

CORRELATION OF STUDENTS' ENGLISH LEARNING STYLE WITH STUDENTS' ENGLISH LEARNING ACHIEVEMENT

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Abstract

The purpose of this study is to find out the correlation between students' English learning style and students' English learning achievement. The present study focused on visual, auditory and kinesthetic as the measurement of students' learning style. While the achievement was taken from their English final score. The researcher presentage the students' learning style to get numerical data. Next, the researcher correlated the first and second variables to find out the correlation. The subject of the present study are year 11 students of Al- Mukhlisin Senior High School Antibar in Mempawah Regency. The year 11 consists of four classes that has 41 males and 78 females' students. This study used correlational study. there are five different learning styles found in this study. They are visual, auditory, visual-auditory, visual-kinesthetic and visual-auditory-kinesthetic learning styles. All of learning style has strong correlation with students' English learning achievement. But some of the correlation are not positive nor significant.

Keywords: Correlation, Students' English Learning Style, Students' Learning Achievement.

INTRODUCTION

A good teacher never stops exploring different ways or methods to improve student's achievement. Within the teaching profession, there often seems to be a gap between theory and practice. In fact, some language-teaching systems, a teacher become the principle agent of curriculum development (Nunan: 1989, p. 3). As a teacher, the researcher found various cases during her teaching-learning process in the classroom. Most students did not totally involve in the activities organized by the teacher. Most of them just followed the instructions without

understanding the material completely. Their behavior in class showed that they are not interested and felt bored. Even though this problem did not happen to all of the students, it still needs to be solved in order to get a successful teaching and improve student's achievement.

There were studies on this issue, (Chen, Tsai-Yu; Chang, G B Y: 2004, p. 279) conducted research on the relationship between foreign language anxiety and learning difficulties. Pourfeiz and Begam did a research on the relationship between self-concept and academic achievement among ELT

students(Pourfeiz, J; Behjoo, B M: 2013, p. 1216). A previous study has the same variables as the present research (Rahmani: 2012, p. 1031). But the design is different from the present study. The previous study used a case study but the present study used correlational design to conduct the research.

The researcher conducted the present research to find out the relationship between students' English learning style and students' English learning achievement. Besides, the present study completely apprehend students' characteristics and their achievement in learning. The present research shows the importance of knowing their own learning style in learning English to the students.

In fact, students will be uncomfortable, bored and inattentive when teacher's teaching style is not suitable for student's learning style in the teaching-learning process. The aim of teaching is to convey material successfully to the students. It means the teaching-learning process is failed if the students do not understand the material completely. For that reason, the researcher conducted the present study. Because this study showed that it is important for teachers to know their student's learning style in organizing the teaching-learning process for ELT students. Because teachers should cooperate their teaching style with students' learning style in order to make a successful teaching-learning process.

In investing the present research, the researcher focuses on three learning styles; they are visual, auditory and kinesthetic. In a real situation, visual students prefer to see around the class to find out something related to the material given by the teacher. Beside, auditory students like to listen carefully to the teacher's explanation. While kinesthetic students disposed to move their body while acquiring the materials

given by the teacher. In other words, visual learners like to study by pictures. While the auditory students prefer to learn by listening to teacher's explanation or recorder. The last learning style, kinesthetic students easier to understand the material by game. They like moving and touching while learning.

Based on the preliminary analysis, a mine research question and three sub-questions are formulated by the researcher. "How does student's English learning style correlate with student's learning achievement".

- a. How does the correlation between visual students and students' learning achievement?
- b. How does the correlation between auditory students and students' learning achievement?
- c. How does the correlation between kinesthetic students and students' learning achievement?

METHOD

This study is a correlational study. Firstly, the researcher investigated student's English learning style by distributing questionnaires to the subjects. For the next variable, the researcher identified student's achievement by simply checked students' English final score on students' school rapport.

It is intentionally designed to find out the relationship between students' English learning style and students' English learning achievement. The correlation indicated whether the relationship between paired scores is positive or negative and the strength of this relationship (Ary, D; Jacobs, L C; Sorensen, C: 2010, p. 128). After distinguishing the positive or negative relationship between the variables the researcher should find out the strength of the relationship appears between the variables. Anderson & Keith cited in Creswell (2012: p. 338) that this design

allows you to predict an outcome, such as the prediction that ability, quality of schooling, student motivation, and academic coursework influence student achievement.

