THE CORRELATION BETWEEN LEARNING STYLE AND ACHIEVEMENT IN ENGLISH SKILL AT SMAN 1 KEPOHBARU

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Nurkhofifah, Evi (2021). The Correlation between Learning Style and Achievement in English Skill at SMAN 1 Kepohbaru. Thesis, English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Rakhmawati, M.Pd., Rizka Safriyani, M.Pd.

Keyword: Learning style, Achievement, English skill.

Several factors influence the success of student's Achievement, including learning styles. Every student has their learning style. There are three factors to be students more effective in learning: visual, auditory, and kinesthetic. Each learning styles makes it easier for students to receive and process information in learning the material. Thus, this study focuses on knowing and finding the correlation between learning style and Achievement in English skills. Besides, a quantitative method was employed by a correlational study, questionnaire, and students' writing scores as the instruments. This subject is for students of the 10th grade SMA Negeri 1 Kepohbaru in the academic year 2020/2021 and involved 75 students of science class A and B as the participants. Furthermore, the results showed that both variables are calculated with the rank Spearman correlation using SPSS 16.0. The correlation coefficient is 0.579, which indicates the positive and strong correlation between learning style and achievement in English skills. Hence, the alternative hypothesis (H₁) of this study states that a correlation between learning style and achievement in English skill is positive significant correlation between two variables. Besides, it is found that the visual learning style was the most preferred, followed by the kinesthetic learning style and auditory learning style. Therefore, the English learning teacher must be defended the visual learning style and improved the auditory and kinesthetic learning style with the method and facility the students in English learning.

ABSTRAK

Nurkhofifah, Evi (2021). **The Correlation between Learning Style and Achievement in English Skill at SMAN 1 Kepohbaru**. Thesis, English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Rakhmawati, M.Pd., Rizka Safriyani, M.Pd.

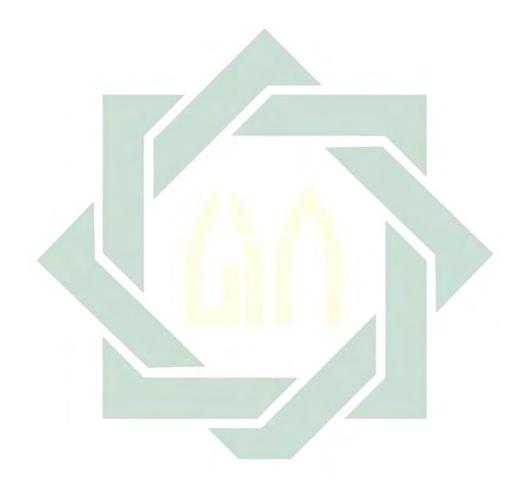
Kata Kunci: Kata belajar, Prestasi, Keterampilan bahasa inggris.

Beberapa faktor yang mempengaruhi keberhasilan prestasi belajar siswa, diantaranya adalah gaya belajar. Setiap siswa memiliki gaya belajar masing masing. Ada tiga faktor agar siswa lebih efektif dalam belajar: visual, auditori dan kinestetik. Setiap gaya belajar memudahkan siswa dalam menerima dan mengolah informasi dalam mempelajari materi. Dengan demikian, penelitian ini difokuskan untuk mengetahui dan men<mark>em</mark>ukan hubungan antara gaya belajar dan prestasi dalam keterampilan bahasa inggris. Selain itu, metode kuantitatif digunakan dengan studi korelasional, angket, dan nilai menulis siswa sebagai instrumen. subjek ini ditujukan untuk siswa kelas X SMA Negeri 1 Kepohbaru tahun pelajaran 2020/2021 dan melibatkan 75 siswa kelas MIPA A dan B. Selanjutnya, hasil penelitian menunjukkan bahwa kedua variabel dihitung dengan korelasi rank Spearman menggunakan SPSS 16.0 koefisien korelasi adalah 0,579, yang menunjukkan korelasi positif dan kuat antara gaya belajar dan prestasi dalam keterampilan bahasa inggris. Oleh karena itu, hipotesis alternatif (H₁) penelitian ini menyatakan bahwa ada hubungan antara gaya belajar dengan prestasi dalam keterampilan bahasa inggris adalah hubungan positif yang significant antara dua variabel. Selain itu, gaya belajar visual paling disukai dan diikuti oleh gaya belajar kinestetik selajutnya gaya belajar auditori. Oleh karena itu, guru pada mata pelajaran bahasa inggris harus mempertahankan gaya belajar visual dan meninggkatkan gaya belajar kinestetik serta auditori dengan metode atau fasilitas siswa dalam pembelajaran bahasa inggris.

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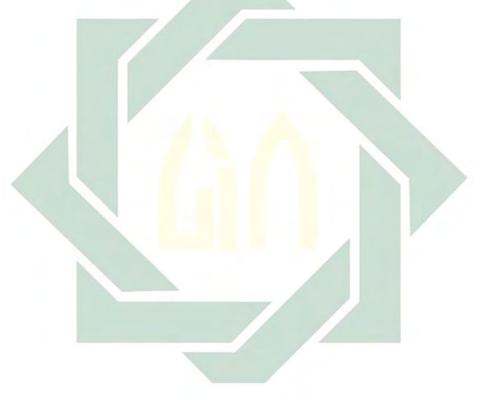
SMAN : Sekolah Menengah Atas Negeri

UIN : Universitas Islam Negeri

VAK : Visual Auditory Kinesthetic

VARK : Visual Auditory Reading Kinesthetic

LS : Learning Style



CHAPTER I

INTRODUCTION

This study is about the correlation between learning style and Achievement in English skill (a case study) at SMA Negeri 1 Kepohbaru that will be discussing the subject of background, research question, the objective of the study, the significance of the study, scope and limitation of the study, the definition of critical terms.

A. Background of Study

Indonesia's education curriculum determines English subjects as compulsory subjects in school, ranging from elementary to high school. Good knowledge of English will undoubtedly be a competitive capital for education and employment in the future. Various studies have concluded that students' English proficiency in secondary schools in Indonesia is still unsatisfactory.

In a teaching and learning process, there is a way students receive the information explained by the teacher and learning styles and what methods are applied in the learning process. Learning techniques is the best way of knowing that every learner likes to think, process information, and demonstrate learning. Most students will study hard if the material presented is understandable. But, if students are not interested in the topic material in class, they will not learn.

¹ A Pritchard, "Ways of Learning: Learning Theories and Learning Styles in the Classroom," *New York: Routledge*, 2009.

"Students learn best by the information presented in the classroom.

When the material, not in their favor, they will not learn it".2

Peacock stated that learning style is a natural and widely preferred way for students to absorb the process and maintain information.³ Likewise, one learning style can't be better than other learning styles because each learning style has its own value. To acquire learning goals, the educator can be applied the technique to make learner find enjoyable to get knowledge. There are three factors to be students more effective in learning, such as visual, auditory, and kinesthetic. Visual learning styles by looking at graphics or images. Auditory learning students can be chosen listening or audio material. At the same time, they are learning with kinesthetic teachers and students doing something or physical movement.

Based on the characteristic students' learning styles, each class on a different level. Learning style is a suitable factor to understanding and knowing ability in maximizing student's learning and experts the value that students can be organized and analyzed process information in different ways.⁴

² A.P Gilakjani, "Visual, Auditory, Kinesthetic, Learning Styles and Their Impacts on English Language Teaching," *Journal of Studies in Education*, 2 (1), 2012, 104–13.

³ Peacock, M. "Learning style and teaching style preferences in EFL. (2000)"

⁴ Rezaeinejad A.A Maria, *The Study Of Learning Styleand Its Relationship With Educational Achievement Among Iranian High School Students*. (Procedia-Social And Behavioral Sciences, 2015).

