

AN ANALYSIS OF LEARNING STYLE PREFERENCES AND  
**STUDENT PARTICIPATION IN GENERAL ENGLISH COURSES**  
**AT THE MANAGEMENT STUDY PROGRAM**  
**UNIVERSITAS MUHAMMADIYAH BENGKULU**  
**THESIS**



Written by :  
**MIKE SILTIA**  
NPM 2288203011

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**  
**FACULTY OF TEACHER TRAINING AND EDUCATION**  
**UNIVERSITAS MUHAMMADIYAH BENGKULU**  
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**BY:**

**Mike Siltia  
2288203011**

**Has Been Examined by the Examining Board of the  
English Education Study Program**

**of Teacher Training and Education Faculty  
Universitas Muhammadiyah Bengkulu**

**Examiners:**

**Names**

**Signatures**

**1. Kiagus Baluqiah, M.Pd**

**Examiner I**

**2. Rinin Putri Ananda, M.Pd**

**Examiner II**

**3. Ivan Achmad Nurcholis, M.Pd**

**Advisor**

**Acknowledgement by Dean of FKIP**

**Universitas Muhammadiyah Bengkulu**

**Santoso, M.Si**

**NIP. 196706151993031004**

## SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan dibawah ini:


Nama : Mike Siltia  
NPM : 2288203011  
Program Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Muhammadiyah Bengkulu

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

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Yang Membuat Pernyataan

Mengetahui,  
Ketua Program Studi

  
Wash Achim Safitri, M.Pd.  
NIDN.0230058702



Mike Siltia  
NPM.2288203011

**MOTTO AND DEDICATION**

**MOTTO**

**"Whoever takes a path in search of knowledge, Allah will make easy for him the path to Paradise."**

**(Narrated by Imam Bukhari and Imam Muslim)**

**Behind these pages lies lost time, unspoken tears, and untold exhaustion.**

**"There is no success without struggle, and no struggle without the sacrifices of parents."**

**(Mike silta)**

**"In the end, this is only the beginning."**

**(Nadin Amizah)**

**DEDICATION**

**The best prayer and gratitude are devoted to Allah SWT for His mercy and blessings. Then, with proud I dedicate this thesis for:**

❖ **To my beloved parents, Sutarno and Isma, my first role models and greatest source of strength thank you for your endless love, sacrifices, and unwavering support. Although you did not have the opportunity to pursue higher education, your hard work, prayers, and encouragement have enabled me to complete my studies and reach this milestone. I am deeply grateful for everything you have done for me.**

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## PREFACE

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This thesis is submitted as a partial fulfillment of the requirements for obtaining the Sarjana Pendidikan (S.Pd) degree at the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu. The completion of this thesis would not have been possible without the guidance, support, advice, and assistance from many parties. Therefore, with sincere respect and gratitude, the researcher would like to express appreciation to:

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4. Ivan Achmad Nurcholis, M.Pd., as the advisor.
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May Allah SWT always bestow His blessings, grace, and mercy upon all those who have contributed, directly or indirectly, to the completion of this thesis. The researcher realizes that this thesis is far from perfect; therefore, constructive

suggestions and criticism are highly appreciated for future improvement. Finally, with all humility, the researcher hopes that this thesis can be useful for future researchers and beneficial for all readers.

Bengkulu, 27 February 2026



Mike Siltia  
NPM. 2288203011

## CURRICULUM VITAE



Mike Siltia was born on March 10, 2004 in Tanjung Ganti II, Kelam Tengah, Kaur. She began her formal education at TK Rabani and graduated in 2010. She then continued her elementary education at Elementary School, 70 Kaur and successfully completed it in 2016.

After finishing Elementary School, she pursued her junior high school education at SMPN 2 Kaur and graduated in 2019. She then continued her senior high school education at SMAN 4 Kaur, majoring in Science (IPA), and graduated in 2022.

During her years of study, she actively developed her academic competence and personal character. She learned to be disciplined, responsible, and committed to achieving her goals. Her educational journey has shaped her into a motivated and hardworking individual who is ready to continue her studies to a higher level and contribute positively to society.

She believes that education is an important foundation for building a better future and hopes that the knowledge and experiences she has gained will be beneficial for her personal development and future career.