The researcher uses the close-ended questionnaire as the tool to find out students' English learning style. The researcher adapts a questionnaire carried by Willing in Nunan (1989: p. 51). The original version of the questionnaire has 30 questions while the present questionnaire uses only 21 questions that divided into three parts. The questions on the questionnaire represent the three learning styles. Moreover, the researcher adapts the questionnaire with Likert-type scales (Ary, D; Jacobs, L C; Sorensen, C: 2010, p. 393) to make the variable can be measured to find out the correlation. For the second variable, the researcher takes students' score on English subject. It was student's English score on their rapport. This score is believed as a representative data to measure students' English learning achievement. As we know that the score is the accumulation of students' scores in teaching-learning process during two semesters or one academic year.

The research was conducted the research in Al Muhlishin senior high school. It was located in Antibar, Mempawah regency, West Kalimantan. It was one of famous boarding school in Mempawah regency. It was carried out in the first semester of Academic Year 2016 / 2017. The school had ten classes. Three classes for the first and third grades. Whereas there are four classes of the second grade.

The researcher used total sampling in this study. Because the researcher prefers to take all of the students as subjects of research. The researcher purposefully chose the subject based on the preliminary analysis done. There are four classes in eleventh grade. It consists of three social classes and one science class. Class XI IPS I consists of 10

males and 21 females. The male students of XI IPS II are same with the previous class. But the female is less than before. It is 18 students. While class XII IPS III has 12 males and 20 females students. The last class is class IPA. This class has the least students than other. It has only 9 males and 19 females students. Total students are 119 that consists of 78 females and 41 males.

There are two kinds of data for the present study. First data is students' English learning style, while the second data is students' English final score. The researcher collects the subjects in one room and separate questionnaire to all of the subjects to find out their learning styles. The researcher gives them about 40 minutes to fill the questionnaire. While for the second data, the researcher directly takes students' English score on their Rapport.

There are some steps in analyzing data for the present study. The first step is analyzing the result of the questionnaires to find out students' learning style. Next step is codifying the result of the questionnaires into three parts; based on VAK theory (visual, auditory and kinesthetic).

After codifying, the researcher found out which students are including in visual, auditory or kinesthetic learning style. Moreover, the researcher found out the percentage of visual, auditory and kinesthetic of each student. See the table in Appendix 6-9. Next step, the researcher displayed students' English final scores in three different tables deals with their learning style (visual, auditory and kinesthetic), see the table in appendix 1.

The last phase, the researcher calculated data using a media, it was SPSS 21. A fundamental step in conducting a quantitative research is measurement (Ary: 2010, p. 101). First numerical data is taking the percentage of the scale of students' learning style. And the second variable is taken from

students' English final score from their rapport.

FINDINGS AND DISCUSSIONS

The data presented in this study were attained from the questionnaire of students' English learning style and students' final score. The researcher comprehends some steps in this chapter for clarity and systematic writing of the discussion

Findings

In refers to the data analysis most of the students were categorized into Auditory students. Students of other learning styles are limited in number. As shown in Table 4.1

1. Students' English Learning Styles

Table 1. Students' Learning Styles

No	English Learning Style	Total	%
1	Visual learning style	2	2%
2	Auditory learning style	100	88%
3	Visual auditory learning style	3	3%
4	Visual kinesthetic learning style	6	5%
5	Visual, auditory and kinesthetic learning style	2	2%
		1	100%
Total		13	%

2. Students' English Learning Achievement

After the data about the students' achievement were computed, it is found out that the highest mean score was achieved by students of auditory style. The lowest mean score was achieved by the students of visual style. The finding is detailed in the following figure.

