THE ROLE OF LEARNING STYLES IN STUDENTS’ ENGLISH ACADEMIC ACHIEVEMENT AT MTSN 2 TEMBILAHAN

Felci Tria Sauhana; Melda Yeni
Islamic University of Indragiri

Abstract

The goals of this research are to identify the role of learning styles in the MTSN 2 Tembilahan academic achievement of students in English and also to know whether or not they have some learning styles to absorb and understand lessons. The results of data analysis obtained that visual learning style has no significant effect on students achievement because t test = 1.700 < t table = 1.97519 with a significance level of 0.091. While Audio learning style has an effect on students’ achievement because t test = 6.195 > t table = 1.97519 with a significance level of 0.000. Then, kinesthetic learning style has an effect on student achievement because t count = 3.009 > t table = 1.97519 with a significance level of 0.003 the learning styles. Besides, simultaneously or simultaneously all independent variables affect the independent variables. This is because f table 25.260 is greater than f table = 2.66 with a significance level of 0.000 less than 0.05. It can also be said that the Visual, Audio and Kinesthetic variables have a simultaneous effect on the Students’ English Achievement variable.

Keywords: Learning Style, Visual Learning Style, Auditory Learning Style, Kinesthetic Learning Style, Students Achievement

Introduction

Learning is a fundamental part of our life which is basically based on personal experience, practice, ability, and approach (Bećirović, 2017). Without studying a person may not be able to develop his potential properly optimally and without learning someone is also difficult to master knowledge and technology. Besides that, learning is one of the human needs because by learning someone will be able to increase
knowledge, skills and attitudes that can all be useful for him as well in people’s life. From learning one will be able to do which could not be done before learning something real too is a change in human behavior or skills.

Learning styles are influenced by many factors such as individual experience, different intelligences and personality factors such as a preference for learning alone or in a group. Our learning style will influence how we cope with regular tasks in our life such as reading a map or cooking a meal. A useful example to help understand this concept better is how we learn to use a new piece of technology. We can approach it either by sitting alone, reading instructions from beginning to end before or take a 'hands on' approach like pressing the different controls to discover through trial and error or learn by seeing others using the same. This example helps to reflect about how learning preferences vary among individuals. This said however, circumstances may also determine how each person learns something new. In the learning process, a person needs a way that he considers suitable or comfortable with what he is doing during the learning process. Convenience in learning is a learning style that is considered suitable by the learner. In general, learning styles are divided into 3, which are commonly known as VAK (Visual / Vision, Auditory / Hearing, and Kinesthetic / Movement). Visual, auditory, and kinesthetic learning styles offer teachers insight into their students' learning styles, which can help in enhancing student teaching and learning leading to higher academic achievement. (Payaprom & Payaprom, 2020).

Students’ achievement according to Tu'u (2004) in Wahyuddin (2017) can be said to be a measure of an acquired ability, namely the acquisition of knowledge or skills developed by the subject, usually indicated by the test score or numerical value given by the teacher. In relation to learning styles and students’ academic achievement, it is necessary to know that a person’s ability to understand and absorb lessons is of different level. They often have to adopt different styles in order to understand the same information or lesson. As an alternative to solving these problems is to use student learning styles that can improve student achievement.
Moreover, the pandemic Covid-19 has resulted in schools shut all across the world. As the result, the education has changed dramatically with distinctive rise of e-learning, whereby teaching has been taken by digital platform. This situation causes the students should really understand about their learning styles to help them study in this e-learning condition.

Students should have a learning style, especially in learning English so that it automatically becomes a discipline. Likewise, students of MTsN 2 Tembilahan, they must also have their own learning style in the desired learning objectives. But in fact, when the researchers conducted pre-observation at MTsN 2 Tembilahan, there were several phenomena that the researchers found:

1. Almost all students do not understand their learning style.
2. The teacher’s teaching style is sometimes not in accordance with the student’s learning style.
3. The teacher does not understand the learning styles that students have in the teaching and learning process in the classroom.
4. Students’ academic achievement is low in English.

Based on the description above, the researchers are very interested in knowing how is the role of learning styles on student’s English academic achievement at MTsN 2 Tembilahan. The students were sure have certain learning styles in absorbing and understanding lessons. This is important to study as a provision for teachers to adapt teaching methods to the learning styles possessed by students. Therefore, to answer how the role of learning styles on students’ English academic achievement at MTsN 2 Tembilahan is, the researchers will conduct research related to this discussion.

Literature Review

A. Learning Style

1. The Definition of Learning Style

Learning styles are the attempts taken by people to achieve their learning objectives. The first step in learning experience is to understand learning types. Learning style is the way students respond and use the stimuli they encounter during the learning process. Researchers describe learning styles as "concepts that
people who choose to process different knowledge in different ways" ( Cuevas, 2016).

