



THE CORRELATION OF LEARNING STYLE AND ENGLISH ACHIEVEMENT OF THE STUDENTS OF NURUL HUDA SENIOR HIGH SCHOOL

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ABSTRACT

This study aimed to investigate the learning styles utilized by students at Nurul Huda Senior High School and their correlation with English achievement. It adopted a correlational design and employed a quantitative methodology to analyze the relationship between students' learning styles and their English performance. The study employed the VAK Model, which encompasses Visual, Auditory, and Kinesthetic learning styles. The questionnaire utilized in the research was developed based on the VAK Learning Style Questionnaire. A total of 30 tenth-grade students from Nurul Huda Senior High School participated in the study. The questionnaire results indicated that the students employed various learning styles: 20% preferred kinesthetic, 56.7% preferred visual, 23.3% preferred auditory, and others exhibited a preference for more than one learning style. Future researchers could explore different theories, employ interviews, and include a larger number of participants. Additionally, conducting similar studies at Nurul Huda Senior High School to analyze other factors influencing students' English achievement would be beneficial. The researcher hopes that by identifying students' learning styles, both students and teachers can become more aware of individual learning preferences within the classroom setting.

Keywords: *Correlation, Learning Styles, English achievement, VAK Model.*

1. INTRODUCTION

Education serves as a means of equipping individuals to effectively tackle challenges in their present and future lives (Djumali, 2014:1). It encompasses a process that facilitates learning and the acquisition of knowledge, skills, values, beliefs, and habits. According to Article 1, paragraph (1) of the National Education System Law No. 20/2003, education is a deliberate and planned endeavor aimed at creating an environment conducive to

learning. Its purpose is to empower students to actively develop their potential, which includes aspects such as religious and spiritual strength, self-discipline, personality, intelligence, morality, noble values, and skills that are essential for their personal, societal, and national well-being. Education holds immense significance in human existence, as it supports various forms of learning, including formal, non-formal, and informal approaches (Elihami and Nasra, 2021:121). It can take place within

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structured educational settings or through experiences that profoundly shape an individual's thoughts, emotions, and actions.

Formal education encompasses various stages such as preschool, elementary school, high school, and university. The duration of compulsory education varies from one state to another. In Italy, for instance, education is mandatory for children between the ages of 6 and 16, and it consists of five stages: kindergarten, primary school, lower secondary school, upper secondary school, and university. Education involves different activities, including teaching and learning. In English language education, various teaching methods are employed, such as storytelling, discussion, and research-oriented approaches.

Educators typically play a significant role in facilitating learning, although students can also engage in self-education. The methodology employed in teaching is referred to as pedagogy. High-quality early childhood education programs encompass several components, including standards related to the learning environment, teacher-child interactions, staff qualifications, professional development, and family engagement. The workforce is considered the most crucial element in ensuring quality in early childhood programs, with teachers possessing a foundational understanding of child development and the ability to lead activities that promote learning across different age groups. Curricula are also instrumental in helping teachers effectively structure and sequence classroom activities, target specific

skills or developmental milestones, and build upon previous learning and experiences..

Learning encompasses the process of acquiring new knowledge and skills, as well as the effort to master specific subjects or areas. According to Slameto (2012:2), learning is a process carried out by individuals to achieve behavioral changes as a result of their own experiences and interactions with the environment. The aim of learning activities is to achieve results that are commonly referred to as achievements. Sudjana (2009:7) defines learning outcomes as specific standards and skills acquired by each student after participating in a structured learning system implemented by the teacher as the provider of knowledge. This system is typically carried out in the classroom, taking into account the students' ages and levels. In the context of learning English, teachers must instruct students in the four language skills—listening, speaking, reading, and writing—as well as aspects such as pronunciation, vocabulary, spelling, and grammar. Learning involves a change in behavior, encompassing a shift in the way learners think, understand, or feel. Effective learning with understanding is facilitated when new and existing knowledge is organized around the fundamental concepts and principles of the discipline.

The development of language competence is highly dependent on acquiring and mastering language skills and elements. When students are motivated and surrounded by a supportive environment, they have a greater likelihood of excelling in mastering the

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four language skills and effectively using English in real-life communication. However, it is important to acknowledge that the process of acquiring language skills and elements can vary among students, even when exceptional teaching methods and resources are provided. One crucial factor that influences language learning is an individual's learning style, which plays a significant role in determining their proficiency in a second or foreign language. Additionally, learning style directly impacts students' abilities to comprehend and engage in reading, writing, listening, and speaking activities (Oxford, 2003:1). Essentially, learning styles and language skills are closely interconnected, as they mutually influence and shape each other throughout the language learning process.