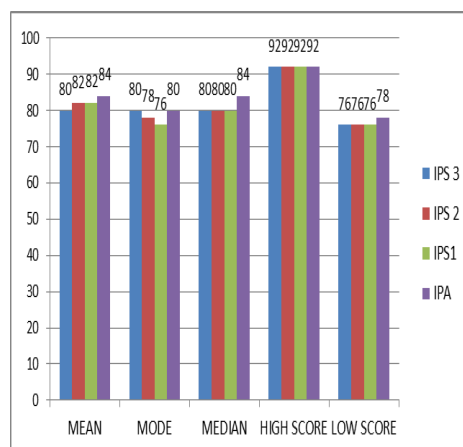


Figure 1. Students' English Learning Achievement

The next finding for students' English learning achievement is mode score in every learning group (Dawson: 2002, p. 128 & Kothari: 2004, p. 132). It was found that IPA and IPS III have the same mode scores, that is 80. IPS I and IPS II mode scores are under 80. The mode score of IPS I is 76, while IPS II mode score is 78. Besides, it was found that IPA has different median score that is 80.

The highest score was the maximum score of students' achievement. While the lowest score was the minimum score of students' achievement. All of the classes have the same scores for the highest score, that is 92. There are eight students who got the highest score (92). Six of them are auditory students and one is visual kinesthetic student. Only lest of students get the lowest score. IPA class creat different score; it is 78. While the rest three classes lowest scores are 76. All of the students who got 76 are auditory students. While 78 was achieved by visual and visual kinesthetic students.

The standard minimize criteria of English is 75 in this school. So that, all of students pass the standard. Even though some of them got 76 but it still above the standard of competence. So

that, all of Year 11 students pass the standard.

The first and the second finding shows that different English learning styles do not give a significant impact for students' English learning achievement. It is proven by students achievement. Visual, auditory and kinesthetic students get various scores.

The Correlation Between Students' English Learning Style and Students' English Learning Achievement

In this part of the study, the researcher found out the correlation between students' English learning styles and students' English learning achievement. Within two variables there must be a correlation. Moreover, the researcher should know whether it is a positive or neagative relationship. The researcher uses IBM SPSS Statistic 21 as an accurate application to find out any computation quantitatively.

The researcher computes the data one by one. As found in the previous finding, the students are divided into unimodal (V, A, and K dimensions), bimodal (VA and VK dimensions), and multimodal (VAK dimension). Therefore, the researcher calculates the correlation between the variables based on students' dimensions. There are five computations found in this data. The computations displays in the following findings.

1. The Correlation Between Visual Learning Style and Students' English Learning Achievement

The first computation done is the correlation between visual learning style and students' English learning achievement. There are two computations found from the SPSS. The first score on the table is Pearson correlation and the second is the significant score. The interpretation shows as follows:

Table 2. The Correlation Between Visual Learning Style and Students' English Learning Achievement

	Visual	Score
V	Pearson	1
	Correlation	-1,000**
	Sig. (2-tailed)	.
	N	2
S	Pearson	-1
	Correlation	1,000**
	Sig. (2-tailed)	.
	N	2

The score of the computation for the correlation between visual learning style and students' English learning achievement is -1,000. Based on the result on the table, it can be concluded that there is a quite strong relationship between the variables but it is a negative relationship.

Besides the significant score shows a complete significant correlation between the variables. Because the score is less then 0.01.

2. The Correlation Between Auditory Learning Style and Students' English Learning Achievements.

The second computation is the correlation between auditory learning style and students' English learning achievement. The biggest amount of learning style found in the data is auditory learning style. There a hundred students are included in auditory learning style. The explanation of the data and calculation shows as follow;

Table 3. The Correlation Between Auditory Learning Style and Students' English Learning Achievement

		Auditory	Score
A	Pearson Correlation	1	-,184
	Sig. (2-tailed)		,067
	N	100	100
S	Pearson Correlation	-	1
	Sig. (2-tailed)	,067	
	N	100	100

From the result of the computation above, it is found that the result of computation for the correlation between auditory students and students' English learning achievement is -,184. The correlation is strong, because the value is close to -1. But the correlation is negative.

While for the Significant value of this data, the score is ,067. It means there is no a significant correlation within the variables. Because the score is more than 0,01.

