



THE CORRELATION BETWEEN LEARNING STYLES AND ENGLISH LEARNING ACHIEVEMENT

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ABSTRACT

English teacher has done many efforts to enhance students' learning achievement, but in fact most of students still had difficulties in learning English. It is proofed from their scores in English subject. In relation to the problem above, the researchers is intended to find out whether there is correlation between students' learning style and English learning achievement at seventh grade students of State Junior High School 5 Tapung. The instruments used in this research were questionnaire for students' learning style and documentation for English learning achievement. The total population was 51 students. By using Chi Square formula through SPSS 22.00 in analyzing the data, the researchers found that the value of Sig. (2-sided) was 0.013, and the data was significant at the level of 5%. In other words, Sig. (2-sided) value is lower than 0.05 (Ho is rejected and Ha is accepted). It means that there is correlation between learning style and English learning achievement at seventh grade students of State Junior High School 5 Tapung. Based on the Cramer's V value (0.353), the effect of students' learning styles on their English learning achievement is categorized into large effect. It means that there is a high association between learning style and English learning achievement.

Keywords: Correlation, Learning Style, Learning Achievement.

INTRODUCTION

English learning achievement is one of important parts in terms of learning second or foreign language. By knowing students' learning achievement, both teachers and students are able to see their progress in teaching and learning. Learning achievement can be defined as successful completion, through effort, of the acquisition of academic contents and skills. In line with the statement above, Syah (2011) stated that learning achievement is the

level of students' success in learning the subject matter in schools that are expressed in the scores obtained from the result of test on a particular subject matter.

It is known that students could adopt information or lesson deeply because the way of learning offered to them relevant to their expectation or the ways of students learn. It is also known that students learn on their own unique learning style, so it is important for teachers to be more aware about the

learning differences among their students. Pertaining with the ideas above, (Clay, 2001) stated that all teachers whether they are ESL, bilingual, or mainstream, need to be aware of the learning style of their students. In addition, Oxford (2003) pointed out that language learning styles and strategies are among the main factors that help determine how—and how well students learn a second or foreign language.

Dealing with preliminary observation of the researchers at State Junior High School 5 Tapung, it was found that there are some efforts done by the teachers in order to enhance the students' English learning achievement. The efforts are such as giving them textbooks and giving them homework in the end of every chapter, but in fact some of students still had low scores in their English learning achievement. The researchers also found that there were students who spoke with his friend or busy with his own activities. There were also students who feel sleepy in the process of learning. When the teacher divided them into groups, there were several groups that did not bring the equipments, some groups only watched another group while some others just did nothing.

The environments above are illustrated that students were bored and could not concentrate in the process of teaching and learning. The researchers assumed that the causes of the environments above were because the students did not use their dominant learning styles in the process of learning and also the mismatch between students learning style and teacher teaching style. As Felder (1995) pointed out that when the learning styles of most students in class and the teaching style of the teacher are seriously mismatches, the students are likely to become

uncomfortable, bored and inattentive in class, and do poorly on test.

In relation to the problems that the researchers mentioned above, the researchers is intended in investigating a research whether there is or not a correlation between students' learning style and their English learning achievement.

REVIEW OF RELATED LITERATURE

Learning Style

Many scholars have defined about learning styles. According Chris Kyriacou (1996) Students' learning style as their general approach towards using particular types of learning activities, it is evidenced in the students' attitude towards and preferences for particular learning activities, the particular choice of activities they use for learning when they are given some degree of control over the method they may employ, and the way in which they approach the use of particular types of learning tasks demanded of them.

In line with the statement above, Dunn & Dunn in Begam (2013) also stated that learning style is the way in which individuals begin to concentrate on, process, internalize and retain new and difficult academic information. Moreover, Honey and Mumford in Dornyei (2005) also believed that learning style is an individual preferred or habitual ways of processing and transferring knowledge.

On the other hand, Murcia (2001) defined learning style as the manner in which a learner perceives, interacts with, and responds to the learning environment. In the related literature, learning style is regarded as a way of learning. Learning styles consist of strategies such as superficial or deep

processing of information, holistic and serial processing of knowledge, processing knowledge in details, retention and systematic recalling (Busato et al., in Ibrahimoglu (2013). Kefee as cited in Brown (2007) defined learning styles as the cognitive, affective, and psychological characters of someone that are relatively stable indicators of how someone perceive, interact with, and respond the environment of learning. It means that learning style is like the students' characteristics in learning which are able to differentiate one learner to another.

Pertaining with all the ideas above, the researchers concluded that learning style is the preferred way of students' receiving and processing knowledge. It becomes a habitual way in learning of the students.

One of the learning styles based on sensory preferences is VAK (visual, auditory, kinesthetic) learning style. This notion believe that some of students are learn better through seeing, while others are better when they are listening or learning by doing.

a. Visual learners

Fleming(2011) claimed that students which more visual will have some characteristics such as learning best with pictures, diagrams and charts, usually taking notes with different colors, listening to teachers who use gestures and picturesque language, watching television and videos are really help them to learn, remembering people's faces but not their names.