There is a lot of evidence and differences that lead to students' learning models and teaching instructions in the classroom. It has an impact on learning systems that use traditional education systems.⁵ Therefore, it appears that less awareness of the learning styles accepted by each student. As a result, the teacher only applies the learning style to the student's comfort rather than the target material and Achievement that must be obtained by each individual, and most students lack confidence. They are not involved in the group or individual learning. Even though some students have a high level of intelligence. But, it's not the primary goal in the dynamics of the teaching and learning process.⁶

Learning style is also different from understanding the material from one student to another cause types of this learning focus on cognitive, affective, social, and psychological behavioral characteristics as a student accepts and responds in a learning environment. The student believes that learning style as a general approach so that able to build fair participation in classroom assignment based on the method used by the teacher in the present in class. The way students learn and accept the information of material,

⁵ Ibid.

⁶ Herawaty Lia I S, *Teaching Mixed Ability Class* (Jakarta: Kementrian Pendidikan Nasional, 2010).

⁷ R. S Vainshav, *Learning Style And Academic Achievement Of Secondary School Students*. (Voice of research, 2013).

it is affect learning style. There are types of learners based on learning styles, include:8

Visual type learners, this learning student can see directly viewing pictures films or presented visually. When the students learn with a visual model can recall the instructions given by the teacher. Furthermore, they also know to use imagination as information has obtained from material. The most important in learning style visual is they have to see expression teacher when explaining the material.

Auditory type learners, which type of hearing in learning use devices such as tape recorder, discuss with a friend or listen to teachers' material through sound systems or other hearing aids. In many occurrences, in learning, students close their eyes when the teacher conveyed the material in the classroom to obtain information quickly. Students can do discussion questions, and the answer is an excellent method for students' auditory learning style.

Kinesthetic learners are learning by doing something or physical movement, which means they are practicing when studying in class. Hyperactive and moving around the classroom are the main characteristic of kinesthetic learning styles. A kinesthetic learner does not like to sit for a long time and chooses to do an action and exploration. Usually, in this type of kinesthetic learning is found that

⁸ J Reid, *The Learning Style Preferences Of ESL Students.*, 21 (1) (TESOL Quarterly, 1987).

students are less focused on understanding if the material is not following a practice. For example learning activities role play conducted in the laboratory.

According to Ahmad that speaking and writing include language production. Speaking is beneficial for a person in daily life. Writing is communication verbally, the process of information, and developing our idea, and reshaping in mind. Furthermore, through writing, we can inform others about what we feel. On the other hand, writing can also be applied to judge someone because writing is a language skill.

Writing for students is one way of improving the ability to remember the learning described by the teacher. Learning style is essential to influence the teaching process for students and teachers. So, methods that use audio, cassette, images, and physical movement will affect student learning achievement.

The importance is to determine how learning styles are applied to students in SMAN 1 Kepohbaru in students' writing skills after a teaching system that involves learning styles such as: visual, auditory, and kinesthetic. The learning style in this study to know students achievement in writing skills at tenth grade SMAN 1 Kepohbaru Bojonegoro.

The phenomenon at SMAN 1 Kepohbaru is that in teaching English, the teacher often uses the media of pictures, provided videos,

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⁹ Ahmad Thumaimah Rusdi, *Ta'lim Al- Arabiyah Lighairi an-Nathiqina Biha*. (Ribat, 1998).

and practices. All of these are types of learning styles. However, researchers want to know students' Achievement in writing skill.

Based on the above phenomena, this study looks for the relationship between two variables: learning styles and Achievement written in students' English skills. Researchers investigated students' scores from the teacher and distributed questionnaires and interviews with the students and teachers.

While the most previous study only examined the correlation between learning style and speaking or vocabulary and achievement in their learning. However, this time the researcher focused on one skill at once the correlation between learning style and Achievement in writing English skills.

Writing skill is a progressive activity.¹⁰ When you are going to write something, you must think in advance about what you are going to write and how you will write it. Writing is also referred to as one of the relatively complex language skills of the three other skills such as listening, speaking, and reading because writing can describe the character of someone who is judged by each word from what they write.

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¹⁰ A Oshima and A Hogue, *Introduction to Academic Writing*, 2nd Edition (New York: Addison Wesley Longman, Inc. .(1997, 1997).

Wilson said that Achievement is a person's competence concerning the knowledge domain.¹¹ Furthermore, according to Traves stated that achievements result from what one has learned from some educational experience.¹² Tinambunan defined that achievement as students' understanding of body knowledge or skills in particular skills.¹³ From the statements above, the researcher concluded that students' results are obtained by students while studying and measured by some educational experience standardized test.

Based on the study above background, the researchers conducted analyzing students' learning style and their impact on writing English skills. The purpose of the study's purpose was to find out the dominant students' learning style and their effect on student achievement. Thus, this research is important to know is there any correlation between learning style and students' achievement in writing English skills at SMAN 1 Kepohbaru. The background in schools' is the lack of facilities provided by schools such as multimedia and language laboratories because of the limited number of these facilities. However, the uses want to use the visual, auditory, and kinesthetic learning style method in teaching. Material explanation and assignment are the methods applied in the teaching process.

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¹¹ V. L Wilson, "Cognitive and Development Effects on Item Performance in Intellegent and Achievement Test for Young Children.," *Journal of Educational Measurement* 26 (1989): 103–19.

¹² John P Traves, *Fundamentals of Educaio Psychology*. (Scrantom, Pensylvania: International Texbook Company, 1970).

¹³ Tinambunan Wilmar, Evaluation of Students Achievement. (Jakarta: Depdikbud, 1998).

The results of this study used as views and explanations for teachers and students as material in teaching English. Especially writing skills to improve the Achievement of tenth-grade students of SMAN 1 Kepohbaru.

B. Research Question

Based on the study's background above, the question of the study is there any correlation between learning style and Achievement in English productive skill at SMAN 1 Kepohbaru?

C. Objectives of the Study

In this study, the researcher discovered out the correlation between student learning style and Achievement in English productive skill.

D. Hypothesis

A hypothesis means that as presume about the outcome of discovery. The hypothesis also can be determined toward the relationship between two or more variables.¹⁴ This research has two hypotheses to reply to the research question: the alternative hypothesis and the null hypothesis.

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¹⁴ Sugiyono, *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2016),96.

- 1. The H1 (Alternative Hypothesis) of this study means the significant correlation between learning style and Achievement in English skills.
- 2. The H0 (Null Hypothesis) of this study means no significant correlation between learning style and Achievement in English skills.

E. Significance of the Study

The result of the discovery is determined to be used theoretically and practically:

1. Theoretical Significance

This study aims to expand teacher skills in using learning styles, in order to improve student achievement in speaking and writing skills as a reference to other researchers who want to learn in conveying learning styles from Writing.

2. Practically Significance

- a. For students: To provide deeper information and more knowledge about student achievement in writing skills according to learning style.
- b. For the teacher: To guide and knowledge for teachers in teaching writing English in aspect learning style.

F. Scope and Limitation

The scope of this research is learning style, specifically with the three types visual, kinesthetic and auditory learning style, and Achievement in English skill, specifically in the value of productive English skill and the researcher only take in the writing skill. This study investigates at tenth grade in SMAN 1 Kepohbaru to know the correlation between learning style and Achievement in English skill. This study focused on there is any correlation between the two variables of the research. This study's restriction is within the students at SMAN 1 Kepohbaru in the tenth grade of the year 2020/2021.

G. Definition of Key Terms

The definition of key terms based on the perspective in this research or, in other words, the terms below are defined operationally.

1. Learning Style

Learning style is a way for someone to receive or process information that has been obtained from the characteristic of a learning style.¹⁵ In contrast, Kirschner and Van Merrienboer argue that learning style is pupils' ability to receive and action information in learning situations. ¹⁶ Furthermore, Reid G argues that learning style is divided into three: visual, auditory, and

¹⁵ Felder Silverman et al., Correlation Between Students Learning Styles and Their Learning Achievement., 1988.