Bengkulu, 27 February 2026

Mike Siltia  
NPM 2288203011

**ABSTRACT**

**Mike Siltia 2026, "An Analysis of the Learning Style Preferences and Student Participation In General English Courses at The Management Study Program Universitas Muhammadiyah Bengkulu" Undergraduate Thesis, English Education Study Program, Muhammadiyah University of Bengkulu. Supervisor : Ivan Achmad Nurcholis, M.Pd.**

This research aimed to analyze the students' learning style preferences, and to describe the level of student participation in the General English course of the Management Study Program Universitas at Universitas Muhammadiyah Bengkulu. This research also aimed to identify how students' learning styles were reflected in their classroom participation. This research employs a descriptive quantitative method. The population of this research was the first-semester 2025/2026 students of the Management Study Program at Universitas Muhammadiyah Bengkulu. The sample consisted of 50 students who were selected using total sampling. The data were collected through a questionnaire based on the VARK learning style model and student participation indicators. In addition, interviews were conducted to support and strengthen the data obtained from the questionnaire. The data from the questionnaire were analyzed using mean scores, while the interview data were analyzed descriptively. The results showed that students had diverse learning style preferences. The auditory learning style was the most dominant (mean = 3.94), followed by read/write (3.83), kinesthetic (3.77), and visual (3.69). In terms of participation, the results indicated that students' classroom participation was generally at a high level. Students showed the highest participation in practicing English (mean = 4.42) and completing tasks (mean = 4.36), while answering questions had the lowest mean score (3.30) which was categorized as moderate. The interview results supported the questionnaire findings by showing that students with dominant auditory learning styles tended to participate actively in listening, discussions, and classroom activities. In conclusion, the findings indicate that students have different learning style preferences, with auditory learning style being the most dominant, and that students generally demonstrate a high level of participation in the classroom.

**Keywords :** *Learning Style Preferences, Student Participation, General English, VARK Model*

## ABSTRAK

**Mike Siltia 2026, “An Analysis Of Learning Style Preferences And Student Participation In General English Courses At The Management Study Program Universitas Muhammadiyah Bengkulu”** Undergraduate Thesis, English and Education, Muhammadiyah University Of Bengkulu.

**Advisor : Ivan Achmad Nurcholis, M.Pd.**

**Kata kunci : preferensi gaya belajar, partisipasi mahasiswa, General English, model VARK, pembelajaran bahasa inggris.**

Penelitian ini bertujuan untuk menganalisis preferensi gaya belajar mahasiswa serta mendeskripsikan tingkat partisipasi mahasiswa dalam mata kuliah General English pada Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Bengkulu. Penelitian ini juga bertujuan untuk mengidentifikasi bagaimana gaya belajar mahasiswa tercermin dalam partisipasi mereka di kelas.

Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi dalam penelitian ini adalah mahasiswa semester pertama Program Studi manajemen Universitas Muhammadiyah Bengkulu. Sampel penelitian berjumlah 50 mahasiswa yang dipilih menggunakan teknik total sampling. Data dikumpulkan melalui angket yang disusun berdasarkan model gaya belajar VARK dan indikator partisipasi mahasiswa. Selain itu, wawancara dilakukan untuk mendukung dan memperkuat data yang diperoleh dari angket. Data dari angket dianalisis menggunakan nilai rata-rata (mean), sedangkan data wawancara dianalisis secara deskriptif.

Hasil penelitian menunjukkan bahwa mahasiswa memiliki preferensi gaya belajar yang beragam. Gaya belajar auditory merupakan gaya belajar yang paling dominan (mean = 3.94), diikuti oleh read/write (3.83), kinesthetic (3.77), dan visual (3.69). Dalam hal partisipasi, hasil penelitian menunjukkan bahwa partisipasi mahasiswa di kelas secara umum berada pada tingkat tinggi. Mahasiswa menunjukkan partisipasi tertinggi pada kegiatan praktik bahasa Inggris (mean = 4.42) dan penyelesaian tugas (mean = 4.36), sedangkan menjawab pertanyaan memiliki nilai rata-rata terendah (3.30) yang termasuk dalam kategori sedang. Hasil wawancara mendukung temuan dari angket dengan menunjukkan bahwa mahasiswa yang memiliki gaya belajar auditory yang dominan cenderung lebih aktif berpartisipasi dalam kegiatan mendengarkan, diskusi, dan aktivitas di kelas.

Kesimpulannya, hasil penelitian menunjukkan bahwa mahasiswa memiliki preferensi gaya belajar yang berbeda-beda dengan gaya belajar auditory sebagai yang paling dominan, serta secara umum mahasiswa menunjukkan tingkat partisipasi yang tinggi di dalam kelas.

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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents the background, research questions, research objectives, research significance, and limitation of the research.

### **A. Background of the Research**

Learning English has become an essential part of higher education in today's globalized world. For students in economics and business, English proficiency is not only a supporting skill but also an important requirement to compete in international academic and professional environments (Erkir et al., 2025). English functions as a global language that enables communication in business, education, and research contexts (Kurniawan, 2023). Without sufficient English proficiency, students may experience difficulties in accessing academic resources, international literature, and global opportunities (Putra, 2023). English is central to academic and professional success because it gives learners access to global knowledge and helps them be more competitive in the international job market (Fahmadira et al., 2025). Therefore, English is not only important for English majors but also for students from other disciplines, including economics and business (Husain, 2021).

