ANALYSIS OF THE EIGHTH GRADE STUDENTS LEARNING STYLES AND PERSONALITY TYPES IN LEARNING ENGLISH AT STATE JUNIOR HIGH SCHOOL MUHAMMADIYAH 3 TRIYOSO

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ABSTRACT

This research aims to analyze and determine the relationship between learning styles and personality types of the eighth grade students at SMP Muhammadiyah 3 Triyoso. Learning style is understood as an individual's preferences in gathering, processing, and remembering information, while personality type refers to consistent behavioral patterns and psychological characteristics that influence the way a person interacts with their environment.. The research method used was a descriptive qualitative study with a sample of 30 students from class VIII A. The instruments used consisted of questionnaires and interviews. The data collected was analyzed using descriptive statistical techniques and correlation analysis to identify patterns of relationships between learning styles and personality types. The research results show a significant correlation between several learning style dimensions for example visual learning styles (66%) auditory learning styles (33%) and kinesthetic learning styles (6%) and certain personality types such as Introvert and Extrovert. These findings provide valuable insights for more personalized and effective learning approaches in the school environment. This study makes an important contribution to our understanding of how learning styles and personality types influence each other in the context of higher education. The implications of this research can be used to develop learning strategies that are more focused and based on individual uniqueness, with the aim of increasing the effectiveness of learning and teaching.

Keywords: Analysis, Learning styles, Personality types.

1. INTRODUCTION

English is an international language used by most educated groups throughout the world. It can also be estimated how lucky native English speakers are. This luck is partly because for various international purposes they do not need to learn another language. Even though they only speak English, they are able to face communication challenges. According to Pratiwi, et al., (2023) language is a tool of communication that is used by all humans around the world. English language is a one of the most important languages that exist in the world. Students are taught English from elementary to college level. Starting from grade four, English has become a local content subject in all SD/MI since the implementation of this education program. The K13 Indonesian Curriculum does not mean that English is not taught in schools. Schools still have the possibility to teach English through extracurricular programs but in Merdeka Curriculum nowadays English is taught as a subject in teaching and learning classes, since the importance of English. In Learning English, students

need to know and understand their own way to learn it, we call it Learning Style. Learning style is the way in which each learner begins to concentrate on, process, absorb, and retain new and difficult information (Dunn and Dunn, 1999). Another expert opinion, Fleming (2001) states that learning styles are individual characteristics and preferred ways of collecting, organizing and thinking about information. Furthermore, Fleming (2001) divided learning styles into 4, namely Visual (V), Auditory (A), Reading (R), Kinesthetic (K), which became known as the VARK Model learning styles. Another thing or factor that students also need to know is Personality Type. Personality types are sometimes distinguished from personality traits, and personality traits are smaller groupings of behavioral tendencies. Given the influence of personality on a person's behavior , it can be assumed that personality can influence learning style, which is a description of a person's attitudes and behavior when studying. According to Lewis Goldberg (1980). Personality types in the Big Five Personality theory are complex human personalities that can be summarized in five personality traits. In short, these 5 personality traits can be shortened to OCEAN. Consist of; Openness, Conscientiousnes, Extraversion, Agreeableness, Neuroticism.

2.   LITERATURE REVIEW

a.   Concept of Analysis

According to Sugiyono (2019) analysis is the process of systematically searching for and compiling data obtained from interviews, field notes and other materials, which is done by organizing the data, describing it into units, synthesizing it, arranging it into patterns, choose what is important and what will be studied, and make conclusions so that they can be easily understood and the findings can be informed to others.

b.   Concept pf Learning Styles

According to DePorter and Hernacki (2002, p. 112), "Learning styles are a combination of how one absorbs, then organizes and processes information". Therefore, students have different learning styles in understanding the same lesson. There are students who prefer to write whatever the teacher says, there are also students who prefer to listen to the material being presented, and there are also students who prefer to practice directly. Brown (2000) defines learning style as the way in which individuals receive and process information in learning situations. Fleming (2001) states that learning styles are individual characteristics and preferred ways of collecting, organizing and thinking about information.

c.   The Characteristic of Learning Styles

Various studies have been carried out to prove that we have different ways of learning and thinking. We will feel more effective and better by using more listening, but other people feel better by reading and some even feel that the results will be optimal if we learn directly to practice what we will learn. How we learn will greatly influence the structure of our brain. This is what we later know as Learning Style. According to DePorter & Hernacki (2002, p. 112) there are three learning styles for a person, namely visual, auditory, and kinesthetic learning styles;

1. Visual Learning Style

The visual learning style prioritizes the sense of sight. This

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learning style tends to be in sight rather than listening or movement, they tend to learn through what they see. they learn more quickly using visual displays such as videos or illustrated textbooks.

2. Auditory Learning Style

Auditory learning style is a learning style that uses sound by listening. According to De Porter and Hernacki , the characteristics of students who have this learning style are that they prefer to listen rather than take notes on what the teacher says, are easily distracted by noise, prefer music to art, find it difficult to write, but are great at telling stories.