¹⁶ Merrienboer J G Van and P A Kirschner, *Correlation Between Students Learning Styles and Their Learning Achievement.*, 2013.

kinesthetic learning styles.¹⁷ In this study, the research focuses on three characteristics of learning style as a reference or guide in teaching English to be more optimal in exploring student achievement competence.

2. Achievement

Achievement is the result learned by someone from some educational experience. Abu Ahmadi stated that Achievement is the results of work or study efforts that indicate the size of the skills achieved in values. It means a learning activity would be satisfying if students get a source of learning reinforcement in the form of values or awards. This research focuses student achievement visual, auditory, and kinesthetic learning styles.

3. English Skill

Muralikrishna and Mishra stated that Productive English skill is speaking and writing. As we know that speaking and writing are active skills, speaking in a variety of styles used in public with formal and informal language. While writing skill is part of the productive skill that must be mastered and applied in the language. Student can produce something, and learner needs to express their ideas in both speaking and Writing. In this study, the research

¹⁷ G Reid, *Learning Style and Inclusion* (London: Paul Chapman Publishing, 2005).

¹⁸ Traves, Fundamentals of Educaio Psychology.

¹⁹ C Muralikrishna and S Mishra, *Communication Skills for Engineers* (Delhi: Pearson Education Pvt Ltd, 2004).

focuses on writing to improve students' achievement in SMAN 1 Kepohbaru.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed the theory's description based on other research obtained to serve as a basis for developing a research framework. The approach revealed are includes the understanding of learning style, the characteristic of learning style, Achievement, writing skill, assessing writing skill, and teaching writing technique.

A. Theoretical Framework

1. Learning Style

a. The understanding of learning style

One way students absorb information to understanding materials in the learning method is given by the teacher. Not all students have the same way of capturing information that has been given because students have their own way of understanding the material obtained. Some are fast, some are moderate, and some are slow. Therefore, they have to learn styles that appropriate with the characteristic of ability. So, it's easier to understand some of the material taught. The students who have special learning styles affected by subject matter, context, age, prior knowledge, gender, motivation, and ethnicity.²⁰

In learning English, every student can apply a method or technique to make them comfortable receiving new experiences. They need

²⁰ Hsueh-Yu Cheng Maria and Kingsley Banya, *Bridging the Gap between Teaching Style and Learning Style*, ed (New Jersey Prentice-Hall, Inc, 1998).

learning styles in the learning process. The apprehending learning style is key to was facilitated them in working at school and the surrounding area.

According to Pritchard, learning styles are the best way to learn that every learner likes to think, process information, and demonstrated learning.²¹ Basically, each of students has their own learning style, and that is a significant factor that educators must explain about information related to the material. Deporter and Hernacki stated that students' learning style is the combination of how students absorb, manage, and process information.²² According Zhang and Stenberg also defined that student learning style is contented to use their capabilities in study.²³ Additionally, Nasution stated that learning style is students method of receiving material in the process of the learning.²⁴

Based on the stipulation according to the experts above, the writer decided that students' learning style is a way or technique possessed by each student in receiving knowledge or lessons and how they can relate it to regulate learning activities.

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²¹ Pritchard, "Ways of Learning: Learning Theories and Learning Styles in the Classroom."

²² De Porter Bobbi and Hernacki Mike, *Membiasakan Belajar Nyaman dan Menyenangkan*, 4th Edition (Bandung: Penerbit Kaifa, 1999).

²³ W Santrock John, *Educational Psycholog.*, 5thEdition ed. (New York: McGraw-Hill, 2011).

²⁴ Nasution, *Berbagai Pendekatan Dalam Proses Belajar Mengajar*, 11th Edition (Jakarta: Bumi Aksara, 2008).

In a context, there are several general models and approaches. But, according to experts, these seven general approaches have been developed.²⁵

- Information processing is the method of establishing a different manner in processing new information or material. This approach is developed by Kagan, Kolb, Honey, and Mumford Gregore, Bulter, and Mc Carty.
- 2) The personality is establishing different types of personal characters. Myer-Briggs Lawrence, Keirsey & Bates, Simon & Bryam, Singer- Loomis, Grey-Whellright, Holland, and Geering. develop this method.
- 3) The perceptual modality is the way to dependency level through certain sensory perception. Bandler and Grinder, and Messick develop this method.
- 4) The environment is different response through physical, psychological, and social conditions, and instructional. Witkin and Eison Canfield develop this way.
- 5) Social interaction is establishing different ways of connecting with others. This method was extended by Grasha-Reichman, Perry, Mann, Furmann-Jacobs, and Merill.
 - 6) Intelligent is a way of establishing different talents. Gardner and Handy expand this method.

²⁵ W Gunawan Adi, *Genius Learning Strategy*, 2nd Edition (Jakarta: PT Gramedia Pustaka Utama, 2004).

7) The cerebral area is establishing relative domination of cerebral areas such as the left hemisphere and right hemisphere. This way is developed by Sperry, Bogen, Edwards, and Herman.

From the seven approaches above in Indonesia, the most popular and often applied in the learning process is The approach based on perceptual modality. Learning style based on perceptual modality can be classified into three, visual, auditory, kinesthetic²⁶

Besides that, with many approaches to learning style, this research only focuses on learning style according to perceptual modality; visual learning style, auditory learning style, and kinesthetic learning style.

- b. The types and characteristic of learning style
- 1) Visual learning style

Students who learn by using the visual style are more likely to see. In this case, the eye has an important role in supporting the learning process. Students can see directly view the pictures, films, videos, picture textbooks or presented visually in this learning type. When the students learn with a visual model can recall the instructions presented by the teacher:²⁷ Students with visual styles have the characteristics such as reading, spelling, and students seeing pictures. The student also finds verbal instruction difficult, students have good handwriting, and student are advanced in planning.

²⁶ Rusdi, Ahmad Thumaimah. *Ta'lim Al- Arabiyah Lighairi an-Nathiqina Biha*. Ribat, 1998.

²⁷ Ibid

2) Auditory learning style

The learning style in auditory students is more likely to sense of hearing and listening.²⁸ It means students prefer to listen to the teacher's explanation, listen to learning material through tapes, or memorize the text aloud. Furthermore, they have a sensitive to music. The meaning of sensitive to music is they must repeat and imitate tone, rhythm, and sound of voice when he feels unclear with what is heard. Moreover, students with auditory style also have a problem with visual works. Most of them do not like reading cause for him reading is quickly tired. Students with visual styles have the characteristic: Talks self of aloud, enjoy talking, easily distracted, memorize sequentially, enjoys music, whispers to self while reading, distracted by noise, hums or sings, and enjoys listening activities.

3) Kinesthetic learning style

Kinesthetic is a learning style system in which students tend to do things, always have an orientation to physic and movement.²⁹ Hyperactive and moving around the classroom are the main characteristic of kinesthetic learning styles. A kinesthetic learner doesn't like silence to be a long time and choose to do activities with the traverse. For students who learn in kinesthetic style response and

²⁸ Gavin Reid (2006), op,cit. p.92

²⁹ Ronald R Sims and J Serbrenia, *The Importance of Learning Styles* (Westport: Greenwood Press, 1995).

attention are needed to transmit knowledge.30 Students with visual styles have the characteristic. For example: the students do tap on pencil or foot when studying, student like role play when studying, student use hand while walking, and the last student enjoys doing activities.

2. Achievement

Achievement means as a criterion of demeanour in a standardized structure of the test.31 Furthermore, according to Bruce and Nevill, Students with a high achievement can be viewed by standardized achievement test developed for schools.³² It means academic Achievement is seen when the students have finished learning at the end of the course because that is the Achievement of the medium or long term educational goals.

A method used to achieve the goals set in teaching and learning activities.³³ Besides, Suryabrata added that academic Achievement is an educational assessment in increasing student learning and practice seriously where the manifestation of the teaching and learning process can be measured or assessed using a standardized test.

