

**THE INFLUENCE OF STUDENT LEARNING STYLE TOWARD
THEIR ENGLISH LEARNING ACHIEVEMENT OF SMP IT AR-
RISALAH BATAM ACADEMIC YEAR 2021/2022**

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Abstract

The purpose of this study was to determine the types of learning styles that students have. The populations in this study were students from grade 7 and 8, with a total of 29 students. This research was conducted at SMP IT Ar-Risalah, Batam. This research is a descriptive qualitative study. In data collection, the researchers used questionnaires and documents. The questionnaire in this study was used to determine which learning styles the students dominated in the learning process. The results of the analysis of the students' learning styles showed that there were 21 (84%) students categorized as visual learners, 1 (4%) students were categorized as auditory learners, and 4 (12%) students were categorized as auditory learners. The result of this research show that there is any significant Influence of Student Learning Style on their English Learning Achievements. The calculation using One Way Anova can be obtained the level of F was 533 with degree of freedom (df1)=17 degree of freedoms (df2)=7. Level of significance probability was 0.00 smaller than 0.05. Its mean that the strength of correlation coefficient between two variable came in good correlation and it is positive influence.

Keywords: Influence, Learning Style, English Learning Achievement

INTRODUCTION

English is an important language in our life. Accordingly, the Indonesian government has designated English as one of the subjects in Indonesian schools. English has become a local curriculum in elementary schools, including middle schools, high schools and higher education institutions. We want Indonesian students to master English through their studies.

Now, many Indonesian students in high school have difficulty learning English. That's because there are many differences between English and

Indonesian. However, there are some students who can master English easily. That's because they have their own way of learning it. Everyone always needs a learning process to master something.

learning as the ability to retain knowledge or skills Brown (2002, p. 7). In learning a student must have a different learning style to understand what is being taught, one's ability to understand the lesson is certainly in a different degree. Some were quick, moderate, and some slow, because they often have to go about different ways to come up with the same information or lesson. There are some students who prefer their teachers to teach by writing the board so they can read and then try to understand it. However, there are also some other students who prefer their teacher to teach by conveying it orally and they listen to understand it. Meanwhile, there are students who prefer to form small groups to discuss questions related to the lesson, besides being able to influence their understanding, Learning styles can also affect their achievement.

Learning achievement is the final assessment of students determined by the teacher through a point system expressed by letter grades. All students, parents, and teachers as teachers want to achieve high learning achievement, because high learning achievement is one indicator of success in the learning process. But in reality not all students get high learning achievement and some students get low learning achievement. The level of learning achievement obtained by students is influenced by several factors.

Starting March 2020, learning systems around the world are undergoing changes. In general, the teaching and learning process is carried out face-to-face, but has been replaced with an online learning system to prevent the Covid-19 virus. This is not easy for teachers or students to do. Students can learn only by relying on an internet connection and supporting media and do not require a classroom to carry out the learning process.

Regarding learning English at SMP IT ArRisalahBatam which is carried out online, which requires teachers to be more skilled in determining what method the

teachers will use when teaching. Besides that, many students do not consider their learning style so that the learning does not achieve what is expected. to be achieved, besides that the teacher also pays less attention to student learning styles due to class amalgamation which makes learning not go well and it makes students lack motivation and interest when teachers use teaching methods that are not in accordance with their learning styles .

The Pre-observations conducted at SMP IT Ar-Risalah showed that the acquisition of English learning achievement was still less than optimal, there were several things that made English language learning less than optimal, namely students with different characteristics, especially in absorbing the information conveyed by the teacher in the learning process, especially in an online situation like this, many children still do not understand what is being explained. Students have difficulty in understanding the subject matter which in the end has an impact on their learning achievement, especially in English subjects.

According to Keefe (Brown, 2002, p. 120) learning styles can be considered as "cognitive, affective, and physiological characteristics which are relatively stable indicators of how students perceive, interact, and respond to the training environment There are some characteristics of learning style from Coline, Rose & Nicholl (2015, pp. 133–135):

1. Visual like to read (like / enjoy reading), watching television, watching movies (go to the movies), guessing riddles or crosswords, preferring to read instead of recited. Would rather concentrate to facial expressions when lecture people or read a passage to him. Remembering someone through sight. Remembering the words by seeing and frequently good on spelling or pronouncing. Have an honest visual memory, remember where to go away something some days ago
2. Auditory prefer to hear the radio, music, drama or plays, debates. (Auditory children like stories read to him with various expressions). Good remembering on the person name and facts. Likes to speak and have a large vocabulary. Receive and provides direction to the reason of the words (verbal). Expressing

verbally emotions through speech or vocal inflection. prefer to talk even within the classroom. Relate to others through dialogue, open discussion. Respond better when heard instead of read information.