In language learning, visual learners learn best in particular subject. As Leaver (2005) pointed out that visual learners acquire new vocabulary through sight; they understand grammar better when

they can read about it in a book. In addition, Murcia (2001) added that visual students like to read and obtain a great deal from visual stimulation. For them, lectures, conversations, and oral instructions without any backup can be very confusing.

Gass (2008) also proposed that visual learners are those who take information visually. Blackboard use or Power Points presentations are preferred to straight lectures. They might rewrite lecture notes use color coding or any other visual organizational schema.

b. Auditory learners

Students which are more auditory will learn by hearing or speaking such as discuss something with other students or teachers, become interested in the speaker and what is being said, take in complex instructions and directions easily, they prefer to have someone 'spell things out' in spoken words rather than in text, and rely on phone calls for information. The learner's preference for listening, understanding spoken directions, following logic that is explained verbally, and addressing background sounds whether supportive or disruptive. (Fleming, 2011; Wilson, 2011).

Leaver (2005) also supported the ideas above. She said that auditory learners acquire new information through sound; they hear grammatical endings, and they associate new words with sounds they already know. Gass (2008) also added that auditory learners prefer listening to reading. Lectures are effective means of absorbing information. They also prefer to talk through material and even to have

text read out loud.

c. Kinesthetic learners

According to Brown (2000), kinesthetic learners will show a preference for demonstration and physical activity involving bodily movement. Learners which are more kinesthetic will learn using the practical opportunities in learning especially in those classes that have laboratories, practical sessions, clinics, tutorials, fieldwork, industry contact, case studies, and problem solving, hear about the examples before the theory, like to move around and respond physically to music or drama, they believe 'practice makes perfect', to get a sense of something they want to see, touch, taste, kick and smell it (Fleming, 2011).

These kinds of learners acquire new information through movement and they use their entire body in learning. In language classes, role plays and total physical response activities (such as carrying out commands) help them learn and remember new vocabulary and grammar (Murcia, 2001). The characteristics of kinesthetic are also proposed by Gass (2008). He said that kinesthetic learners learn better when the whole body is involved or when objects can be manipulated, such as in lab work.

Everybody has and can use all of those sensory learning styles. But, most of the people show the preference to one of the styles over the other. Dunn and Dunn in Reid (1987) found that only 20-30% of school age children appear to be auditory learners, that 40% are visual, and that the remaining 20-30% is kinesthetic.

Price, Dunn, and Sanders in

Reid (1987) found that very young children are the most kinesthetic, and there is a gradual development of visual strengths through the elementary grades, and that only in fifth or sixth grade can most youngsters learn and retain information through the auditory sense. Carbo in Reid (1983), he found that good readers prefer to learn through their visual and auditory senses, while poor readers have a stronger preference for kinesthetic learning.

Learning Achievement

Learning is a process which the objective is to make a change in attitude, knowledge, habits, abilities and other purposes as a result of personal's experience. In line with the statement above, Kimble and Garmezyn (Brown, 2000) stated that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.

A successful learning process can be seen from the students' achievement. Achievement is the result of efforts that is done by students in a certain time. Pertaining with the idea above, Hornby in Brown (2000) stated that achievement is an action of achieving something with effort and skill. Moreover, students' learning achievement can be seen from their scores that involve their efforts in the attainment of knowledge of the subjects they are studying.

English learning achievement can be described as the result of English learning process that students get from the teacher in form of scores. The score is getting through tests that teacher made or a kind of standardized test. In this study, the achievement scores can help the researchers to describe how far the students' ability in English. The

achievement scores also come from the calculation of some test that teacher has made for their students. The achievement tests measure present proficiency, mastery, and understanding of general and specific areas of knowledge (Kerlinger, 1979).

Based on the explanation above, the researchers concludes that achievement is outcomes of the students' learning in the form of knowledge, skill, and score in the certain period. The high achievement is not easy to be reached. It requires a process which involves the ability to reach it. In reaching the high achievement in learning, students need some factors such as matched learning styles and high motivation. So, achievement can be considered as measurable behavior in standardized series of tests in the form of scores that indicates whether a student has been successful or unsuccessful in mastering academic skills.

As the explanation above, the researchers has the understanding for this variable that students' English learning achievement is a result of students learning progress in English class. The achievement appears as the score that can be as description of students' success in learning.

RESEARCH METHOD

The Design of the Research

This research used quantitative approach and the design employed was correlational research. Creswell (2008) stated that correlational research design are procedures in quantitative research in which investigator measures the degree of association (relationship) between two or more variables or sets of scores. This research consists of two variables. The first is students' learning styles as the independent variable (X)

and the students' English learning achievement as the dependent variable (Y). In this research, the researchers proposed to test whether there was a correlation between students' learning style and their English learning achievement.

Time and Place

The research was conducted in May 2017 at State Junior High School 5 Tapung. It is located on Jalan Pepaya, Muktisari, Tapung, Kampar.