3. Kinesthetic Learning Style

Students who have a learning style like this tend to do a lot of movement, usually they don't like sitting and listening for too long. This learning style usually has the advantage of coordinating friends or a team in doing something. Typically, students like this speak slowly, respond to physical attention, touch people to get their attention, stand close when talking to people.

a. **Concept of Personality Types**

Personality is a complete combination of attitudes, traits, thought patterns, emotions, and also values that influence individuals to act correctly according to their environment. personality is often known as the big five. According to Pervin, et al., (2010), the term Big Five is a finding where each factor includes more specific traits. The conclusion that the Big Five Personality or Five Factors Model is an approach method that is always consistent for assessing personality in individuals through adjective factor

analysis, where the five factors include extroversion, agreeableness, openness to experience, neuriticism, and conscientiousness.

b. **The Characteristic of Personality Types.**

The origin of the term Big Five does not simply refer to personality attitudes, in general researchers generally recognize and accept the term Five Factor Model of Personality. In this research the Big Five Personality Model is used to measure the personality of research objects. The following is a brief explanation regarding OCEAN;

1. Openness

Openness to experience concerns people's willingness to try new things. Individuals who have a high Oppeness dimension are generally seen as imaginative, fun, creative and artistic. Meanwhile, individuals who are low on this dimension are generally shallow, boring or simple.

2. Conscientiousness

Is a trait that can be described as the tendency to control impulses and act in socially acceptable ways, behaviors that facilitate goal-directed behavior (John & Srivastava, 1999). Characteristics included in the conscientiousness factor include: Ambition, Thoroughness, Self-discipline, Consistency.

3. Extraversion

This factor has two general ends of the spectrum: extroversion and introversion. It concerns where a person gets his energy from and how he interacts with other people. In general, extroverts get energy or recharge their energy by interacting with other people, while introverts

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feel tired from interacting with other people and recharge their energy by being alone.

4. Agreeableness

This factor concerns how well people get along with other people. Extroversion concerns energy sources and efforts to interact with other people, while friendliness concerns a person's orientation towards other people. It is a construct that rests on how a person generally interacts with others. The following traits fall under the category of friendliness: Politeness, Humility, Patience.

5. Neuroticism

Neuroticism is not a factor of cruelty or incompetence, but a factor of self-confidence and feeling comfortable with oneself. It includes a person's emotional stability and general nature. These traits are commonly associated with neuroticism: Irregularity, Pessimism, Jealousy.

3. METHODE

The research method was used in this research is a descriptive method with a correlational type. Research methodology is a scientific way of obtaining data for certain purposes and uses according to Sugiyono (2018, p. 2). The descriptive research method according to Sugiyono (2018, p. 86) is research carried out to determine the value of independent variables, either one or more variables (independent) without making comparisons or connecting them with other variables. Because, the researcher would like to see the students' learning style and personality type, also about the teachers' perception in teachers' students with different learning styles and personality types. So,

descriptive study will be used. The writer used a questionnaire and interview.
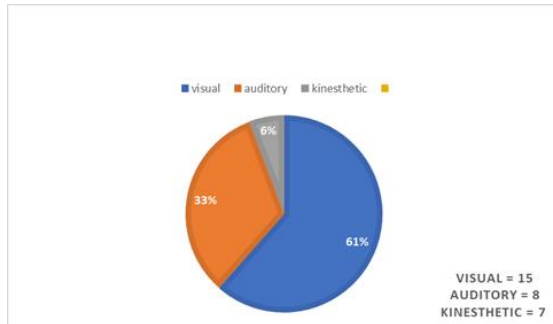
4. QUALITATIVE RESULT

Based on data obtained from questionnaires, researchers have analyzed several students regarding the learning styles used by class VIII.A students at SMP Muhammadiyah 3 Triyoso. This can be seen from the results of the student questionnaire. Firstly, the first student chose numbers a lot which shows that it is a learning style that predominantly uses sight which means this student prefers to see a striking illustration. Then it could be seen from the second student's opinion that many people choose numbers which are a kinesthetic learning style or a learning style that involves a lot of body movements, the third student choose lots of numbers which indicate a learning style that prefers listening to a voice or recording rather than sitting and reading a book, the fourth student was dominant in having the learning style tends to be listening/auditory, the dominant fifth student has a learning style that tends to listen and also involves body movements so this student understands the lesson by listening to recordings while practicing, the sixth dominant student has a learning style that involves movement or he prefers to understand the lesson put into practice straight away, the seventh student predominantly has a learning style that involves hearing, the eighth student has a seeing learning style that involves an object that stimulates the eyes.

Table 4.2 results from questionnaire

Student Name	Results
VK	Visual
AH	Kinesthetic
RR	Auditory

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RO	Auditory
AR	Auditory, kinesthetic
SA	Kinesthetic
MP	Auditory
FNR	Visual

learning can be more effective and help improve learning outcomes and student engagement in the learning process in the eighth grade.

5. CONCLUSION

This research aims to the researcher emphasizes how important it is to understand how students learn in eighth grade in the context of learning at school. The results of the analysis showed significant variations in student learning styles through data collection from groups of students. The eighth grade students tend to prefer visual and auditory learning, with little variation between the two. The results of this study also show that many factors can influence students' learning styles, such as personal experience and previous experience. However, different learning styles do not always dominate. This suggests that a diverse learning approach based on a deep understanding of each student's individual learning style is necessary.

According to this research, teachers in the eighth grade should consider students' various learning styles when creating and implementing learning strategies. By considering students' learning style preferences and tendencies,

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