3. Kinesthetic Like vigorous activities, both social and sports, like dancing and hiking. Remember the events, things that happen. Giving and receiving explanations by following the direction of the intended path. Expressing emotions through visual communication. Reveals words and phrases such as: feel, touch, handle, hold. Connect with others through physical contact, close, touching. They also felt uneasy only sit down and without doing something.

METHODOLOGY

The type of research used in this study is quantitative research using a correlational approach. The independent variable in this study is the perception of students in bold learning and independent learning, and the variable is the result of learning mathematics. The populations in this study were students of SMPT IT ArRisalahBatam. The Sampling using the saturated sampling technique by making all 9th grade students as samples, 25 people. The instrument used was a questionnaire (questionnaire) which was made based on indicators of student learning styles, tested for validity and obtained reliability with the help of SPSS statistical software 20.

Based on the calculation of validity using SPSS statistical software 25, it was obtained 32 statements of student learning style questionnaires; there were 10 statements that were not valid because the value was < 0.343 . The remainder of the statement discloses the 22 items that will be used for the study.

Based on 22 valid statements using the alpha formula, all the data obtained are in the high category, as shown in table 1 below:

Table 1. The Result of Reliability Learning Style

Reliability Statistics	
Alpha Cronbach	No of Items

Visual Learning Style	.857	22
Audiotory Learning Style	.633	22
Kinesthetic Learning Style	.749	22

Meanwhile, for data analysis techniques using normality Test and Multiple Linier Regression, for hypothesis testing using the One Way Annova test

RESEARCH FINDING AND DISCUSSION

After analyzing all the data, the researcher finally found and compiled several findings.

Table 2. Data Descriptive

		Learning Style	Learning Achievement
N	Valid	25	25
	Missing	0	0
Mean		79.12	77.40
Median		76.00	80.00
Mode		62 ^a	70 ^a
Std.Deviation		2.629	1.735
Variance		172.777	75.250
Range		48	25
Minimum		62	65
Maximum		110	90
Sum		1978	1935

The purpose of this study was to see a significant relationship between the independent variable and the dependent variable. In accordance with these objectives, the tests used are product moment correlation analysis and multiple

correlations. Based on the results of the research that has been done, before the data is analyzed to test the hypothesis, the data must first meet the normality requirements. The normality test in this study used the Kolmogorov Smirnov test for each independent and dependent variable. The following are the results of calculations using SPSS version 25 software.

Table 3. Normality Test

Learning style Achievement		Learning			
		X1	X2	X3	Y
N		25	25	25	25
Normal Parameters ^{a,b}	Mean	31.04	23.12	25.32	77.40
	Std. Deviation	6.693	4.352	4.688	8.675
Most Extreme Differences	Absolute	0.162	0.120	0.160	0.163
	Positive	0.162	0.120	0.160	0.163
	Negative	-0.146	-0.106	-0.110	-0.138
Test Statistic		0.162	0.120	0.160	0.163
Asymp. Sig. (2-tailed)		.090 ^c	.200 ^{c,d}	.098 ^c	.085 ^c

A data is said to be normal if the probability (*sig*) > 0.05. Based on the table of results of data analysis using SPSS version 25 software, it is proven that of the three variables, namely student learning styles and students' English learning outcomes, the distribution is normal.

Table 4. The result of Hypothesis Annova

Learning Achievement					
	Sum	of	Mean		
	Squares	Df	Square	F	Sig.

Between Groups	1018.500	17	59.912	0.533	0.863
Within Groups	787.500	7	112.500		
Total	1806.000	24			

From the table can be obtain the level of F was 0.533 with degree of freedom (df1)= 17 , degree of freedom (df2)=7 Level of significant probably was 0.00 smaller than 0.05. There by null hypothesis (ho) rejected and Ha accept. This matter indicates that there was the influence of student learning style on English learning achievement.

