomor Induk Mahasiswa	1715103434
Hari/Tanggal Ujian	Selasa, 19 Maret 2024
Judul Proposal Ujian	The Comparison between male and female CFL Student's Learning Styles in Speaking Lesson at Second Semester English Education Department UIN SUSKA RIAU
Isi Proposal	Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal


No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Fauziah A. M.Hul	PENGUJI I	 20/3/24	
2.	Kurnia Budiyanti, M Pd	PENGUJI II		 30/3/24

Mengetahui
a.n. Dekan
Wakil Dekan I



Dr. Zarkasih, M Ag
NIP. 19721017 199703 1 004



Pekanbaru, 30 April 2024
Peserta Ujian Proposal



Radhyha Surya Pratama
NIM. 1715103434

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Nomor	B-7820/Un 04/F II/PP 00.9/05/2024	Pekanbaru, 02 Mei 2024 M	
Sifat	Biasa		
Lamp.	1 (Satu) Proposal		
Hal	Mohon Izin Melakukan Riset		
Kepada Yth. Gubernur Riau Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Di Pekanbaru			
<i>Assalamu 'alaikum warahmatullahi wabarakatuh</i> Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa			
Nama	Radithya Surya Pratama		
NIM	11714102434		
Semester/Tahun	XIV (Empat Belas) 2024		
Program Studi	Pendidikan Bahasa Inggris		
Fakultas	Tarbiyah dan Keguruan UIN Suska Riau		
ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya <i>The Comparison Between Male And Female EFL Students' Learning Styles In Speaking Lesson At Second Semester English Education Department UIN SUSKA RIAU</i> Lokasi Penelitian Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau Waktu Penelitian 3 Bulan (02 Mei 2024 s.d 02 Agustus 2024)			
Sehubungan dengan itu kami mohon diberikan bantuan izin kepada mahasiswa yang bersangkutan			
Demikian disampaikan atas kerjasamanya diucapkan terima kasih.			
Wassalam a.n. Rektor Dekan			
 Dr. H. Kadar, M.Ag NIP.196505211994021001			
UIN SUSKA RIAU			
Tembusan: Rektor UIN Suska Riau			



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Pekanbaru, 22 Maret 2024

Assalamu 'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa:

Nama	Radithya Surya Pratama
NIM	11714102434
Pendidikan	SI Pendidikan Bahasa Inggris
Judul Penelitian	The Comparison Between Male And Female Efl Students' Learning Styles In Speaking Lesson At Second Semester English Education Department UIN Suska Riau

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
 Demikianlah surat keterangan ini kami buat untuk dapat di pgunakan sebagaimana mestinya.

Ketua Jurusan
 Pendidikan Bahasa Inggris


 Dr. Fauziah Anstesia, M.Hum
 NIP. 198106112008012017

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APPENDIX 5

DOCUMENTATION

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