³⁰ Ibid2

³¹ J A Simpson and E S C Weiner, *The Oxford English Dictionary*, 2nd ed, vol 1 vols. (Oxford: Clarendon Press, 1989).

³² H. C Bruce and P Neville, *Evaluation in Education*. (Oxford: Pengamon Press, 1979).

³³ Djamarah, S. B. *Strategi Belajar Mengajar*. Bandung: (Rineka Cipta, 2008).

3. English Skill

English has four basic language skills. They are speaking, writing, listening and reading.³⁴ Listening and reading were classified in the category receptive skill.³⁵ On the other hand, speaking and writing classified in the category of productive skill. Furthermore, in this study, the researcher explains writing skill as a variable for the research.

A. Writing skill

Writing is tends to be interpreted as the work of someone who is written on a manuscript or book. Writing also defined a process manage and arrange our idea on a paper based on someone's consideration. Besides that, writing is a process to develop an idea based on their thinking.³⁶ Brown also says that writing has two of the criteria. The figuring out meaning this is fist criteria. Putting the substance into language is the second criteria.

Writing is the right solution to represent the idea in their mind to the description of something. Besides was focused the students on the structure of the language used in writing. It is because students consider language use when the students engage in their writing

³⁴ Rusdi, Ahmad Thumaimah. *Ta'lim Al- Arabiyah Lighairi an-Nathiqina Biha*. Ribat, 1998.

³⁵ Jeremy Harmer, *The Practice of English Language Teaching*, 4th Ed (Harlow UK: Pearson Education Limited, 2001).

³⁶ H D Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy*, 2nd Ed (New York: Addison Wesley Lonan, 2001).

process.³⁷ When the students write, would find difficult word or sentence in script. In this case, assessing and technique of writing need to know in writing.

1. Assessing Writing

Writing assessment refers to an area of study; it means the content of theories and practice that advise evaluating a writer's performance.³⁸ The writing process has several stages. On each stage, students engage in a particular activity to concept their writing.

Besides, the process of writing consists of planning, drafting, editing and revising. The first stage is planning, and the students are encouraged to prepare the matter used the write. The second stage is drawing. The students focus on fluency of writing. The third stage is editing. The students are involved in tidying up their texts which will be assessed and evaluated by the teacher. The last stage is revising. The students re-write their script based on the feedback.³⁹

2. The technique of teaching Writing

Writing is a language in productive skill which teaches students to train competence in the English language. Communicative competence has discourse abilities such as: comprehending and

³⁷ Jeremy Harmer, *How To Teach Writing*, 1st Edition (Logman, 2001).

³⁸ Nadia Behizadeh and Jr Engelhard George, Historical Vie of the Influence of Measurement and Writing Theories on the Practice of Writing Assessment in the United States Assessing Writing 16, 2011

³⁹ Jack C Richards and Willy A Renandya, *METHODOLOGY IN LANGUAGE TEACHING: AN ANTHOLOGY OF CURRENT PRACTICE.*, 2002.

producing oral and written texts. This ability is carried out into four language skills, listening, reading, speaking and writing.⁴⁰

In general, writing has two stages: exploring idea and processing to revise the text. Writing is the language becomes a complicated activity cause have a meaningful segment of language: word, grammar, sentence and how to abstraction those section into written.⁴¹

Media has many roles in transferring material and supporting students in learning to be more effective and efficient, count the learning of writing English skill. To be used the media for process teaching writing English skill. There is some significant method included: visual learning style, for example, pictures and photos—audio learning styles like a tape recorder, cassette and radio. Kinesthetic learning style, for example: is role play.

4. Correlation between Learning Style and Achievement in English Skill

According to Pritchard, that learning style is a manner of learning. The students more enjoy in which to think process information and exhibit of comprehension in learning.⁴² Reid stated that learning style is a habitual method of processing and transforming knowledge to make the students more intelligent. Based on Reid's point of view

⁴⁰ BNSP, Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar Dan Menengah. (Jakarta: BNSP, 2006).

⁴¹ W M Rivers, *Teaching Foreign Language Skills*. (Chigago: The Univesity of Chicago Press, 1981).

⁴² Pritchard, A. "Ways of Learning: Learning Theories and Learning Styles in the Classroom." (New York: Routledge, 2009.)

about learning style characteristics, there are three parts: such as visual learning, auditory learning, and kinesthetic learning.⁴³ Students who have a higher phase have some appreciation of their own, learning style since this knowledge can help make learning more efficient. Students can be more successful in learning if they know the type of learning style on their own because they impact academic Achievement.

Learning achievement is the Achievement of the phase or performance toward tasks, skill, and expertise obtained through education or academic levels. Djamarah said that academic achievement also described the results obtained on impressions that change the individual as the end of learning activities. Hesides, Suryabrata added academic Achievement as an educational assessment to the extent to which practice and learn intentionally. Can be mentioned that academic Achievement is a change in terms of behaviour skills that increase during the learning process.

In learning English, there are four types of English skill: listening, reading, speaking and writing. The variable used in this study is writing skill included in the category productive skill English. Writing is a process of think in our brain, and a writer produces a final written

⁴³ Reid, J. The Learning Style Preferences Of ESL Students. 21 (1). TESOL Quarterly, 1987.

⁴⁴ Djamarah, S. B. *Psikologi Belajar*. (Jakarta: Rineka Cipta, 2004)

product based on their idea.⁴⁵ Writing described what we think. That's because the writing process arranges something that is in mind.

B. PREVIOUS STUDIES

The researcher is centred on students learning style and students Achievement in English productive skill. Based on the previous research, the writer decided to do further research about the correlation between learning style and Achievement in English productive skill. This topic the researches related explained as follow:

Rajshree S. Vaishnav conducted the first previous study with the topic "Learning Style and Academic Achievement of Secondary School Students".46 The objected study determine the relation and consequence of different learning styles on the academic achievements of students. The research design of this study was maintained using Pearson's product-moment coefficient of correlation method. This study suggests that there are significant in learning style and academic achievement of secondary school students. The study exhibited that, found kinesthetic learning style to be more prevalent than visual and auditory learning style. Thus, the teacher may find out students learning style for better learning.

⁴⁵ H D Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy*, 2nd Ed (New York: Addison Wesley Lonan, 2001).

⁴⁶ Vaishnav S, Rajshree, *Learning Style and Academic Achievement of Secondary School Students*, (2013).

Melih Kocaklogu has done the second previous study in the topic "Determining the Learning Styles of Elementary School (1st -8st Grade) Teachers".⁴⁷ The objected this study to getting out the effect between learning style and teacher branches. The research designed of this study was measured by Pearson Chi-square test. This study's results indicated no correlation between learning style and teacher branches was seen (Pearson Chi-square=0.332, p>0.01). Thus, it will prevent teaching lessons with a monotype method.

The third previous study was research conduct by Muhammad Asif Balli in the topic "Learning Style of Medical Students and its Correlation with Preferred Teaching Methodologies and Academic Achievement". 48 The research aimed to determine the frequency of students learning style, and it's a correlation with preferred teaching methodology and academic achievement. Pearson Chi-square identified the method of this study. The research shows no significant relationship between learning style and preferred teaching methodologies and learning styles in academic achievement score.

The fourth previous study by Roswita M. Aboe titled "Correlation between Students Learning Styles and Their Learning Achievement". 49

⁴⁷ Kocaklogu, Melih, *Determining the Learning Styles of Elementary School* (1st -8st Grade) *Teachers*, International Online Journal of Educational Sciences, (2010)

⁴⁸ Asif Bhalli, Muhammad, *Learning Style Of Medical Students And Its Correlation With Preferred Teaching Methodologies And Academic Achievement*, (2015).

⁴⁹ M Aboe, Roswita, Correlation between Students Learning Styles and Their Learning Achievement, (2013).

This study purpose decided the most dominant students learning styles and their correlation with their academic achievement. Reserach design of this study measured by SPSS 16.0 application with the Pearson product-moment to analyze the learning style for academic achievement. The result is three types of learning style variables; there is a significant correlation between students' academic Achievement.