3. The Correlation Between Visual-Auditory Learning Style and Students' English Learning Achievement

Different with two computations before the third computation has two X values. X1 is visual learning style while X2 is auditory learning style. It means that the students prefer to use more than one learning preferences in teaching-learning process. From all of subjects, there are only 3 students who have 2 kinds of learning preferences in acquiring English. The result of computation from SPSS shows as follows;

Table 4. The Correlation Between Visual-Auditory Learning Style and Students' English Learning Achievement

		Visual	Auditory	Score
V	Pearson Correlation	1	-	-,143
	Sig. (2-tailed)		,756	,09
	N	3	3	3
A	Pearson Correlation	-	1	,756
	Sig. (2-tailed)	,454		,354
	N	3	3	3
S	Pearson Correlation	-,143	,756	1
	Sig. (2-tailed)	,09	,454	
	N	3	3	3

The result of computation shows that the correlation between visual auditory learning style and students' English learning achievement is -,143 and -,756. The first score is close to -1 while the second score is close to 1. Both of the correlation are strong correlations. Similar with two correlations before, the correlation between visual auditory learning style and students' English learning achievement is negative. As mention on the table above, the values of the significant are more than 0,01. It determines that the correlations between the variables are not significant.

4. The Correlation Between Visual Kinesthetic Learning Style and Students' English Learning Achievement

The next computation is closely related to the third computation, because in this calculation also has two X values. But the N value of the present computation is bigger than the third

computation. The representation of the computation is figured as follows:

Table 5. The Correlation Between Visual Kinesthetic Learning Style and Students' English Learning Achievement

		Visual	Kinest	Score
V	Pearson Correlation	1	,8	,7
	Sig. (2-tailed)		,0	,0
	N	6	6	6
			72*	93
K	Pearson Correlation	,8	1	,7
	Sig. (2-tailed)	,0		,0
	N	6	6	6
			72*	93
S	Pearson Correlation	,7	,8	1
	Sig. (2-tailed)	,0	,0	
	N	6	6	6
			93	27

The correlation between visual kinesthetic learning style and students' English learning achievement is strong. Moreover, it is a positive correlation too. Both of the values are close to 1, they are 0,872 and 0,793. While the values do not show a significant relationship between the variables. Because the significant score are 0,023 and 0,060. Both of the scores are more than 0,01.

5. The Correlation Between VAK Learning Style and Students' English Learning Achievements

The last computation of this research is for the students who have multi-learning preferences in teaching-learning process. There are not only one or two learning styles, but the students use three learning styles in teaching-learning process. The computation is determined as follows;

Table 6. The Correlation Between VAK Learning Style and Students' English Learning Achievement

		V	A	K	S
V	Pearson Correlation	1	1,000**	1,000**	1,000**
	Sig. (2-tailed)		.	.	.
	N	2	2	2	2
A	Pearson Correlation	1,000**	1	1,000**	1,000**
	Sig. (2-tailed)	.	.	.	.
	N	2	2	2	2
K	Pearson Correlation	1,000**	1,000**	1	1,000**
	Sig. (2-tailed)	.	.	.	.
	N	2	2	2	2
S	Pearson Correlation	1,000**	1,000**	1,000**	1
	Sig. (2-tailed)	.	.	.	.
	N	2	2	2	2

There are three X values in this computation. All of the scores for every variable shows a strong, positive and significant correlation between visual-auditory-kinesthetic learning style and students' English learning style. The score is 1,000, it indicates strong and positive correlation. While for the significant value is less than 0,01, than it point out that the correlation is significant.

Discussions

This part of study is the discussion of the study. After obtaining the data and analyzing it based on the particular theory, the next part is the discussion of the whole data to answer the problems proposed in Chapter I.

When two variables fluctuated in the same direction, for example one variable increase so does the other, or one variable decrease so does the other, it means the positive relationship is exist between the variables (Cohen, L; Manion, L; Morrison, K: 2000, p. 193). Except when the first variable increase in value and the second variable decrease in value means there is a negative relationship between the variables.

Low or near to zero values indicate weak relationships, while those nearer to +1 or -1 suggest stronger relationships (Cohen, Manion, Morrison: 2000, p. 201). Meanwhile, when the score of significant on the table is less than 0,01, it means the relationship is a quite significant relationship.