The process of learning English involves various components, such as teachers, students, teaching materials, instructional methods, and the classroom environment (Coryell et al., 2008). In higher education, learning should not only emphasize the transmission of knowledge but also encourage active learning, where students are actively involved in classroom activities (Nakamura, 2020). According to the constructivist perspective, students learn more effectively when they actively participate in the learning process rather than passively receive information. Previous studies indicate that active classroom engagement supports students' motivation, understanding, and learning experience (Peng et al., 2022)

Therefore, understanding students' classroom participation is an important aspect of English language learning (Mardia et al., n.d.).

One internal factor that plays a role in the learning process is students' learning style preferences. Learning style preferences refer to the ways students prefer to receive, process, and understand information during learning activities (Wang & Han, 2021). Some students prefer visual learning through images and diagrams, others learn more effectively through listening, reading and writing, or hands-on activities (Styles et al., 2025). These differences influence how students respond to learning activities and instructional strategies. Students who understand their learning preferences may adopt strategies that help them engage more comfortably in learning activities (Fleming & Mills, 1992).

Student participation is another important aspect of successful English learning (Ginting, 2021). Participation includes observable classroom behaviors such as asking questions, responding to the lecturer, participating in discussions, completing tasks, and engaging in group work (Pradestina & Agustin, 2013). Participation reflects how actively students are involved in the learning process rather than merely attending class. In language learning contexts, particularly in General English courses, participation provides students with opportunities to practice language skills and develop confidence in using English (Erdem, 2023).

General English courses play an important role for non-English major students, including those in the Management Study Program at Universitas Muhammadiyah Bengkulu. These courses aim to develop basic English skills that support students' academic and professional needs. However, differences in students' learning style preferences may result in varying levels of classroom participation. Some students may feel more comfortable participating when learning activities match their preferred learning styles, while others may be less active when instructional approaches do not align with their preferences (Yusuf & Suherdi, 2022).

Preliminary classroom observations conducted in General English classes at the Management Study Program, Faculty of Economics and Business, Universitas Muhammadiyah Bengkulu, revealed variations in students' participation. Some students actively responded to questions and participated in discussions, while others tended to remain passive during classroom activities. Lecturers also noted that students appeared to respond differently to various instructional activities, such as visual presentations, discussions, and practice-based tasks. These observations suggest that students' learning style preferences may be reflected in their classroom participation patterns.

Based on these considerations, this study focuses on analyzing students' learning style preferences and describing their classroom participation in General English courses at the Management Study Program, Universitas Muhammadiyah Bengkulu. This study adopts a descriptive quantitative approach to provide an overview of students' learning style preferences and levels of participation, as well as to describe patterns of participation observed across different learning style preferences. The findings are expected to provide useful information for lecturers in designing learning activities that accommodate students' learning preferences and encourage active participation in the General English classroom.

## **B. Research Questions**

Based on the background described, this research is formulated into the following questions :

1. What are the learning style preferences of students at the Management Study Program, Universitas Muhammadiyah Bengkulu?
2. What is the level of student participation in General English courses at Management Study Program, Universitas Muhammadiyah Bengkulu?
3. How are learning style preferences reflected in students' participation in General English courses?

### **C. Research Objectives**

The objectives to be achieved through this research are:

1. To describe the learning style preferences of students at Management Study Program, Universitas Muhammadiyah Bengkulu.
2. To describe the level of students' participation in General English courses at the Management Study Program, Universitas Muhammadiyah Bengkulu.
3. To describe patterns of students' participation based on their learning style preferences in General English courses.

### **D. Research Significance**

#### **1. Theoretical contributions**

- a. This research contributed to the development of academic knowledge related to students' learning style preferences and their participation in English learning contexts.
- b. The results of this research may serve as a reference for future researchers who are interested in conducting similar studies in different contexts, levels of education, or institutions.

#### **2. Practical contributions**

##### **a. For Students**

The results of this research may help students identify and understand their own learning styles. By recognizing their learning preferences, students are expected to be able to apply more effective learning strategies and improve their participation as well as their academic performance.

##### **b. For Lecturers**

The results of this research may provide useful insights for lecturers, particularly in the Faculty of Economics and Business, Universitas Muhammadiyah Bengkulu, in designing and implementing more varied, adaptive, and inclusive teaching strategies. These strategies are expected to accommodate students'

diverse learning styles and enhance their participation in the learning process.

#### **E. Limitation of the research**

This study is limited to describing students' learning style preferences and their classroom participation in General English courses. The research focuses only on students from the Management Study Program at the Faculty of Economics and Business, Universitas Muhammadiyah Bengkulu, during the 2025/2026 academic year. The data were collected through questionnaires and classroom observations. This study does not examine statistical correlations or causal relationships between variables. Other possible factors that might influence student participation, such as motivation, personality, or teaching methods, are not analyzed in this research. Therefore, the findings of this study only provide a descriptive overview of the context of Management students at Universitas Muhammadiyah Bengkulu and cannot be generalized to other populations or settings.