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ABSTRACT

This study aims to identify the learning style preferences and strategies used by a group of 90 Form 2 secondary school students. Gender is one of the variables identified to influence the choice of learning styles and strategies among students. This study hopes to establish whether there are any differences in the learning style preferences and strategies between male and female students in learning English language. Two sets of self-scoring questionnaire based on Reid's (1987) Perceptual Learning Style Preference (PLSP) Questionnaire was used to identify the students' learning style preferences and Oxford's (1986) Strategy Inventory for Language Learning (SILL) was used to identify the students' preferences on learning strategies. Based on gender differences, the findings reveal that male students were found to prefer Kinesthetic and Auditory learning style while female students preferred Group learning style. Both male and female students showed minor preferences for Tactile and Visual learning styles and a negligible preference for Individual learning style. In terms of the learning strategies, both male and female students were found to be high level users of Compensation and Metacognitive learning strategies. They were also reported to be medium level users of the Memory, Cognitive and Affective learning strategies. A significant difference in the social learning strategy was that female students reported to be a high level user of this strategy compared to the male students.

ABSTRAK

Kajian ini bertujuan mengenal pasti pemilihan gaya dan strategi pembelajaran yang digunakan oleh 90 orang pelajar tingkatan 2 sekolah menengah. Gender merupakan salah satu pembolehubah yang dikenal pasti boleh mempengaruhi pemilihan gaya dan strategi pembelajaran di kalangan pelajar. Kajian ini berharap dapat melihat sama ada terdapat sebarang perbezaan dalam pemilihan gaya dan strategi pembelajaran antara pelajar lelaki dan perempuan dalam pembelajaran bahasa Inggeris. Dua set kertas soal selidik pemarkahan sendiri berdasarkan kertas soal selidik Reid (1987) "Perceptual Learning Style Preference (PLSP)" telah digunakan untuk mengenalpasti pemilihan gaya pembelajaran dan kertas soal selidik Oxford (1986) "Strategy Inventory for Language Learning (SILL)" telah digunakan untuk mengenalpasti strategi pembelajaran pelajar. Berdasarkan perbezaan gender, hasil kajian mendedahkan bahawa pelajar lelaki didapati menggemari gaya pembelajaran secara *Kinesthetic* dan *Auditory* manakala pelajar perempuan menggemari gaya pembelajaran secara berkumpulan (*Group*). Kedua-dua pelajar lelaki dan perempuan menunjukkan pemilihan minor (*minor preference*) untuk gaya pembelajaran secara *Tactile* dan *Visual*. Dalam strategi pembelajaran kedua-dua pelajar lelaki dan perempuan didapati merupakan pengguna aras tinggi (*high level user*) untuk strategi pembelajaran secara *Compensation* dan *Metacognitive*. Mereka juga merupakan pengguna aras sederhana (*medium level user*) untuk strategi pembelajaran secara *Memory*, *Cognitive* dan *Affective*. Terdapat perbezaan ketara dalam strategi pembelajaran secara berkumpulan (*Group*) iaitu pelajar perempuan dilaporkan merupakan pengguna aras tinggi (*high level user*) strategi ini berbanding pelajar lelaki.