

## THE CORRELATION BETWEEN THE FIRST SEMESTER STUDENTS' LEARNING STYLES TOWARD THEIR ENGLISH ACHIEVEMENT AT STAI BUMI SILAMPARI LUBUKLINGGAU

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### ABSTRACT

*The problem encountered by students on their English achievement was correlated with their learning styles. Therefore, this research aimed to find out whether or not there is a correlation between the first semester students' learning styles and their English achievement at STAI Bumi Silampari Lubuklinggau in the academic year of 2016/2017. Out of this population 20 students were recruited as the sample. The data were collected through questionnaires and English Semester test. Based on the result of questionnaire, it can revealed that there were 4 students or 20% who learned their English styles through Audio Visual Styles, there were 11 students or 55% who learned their English styles through Visual Styles and there were 6 students or 30% who learned their English styles through Kinesthetic Styles. In addition, the findings also revealed that that the correlation coefficient or the result of the  $r_{obt}$  was 0.46 and the critical value of the  $r_{table}$  was 0.388 at the level significance 0.005 or 5%. Since  $r_{obt}$  was higher than  $r_{table}$  the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected ( $r_{obt} > r_{table}$ ). It means that there was correlation between first semester students' learning styles and students' English achievement at STAI Bumi Silampari Lubuklinggau in the academic year 2016/2017.*

**Key words:** *Correlation, Students' Learning Styles, English Achievement*

### **A. Background**

Learning a language is interesting. In daily activities, people use a language to let others know how they feel, what they need, to ask questions and give information. Language is not only a means of communicating thoughts and ideas, but also helps to express feelings and desires to the people around us. It is supported by Richard et, al (1992:196) that language is the system of human communication which consist of the structured arrangement of sounds into larger units, e.g, morphemes, words, sentences, utterances. Therefore, language is ultimately important because language is a tool to communicate and interact with one another.

One of widely spoken language in the world is English, because English is a global language. There are 4 skills taught in English teaching and learning process at school. They are listening, speaking, reading, and writing. Anderson et, al (2004:21-31), listening is the involves responding to language rather than producing, speaking and writing are productive skills and reading is the involves responding to text. All macro skills above are needed to complete the way of communication.

Realizing the importance of 4 skills in Learning English, students do not only need those four skills, but students also need learning style to support students' success in Learning English. Learning style is educational condition which a students is most likely to learn. Learning style does not concern with what students learn, but learning style concerns with how students prefer to learn. Murcia (2001:359) states that language learning styles and strategies are among the main focus that help determine how well students learn a second or foreign language. Therefore, the different ways of how a students takes in and precesses information is called as Learning Style.

Moreover, achievement is a measurement how much of a language someone has learned with reference to a particular course of study or program of instruction. According to Manser (1996:4), achievement is a thing done successfully, with effort and skill. It means that the teacher's evaluation would be some that simplified.

Therefore the influence learning styles and learning achievement are very visible because a core concept is that individuals differ in how they learn the idea of individualized learning styles, and has greatly relationship to their English

achievement. The use of learning styles for English achievement recommend that lecturers assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. Auditory learner: learns more effectively through the ear (hearing). According to Jihad (2014: 115), there are 3 learning styles that can influence the students' English achievement, Visual learner, Auditory learning styles, and Kinesthetic learner.

There are 3 learning styles that can influence the students' English Achievement, Visual learner, Auditory learning styles, and Kinesthetic learner. First, Visual Learner : A visual learner is known as the learner that relies primarily on his sight to intake his data, which are things he sees such as written information and images. Second, Auditory Learner : Known as the one who learns through listening. And the third, Kinesthetic Learner : Known as the one who uses his fingers and hands, he usually remembers more easily when he writes or moves his fingers (Jaber & Quran, 2004).

There are some problems happened, the problems are students are not aware of the ways they prefer to learn the language, or even if they are, they pay little, if any, attention to them. Although most lecturers believe that their students come to language classroom with different interests and preferences, they are still reluctant to consult learners in conducting language learning activities, hence being unable to meet the learning needs of individual students. Lecturers, therefore, need to discover their students' preferred way of learning the language.

Having considered about the statement above, the writer is interested in investigating the influence the First Semester students' learning styles and the their English achievement at STAI Bumi Silampari Lubuklinggau in the academic year of 2016/2017. Therefore, it is necessary for the writer to investigate and to find out the correlation the first semester students' learning styles and their English achievement at STAI Bumi Silampari Lubuklinggau.

