PROCEEDING INTERNATIONAL SEMINAR

THE DYNAMICS OF MALAY ISLAMIC WORLD IN RESPONDING TO CONTEMPORARY GLOBAL ISSUES

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Organized by:

اونيفرسيتيس اسلام نكري
راڊين فتاح

Raden Fatah
State Islamic University

الجامعة الاسلامية الحكومية
راڊين فتاح

KATA PENGANTAR DAN SAMBUTAN KETUA PANITIA

Alhamdulillah, puji syukur kita panjatkan kehadirat Allah SWT, atas semua nikmat dan karunianya. Sholawat dan salam kita haturkan kepada Rasulullah SAW, semoga kita semua termasuk diantara ummatnya yang selalu menjaga, memelihara dan mengamalkan sunnahnya.

Seminar dengan tema “The Dynamic Of Malay Islamic World In Responding To Contemporary Global Issues” ini merupakan bagian dari rangkaian kegiatan akademik di UIN Raden Fatah Palembang sebagai bentuk pelaksanaan Tri Darma Perguruan Tinggi. Kajian tentang dunia Islam Melayu selalu menjadi pembahasan yang menarik bukan saja karena UIN Raden Fatah menjadikannya sebagai distingsi kajiannya yaitu, “Pusat Kajian Peradaban Islam Melayu”, namun selalu menjadi tantangan ketika dihadapkan pada dinamika perkembangan isu global. Globalisasi telah menyatukan dimensi-dimensi kehidupan, baik sosial, ekonomi, politik, keamanan, budaya maupun lingkungan hidup melalui proses integrasi, kesalinghubungan dan ketergantungan. Oleh karenanya persoalan atau isu-isu yang ditimbulkan tidak hanya semakin kompleks, tetapi juga melintasi batas-batas nasional (transnational) dan konsekuensinya sangat berpengaruh dan menimbulkan dampak yang tidak bisa dielakkan dan sangat dirasakan bagi kehidupan semua warga negara di dunia pada umumnya.

Kegiatan seminar ini dilaksanakan dengan format seminar dan diskusi yang diadakan selama dua hari sejak jam 08.30 sampai dengan 16.00 WIB tanggal 2 sampai 3 Desember 2016. Seminar ini menghadirkan Prof. Dr. Jimly Asshiddiqie, S.H (Ketua Umum ICMI) dan Ir. H. Alex Noerdin (Gubernur Sumatera Selatan) sebagai Keynote Speech. Narasumber utama dalam seminar ini menghadirkan:

1. Prof. Dr. Abdullah Saad Al-Mudimigh (Rector of Daar al Uloom University Saudi Arabia & Professor at King Saud University Saudi Arabia)
2. Christopher Woodrich (IIF-Canada)
3. Dr. Muhammad Anshari Bin Ali (University Brunei Darussalam)
4. Dr. Mohammed Hussein Ahmad (Deputy Rector Unissa Brunei Darussalam)
5. Prof. Noor Aisha Abdul Rahman (National University Singapore)
6. Prof. Rias Hassan AM FASSA (University of South Australia)
7. Dr. Mohd Rooslan (Universiti Malaya)
8. Dr. Ismail Sukardi, M.Ag (UIN Raden Fatah Palembang)
9. Dr. Zainal Berlian, DBA (UIN Raden Fatah Palembang)
10. Dr. Maftukhatussolihah, M.Ag (UIN Raden Fatah Palembang)

Selain narasumber utama yang mengisi acara seminar, juga ada sebanyak 40 makalah call paper yang diseminarkan secara *parallel* dan diikuti dari berbagai akademisi Perguruan Tinggi di Indonesia.

Peserta kegiatan ini sebanyak 300 orang dari berbagai kalangan: dosen, akademisi, peneliti, pemerhati dan peminat kajian Islam dan Melayu dari PTAIN/PTAIS se-Indonesia, PTU negeri dan swasta, mahasiswa program sarjana dan pascasarjana dari berbagai wilayah Indonesia.