DISCUSSION

As the authors drew up in the opening section, this study goals to assign the relation between the influence of student learning style toward their learning achievement of SMP IT Ar-RisalahBatam in academic year 2021/2022.

In this discussion comes from the analysis of the findings. The analysis has been carried out to answer the research problem. This section presents several issues related to research design, data collection methods and data analysis based on the findings in related studies.

In this study, researchers have conducted data collection. That data were collected using two instruments. The first is a questionnaire that was given to all students as participants in this study. They were asked to fill out statements on the questionnaire. Questionnaires are used to find out what learning styles are used by students. The second instrument used is in the form of documentation. This documentation is in the form of a recap of student score.

In this discussion, we intend to present the derivative of analysis of findings. The analysis has been carried out sequentially to answer research problems. From this analysis, the researchers get the following results;

1. The number of participants used in this study was 25 people.
2. Based on the analysis the result of data student learning style show that the highest score of the questionnaire was 110 and the lowest score of the questionnaire was 65 The mean score was 79.12 while the median was 76.00 and The mode was 62 the standard derivation of data was 13.144 and the variance was 172.77 .As previously stated, the mean score was 79.12. Based on the score categorization above, it can be seen that score 79.12 is in the 73-85 class, which is the categorized not sufficient. in short, it can be said that level of student learning style is categorized not sufficient.
3. Based on the result of data analysis show that the mean of the English Learning achievement was 78.33, the median was 80.00, and mode was 80 meanwhile, the standard derivation was 7.709, the variance was 59.434, the highest score was 90 and the lowest score was 65. As the previously stated, the mean score of the data English learning achievement was 78.33 based on classification of student learning achievement, it can be seen that score 78.33 is in the interval 66-79 ,which is category good. In short, it can be said that level of the English learning achievement is categorized as good.
4. From the SPSS calculation the writer gets a data is said to be normal if the probability (sig) $>$ 0.05. Based on the results table of data analysis using SPSS version 25, it is proven that of the four variables, X_1 is normally distributed, X_2 is normally distributed, X_3 is normally distributed and Y is normally distributed.
5. By applying multiple linear regression and simple linear regression, it can be described the student learning style influence the student learning achievement. it show that hypothesis which is say " there is a positive and significant influence in the student learning achievement of SMP IT AR-RISALAH BATAM in academic years 2021/2022" is accepted. The accepted hypothesis is the Alternative Hypothesis (Ha). From these results it can be obtained that there is a significant positive effect of the two variables. So that means Ha is accepted and Ho is rejected.

Based on the outcome, The result of research show 21 student prefer to used visual learning style, 1 student uses auditory and 3 uses the kinesthetic learning style. Data is taken from the questionnaire that given to the student of SMP IT AR-RISALAH BATAM.

To know the influence of student learning style, the researcher use One Way Anova. The result the level of F was 533 with degree of freedom (df)₁=3, degree of freedom(df₂)= 50. Level of significance probability was 0.00 smaller than 0.05. There by null hypothesis (h₀)rejected and (h_a) accepted .this matter indicated that there was the influence of student learning style on English learning achievement.

CONCLUSION

Based on the results of the research that has been carried out, the conclusions that can be put forward in this study are as follows: (1) The learning styles of the SMP IT Ar-RisalahBatam for the academic years 2021/2022 are 21 students using a visual learning style, 1 student using an auditory learning style and 3 students using a kinesthetic learning style. From the data obtained, it can be seen that the learning style most widely used by SMP IT Ar-RisalahBatamstudents is visual learning. (2) There is a significance influence of the students' learning styles on their English learning achievement on the Ninth grade students of SMP IT Ar-Risalahin the academic year of 2021/2022

SUGGESTION

Based on the results of this study, the authors provide suggestions that can make positive changes for the future. The suggestions put forward by the author are as follows:

1. For teachers

It is hoped that they need to pay attention to students' learning styles towards learning; because the facts show that there is an influence of learning styles on

student achievement. If it is known then the teacher can use the right way how they teach to students and students follow it happily without any element of coercion.

2. For students

Students are expected to know their learning styles so that those who have difficulty in the learning process, students should know more about their learning styles so that the learning process can be achieved to obtain more satisfying learning outcomes.

3. The Researchers

The researchers, hope that this research can open wider theoretical and practical insights, then it is hoped that future researchers will look for other variables and can try on more samples to provide more relevant information, which is not limited in number as in this study.

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