Fourth types of the previous study above that the researchers listed refer to a significant difference in the research variables. The previous study only examined the correlation between learning style and speaking or vocabulary and achievement in their learning. However, this time the researcher focused on one skill at once the correlation between learning style and Achievement in writing English skill.

CHAPTER III

RESEARCH METHOD

This chapter the researcher discussed how to conduct and investigated those study in the correlation between learning style and achievement in English skill (a case study) at SMAN 1 Kepohbaru that involved: research design, population and sample, data and source of data, research instrument, data collection technique and data analysis technique.

A. Research Design

To find out the result from research question about is there any correlation between learning style and Achievement in English productive skill at SMAN 1 Kepohbaru". This study used quantitative research that focused on data analysis. According to Sugiyono, quantitative methods are data in the type of number and table of ranked (scoring). Quantitative data usually used for statistical techniques. The data was in the form of number or score and are usually obtained using a data collection tool. For that, researchers used SPSS 16.0 to analyze.⁵⁰

In this quantitative research, researchers observed students' learning styles and achievements in writing skills with visual, auditory, kinesthetic learning styles. Furthermore, the differences

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⁵⁰ Sugiyo. (2013), Metodologi Penelitian Kuantitatif, Kualitatif Dan R&D. (Bandung: ALFABETA). (Bandung: ALFABETA, 2013).

between the three learning styles that are more supportive of English class are the learning process. The researcher's research design was following the formulation of the learning style problem on student achievement in English writing skill. The research procedure was used as a step to obtain maximum results. The reliability of criteria, according to Sugiyono, is presented on the Table. 3.1.⁵¹

Table 3. 1 Correlation Coefficient Rank Spearman

Coefficient Correlation	Interpretation
0,00 – 0,25	Very weak relationship
0,26 - 0,50	Weak relationship
0,51 – 0,75	Strong relationship
0,76 – 0,99	Very strong relationship
1,00	Perfect relationship

B. Population and Sample

To get an answer from the title of this study; the researchers take population data at SMAN 1 Kepohbaru with two subjects. First, they interviewed one of the English teachers teaching in tenth grade by asking about the learning style system applied in the class. The second subject interviewed some students by asking about their learning styles in presenting the material in class and gave a questionnaire. The

⁵¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

researcher used random sampling to determine the number of samples and assigned two classes included class A and B as a sample with 70 students. There are 120 of the total tenth-grade students at SMAN 1 Kepohbaru divided into classroom A until F.

C. Data and Source of Data

1. Data

There are three data used in this study: the first is score from students' writing skill. The second data is questionnaire of learning style. The third data result of teacher English and students interview about learning style in achievement in writing English skill.

2. Source of Data

The researchers take source of data in this study at SMA Negeri 1 Kepohbaru, during covid-19 pandemic the researcher distributed questionnaire to students in tenth grade and get the score of writing skill, researcher took data on this discovery with the daring or online. The researcher also interviewed by teacher and students to know their learning style in achievement in writing English skill.

D. Research Instrument

The instrument for this study is the questionnaire, interview, and students' writing scores. The researcher used instrument to find out about learning styles on students' Achievement.

1. Questionnaire

The questionnaire in these studies in the form of questions consisted of visual, auditory, and kinesthetic learning styles. The questionnaire was filled out directly by students and gave a button ($\sqrt{}$) in the column provided, and there are four answer choices, namely strongly agree, agree, disagree, and strongly disagree. Each option was the score as in Table 3.2 can see the indicators of students learning style in Table 3.3

Table 3. 2 The Questionnaire Item Scoring

Option	Scoring
Strongly Agree	5
Agree	4
Disagree	3
Strongly Disagree	2

Table 3.3 Blueprint of students learning style questionnaire.

No	Subscale/Subratio	No. Item	Quantity
1	Teaching by optimizing students' sense of sight like picture or visually.	1,2,3,4,5,	5
2	Teaching by optimizing students' sense of hearing.	6,7,8,9,10,	5
3	Teaching through practicum and physical movement.	11,12,13,14,15,	5
		Total	15

a. The Instrument Validity

Validity is a tool that can measure and determine what we measure through instruments or test appropriate for the purpose. A valid instrument means the measuring used to obtain the data. The researchers conducted consultations with the validator, supervisor, and validity test to test the instrument on the student's learning styles and writing skills.

The researcher was testing the instrument of learning styles and student achievement in writing skills. There was 20 items questionnaire. After the test by the validator, there were only 15 valid items questionnaire which was used determine the student's learning style; they were number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15 used that valid item in real research. The remaining items were invalid; they were numbers 16, 17, 18, 19, and 20. The researcher then conducted a validity test based on statistical data to determine the validity of the instruments used in retrieving data. The instrument categorized valid if r arithmetic > 0,514

Table 3.4 The Result of Validity Test of Learning Style
Variable

Statement/Question	Corrected Item Total Correlation	Conclusion
P1	0,665239	Valid
P2	0,630544	Valid

P3	0,547354	Valid
P4	0,760764	Valid
P5	0,633106	Valid
P6	0,562316	Valid
P7	0,720015	Valid
P8	0,670045	Valid
P9	0,586248	Valid
P10	0,58575	Valid
P11	0,679975	Valid
P12	0,607003	Valid
P13	0,530393	Valid
P14	0,767981	Valid
P15	0,666582	Valid

The validity above that all question indicated was valid because they have r-value greater than r-table value. So, this instrument was valid if tested for the result of this study.

b. The Instrument Reliability

Reliability was the guidelines of an instrument. It means that an instrument can be called reliable if it has consistency the result of the measurement. The reliability of an instrument needed to support the validity of the instrument.

The reliability test aimed to determine that the questionnaire had consistency and was measured repeatedly. The carried out reliability jointly on the questionnaire items in a research variable. The Cronbach' Alpha was employed to quantify the reliability of questionnaire matters of learning style.

The minimal grade of Cronbach' Alpha coefficient of the ratio is 0,700. The computation of reliability used SPSS 16.0 Cronbach's Alpha was 0,815 for learning style questionnaire. Can see it in the table below.

Table 3. 1 The Result of Reliability Test

NO	VARIABLE	Cronbach's	CONCLUSION	EXPLAIN
		Al pha		
1	Learning	0,815	Reliable	Because of
	Style			cronbach >
				0,7

The table of reliability above showed that 0,815 of Cronbach's Alpha value was calculated using SPSS 16.0 for each variable greater than 0,700. So, all instruments are reliable and could be used to the next test.

c. The Normality test

The normality test aimed to determine whether the data obtained is normally or not. The test criterion for normality is that H_0 is accepted if the Asymp value was greater than 0,025, which means that normally distributed and rejected H_0 if the Asymp value was

less than 0,025 in other words, it is not normally distributed. In this study, learning style as independent variable and Achievement in English skill as a dependent variable.

Table 3.2 The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Learning Style	Student Writing Achievement
N		70	70
Normal	Mean	60.36	74.29
Parameters ^a	Std. Deviation	3.559	7.337
Most Extreme	Absolute	.097	.163
Differences	Positive	.097	.163
	Negative	089	096
Kolmogorov-Sm	irnov Z	.812	1.366
Asymp. Sig. (2-t	ailed)	.524	.048

a. Test distribution is Normal.

Based on the one-sample Kolmogorov Smirnov test of normality test on table 3.6, the value Asymp Sig. (2-tailed) The significance value of learning style variable was 0,524, and the student writing Achievement was 0,048. All these variables have a significant value more than 0,025, so it could conclude that normally distributed the learning style and student writing achievement data.

C. Linearity Test

Linearity aimed to determine whether two variables have a linear or significant relationship. This test was usually used as a prerequisite for correlation or linear regression analysis. Test on SPSS using the test for linearity with a significance level of 0.05. Two variables were said to have a linear relationship if the standard deviation is > 0.05.