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Akhirnya, tak lengkap kata sambutan ini tanpa pantun khas Palembang:

Bujang kurap dari Musi Rawas

Tangga buntung kilometer sembilan

Badan sehat pikiran waras

Biar buntu yang penting penampilan

Palembang, 28 November 2016

Ketua Panitia

Dr. H. Abdur Razzaq, MA

SAMBUTAN REKTOR

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ
الْحَمْدُ لِلَّهِ الَّذِي أَنْعَمَنَا بِنِعْمَةِ الْإِيمَانِ وَالْإِسْلَامِ. وَنُصَلِّي وَنُسَلِّمُ عَلَى خَيْرِ الْأَنْبَاءِ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ
وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Alhamdulillah, Seminar Internasional “*The Dynamics of Malay Islamic World in Responding Contemporary Global Issues*” dapat dilaksanakan. Selain menandai puncak kegiatan akademik UIN Raden Fatah (Rafah) tahun akademik 2016, kegiatan ini juga merefleksikan komitmen UIN Rafah untuk menjadi salah satu *center of excellence* kajian Peradaban Islam Melayu (*Malay Islamic Civilization*) di dunia. Sungguh menggembirakan, seminar ini mendapat respon positif dari para akademisi di dalam dan luar negeri. Ada 7 (tujuh) negara yang terlibat dalam seminar ini, baik sebagai pemakalah maupun peserta. Secara keseluruhan seminar ini menyajikan 40 makalah yang dipresentasikan pada sesi *plenary* maupun *parallel*. Semua makalah tersebut disajikan secara penuh dalam *proceeding* ini.

Proceeding ini adalah *output* paling penting dari penyelenggaraan seminar intrnasional ini. Makalah dan notasi yang termuat di dalamnya menggambarkan dinamika, variasi, *state of the art*, dan arah perkembangan pemikiran keislaman tentang peradaban Islam di tanah Melayu. Berbagai pemikiran tersebut adalah catatan penting yang akan dikenang dan menjadi referensi serta sumber inspirasi bagi para peminat kajian peradaban Islam Melayu.

Bagi para akademisi UIN Rafah, khususnya, seminar internasional dan *proceeding* ini adalah salah satu prestasi penting dalam pengelolaan dan pengembangan kegiatan keilmuan. Prestasi seperti ini perlu terus ditingkatkan kualitas dan kuantitasnya pada masa mendatang, melalui kegiatan-kegiatan kajian, penelitian, publikasi, dan kerjasama.

Terselenggaranya seminar internasional ini tentu tidak terlepas dari kerja keras semua anggota panitia dan peran serta para narasumber. Atas nama seluruh pimpinan UIN Rafah saya menghaturkan terima kasih kepada seluruh anggota panitia yang telah bekerja keras, cerdas, dan tuntas dalam penyelenggaraan seminar internasional ini. Terima kasih yang sama saya haturkan kepada para narasumber dari dalam dan luar negeri yang telah meluangkan waktu untuk berpartisipasi aktif dan berkontribusi, sehingga membuat seminar ini lebih substantif dan kualitatif.

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Wassalam,

Muhammad Sirozi

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Learning Style Of *Santri* As Efl Learner in IAIM NU Metro Lampung

Umar Alfaruq A. Hasyim, Suhono

IAIM NU Metro Lampung

alfaruqedu@gmail.com

honojoe@gmail.com

Abstract

Pondok pesantren had become the identity of Malay world. It was proven in some regions of Malay the tradition of *pesantren* arise. Although, there were different term in stating the word *pesantren*, it has similarity in the function. *Pesantren* as a global tradition among malay world, has different name in many places such as *dayah* in Aceh, *surau* in Minangkabau, *pondok* in Malaysia and *pho no* in Southern Thailand. Moreover, some *pesantren* allows the *santri* to study (science, language and etc) outside the *pesantren* environment. The *santri* who were affected by the *pesantren* environment has certain learning style preference due to learning preference is also influenced by the environment and gender. Therefore, this research aimed at investigate the learning style of *santri* who learns English as Foreign Language. The research used case study. It found that Most of the students of middle proficiency level was visual learner. Students at low proficiency level were auditory learner. In the analysis of result in gender aspect, the students showed the differences male and female on visual, auditory and kinesthetic preference. Male students used auditory and kinesthetic aspect to absorb and get information. Meanwhile, female learners are dominant in using visual learning style.