### **1. Formulation of the Problem**

Based on the topic of this study, the main problem of this study is formulated in the following question: Is there a correlation between the first semester students' learning styles and their English achievement at STAI Bumi Silampari Lubuklinggau in the academic year of 2016/2017?

## **2. The Scope of the Research**

In order to get this research understandable, the writer needs to present the limitation of the problems. This study will be limited on the following points:

- a. The students of this study referred to the first semester students of STAI Bumi Silampari Lubuklinggau in the academic year of 2016/2017.
- b. The first semester students' learning styles of this study covers 4 learning styles : 1) Visual Learning Style, 2) Auditory Learning Style, and 3) and Kinesthetic Learning Style in which each style was indicated by students' response to the questionnaire.
- c. The students' achievement of this study covers the students' achievement in English, It will be indicated from their English scores from their school.

## **3. The Objective of the Research**

The objective of the research was stated as follow: to find out whether or not there is a correlation between the first semester students ' learning styles and their English achievement at STAI Bumi Silampari Lubuklinggau in the academic year of 2016/2017.

## **4. The Significances of the Research**

The theoretical implication of this study is valuable reference for the institutional where the writer has done the research. The practical implication of this study expected to give the Students to enrich the knowledge of the students in their English class, especially in English achievement Besides, this study will motivate the students to increase their English achievement. For the Lecturers of English, the information of this study will help them focus more closely to design effective teaching environment, and get more information and motivation about the students' learning styles, especially the lecturers of STAI Bumi Silampari Lubuklinggau. For the Writer, can get more experience, knowledge, awareness toward English and also gets more valuable data of the first semester students' learning styles.

## 5. Operational Definitions

To avoid misunderstanding about this topic, the researcher defines several terms used in this study. They were as follow a. Correlation is defined as relationship or connection of the causes and effect. the first semester students' learning styles and students' English achievement, b. Students' learning style, the first semester students' learning styles refers to three learning styles, 1) Visual 3) Auditory, and 3) and Kinesthetic that students used in learning English in certain period of time, c. Students' English Achievement is a measurement how much of a language someone has learned with reference to a particular course of study or program of instruction. In this study, achievement refers to the students' achievement in English

## 6. Literature Review

### a. Theoretical Description

#### 1) The Concept of Correlation

According Isaac and Michael (1985:49), the characteristics of correlation are:

- a) Correlation is appropriate where variable are very complex and or do not send themselves to the achievement method and controlled manipulation.
- b) Permit the measurement of several variable and interrelationship simultaneously and realistic setting.
- c) Get the degrees of relationship rather than the all-or-nothing question posed by experimental design: "is an effect present or absents?"
- d) Among its limitation are the following:
  - (1) It only identifies what goes with what-it does not necessary identify caused-and-effect relationship.
  - (2) It is less rigorous than the experimental approach because it exercises less control over the independent variables.
  - (3) It is phone to identify superiors' relation patterns or elements which have a little or no reliability and validity.
  - (4) The relation patterns are often arbitrary and ambiguous.

Referring to the above explanation, it can be summarized that the correlation means a measurement of extent in which two variables are related to one another. Correlation refers to the influence the first semester students' learning styles and their English achievement at

STAI Bumi Silampari Lubuklinggau in the academic year of 2016/2017.

## **2) The Concept of Learning Styles**

The first grade students' learning styles refers to the students' learning styles that they apply in learning English. According to Cornet (in Murcia, 2001:359), learning styles are the general approaches for example auditory, visual, and kinesthetic where the students use in acquiring a new language or in learning any subjects. These learning styles are the overall patterns that give general direction to learning behavior. Over the past three decades researchers have started to work on the learning preferences. Research that identifies and measures perceptual learning styles relies primarily on self-reporting questionnaires by which students select their preferred learning styles. Reid (1987), for example, based on the findings of a survey, distinguished four perceptual learning modalities:

- 1) Visual learning (for example, reading and studying charts)
- 2) Auditory learning (for example, listening to lectures or audiotapes)
- 3) Kinesthetic learning (involving physical responses)

## **3) The Concept of Students' English Achievement**

Achievement is the act of achieving, a result brought about by effort, a great or heroic deed, the quality and quantity of a student's work (Trumble, 2001:8). Based on the explanation about, it can be concluded that achievement is a measurement how much of a language someone has learned with reference to a particular course of study or program of instruction. In this study, achievement refers to the students' achievement in English.