Table 3. 3 Learning Style and Student Writing
Achievement Result of Linearity Test

		ANOVA	Table				
			Sum of Squares	df	Mean Square	F	Sig.
Student Writing	Between	(Combined)	740.284	15	49.352	.896	.572
Achievement *	Groups	Linearity	118.727	1	118.727	2.156	.148
Learning Style		Deviation from Linearity	621.557	14	44.397	.806	.659
	Within Grou	ıps	2974.002	54	55.074		
	Total		3714.286	69			

Table 3.7 showed that the result of the linearity test. Based on linearity test calculation, the deviation from linearity shows that the significance value of the learning style with the Achievement writing skill variable is 0,659 and it is greater than the significance value of 0,05 can conclude that the learning style and Achievement in writing skill has a linear relationship.

2. Interview

According to Kvale interview, the purpose is to gather a description of the interview concerning the interpretation of the

described phenomena' meaning.⁵² Schostak adds that an interview is an extendable conversation between partners that aims to provide in-depth information about a certain topic or subject. A could the interpreted phenomenon in terms of the meanings interviews bring to it.

The research two subjects were interview by researchers. They were the teacher and the students. In the interview, the researcher give outlines the questions presented and the questions developed into other questions, can be seen the appendixes.

3. Students' Writing Scores

Mulyana stated that value or score is reference and belief in making a choice and score is something that is desired, thus giving birth to action on oneself.⁵³ The other hand, according to Frankel's the value is the standard of conduct and inner truth efficiency that binds humans and deservedly to run and maintain.

This study used the student's writing score to take student achievement data and analyzed the learning style questionnaire results using SPSS 16.0 as the product-moment correlation. To get the tenth-grade results at SMAN 1 Kepohbaru, the researcher asked students to make paragraphs or short stories in English.

⁵² Kvale, S. *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA:Sage. (1996)

⁵³ Mulyana, Rohmat. *Mengartikulasikan Pendidikan Nilai*, Bandung:Alfabeta. (2004)

E. Data Collection Technique

The researcher collect the data was done through three stages: questionnaire, interview and get the student writing score. The researcher get the data during covid-19 pandemic through daring or online, because it's not possible conducted observation in the school. But, to get the data of interview researcher arrive in school to make direct interview and still comply with health protocols.

1. Questionnaire

According to Sugiyo, the questionnaire is a technical data collection done by giving, and a set was written questions or statements to respondents to answer.⁵⁴ In this study, a questionnaire gave students who used as a control class to determine the level of learning styles when following the process of learning English.

The researchers give a questionnaire of correlation between learning style and achievement in English skill in tenth class A and B at SMAN 1 Kepohbaru. The researcher directed the students to fill out a questionnaire in google formation and link of questionnaire begins given to students on 1 october with charging limits until 3 october.

2. Interview

In this study, the researcher conduct interview by English teacher on Sunday 12 October 2020 and the dialogue was held at

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⁵⁴ Sugiyo, *Metode Penelitian Pendidika n (Pendidikan Kuantitatif, Kualitatif Dan R&D)* (Bandung: CV Alfabeta Bandung, 2015).

teacher's office in SMAN 1 Kepohbaru. To conduct interview students the researchers ask a question through social media like chatting via whatssap. For additional, Syamsuddin stated that in quantitative analysis, the interview activity had two functions. The first function is the main strategy in collecting data like data in the interview transcript. The second function is an additional strategy for other techniques like participatory observation, document analysis and photography. Based on an interview, the study results the researcher prepares any questions related to the teacher's method and the situation in the classroom during the learning process with visual, kinesthetic and auditory learning style. To collect data from the interview, the researcher makes some procedures. Those are

- a. Preparing the concept of questions that want to be asked to subject.
- b. Record the conversation and
- c. The researcher transcripts the result of the interview

3. Student Writing Score

According to Sidi Gazalba's view, value is abstract and ideal. Value is not a concrete object, not facts, not just a matter of right and wrong, that demands empirical evidence but a deep appreciation desired and unwanted. The researchers then gave one topic related to KD 3.4 about descriptive texts and included in writing skills. This

study, the teacher, as a collaborator, helped my research in student's writing skill. To collect the data from writing English score, the researcher makes some procedure. Those are:

- a. the researcher give one topic about "what is your hobby" to students
- b. The students make a paragraph or short story about the topic.
- c. The researcher has evaluated results from an assignment based on the rubric.

Table 3.8 Rubric of Writing Skill

No	C <mark>rit</mark> eria	Description	Point
	Developing ideas	The descriptive text gives paragraph unity (topic,state good topic sentence, supporting sentence, concluding sentence). and coherence. It fulfill all criteria well.	5
		The descriptive text give paragraph unity (topic,state good topic sentence, supporting sentence, concluding sentence) but one of the criteria is weak.	4
		The descriptive text give paragraph unity (topic,state good topic sentence, supporting sentence, concluding sentence) but some the criteria is weak.	3
		The descriptive text give paragraph unity	2

		(topic,state good topic sentence, supporting sentence, concluding sentence) but most criteria above are weak. The descriptive text still give topic but all criteria	1
2	Grammar	are weak. Use present tense correctly, use relational verb and adjective words	5
		Use present tense correctly, use relational verb but do not use adjective words correctly.	4
		Make erors of tenses. use relational words and use adjective words	3
		Make erors of tenses, do not use relational verbs corretly and use adjective words	2
		Make erors of tenses. use relational words and use adjective words	1
3	Vocabulary	All or almost all of the descriptive text words are use effetively	5
		Use many descriptive words effetively	4
		Use some descriptive words	3
		There are some mistakes in usng descriptive words	2
		Do not use the descriptive word	1

		correctly	
4	Mechanics The descriptive te correct punct spelling and capita it fulfill all criteria.		5
		The descriptive tex uses punctuation, spelling but fairly captalization but one of the criteria is weak	4
		The descriptive tex uses fairly punctuation, but loosely corret spealling and capitalization. Some criteria is weak	3
	W	The descriptivetext uses fairly punctuation but inadequate corret spelling and capitalization. Most criteria are weak.	2
		The descriptive texts do not use corret punctuation, spelling and capitalization.	1

The scores obtained from the students analyzed together with a questionnaire. In division, the learning style was taken by questionnaire as variable X, and students' writing skills taken from the assignment students score as variable Y and then analyzed through SPSS 16.0 with the Spearman correlation formula.

F. Data Analysis Technique

After collecting the data, the researcher analyzed the data. Data analysis is a systematic process for analyzing data that was collected.

The researcher used questioner from students' and interview the English teacher to know the learning style score. There is a key to see the kind of learning style in every student. In comparison, the test is a measurement tool and guided researcher to collect the data.

In short, the steps in analyzing data are:

The researcher collects document data containing values from the result of assignment students and analyzed through SPSS (Spearman correlation) test formula the number of samples <= 70 is:

$$\rho = 1 - \frac{6\sum d_i^2}{n(n^2 - 1)}$$

p : Spearma<mark>n r</mark>ank <mark>corre</mark>la<mark>tio</mark>n coe<mark>ffic</mark>ient

di : different between two paired observation

N: total observation

These results would be in the form of tables that presented or described.

- 2. The researcher gives some question from students, and then the researcher added the score every number of statements.
- 3. Then, the researcher interviewed the results of the teacher to be a supporting result of learning style.
- 4. After selecting the data, the researcher displays the data in a good sentence.

5. The last step, conclusions are taken. The result of collecting data the students' English grades obtained from assignment student, the questionnaire of learning style, and interview the teacher and student as described in findings and discussion in chapter IV.



CHAPTER IV

FINDING AND DISCUSSION

This chapter passage researcher presented the result of this research divided into two kinds; the first is finding is indicates the process of analyzing and calculating the data of research. The second is discussion exhibited description and interpretation of findings and related the previous study.