Keywords: Learning style, Gender, *Santri*, EFL Learner

Background

Pondok pesantren has become the identity of Malay world. It is proven in some regions of Malay the tradition of *pesantren* arise. Although, there are different term in stating the word *pesantren*, it has similarity in the function. More specifically, Ahmad (2015) informs that *pesantren* as a global tradition among malay world, has different name in many places such as *dayah* in Aceh, *surau* in Minangkabau, *pondok* in Malaysia and *pho no* in Southern Thailand.

Pesantren is an Islamic institution places *Kiai* as the center of the educational system. *Kiai* or teacher usually uses *sorogan* and *wetonan* as the method of teaching.. More specifically, according to Alwi (2013) the educational system of *pondok pesantren* are categorized in to; (1) *tahfidz* (memorizing), (2) *bahts al-masail* (discussion), (3) *fath al-kutub* (reading classic book), (4) *muqaranah* (comparison), (5) *muhadasah* (practicing Arabic), (6) *wetonan* (lecturing by *kiai*) and (7) *sorogan* (facing the *kiai*). Nowadays, *pesantren* does not only allowing the students (*santri*) to learn religious knowledge but also science as well as English.

The educational system of *pesantren* of course affect the learning style of the *santri*. Moreover, the *santri* who learn outside the *pesantren* environment still use the tradition and the style of learning as it used in the *pesantren*. Therefore, this research try to depict the learning style of the *santri* who learn English outside the *pesantren* environment.

Theoretical Review

Understanding learning style of stud-ent is very important for educators. Consid-ering the style of their learning will ease educators to decide the method of teaching. Therefore, to understand students' learning style there are many researchers conducted investigation. The first researcher was Park (2002). He conducted experimental research to investigate the difference of learning style among five ethnic groups namely; Armenian, Hmong, Korean,

Mexican and Vietnamese. The research was conducted in 20 secondary schools in California by using Reid's self-reporting questionnaire. It found that there were significant differences among five ethnic groups in term of learning preference as well as sex differences learning style preference due to their various cultural backgrounds and gender roles. Moreover, it also found that the level of achievement and the length of resident in the US was related to learning style preference.

The second researchers were Wintergerst et al (2002), they conceptualized learning style modality of Russian ESL, Russian EFL and Asian EFL students. This research used Learning Style Instruments (LSI) that was newly developed. It found that the learning preference of those three groups were; group orientation, group activity orientation and individual activity orientation. Moreover, Russian EFL and Asian ESL were dominant in group work and project work. It also found that the instrument was feasible to be used to measure learning style.

The third investigators were Baht and Govil (2014), they conducted survey by using Kolb's learning style inventory to 150 secondary schools in Khasmir. it found that mostly students were accommodator and assimilator. It also revealed that learning style affect student's achievement but it was not affect gender and place of living.

Therefore, there are differences and similarities among this research and the previous researches. The similarity that this research and the previous one are focusing on the learning style preference of the learners. However, the differences are obviously stated, this research used De Porter and Hernacki's Perceptual Learning Style Preference Questionnaire (PLSPQ) to 15 students. Meanwhile, the first previous researcher used 20 schools with different ethnic groups in USA as the subject of the study by using Reid's self-reporting questionnaire. Moreover, the second researcher developed LSI (Learning Style Instruments) to identify the learning style preference of Russian ESL and EFL as well as Asian EFL. The third researchers used Kolb's learning style inventory to 150 secondary schools in Khasmir.

Moreover, the objectives of the research are; (1) to find out the kind of learning style mostly used by the middle proficiency level students' Islamic boarding school. (2) to find out the kind of learning style mostly applied by the low proficiency level students' Islamic boarding school. (3) to find out the differences of using the learning styles by the students base on gender.

