

ABSTRACT

Hidayatullah, Rizky, Registration Number 2213321020, Gender Gap In Students' Learning Style In English Classroom: A Case Study At SMP Negeri 3 Percut Sei Tuan, A Thesis, English and Literature Department Faculty of Languages and Arts, Universitas Negeri Medan, 2025.

This study investigates gender gap in learning styles among eighth-grade students in the English classroom at SMP Negeri 3 Percut Sei Tuan. This study aims to (1) identify the dominant learning styles of male and female students and (2) examine factors contributing to the learning style gap based on gender. Using a qualitative descriptive design, data were collected from 20 students and an English teacher through the VARK questionnaire and semi-structured interviews, and analyzed using data reduction, data display, and conclusion drawing. The results show that, overall, Visual (30%) and Auditory (30%) styles are equally dominant, followed by Read/Write (20%) and Kinesthetic (20%). Male students primarily prefer Visual (40%), while female students favor Auditory (40%). These preferences are reflected in classroom behavior and performance, with males tending to excel in speaking and activity-based tasks, and females performing better in reading and writing tasks. The study concludes that gender influences students' learning style preferences and learning comfort, shaped by personality traits, classroom engagement, and instructional activities. It highlights the need for varied and inclusive teaching strategies to accommodate diverse learning styles and support equitable English learning outcome.

Keywords: Gender, Learning Styles, English Classroom, VARK Model, Student Learning Preferences.

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