### **b. Related Previous Study**

The writer found a research which was relevant to the title that the writer is going to investigate. The research was written by Selvam (2013), Assistant professor from Department of Education, Bharathidasan University, Tiruchirappali, India. The research entitled "A study on Relationship between Parental Education and Senior High School Students' English achievement at Tiruchirappali, India".

The writer found the similarity and difference between the topics that Selvam investigated and the topic she is going to investigate of the research. The similarity is both research investigate about the parental educational background, and English achievement.

Another similarity is in collecting the data, both of the research used questionnaire. The differences are the subjects of the study; Selvam took 150 students who studied as the first semester of senior high school in Tiruchirappali in the academic year of 2013/2014. Meanwhile, the writer took 20 students as the sample of the study.

The result of Selvam's research showed that there was a relationship between parental education background and students' higher English achievement at their school, the higher performance they showed. The correlation analysis background and the element showed that highly educated parents have greater success in providing their children with the cognitive and language skills that contribute to early success in school. The relationship of parents' education to their children's achievement motivation in academic area is mediated by parents' beliefs and behaviors are likely to be influenced by their educational background.

The result of Selvam's investigation showed that  $r_{\text{obtained}}$  1.00 and  $r_{\text{table}}$  at 5% level was 0.400 and at 1% level was 0.449. It can be concluded that hypothesis  $H_a$  is accepted and  $H_o$  is rejected. It means that there was a positive correlation between parental educational background and the students' English achievement of the first semester at the t Tiruchirappali.

According to Arikunto (2010:110), hypothesis is determined as a tentative answer to a research problem till the data gained can be proved. Furthermore, Richard, et. al. (1985:132) states that hypothesis is a speculation concerning either observed or expected relationship among phenomena.

## **7. Method of Research**

### **a. Research Design**

Descriptive correlational method was applied in this research. According to Arikunto (2010:314), descriptive correlation method is done to know the influence two or more variable namely the independent variable and dependent variable.

### **b. Research Variable**

There are two variables in this study, they are independent variable and dependent variable. In this study, the independent variable is The first semester students' learning styles because it relates students' English achievement and the

dependent variable is students' English achievement because it is influenced by independent variable. Below is the chart of research variable used in this study.

**c. Subject of the Research**

**1) Population.**

In this study, the population is all of the First Semester students of STAI Bumi Silampari Lubuklinggau that consisting of 40 students (Source: STAI Bumi Silampari Lubuklinggau in the academic year of 2016/2017)

**2) Sample.**

In selecting the sample is so simple; the writer used two small pieces of paper and wrote the number of each class on two small pieces of paper, then rolled those papers. After that, the writer put them into the glass and shook the glass and took one of them as a sample (Subana, 2005:118)., they will response the questionnaire. Therefore, there were 20 students was treated as the sample of the research.

**d. Technique for Collecting the Data**

In collecting the data, the writer will use (1) questionnaire, (2) documentation and (3) Interview.

**1) Questionnaire**

In this study, the questionnaire is used to know the first semester students' learning styles of the first semester students' parents at STAI Bumi Silampari Lubuklinggau. Each item of questionnaire contained possible answer such as strongly agree, agree, undecided, disagree, and strongly disagree. In order to avoid misunderstanding and misinterpretation by the respondents, the instructions and statement of questionnaire is formulated in Indonesian language.

In measuring the students' learning styles, the writer used the likert scale. the Likert scale consists of five points where the interval between each points of the scale is assumed toward particular statement of an attitude, belief, and judgment (Sugiyono,2011:93), The questionnaire consists of 20 statements about students learning styles



that seeing from their involvement in their learning and the questionnaire responded by students.

**2) Documentation**

Therefore, in order to have students' English achievement, the writer took the result of students' English semester test from the teacher of English at STAI Bumi Silampari Lubuklinggau.

**3) Interview**

According to Basrowi and Suwandi (2008:127), interview is the conversation or short talk between two people which aim to get information, verification and confirmation about a case, effect and problem. In this study, the writer used structural interview since the question is designed by the writer and sets suitable question. This question were used as basic of the research.

**e. Technique for Analyzing the Data**

In analyzing the data the writer applied Two techniques, they were: Individual score and Hypotheses testing

**Individual score:**

**1) Students Learning Styles**

To know the students' response on the questionnaire, the writer gave each item the scoring rule as follows:

**Table 1**  
**The Score of the Questionnaire**

No.	Criteria	Points
1	Strongly agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly disagree	1

*(Source: Sugiyono, 2011:94)*

To score the students' points from the questionnaire, the writer used the following formula:

$$IS = \frac{SO}{MS} \times 100$$

Where:

IS = Individual Score.