Pesantren. *Pesantren* or well-known as Islamic boarding school is a place for *santri* or students to learn Islam (KBBI, 2008). It can be also define as an Islamic educational institution that held non-classical teaching and learning process (DEPAG RI in Asifudin, 1994). More specifically, according to Steenbrink in Arif (2015) stated that basically, *Pesantren* as an Islamic Institution teach Islamic education with the resources of teaching and learning are written in Arabic. In addition, Ahmad (2015) see *pesantren* as a global tradition among malay world, therefore, he informs that the name of *Pesantren* is vary in many places such as *dayah* in Aceh, *surau* in Minangkabau, *pondok* in Malaysia and *pho no* in Southern Thailand. Those variations do not change the function of this Islamic educational institution that dedicated to the teaching and learning Islamic law.

There are five elements of *pesantren* namely; *pondok* (boarding house), *masjid* (mosque), *kitab kuning* (Islamic classic book) and *Kiai* (Zamroni, 2015). In addition, it is also stated by Asifudin (2008) that Islamic institution can be called as *pondok pesantren* if it has mosque, students, boarding house, classic book (*kitab kuning*) and *kiai* (teacher).

Thus, it can be defined that *pondok pesantren* is a place for *santri* (living student) to learn Islam (Islamic law) that is taught non-classically by *kiai* (teacher) using *kitab kuning* as the sources of the teaching and learning process.

Educational System in *pondok - pesantren*. Basically, *Pondok pesantren* adopts non-classical teaching and learning process. *Kiai* as the center of the educational system usually uses *sorogan* and *wetonan* as the method of teaching.. More specifically, according to Alwi (2013) the educational system of *pondok pesantren* are categorized in to; (1) *tahfidz*

(memorizing), (2) *bahts al-masail* (discussion), (3) *fath al-kutub* (reading classic book), (4) *muqaranah* (comparison), (5) *muhadasah* (practicing Arabic), (6) *wetonan* (lecturing by *kiai*) and (7) *sorogan* (facing the *kiai*).

Moreover, according to minister of religious affairs in Asifudin (1994) it is stated that there are four types of *pondok pesantren* such as; (1) type A is a *pondok pesantren* that adopts individual teaching (*sorogan*) and does not need *madrasah* (school) for teaching and learning process. (2) type B is *pondok pesantren* with *madrasah* and the *kiai* teaches the *santri* in term of stadium general. (3) type C in this *pondok pesantren*, *santri* study in *madrasah* and public school outside the *pondok pesantren* and the *kiai* is the counselor, religion teacher and supervisor. (4) type D is a *pondok pesantren* that organized *madrasah* or school as its educational system.

Therefore, it can be summarized that educational system in *pondok pesantren* varies according to its manner in managing the teaching and learning process. However, basically *pondok pesantren* uses *kiai* as the center of the educational system.

Pondok Pesantren in Malay world. The word *pesantren* in Malay world has long relationship. It is stated by Ahmad (2015), the word *pesantren* as a place for learning Islam commonly uses in Java, it also uses in several Malay region such as in Aceh it is called *dayah*, *surau* in minangkabau, *pondok* in Malaysia and *pho no* in southern Thailand.

Pondok pesantren does not only represent Islam but it is also stated the origin of Malay community (Zakaria, 2010). Although, it has different term in several Malay regions, *pondok pesantren* has similar function as a center of producing *ulama* (leader) and scholar, studying religious knowledge and preserving Islam tradition.

Hence, the term of *pondok pesantren* basically has been spread out among Malay world. Consequently, the tradition of *pondok pesantren* cannot be separated from Malay community. However, *pondok pesantren* has different name among Malay regions.

Learning Style. De Porter and Hernacki (2003: 111) states that learning style is a combination of how people absorb, organize and process information. In addition Winkel (2007: 147) argues that learning style is a typical way of learning for students, a typical way this individual is often not recognized and once formed tend to hang on. From some sense it can be concluded that the student's learning style is a way of learning that is typical, are consistent which is a combination of how a student to absorb, organize and process information.

Dunn in (De Porter and Hernacki, 2003: 110) found a lot of variables that affect the learning styles of people, among other factors of physical, emotional, sociological and environmental. Some people, for example, can learn best by bright light, while others with dingy lighting. There are those who learn best in groups, while others again choose their authoritarian figures such as parents or teachers, and another felt that working alone is most effective for them. Some people need music in the background while others cannot concentrate unless the room is quiet.