A. Findings

The researcher indicated four of the divisions in the finding. The first division is characteristic of students learning style. The researcher used a characteristic of students learning style questionnaire to compile the data. The second division is the students' Achievement in English skill. The third division is a correlation between learning style and Achievement in English skill. The last division is to interview the teacher, and students used to adjust the data. The value of daily assignment from English teacher used for analyzed students' Achievement in English skill. Learning style questionnaire deployed online via WhatsApp class tenth group A and B.

1. The Student learning style

To catch students' level of characteristics of students' learning styles, they are asked to provide answers to the question in the learning styles questionnaire. The passage detailed the interpretations of students' responses toward learning styles in writing English

learning. Students used three common characteristics of students' learning style, such as visual, auditory and kinesthetic.

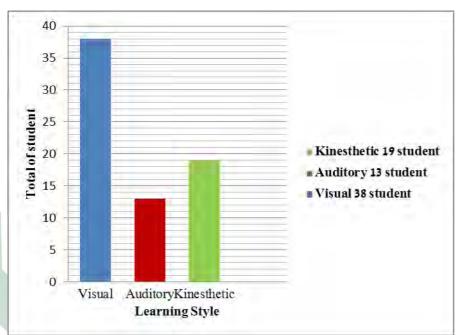


Figure 4. 1 The Ratio of Students Total of Each Students Learning Style

To determine the results, student learning styles. The researchers calculated the mean of questionnaire scores on each learning style, and the highest score indicates the type of student learning style. From the 15 questionnaire questions calculation results with 70 students, 38 students like visual learning style, followed by auditory learning style 13 students and the last 19 students with kinesthetic learning styles.

2. Students Achievement in English Skill

In this study, the meaning of the word achievement is students' value achievement by students during the learning process. In this

case, the English language skills chosen by the researcher are writing skills. The students' writing skill achievement score of the tenth grade at SMAN 1 Kepohbaru. The researcher gave the questions to students related to making paragraphs or short stories in English.

The researcher used an indicator of the students' writing achievement can be seen in table 4.2.

Table 4. 1 The Indicator of the Students' Writing Achievement

Category	Rank Score	Value
A	80 - 100	Very good
В	66 – 7 9	Good
C	56 – 65	Fair
D	40 – 55	Poor
E	≤ 39	Fail

Based on the table indicator of students writing Achievement, Students who score 80 to 100 are classified as category A and are considered outstanding achievements. The second category is B, with a 66 to 79, so it is regarded as a good achievement. Furthermore, the third category is C, with a 56 to 65, which is classified as a quite good achievement. Then, students who scored 40 to 55 are included in poor performance. The last category is students who get a score of less than 39, and it is classified as a failed achievement.

Table 4. 2 The Score of Students Writing Skill Achievement student writing skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	9	12.9	12.9	12.9
	70	34	48.6	48.6	61.4
1	80	20	28.6	28.6	90.0
	90	7	10.0	10.0	100.0
	Total	70	100.0	100.0	

From table 8.1 it could see that the highest score is 90 and the lowest score was 60. Based on the data, the students who got score 90 be found seven students, the students who got 80 was 20 students, and then students who got score 70 was 34 students, the students who got score 60 was 9.

Based on the table 4.2 score of writing students, the researchers assess according to the material indicators. There are several criteria such as: developing the idea, grammar, vocabulary and mechanic with the description of each criterion and point of value.

3. Interview

The data obtained through interviews were analyzed descriptively by researchers looking at the teacher's background in teaching and learning activities. The interview results were obtained from one teaching English in the tenth grade and 4 students randomly selected from class A and B with the two students each. Based on the data

from the interview, it shows that the English teacher who teaches at SMAN 1 Kepohbaru uses a learning style depending on the material to be delivered. For writing skills, the teacher prefers to use a visual learning style because it gets a good response. *Can see the transcript below*.

The method used in teaching depends on the material to be delivered, but for writing skills the teacher uses a visual learning style, like giving pictures t students and then they are continue to describe them according to the creativity that is the minds of students.

However, for the learning style method that the teacher wants is a visual learning style and students receiving it well, they are also very enthusiastic about this method. Can see the transcript interview the appendix.

Besides interviewing the English teacher who taught the tenth grade, the researcher also took the data from an interview of 4 students. These 4 students were randomly selected from class A and B, with 70 students as a population in the study of learning styles on students' writing skill. After analysing the results of the data, it shows that these four students tend to be interested and prefer visual learning styles. The four students interviewed by researcher three of them are interested in visual learning styles because according to them learning using image media can foster student motivation and a sense of enthusiasm for learning, only one student liked the auditory learning style with the reason that the material in the video was easier to

understand and the explanation of the material was very clear. *can see* the transcript below.

My preferred method is to study face to face with the teacher for a clear explanation and I like with auditory learning style when teacher teach the material. (student 1)

I like visual learning style method because images can be used as a motivation. So, that, they are enthusiastic in learning. (student 2)

I like visual learning style method or image. (student 3)

I like visual learning method or image because the method is clear and understand. (student 4)

4. The Correlation between Learning Style and Achievement in English Skill

After describing the result of the research derived from every variable, before calculating the correlation between learning style and Achievement in writing English skill, the researcher performs the data analysis using the normality test, H₁ was accepted if the normality test is normally distributed and H0 was rejected if there is no significance between two variables. Afterwards, the learning style questionnaire and the scores on students' writing skills using SPSS version 16.0. Furthermore, the analysis results are described to find the relationship between learning styles and student achievement in English language skills.

Table 4. 3 The Correlation Learning Styles (X) and Students Writing Skill Achievement (Y)

Correlations							
		Achievement					
	Learning style	in Writing Skill					

Spearman's rho	Learning style	Correlation Coefficient	1.000	.535 ^{**}
		Sig. (2-tailed)		.000
		N	70	70
	Achievement in Writing	Correlation Coefficient	.535**	1.000
	Skill	Sig. (2-tailed)	.000	
В		N	70	70

^{**.} Correlation is significant at the 0.01 level (2-tailed).

a

sB Based on the table above, it's known that the significant Sig 2 (tailed) value of the relationship between learning styles and students' Achievement in writing skills is 0,000 cause the value is less than 0,005. it means that there are is a significant correlation between the two variables and The hypothesis (H₁) it means accepted because there is a relationship between learning style and Achievement in writing English skill.

From the analysis using the Spearman formula, the correlation coefficient is 0.535. It means that the level of strong correlation between learning style and Achievement in students' writing skills variables has a strong relationship (it could be seen the table chapter three criteria of reliability rank Spearman), and 0,535 is significant with the result that the relationship between two variables is directional and similar. Furthermore, it can be interpreted that if the learning style is improved, the students' writing skill achievement will also increase.

B. Discussion

Related to the research finding, the researcher discussed the result of the data. It is from the questionnaire and the value of students' writing skills. To answer the research question of the correlation between learning style and English skill achievement at SMAN 1 Kepohbaru. The researcher has used the rank Spearman correlation to examine the data, whether the data has a significant correlation or not.

The data obtained in this study presented that learners' of SMAN 1 Kepohbaru with the used questionnaire adapted from Faris Fahrudin. ⁵⁵ From the acquisition of the data, the students of SMAN 1 Kepohbaru have various learning styles criteria. Based on the definition by Reid J, there is three division of characteristic learning style. ⁵⁶ Visual learning styles with the criteria, they like learning using image media.

Besides that, some other students also like the auditory learning style because they are interested when learning by listening to material through audio played by the teacher. However, some students choose to learn by role-playing according to the material being taught, and these students are classified as kinesthetic learning styles.

The learning styles distinguished in SMAN 1 Kepohbaru are visual learning style. Table 4.1 showed that 38 students like visual learning

⁵⁵ Fahrudin, Muhammad Faris. *The correlation between students' style and students' speaking achievement.* Journal of studies in Education. (2015)

⁵⁶ Reid, J. The Learning Style Preferences Of ESL Students. 21 (1). TESOL Quarterly, 1987.

style, followed by auditory learning style 13 students and the last 19 students with kinesthetic learning styles. From the calculation results above of the 15 questionnaire questions with a total of 70 students.