SO = The Score obtained

MS = Maximum Score. ( $IS = \frac{100}{100} \times 100$ )

(Hatch and Farhady, 1982:43)

The following table is conversion of The first semester students' learning styles score.

**Table 2**  
**Conversion Individual Score**

<b>Mark Range</b>	<b>Qualification</b>
80 -100	Very Good
66 – 79	Good
56 – 65	Moderate
40 – 55	Enough
30 – 39	Low

(Arikunto, 2011:245)

## 2) Students' English achievement

In order to have students' English achievement, the writer took the result of students' semester test from the lecturer of English at STAI BS Lubuklinggau. After that the writer took the table to divide how many the students get "High score" "Low score". After that the writer correlated the students' score from the semester test and the students' score from the questionnaire by Pearson Product Moment.

## 3) Interview to the students

In order to have students' response, the writer chose categorize three students who are in high score and interview their parent. Besides, the writer also chose three students who were categorized in low score and also the writer interview the students themselves. This interview needs to be done since the respondent (students' response will prove the correlation of the two cases).

### **Hypotheses testing:**

To find out whether or not there is a correlation between the first semester students' learning styles and the first semester students' English achievement, the writer will use the formula as follow:

**a) Pearson Product Moment**

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

$r_{xy}$  = Correlation coefficient between Variable X and Y

N = Number of the Students

x = Score of Questionnaire

y = Score of Student' semester test

(Hatch and Farhady, 1982:198)

Based on the result of r-obtained, the writer can decide which is the hypotheses is accepted. In this study, the writer proposed two hypotheses, namely the null hypotheses (Ho) and alternative hypotheses (Ha). The hypotheses were formulated as follows:

- 1) The null hypothesis (Ho) stated that there was no a correlation between the first semester students' learning styles and the first semester students' English achievement at STAI Bumi Silampari Lubuklinggau in the academic year of 2016/2017.
- 2) The alternative hypothesis (Ha) states that there is a correlation between the first semester students' learning styles and the first semester students' English achievement at STAI Bumi Silampari Lubuklinggau in the academic year of 2016/2017.

The hypotheses were tested by comparing the result of the  $r_{obtained}$  and the critical value of the  $r_{table}$ . To determine the correlation, the writer consults the result of the calculation to the table of critical value of product moment. The degree of freedom  $df = N-2$  with 95% (0.05) significance level for two-tailed.

If ( $r_{obt} > r_{table}$ ), the (Ha) is accepted and (Ho) is rejected. It means that there is a significant correlation between the first semester students' learning styles and the first semester students' English achievement. In contrast, the (Ha) is rejected and the (Ho) is accepted if ( $r_{obt} < r_{table}$ ), it means that there is no a significant correlation between the first semester students' learning styles and students' English achievement.

**b) Correlation Index**

According to Arikunto (2010:319), the degree of coefficients correlation of a study can be categorized as follows:

**Table 3**  
**Correlation Index**

<b>Correlation Index</b>	<b>Index</b>
0.90 – 100	Expert Correlation
0.70 – 0.89	High Correlation
0.50 – 0.69	Moderate Correlation
0.30 – 0.49	Low Correlation
0.10 – 0.29	Very Low Correlation
0.000	No Correlation

*(Source: Arikunto, 2010:319)*

**A. Findings**

**1. The Result of the First semester students' learning styles**

Based on the score first semester students' learning styles (in appendix 5), it can be seen that the highest score was 89, and the lowest score was 70. The first semester students' learning styles average score was 80.25. It mean that the first semester students' learning styles was in "Very Good Category". In other words, most of the students were educated and focused. The first semester students' learning styles was presented on the table 5 as follows:

**Table 5**  
**Students' Learning Styles Categories**

<b>No</b>	<b>Learning Stles</b>	<b>Frequency</b>	<b>Percentage</b>
1	Audio Visual styles	4	20%
2	Visual Styles	11	55%
3	Kinesthetic styles	6	30%
Total		20	100%

Based on the table 5 above, it can be noted that there were 4 students or 20% who learned their English styles through Audio Visual Styles, there were 11 students or 55% who learned their English styles through Visual Styles and there were 6 students or 30% who learned their English styles through Kinestetic Styles. The students' learning styles percentages can be described in the following graph:

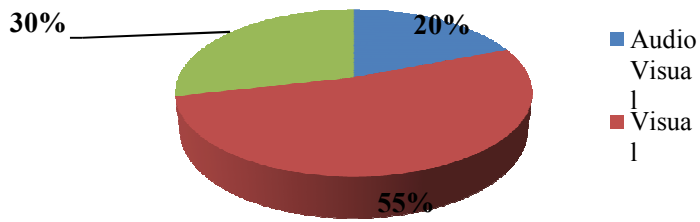


Chart 4.1 The Percentages of the Students Learning Styles

Based on the chart 4.1 and chart 4.2 above, it can be concluded that the total number of the students who learned English through **Visual styles** placed the highest category, there were 11 students (55%), the second highest was students who learned English through **Kinesthetic styles**, there were 6 students (30%), and the third level was the students who learned English through **Audio Visual styles**, there were 4 students (20%)

## 2. The Result of the Students' English achievement

The data of the students' English achievement was in the form of score. The score referred to the result of the students' English achievement which was taken by the writer from the result of semester test of STAI BS Lubuklinggau. In this study, the writer used a general English test that consisted of grammar, reading, writing and dialogue in analyzing the data. The students' score was calculated by adding all the scores. In the appendix 8, after the scores were tabulated, it was found that the highest score of the students' English achievement was 88 which were reached by one student and the lowest score was 72 reached by two students. Finally, it was found out that the average score was 79.25. The students score in the speaking test can be seen in the appendix 9. Based on the conversion of individual score in the appendix 9, it can be seen that there was 10 students (50%) in the "satisfactory" qualification, 10 students (50%) in the "moderate" qualification.

## 3. Data Analysis

To see the correlation between the first semester students' learning styles and their speaking achievement, the

writer used the Pearson Product Moment Formula. The result of the correlation can be seen in the appendix in the table 6.

Based on the table above, can be seen that  $\sum x=1605$ ,  $\sum x^2= 129349$ ,  $\sum y= 1585$ ,  $\sum y^2= 127011$ , and  $\sum xy= 127011$ . To calculate the data above the writer used Pearson Product Moment Correlation Coefficient to know whether or not positive correlation between first semester students' learning styles and the students' English achievement. The formula as follow:

$$r_{xy} = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}}$$
$$r_{xy} = \frac{20 \cdot 127601 - (1605)(1585)}{\sqrt{[20 \cdot 129349 - (1605)^2][20 \cdot 127011 - (1585)^2]}}$$
$$r_{xy} = \frac{2552020 - 2543925}{\sqrt{[2586980 - 2576025][2540220 - 2512225]}}$$
$$r_{xy} = \frac{8095}{\sqrt{(10955) \cdot (27995)}}$$
$$r_{xy} = \frac{8095}{\sqrt{306685225}}$$
$$r_{xy} = \frac{8095}{17512.4305}$$
$$r_{xy} = 0,46224309$$

Based on the calculation above, it can be seen that the result of the calculation of the correlation of the first semester students' learning styles and students' English achievement was 0.46.

## **B. Hypothesis Testing**

Having analyzed the data, it had been found that the correlation coefficient or the result of the  $r_{obt}$  was 0.46 and the critical value of the  $r_{table}$  was 0.388 at the level significance 0.005 or 5%. Since  $r_{obt}$  was higher than  $r_{table}$  the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected ( $r_{obt} > r_{table}$ ). It means that there was correlation between first semester students' learning styles and students' English achievement at STAI Bumi Silampari Lubuklinggau in the academic year 2016/2017. Therefore, the development of the variable X or First semester students' learning

styles was followed by the development on the variable Y or Students' English achievement.

### **C. Conclusions and Suggestion**

Based on the findings that have been formed after the previous explanation on chapter IV, it could be concluded that there was correlation between first semester students' learning styles and students' English achievement at STAI Bumi Silampari Lubuklinggau in the academic year 2016/2017.

Furthermore, the total number of the students who learned English through Visual styles placed the highest category, there were 11 students (55%), the second highest was students who learned English through Kinesthetic styles, there were 6 students (30%), and the third level was the students who learned English through Audio Visual styles, there were 4 students (20%).

As a matter of it had been found that the correlation coefficient or the result of the  $r_{obt}$  was 0.46 and the critical value of the  $r_{table}$  was 0.388 at the level significance 0.005 or 5%. Since  $r_{obt}$  was higher than  $r_{table}$  the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected ( $r_{obt} > r_{table}$ ).

In addition, the researcher suggested to English lecturers to assign the students to do their English test through visual materials like video, in focus, or teleconference. Since, visual learning were more eligible, trusted, understandable, and enjoyable for the students. It was proven that Visual learning styles involved the students to be more creative, more interested, and more innovative.

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