One specific learning style is known as VAK, which is based on sensory preferences and includes visual, auditory, and kinesthetic learning methods (Dornyei, 2005). By understanding students' learning styles based on their sensory preferences, teachers can take into account recognized aspects of learning-style theories and incorporate them into classroom approaches that emphasize actions and behaviors. This can facilitate learning within a classroom setting. Based on the writer's observation on December 5th, 2021, at Nurul Huda Senior High School in Bangka Barat, it was noted that the teacher made efforts to enhance the students' English proficiency. These efforts included encouraging students to use and read textbooks, as well as assigning homework at the end of

each chapter. However, despite these efforts, some students still achieved low scores, experienced drowsiness, or were preoccupied with their own activities during the learning process.

The environment which are illustrated means the students felt bored and did not focus on teaching and learning process. the writer assumes the causes of that situations because the students did not use their learning style in learning processes and mismatched between the teachers teaching style and students learning styles. In conclusion, every learner has their own Learning style in process of understanding and perceiving the information based on their sensory preferences whether they were more visual, auditory, or kinesthetic. So the writer thinks that the students learning styles would correlate the students English Achievement. Based on the explanation above the writer decided to do a research entitled "The Correlation of Learning Styles and English Achievement of the Students of Nurul Huda Senior High School."

2. LITERATURE REVIEW**Concept of Correlation**

Correlation analysis is a statistical technique utilized in research to assess the strength of the linear relationship between two variables and determine their association. In simple terms, it calculates the extent to which changes in one variable correspond to changes in another. Correlation is a statistical measure that quantifies the degree of linear association

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between two variables, indicating that they change together at a consistent rate. It is a common tool for describing simple relationships between variables without making claims about cause and effect. In statistics, four types of correlation are typically measured: Pearson correlation, Kendall rank correlation, Spearman correlation, and Point-Biserial correlation (Sarwono, 2011).

Concept of Learning Style

Individuals possess varying abilities to comprehend and assimilate information, leading to differences in their learning capacities. Some people grasp concepts quickly, while others have a moderate or slower pace of understanding. Consequently, individuals require different learning styles that align with their preferred and most effective ways of comprehending information and lessons. These distinct learning styles are influenced by various factors such as the learning context, subject matter, prior knowledge, age, gender, motivation, and ethnicity. According to Pritchard (2009:41), the concept of learning style is defined in multiple ways. It can refer to the specific manner in which an individual learns, the preferred mode of thinking, information processing, and demonstration of learning, or the individual's favored means of acquiring knowledge and skills.

Learning style can also encompass the habits, strategies, or regular mental behaviors exhibited by an individual when engaging in deliberate educational learning. Psychologically, as stated by Jnatan and Razali

(in Yuliani and Najmaiah, 2019:42), learning style pertains to how students concentrate and the methods they employ to process and acquire information, knowledge, or experiences. It implies that we cannot impose a uniform learning atmosphere and approach on all children since each child possesses their own unique learning style. A child's ability to comprehend materials and lessons is influenced by their specific learning style. Considering the aforementioned ideas, the writer concludes that learning style refers to an individual's specific approach or method of processing, obtaining, and acquiring information, knowledge, or experiences. It becomes a habitual way of learning for students, shaping their preferences and behaviors in educational settings.

Concept of Learning Achievement

Learning is a process that leads to changes in attitudes, knowledge, habits, abilities, and other aspects as a result of personal experiences. In every activity, individuals naturally expect results, and the same applies to learning and teaching activities. According to Suprijono (2011:5), learning outcomes encompass various determinations, with a focus on behaviors, values, definitions, expressed attitudes, abilities, and skills. As teachers, it is crucial for us to understand the intended goals and achievements when delivering instructional material. In other words, students expect to obtain learning outcomes as they actively participate in teaching and learning activities, which will contribute to the realization of their goals.

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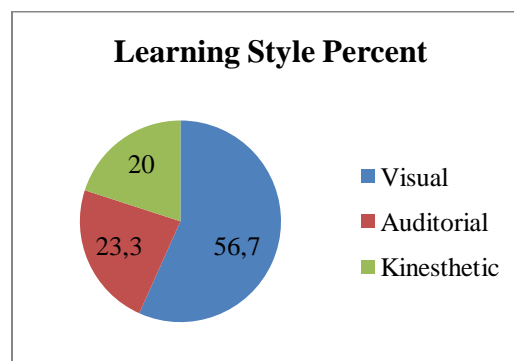
Learning outcomes are often considered as achievements. Sudjana (2009:7) defines learning outcomes as specific standards and skills acquired by students through a learning system implemented by teachers, who serve as knowledge providers. This learning system takes place within educational institutions, such as schools, where students are grouped into classes based on their age and level. According to Roswati and Novitasari (2018:80), English learning achievement can be described as the results of the English learning process, which students obtain from teachers in the form of scores. This means that achievement represents the knowledge, skills, and scores that students acquire within a specific period of learning.