Knowledge of preferred learning styles for students will help teachers better adopt teaching strategies that facilitate student participation and learning. (Payaprom and Payaprom, 2020). As an instructor, it’s important to know about student learning styles because:

a. Assistance in the growth of the teaching and learning process (Gómez & Gil 2018)
b. Responsive to the need to find solutions to the demands that come from different educational backgrounds to resolve individual learning differences among students (Haciomeroglu, 2016)
c. Increased school success (Kim et al., 2016) and

In short, learning style is one of the keys to enhancing students' success at work, at school and in their interpersonal circumstances. As he realizes how other people absorb and process knowledge, he can make it easier to understand and connect by going his own way. They can optimally motivate themselves to learn more quickly and easily. Learning styles do not refer to learning in some fields, but also to other fields, including the styles that belong to the teaching and learning method.

B. Types of Learning Styles

In general, learning styles are classified into three, generally known as VAK (Visual / Visual, Auditory / Hearing, and Kinesthetic / Movement). Visual, auditory, and kinesthetic learning styles provide teachers with insights into the learning styles of their students, which can help to enhance student teaching and learning that contributes to higher academic achievement. (Payaprom and Payaprom, 2020).

a. Visual

Gholami (2013) stated that visual learners tend to learn visual-related things, such as reading and seeing. This is because individuals in the area of visual learning must first see the facts and then be able to believe it (Maryani, et. Al, 2017).

Visual learning style is a type of learning style that seeks to consume, organize, and process knowledge through
the sense of vision. Children with this learning style are also seen as having sharp eyes (Daulay, 2015).

Visual learning types are based on visual acuity. In other words, clear facts must first be provided so that they can recognize this learning style, rely on visions, or see the facts first to be able to believe it. There are a number of characteristics that are common for people who prefer this visual learning style, such as; the need to visually understand or understand something (information / lessons), has a high color sensitivity, have a sufficient understanding of creative issues, difficulty in direct dialogue, too sensitive to sound, trouble following verbal advice.

b. Auditory

Auditorium learners enjoy learning channels such as debate, conversation, and group work. Typically, these learners only need verbal instructions. (Gholami: 2013).

Auditory learning styles rely on hearing to understand and remember. The characteristics of this type of learning model actually position hearing as the key means of absorption of information or awareness. This means that we have to listen and then be able to recall and understand the details.

Students of this type of learning are also said to have sharp ears (Daulay, 2015). Specifically, the auditive learning types are further divided into two:

- Languages
  This is a student who learns easily by listening to grammar, vocabulary variety, rhyme (words that end up in the same sound) and the significance of the content of the sentence (Daulay, 2015).

- Musical music
  Which is easy to learn by listening to intonation, sound, rhythmically or acoustically conveyed phrases. Auditorium students can learn faster if they are in a group conversation forum or a verbal debate. They should listen carefully to what other people say to minor things like: voice tone, high and low pitch, including speech speed.
Kinesthetic

Kinesthetic learners are those that suggest complete physical participation in the learning environment, such as field trips, drama, pantomime, or interviews. (Gholami: 2013). Kinesthetic learning style is a learning style for someone who appears to absorb, organize and process information more effectively through body or hand movements. Students who have this learning style are also seen as students who cannot stay. Unfortunately, these kinesthetic students are also seen as nosy, naughty bullies.

The characteristics of students who like this learning style are: touching everything they experience, even when they research, also difficult to be still or to sit still, still having to walk about, doing all that encourages his hands to travel about. For example, when the teacher explains the lesson, he listens with his hands wrapped in drawing, likes to use real objects as a study aid, difficulty in knowing abstract things such as maps, symbols and symbols, enjoys practice / experiment-Loves games and sport.

Method

The method of this research is a qualitative descriptive study. The questionnaire is used as a guide to determine students’ learning independence and the factors that affect it. The questionnaire to be used is a Likert scale. This questionnaire had been sent to 100 students of class VIII MTsN 2 Tembilahan.

Indicator of Learning Styles

It was stated by Gholami (2013) that there are three kinds of learning styles which are visual, auditory and kinesthetic (VAK). There are several indicators which describes the characteristics of each learning styles.

The first indicator is visuals. The characteristics of this learning style are they learn in a visual manner, and also pay attention to your physical appearance. The visual media are easy to embrace (picture),
while they prefer art rather than music. The students are also comprehensive and difficult to receive verbal orders.

The second is auditory learning styles. The students who have this learning style learn by listening to something. They're easily distracted by noise and also move their lips or make a speech when reading. Meanwhile, they have a harmonic sensitivity, but a deficiency in their visual tasks.