Furthermore, De Porter and Hernacki classify learning styles based on how we absorb information easily (modalities) into three types, namely visual, auditory type and the type of kinesthetic.

Visual learner. For students with a visual learning type, eye / vision plays the most important in the way he taught. The characteristics of the visual type person as revealed by De Porter and Hernacki (2003: 116) are as follows: (1) Neat and orderly (2) Speaking quickly. (3) Examine the detail (4) Concerned appearance, both in terms of clothing and presentation (5) Do not usually bothered by the commotion

(6) a good speller and can see the actual words in their minds. (7) Given what is seen rather than heard (8) Prefer to read than recited (9) Read quickly and diligently. (10) Often knowing what to say, but not good at choosing words. (11) More like demonstrations rather than speech. (12) Given the visual association. (13) More like the music of the art. (14) Frequently answered with a short answer yes or no. (15) Having trouble to remember verbal instructions unless it's written, and often ask for help people to repeat it. (16) Sometimes lose concentration when they want attention.

Auditory learner. Students with auditory learning type makes the ear (hearing) as the primary tool for learning. De Porter and Hernacki (2003: 118) reveals that people who have the type of auditory characteristics are as follows: (1) Talking to yourself at work.(2) Appearance neat. (3) Easily distracted by a commotion.

(4) Move their lips and said writing in a book when reading. (5) Happy reading aloud and listening.(6) Feel the trouble to write, but great storytelling. (7) Speaking in a rhythm pattern. (8) Normally eloquent speaker.(9) Learn to listen and remember what was discussed from the seen. (10) Like to talk, like to discuss and talk at length. (11) More clever spell loudly than writing.

Kinesthetic learner. Students with the type of kinesthetic learning will actively use and move his body to learn. De Porter and Hernacki (2003: 118) reveals that people with type kinesthetic have the characteristics including the following:(1) Learning through manipulation and practices. (2) Appearance neat. (3) Not too easily distracted by the commotion atmosphere. (4) Feel the trouble to write but great storytelling. (5) Love books oriented plot, they reflect the action with their body movements while reading. (6) Touching people to get their attention. (7) Always oriented towards physical and sedentary. (8) Memorizing by walking and seeing. (9) Can not sit still for a long time. (10) Love the game that occupies. (11) Speak slowly.

Factors affecting learning style preferences. According to Tatrintseva (2002) Gender contributes to the learning style preference, it is because male and female have different learning style preference. Moreover, Ramayah et al (2011) inform that there are several factors affecting learning style preference such as; (1)peer influence, (2) cultural background, (3) technology. In addition, Dunn and Burke (2005) also propose several factors that influence learning style namely; (1) environment, (2) emotionality, (3)sociological preference, (4) physiological characteristics, (5) psychological processing.

Males and females learn differently from each other (Grebbe, 1999; Ebbel, 1999). Males tend to be more kinesthetic and visual, and they need more mobility in a more informal environment than female. Males are more nonconforming than female. Males tend to learn less by listening. Females, more than males, tend to be auditory, need more quiet while learning, they are more conforming than males (Marcus, 1999; Pizzo, 2000).

The scholars Aries (1996), Leet-Pellgegrini (2000) and Fox (1999) says that males feel more comfortable in a lecturing role, which is a demonstration of expertise and status, but female feel more comfortable in listening role, which show a desire to collaborate, bond and to be liked by product of a world of connections, not status. Female are better than males on language learning tasks connecting with remembering verbal information, faces, names, object location and landmarks along a route, they have better memorizing than males, but males do better with the travel directions task (Celley, 2001; Ong, 199; Crook, 1993).

It can be highlighted that environment and gender have contribution to the development of learning style preference. Another factors are personal factor such as psychology and emotionality. Moreover, Learning style preference is also influenced by cultural background as well as peer influence.

English as Foreign Language. Punchiehetti (2013) argues that foreign language is a language that does not have straight relation to one's social and personal environment. In addition, Williams and Williams (2007) inform that English as Foreign Language (EFL) is a term that is used to indicate that English does not have major role in daily communication. It is also proposed by Gries and Deshors (2015) that EFL is a verity of English that is used in non-native English speaking country such as France, Germany, Indonesia and etc.