Population and Sample

The number of the population is 51 students or all of the seventh grade students of State Junior High School 5 Tapung. The sampling technique in this research was total sampling. Total sampling is a sampling technique where the number of samples is equal to the population (Sugiyono, 2007). According to Sugiyono (2007), when the population does not reach 100 then all of the population is used as sample.

Procedure

In conducting the research, the researchers did some steps as follows: First, the researchers did try out to find out the validity of the questionnaire. The try out was given into 20 students and it was found that all items in the questionnaire were valid. Second, the researchers distributed the questionnaire to the respondents which consist of 51 students of seventh grade. Third, the researchers collected students' English scores from the English teacher. Finally, the researchers analyzed the data by using chi square for independence formula in SPSS 22 versions.

Technique of Data Collection

There are two kinds of collecting the data. The data was collected by giving students questionnaire about their learning style. Then, for the English learning achievement, the researchers documented the students' English scores from the teacher.

Technique of Data Analysis

The data was analyzed by using Chi Square for Independence formula calculated by using SPSS 22 version.

RESEARCH FINDING

To examine the correlation between students' learning style and their English learning achievement, the researchers analyzed the data by using *chi square for independence* formula calculated by using SPSS. The result showed that sig. value is 0.013. It can be stated that $0.013 < 0.05$. It means there is statistically correlation between those two groups.

Learning Style * Learning Achievement Crosstabulation

		Learning Achievement			Total	
		Med.	High	V. High		
Learning Style	Visual	Count	3	8	10	21
		% within Learning Style	14.3%	38.1%	47.6%	100.0%
		% within Learning Achievement	33.3%	27.6%	76.9%	41.2%
		% of Total	5.9%	15.7%	19.6%	41.2%
	Auditory	Count	2	14	3	19
		% within Learning Style	10.5%	73.7%	15.8%	100.0%
		% within Learning Achievement	22.2%	48.3%	23.1%	37.3%
		% of Total	3.9%	27.5%	5.9%	37.3%
	Kinesthetic	Count	4	7	0	11
		% within Learning Style	36.4%	63.6%	0.0%	100.0%
		% within Learning Achievement	44.4%	24.1%	0.0%	21.6%
		% of Total	7.8%	13.7%	0.0%	21.6%
Total	Count	9	29	13	51	
	% within Learning Style	17.6%	56.9%	25.5%	100.0%	
	% within Learning Achievement	100.0%	100.0%	100.0%	100.0%	
	% of Total	17.6%	56.9%	25.5%	100.0%	

Based on the table of analysis above, the first column shows that there are 14.3% visual students categorized into medium level on their English learning achievement, 38.1% categorized into high level, and 47.6% categorized into very high level. While the second column shows that there are 10.5% of auditory students categorized into medium level, 73.7% students categorized into high level, and 15.8% categorized into very high level. On the other hand, the third column shows that there are 17.6% of kinesthetic students categorized into medium level, 63.6%

categorized into high level, and none of them categorized into very high level.

Then, to identify the level of the effect of learning styles on students' English learning achievement at seventh grade students of State Junior High School 5 Tapung, it was calculated by seeing the value of Cramer's V. It was 0,353 which are categorized into large effect. In other words, there is a high association between Students' learning style and their English learning achievement.

It was also found that from the 51 students of seventh grade at State Junior High School 5 Tapung, their learning

style is dominated by visual learners with percentage 41% (21 students). 37 % (19 students) of the population are auditory learners and the last is kinesthetic learners with only 22% (11 students).

Besides, based on the record of students' English scores, there are 17% (9 students) categorized into medium score in their English achievement, 58% (29 students) categorized into high score, and 25% (13 students) categorized into very high score.

CONCLUDING REMARK

Based on research finding which has already discussed above, it can be concluded that learning style is one of the factors which influence the students' English learning achievement.

This research was conducted to find out if there is a significant correlation between students' learning styles and their English learning achievement. Based on what had been discussed, presented and analyzed in the previous chapter, the researchers concludes that:

1. There is a significant correlation between learning styles and English learning achievement at seventh grade students of State Junior High School 5 Tapung because the value of Sig. 2 sided = 0.013 is smaller than $P\alpha = 0.05$.
2. From the 51 students of seventh grade at State Junior High School 5 Tapung, their learning style is dominated by visual learners with percentage 41% (21 students). 37 % (19 students) of the population are auditory learners and the last is kinesthetic learners with only 22% (11 students).
3. Based on the record of students' English scores, there are 17% (9 students) categorized into medium

score in their English achievement, 58% (29 students) categorized into high score, and 25% (13 students) categorized into very high score.

4. The mean of students' English achievement is 73.51, and it is categorized into medium level.
5. Visual learners have better English learning achievement rather than auditory and kinesthetic learners. It is based on the cross-tabulation analysis. The output proofed that there were 10 visual learners (76.9%) categorized into very high in their achievement while there were only 3 auditory learners (23.1%) that also categorized into very high in their achievement. lastly, none of kinesthetic learners had very high score in their achievement in English.

Finally, this research is expected can give valuable reference for the next researchers who are interested in carrying out a research in similar discussion topic.

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