The third is kinesthetic learning style. The students with this learning style seem to learn by physical activity. They are receptive to gestures and body language and physically oriented / moving a ton. They also touch people to get their attention, then they like experimenting, except they're less clean.

Discussion

Based on the data that has been obtained from the research, the results on the role of learning styles on students’ English academic achievement at MTsN 2 Tembilahan has been gained. The results that can be described refer to three research questions; (1) how is the role of visual learning style on student’s English academic achievement at MTsN 2 Tembilahan?, (2) how is the role of audio learning style on student’s English academic achievement at MTsN 2 Tembilahan? and (3) how is the role of kinesthetic learning style on student’s English academic achievement at MTsN 2 Tembilahan?

The results of data analysis obtained that visual learning style has no significant effect on students' achievement because t test = 1.700 < t table = 1.97519 with a significance level of 0.091. While Audio learning style has an effect on students’ achievement because t test = 6.195 > t table = 1.97519 with a significance level of 0.000. Then, kinesthetic learning style has an effect on student achievement because t count = 3.009 > t table = 1.97519 with a significance level of 0.003 the learning styles. The results of this study are related with Gilakjani's (2012) research entitled "Visual, Auditory, Kinesthetic Learning Styles and Their Impacts on Language Teaching". The results of this study indicate that the VAK model can improve learning outcomes the students' understanding of vocabulary.
Besides, simultaneously or simultaneously all independent variables affect the independent variables. This is because \( f_{\text{table}} = 25.260 \) is greater than \( f_{\text{table}} = 2.66 \) with a significance level of 0.000 less than 0.05. It can also be said that the Visual, Audio and Kinesthetic variables have a simultaneous effect on the Students’ English Achievement variable. It was in line with previous research by Ghaedi & Jam (2014) that the VAK model is based on the use of sight, hearing, and touch. This model accommodates the overall learning style of students so that it can be applied in all learning activities.

In order to make it clear, the following table shows the recapitulation for each of the research questions:

**1. T Test**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>7.366</td>
</tr>
<tr>
<td></td>
<td>VISUAL</td>
<td>.304</td>
</tr>
<tr>
<td></td>
<td>AUDIO</td>
<td>1.359</td>
</tr>
<tr>
<td></td>
<td>KINESTHETIC</td>
<td>.602</td>
</tr>
</tbody>
</table>

Based on the table above, it can be shown that \( t_{\text{table}} = 1.97519 \) with a value of \( df=n-k-1 \rightarrow 161-3-1=157 \) at = 0.025 two-way test.

While the results of the data analysis was explained as follows:

1. Visual learning style has no significant effect on students’ English academic achievement because \( t_{\text{test}} = 1.700 < t_{\text{table}} = 1.97519 \) with a significance level of 0.091.

2. Audio learning style has an effect on students’ English academic achievement because \( t_{\text{test}}= 6.195 > t_{\text{table}} = 1.97519 \) with a significance level of 0.000.
3. Kinesthetic has an effect on students’ English academic achievement because $t_{count} = 3.009 > t_{table} = 1.97519$ with a significance level of 0.003.

Although the T test results shown that Visual learning style has no significant effect on students’ English academic achievement, but Visual, Audio and Kinesthetic variables have a simultaneous effect on the Students’ English Achievement variable as shown from the table below:

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>1286.236</td>
<td>3</td>
<td>428.745</td>
<td>25.260</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>2664.795</td>
<td>157</td>
<td>16.973</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3951.031</td>
<td>160</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above shown that simultaneously or simultaneously all independent variables affect the independent variables. This is because $f_{table} = 25.260$ is greater than $f_{table} = 2.66$ with a significance level of 0.000 less than 0.05. It can also be said that the Visual, Audio and Kinesthetic variables have a simultaneous effect on the Students’ English Achievement variable.

**Conclusion**

The aim of the research was to identify the role of visual, audio and kinesthetic learning style of students’ English achievement. The result of the research shows that visual learning style has no significant effect on students’ achievement because $t_{test} = 1.700 < t_{table} = 1.97519$ with a significance level of 0.091. While Audio learning style has an effect on students’ achievement because $t_{test} = 6.195 > t_{table} = 1.97519$ with a significance level of 0.000. Then, kinesthetic learning style has an effect on student achievement because $t_{count} = 3.009 > t_{table} = 1.97519$ with a significance level of 0.003 the learning styles.

Besides, simultaneously or simultaneously all independent variables affect the independent variables. This is because $f_{table} = 25.260$ is greater than $f_{table} = 2.66$ with a significance level of 0.000 less than 0.05. It can also be said that the Visual, Audio and Kinesthetic variables
have a simultaneous effect on the Students’ English Achievement variable.

References


Haciomeroglu, E. S. 2016. *Object-Spatial Visualization and Verbal Cognitive Styles, and Their Relation to Cognitive Abilities and...*