EFL or English as Foreign Language is a term used to point out people that use English as non-major language. It is commonly used by people outside native English speaking country such as Indonesia, Germany, France and etc.

METHOD

The type of study was a case study; because this methodology was appropriate for this study as my intent to study a phenomenon occurred in the process of learning English. Why the same lecturers who taught English in many classes resulted in the different outcome of the students' scores was an interesting case to be investigated. The subject of this study was 15 students' Islamic boarding school IAIM NU Metro at the fifth semester. They were divided into 2 group of English proficiency levels; middle (9 students) and low level (6 students). Then, to know the differences of learning style in gender aspect, the researchers divided male into 4 students and female into 11 students. The researchers used the document of the English scores in the final semester test. Data source of this study were documentation (the students' test scores) and the result of questionnaire

FINDING AND DISCUSSION

After the researchers getting the data, the researchers distributed De Porter and Hernacki's Perceptual Learning Style Preference Questionnaire (PLSPQ) to 15 students. The researchers discussed learning style mostly used by the middle and low proficiency level students' Islamic boarding school. Then, the researchers find out the differences of using learning styles based on the gender. To know aspect learning style in each category, the researchers gave the questionnaire to the students that consist of 45 questions, divided into three aspects. They are visual learning style (15 questions), auditory learning style (15 questions) and kinesthetic learning style (15 questions).

Learning Style mostly used by the Middle proficiency level of students' Islamic boarding school (*santri*). To find out kind of learning style mostly used by students at middle proficiency level, the researcher had taken the result of student's answer from data questionnaire. Nine students of fifteen students in this study were classified as middle level students. It means that, they had higher achievement than students of low level in learning English. The result showed that there were any differences in using learning styles between the middle level and low level of English proficiency students. The following chart show the distribution of learning styles used by the middle level students based on the result of questionnaire:

Chart 1

The distribution of learning styles used by the middle proficiency level students' Islamic boarding school

Chart 1 shows that visual learning style is the first rank, that is 37,2% of questionnaire, then followed by auditory one 34.6%. The third rank was kinesthetic learning style 29,2 %. The result of the questionnaire to the students at middle level indicated that most of they like study in visual. Most of the students tend to focus on remember what they are looking instead of hearing something. They tend to remember material related to visual association and obtain a great deal from visual stimulation. They think accurately to get detail information and emphasize of performance on presentation to get an attention.

The data can be proven from the result data questionnaire, especially the students at middle proficiency level. Here are the parts of example of students' choices in analyzing visual learning style:

4. Ketika berbicara dengan orang lain, apakah Anda sering berdiri di dekat lawan bicara dan memperhatikan ekspresi wajahnya?
- Sangat sering
 - Sering
 - Biasa saja
 - Jarang
 - Tidak pernah

From the statement above only one student from nine students chose "biasa saja", while the other students from middle level chose "sangat sering" or "sering". It means that these options as reference of visual characters of learning styles. It refers to the students are easier to comprehend the information in learning process through visual association. As De Porter and Hernacki mentioned that one of the characters visual learning styles tends to remember material related to visual association and remember what they are looking. The aspect of visualization has the dominant role of students' way on learning process.

12. Apakah Anda mudah membaca data dalam bentuk tabel atau grafik?
- Selalu
 - Sering
 - Biasa saja
 - Jarang
 - Tidak pernah

From the statement above five seven from nine students at middle level chose "selalu" or "sering". It means that these options as indication of visual characters of learning styles, because the students easier to analyze the data of table or graphic that need detail information through visualization. The students who favor visual perception would be the most comfortable with an instructor who uses chart or graphic. Afterward, the researchers concluded that the middle level of students' Islamic boarding school mostly used visual learning style to comprehend the information effectively.