Based on the explanation above, the writer has understanding that learning achievement is said as the result of student learning progress which is determined by prioritizing behavior, then various values, certain definitions, attitudes expressed, abilities and skill in the class.

3. METHODS

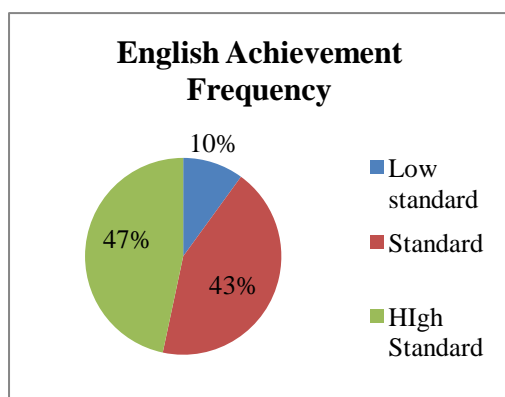
This study utilized a correlational research design, specifically an explanatory research design, to examine the correlation between variables, explain the findings, and provide interpretations. According to Creswell (2008), correlational research design involves quantitative research procedures where the researcher measures the degree of association or relationship between two or more variables

or sets of scores. In this case, the independent variable (X) was students' learning styles, while the dependent variable (Y) was their achievement in English language learning. The aim of the study was to investigate whether there was a correlation between these two variables. Therefore, the research was conducted to determine whether a correlation existed between students' learning styles and their achievement in English language learning at Nurul Huda Senior High School.

4. RESULTS AND DISCUSSION**Learning Style Percent****Graph 4.1.** Learning Style Percent

Based on the graph above, it can be seen out of 30 students there were 56.7% students who liked visual learning style, 23.3% liked auditory learning style and as much 20% liked Kinesthetic learning style. This, it can be concluded that the majority of students preferred the visual learning style, which was 56.7.

English Achievement Frequency



Graph 4.2. Achievement Frequency

Based on the above, it could be seen that out of 30 students there were Low Students (10%) who got a score of low standard, Standard students (43%) a score of standard, and high standard students (47%) who got score of high standard. So it could be concluded that most students get a value of standard and high standard. From the acquisition of these values, it shows that the majority of students' scores meet the standard score and high standard, only 10% who get a score low standard.

The Result of One-Sample Kolmogorov-Smirnov Test

One-Simple Kolmogorov-Smirnov Test Unstandardized Residual

	N	30
Normal Parameters ^a	Mean	.0000000
	Std Deviation	2.72707018
Most Extreme Differences	Absolute	.088
	Positive	.059
	Negative	-.088
	Kolmogorov-Smirnov Z	.484
	Asymp. Sig. (2-tailed)	.973

- a. Test distribution is Normal
b. Calculated from data

Based on the result of the calculation of the normality test the following conclusions can be draw that the significance value of Learning Styles and English achievement from unstandardized residual that can be seen the

significance value (sig.2-tailed) is 0.973. It that the data were normal because sig more > 0.05). The decision in this normality test is if significant obtained > 0.05 then the data the sample from the population was distributed normal, on the contrary if it was significant the obtained <0.05 then the sample data from the population is not normally distributed.

5. CONCLUSION

Based on the result of research and discussion that have been described in previous chapters regarding the correlation between learning styles and learning outcomes of English at SMA Nurul Huda, the researcher can conclude that the Majority of SMA Nurul Huda students like the visual learning style. So, learning styles have positive and significant correlation with a students achievement in learning English at Senior High School Nurul Huda. This is evidenced by the results of the analysis Chi Square that found the significant value (sig.2-tailed) was 0,002 it is less than 0,05 (0,002<0,05). It has meaning that Ho is rejected and Ha is accepted or there is significant correlation between the students Learning Style and their English achievement of SMA Nurul Huda. The result of this study also showed that learning styles have correlation that given contribution to the students achievement in this case is English learning of eleventh grade of Senior High School Nurul Huda.

Student learning style is a factor that determines studnets in achievement learning

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outcomes. Although learning style is not the only factor that determines student achievement, there are many other factors that can affect student learning outcomes. However, knowing how students learn is very important in the education system in order to get the best output, such as very satisfying learning outcomes in English.

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