The first finding is supposed with Rajshree S Vaishnav previous research with the dealing Learning style and academic achievement of secondary school students. The discovery showed that characteristic students learning style is visual, and there exists a high positive correlation between learning style and achievement in secondary school. Reid said that higher interest and motivation in the learning process and students responsibility for their own learning.⁵⁷ So, the teacher finds out own preferred learning which often becomes a predominant learning style for better learning.

The second finding to be considered a previous study by Melih Kocaklogu with the title determining the learning style for elementary school (1 - 8 grade) teacher. The result showed that the correlation between learning style and genders with the score total measured by Pearson Chi-square test is =0,052, p>0.01. It means that there is a significant correlation between the two variables.

The third finding established by Muhammad Asif Bhalli examines the medical students' correlation with preferred teaching

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⁵⁷ Reid, J. *Affect in the classroom: problems, politics, and pragmatics. In J. Arnold (Ed.)*: Cambridge University Press. (1999).

methodologies and academic achievement. From the outcome student reactions, most of the characteristic learning style is visual. There is a significant correlation between learning style and preferred teaching methodologies and academic achievement by Pearson Chi-square test. Thus, the teacher should align their instructional strategies with the students' learning styles and employ various modes of information transfer.

In general, the discoveries of this research showed that students most have a visual learning style. Furthermore, the students especially like visual learning. This learning use imagination as information has obtained from material. The most important in learning style visual is they have to see expression teacher when explaining the material. The result supposed the previous study by Muktriza Oksattridywi that student visual is they have an expression when explaining the material in class.

In this passage was investigated students achievement. Achievement is the results of work or study efforts that indicate the size of the skills achieved in values. In this study, The English skill chosen by the researchers were writing skills. Brown said that writing is a two-step process. The first process is figuring out meaning, and

the second process is putting the meaning into language. Writing represents what we think.⁵⁸

These research discoveries exhibited a varied score of learners towards writing skill achievement can see it table 4.2 of score total writing skill. The counting of SPSS 16.0 concluded that the average writing score of students at SMA Negeri 1 Kepohbaru was 90 with 7 students, 20 students score 80, and 34 students who score 70 and 9 students scored 60. Based on students' writing achievement, students who get high scores are in the excellent category. It means that these students have good achievements in the field of English writing skills.

The finding supposed by Rajshree S Vaisnhav from learners' reactions toward learning style and academic achievement. The result showed that secondary school students' academic has influence in the learning process with the score total 0,658 calculated by Pearson product-moment in windows SPSS 16.0. Therefore, learning style is more benefited from increasing student academic achievement.

The last finding supposed by Muhammad Asif Bhalli with the title learning style of medical students and its correlation with preferred teaching methodologies and academic achievement. The result of this study of learning style and academic success grades p=0.518 showed a

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⁵⁸ Brown, H Douglas. *Language Assessment Principle and Classroom Practice*. New York Logman, 2001.

significant relationship in academic achievement. The teacher should be developed a variety of modes of information transfer in the learning process.

From the whole of the research, this study exhibited the output that the pupils of SMAN 1 Kepohbaru have quite exemplary academic achievement in writing English skill. Based on the indicator of students' writing skills classified with excellent value, the senior high school enjoy the learning process and suitable for the learning style method.

From the calculation, the value of the Pearson product-moment correlation is 0,535, and the Sig (2-tailed) is 0,000. Derived from the intensity relationship coefficient shown in table 3.1, a value of 0,535 is translated as a value with a strong relationship. Accordingly, the hypothesis (H₁) declared a relationship between learning style and Achievement in English skill. Furthermore, the result of this correlation indicated that there is a relationship between learning style and students' Achievement in English skill. The affirmative value of 0,535 appears from calculations using SPSS version 16.0 with the Spearman correlation formula indicating an affirmative relationship between two variables. An affirmative relationship is a relationship when the variable X increases, and variable Y also increases. This study results that with a learning style following the students' character, student writing achievement is high.

This research has the same result as the previous study. The previous study that integrated learning style and academic achievement of secondary school students by Rajshree S Vaishnav, the kinesthetic learning style more prevalent than visual and auditory learning style among secondary schools students. The same result with this research is this study was conducted the variables learning style there is a significant correlation on academic achievement.

The result of this study is the same as in previous studies. Previous

learning achievement by Roswita Aboe, using questionnaires to analyze student learning styles with 75 respondents consisting of 15 male students and 60 female students. The same result as this research shows that the coefficient analysis of the relationship between learning styles and student learning achievement is significant with the characteristics of the type of visual learning style.

This research is also the same as previous research conducted by Muhammad Asif Bhalli with the learning style of medical students and its correlation with preferred teaching methodologies and academic achievement. According to VARK, there are four learning modalities visual, Auditory, Read, and kinesthetic. Pask divided learners into two groups, serialistic and holistic based on their learning style. Furthermore, this result consistent with a study by Slater which

demonstrated significant gender in different learning style.⁵⁹ The result of this study exhibited that there is a relationship between learning style of teaching methodologies and academic achievement. The researcher's outcome is that students' learning style is visual, and the data used analysis Pearson product-moment in SPPS 16.0.

The discovery of this research published that students' learning style is influential toward student achievement, particularly in writing English skill. Based on the theory by Rezaenejad stated that every student has a different learning style and to understand each class needed a method or style in teaching. ⁶⁰ Thus, students believe in their ability to participate well in classroom learning. In this discovery, the majority of students in tenth grade A and B at SMAN 1 Kepohbaru like visual learning style and with the method of visual they have a good achievement in writing English skill. English teachers also like visual method in teaching writing skill because the students can be develop the creativity through media visual.

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⁵⁹ Slater JA, Lujan HL, DiCarlo SE. *Does gender influence learning style preferences of first-year medical students*. Adv Physiol Educ (2007).

⁶⁰ Maria, Rezaeinejad A.A. *The Study Of Learning Styleand Its Relationship With Educational Achievement Among Iranian High School Students*. Procedia-Social And Behavioral Sciences, 2015

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter concluded, the study's originated in the discovery and deliberation clarified in the earlier chapter. Besides, the researcher also provides the same outline propositions on the conclusions and suggestions.

A. Conclusion

The derived from discovery that has been deliberated in this research shows that the results of the SPSS 16.0 analysis on the Spearman correlation of product-moment the positive and strong correlation between learning styles and student writing English achievement in SMA Negeri 1 Kepohbaru. The majority of students have a good achievement in writing English skill and show that they have a learning style for English independently. It's known that there are 70 students from a total 15 questionnaires belonging to the visual, auditory and kinesthetic categories. Found the results from the questionnaire that almost all students have a visual learning style with 38 students. Then, 13 students were found to have an auditory learning style. Next, students who have categorized the kinesthetic learning style are 19 students. The student assignment score that the

researcher obtained from the English teacher showed that most of the students have good English writing skill.

After collecting data on learning styles in students' English writing achievement, the calculation of the number of points in each variable using the Spearman correlation formula to determine the relationship between two variables. The results show that the person correlation coefficient is 0,535 which indicated that the two variables are revealed strongly and affirmatively. It means, students' learning styles and achievement in writing English achievement in this study have a positive correlation.

B. Suggestion

Based on the conclusion addressed above, it can be delivered some suggestion go to:

1. For the teachers

The student has a different learning style. Therefore, the teacher can use various methods to combine these methods with existing learning styles for each student such as visual, auditory and kinesthetic learning styles. Thus students can learn in a focused manner so that the students' English writing score increase.

2. For the students

Students are expected to understand and develop the students' learning styles to maximize the knowledge gained in the learning

process. Knowing that what learning styles students have can absorb the material and get good English writing skills.

3. For the researchers

This research is new so that it can be developed and become a reference material for further research, and can reproduce the interview sample.



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