Learning Style mostly used by the Low proficiency level of students' Islamic boarding school (*santri*). The way the students receive information are different each others. It is very essential for the lecturers to know the learning styles mostly applied by their students who have different way to get achievement in studying English. The lecturers should give much more heed to these students to help them increase their competence, especially in learning English. The following chart shows the distribution of the three learning style preferences of the low level competence students:

Chart 2

The distribution of learning styles used by the low proficiency level students' Islamic boarding school

Chart 2 shows that auditory learning styles is the first rank 36.1% of questionnaire, then followed by the kinesthetic learning style 32,4 of questionnaire. The third rank was visual learning style that is 31,5 %.

This finding show that mostly all the students of low proficiency level used auditory learning styles. It was very common among the students to learn English from hearing spoken and from oral explanation. Auditory students remember much of what they hear and more what they hear and then say. They got information focus on remember information by reading aloud, especially when they are learning new material. The students tend to move their mouth and pronounce the words when they are reading books. Afterward, they prefer to conduct group discussion.

The data can be proven from the result data questionnaire, especially the students at low proficiency level. Here are the parts of example of students' choices in analyzing auditory learning style:

16. Ketika ada buku baru, apakah Anda lebih suka membaca dengan keras dan mendengarkan?
- a. Sangat suka
 - b. Suka
 - c. Biasa
 - d. Tidak suka
 - e. Sangat tidak suka

From the statement above five from six students at low level chose "sangat suka" or "suka" .It means that these options as indication of auditory characters of learning styles, because the students prefer reading aloud and hearing in their speech.

17. Apakah Anda mudah mengingat materi pelajaran yang Anda diskusikan dengan teman Anda?
- a. Selalu
 - b. Sering
 - c. Biasa
 - d. Jarang
 - e. Tidak pernah

From the statement above, all the students at low level chose "selalu " or " sering" in their answer sheet. It means that these options as indication of auditory characters of learning styles. The students are easy to listen when their conducted discussion with their classmate, because they absorb and retain information through group discussion

The Differences of Using Learning Styles Based on the Gender. To classify the students based on the gender, the researcher classified the fifteen students of the 2 level groups into males and females. Males consist of 4 students and female consist of 11 students. The result of questionnaire was analyzed to identify their learning style preferences into three categories, namely auditory, visual, and kinesthetic. The following table described the result of questionnaire based on gender of the students:

Table 1
The distribution of learning styles based on gender

Gender	Auditory	Visual	Kinesthetic
Male (4)	35.4	33.8	30.9
Female (11)	34.9	34.9	30.2

Chart 3
The distribution of learning styles based on gender

Based on the result of data questionnaire, the researchers observe that males had preference for the auditory learning style (35.4%), while female did not have much preference for the auditory learning style that is 34.9%. It means that male students prefer to use a certain sound or rhythm to remember the lesson effectively than female students. Males and female enjoyed in auditory learning process. So they tried to learn the best way with the others. This learning style helped them to understand and learn new material be better. On the other condition, males did not have much preference for visual learning style that is 33.8 %, different from females on visual learning style that have much preference than male students, namely 34.9 %. It means that female students are dominant role in aspect of visualization as the great easy way to comprehend the information in learning process. Afterward, male have much preference for kinesthetic learning style, namely 30.9 %, while female students were not dominant for kinesthetic preference that is 30.2 %. It means that male students prefer to do learning process be natural discovery, that is through doing, rather than thinking a task to beginning. They tend to like fieldwork in outside of the classroom and retrieve their knowledge from experience and practice. From the data above the researchers conclude that learning style on gender aspect are different each other. Male students have much preference for auditory and kinesthetic learning style, while female on visual aspect.

Conclusion

Learning style of the students' Islamic boarding school is different in several dimensions. Most of the students of middle proficiency level used visual learning style that is 37.2%. Students at low proficiency level were found to be the most auditory in their learning style preference, that is 36.1%. In the analysis of result in gender aspect, it was found that the students showed the differences male and female on visual, auditory and kinesthetic preference. Male students used auditory and kinesthetic aspect to absorb and retain information of learning process. On the other hand, female students are dominant in using visual learning style. Moreover, the environment also plays significant role in affecting learning style preference

of *santri*. It is because *santri* usually male and female *santri* use physical activity. Therefore, they have similarity in kinaesthetic learning style preference, 30.9% for male and 30.2% for female.

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