Different explanation said that the mean will be between -1 and 0. If there is a strong but not perfectly negative relationship, the r will be near to -1.00. While, if there is no overall relationship between the paired z scores, their product will be zero, and their mean will be zero too. This index is never greater than +1.00 or less than -1.00 (Ary, D; Jacobs, L C; Sorensen, C: 2010, p. 129).

Based on the finding of the research, the researcher found out some conclusions. The first conclusion, there is a strong and significant correlation between visual learning style and students' English learning achievement. Yet, the correlation is negative. Next conclusion is about the correlation between auditory learning style and students' English learning achievement. On the finding of the research, the explanation shows that there is a strong correlation between auditory leaning style and students' English learning achievement. But the correlation is negative and not significant.

The last research question is the correlation between kinesthetic learning style and English learning achievement. Different with the first and the second learning styles, kinesthetic learning style is not stand by itself. It is found that Kinesthetic learning style exises with other learning style. It means that a student who is included in kinesthetic learning style may have another learning style too; it can be one or more.

Beyond the research questions, the researcher found out some of students use more than one learning style in teaching-learning process. There are three students prefer to use visual-

auditory learning style. Meanwhile, there are six students who prefer to use visual-kinesthetic learning style in teaching-learning process. Moreover, the researcher also found out two students use all three learning styles (visual, auditory and kinesthetic) in understanding material while teaching learning process.

The researcher calculated the data and found out that the correlation between visual-kinesthetic learning style and students' English learning achievement is strong and positive. But it is not a significant. While the finding of the study also shows a strong correlation between visual-auditory learning style and students' English learning achievement. But the correlation is not either positive nor significant.

As mentioned in the finding of the research, the are some students who have multi learning styles. There are visual, auditory and kinesthetic learning styles. Based on the result of the computation on the finding of the research, there is a strong, positive and significant correlation between visual-auditory-kinesthetic (VAK) learning style and students' English learning achievement.

Based on the hole explanation, it can be concluded that all of the variable have strong correlations. From five correlations, there are only two of the correlation that are significant, they are auditory and visual-auditory-kinesthetic learning styles. While the learning styles that have positive correlation with students' English learning style are visual-kinesthetic and visual-auditory-kinesthetic learning styles.

CONCLUSION AND SUGGESTION

Conclusion

From the computation of students' English learning style, the researcher found out that 11-year students' have various learning styles in teaching

learning process. 102 of them has only one learning style (unimodal). 100 of them are auditory students while 2 of them are visual students. Besides, there are 3 visual auditory and 9 visual kinesthetic students. They who have two learning styles are included in bimodal. The rest two students are included in multimodal. They have 3 learning preferences; they are visual, auditory and kinesthetic.

Based on the calculation of students' English learning achievement, generally, all of the student passes the standard of competence. The highest score is 92 while the lowest score is 76. Specifically, based on the figure on page 38 the researcher discovers that the mean score of students' achievement is 84, 84, 81 and 82. Since there are four classes of the subjects, then there are four scores for each criteria; mean, mode, and median. While the modes of students' achievement are 80, 78, 76 and 80. The last the median of the students' achievement are 80, 80, 80 and 84.

The last conclusion is about the correlation between students' English learning style and students' English learning achievement. After doing some steps that have been discussed in the previous chapters, now is the conclusion of the result of the study. There are five relationships have been calculated in this research. For all five relationships, it can be concluded that there is a strong correlation between students' English learning style and students' English learning achievement on year 11 students of Al- Mukhlisin Senior High School. But some of the correlation are not positive nor significant.

Suggestion

English teachers should provide their students with many kinds of teaching method in teaching learning process. Because the students have their own preference in acquiring material. Moreover, it is better if the teacher can

provide the students with a particular media and teaching method that is suitable for all of the students' learning style; visual, auditory and kinesthetic.

it is a must for the teacher to deliver the importance of knowing their own learning style to the students in the beginning level. So that, they will know well their own learning style and will not be difficult to attain materials in the classroom.

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