



Student English Achievement and Their Learning Style: A Correlation Study on English Learners Exposure

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ABSTRACT

The purpose of this study is to determine the relationship between students' learning styles and their English achievement. In this study, the researchers used quantitative methods and correlational research designs. The population of the study was students of Khaengsriphum School at Loei, Thailand. From the total population, 35 sixth-grade students were chosen as a sample. In collecting the data, students were given questionnaires and tests. The questionnaire that created by researcher was based on a learning style theory and used a Likert scale. In this study, the questionnaire addresses all learning styles, including visual, auditory, and tactile. The Pearson Product Moment was then used to analyze the data from the test and to determine if there was a correlation between the two variables. For hypothesis testing, the researcher used SPSS version 25. Based on the results of categorizing students' learning styles through questionnaires, showed that 11 students (31%) preferred visual learning styles, 15 students (43%) preferred auditory learning styles, and nine students preferred tactile learning styles (26%). This indicated that Khaengsriphum School students tend to have auditory learning style. In addition to the questionnaire, the correlation test results revealed that students' learning styles had a significant relationship to their learning achievement, with a significance level of 0.00. The calculation results showed that students who referred to the visual learning style had the highest correlation (0,908), followed by students who referred to the auditory learning style (0,827). Thus students who referred to tactile learning styles have the lowest correlation (0,823). In conclusion, although the visual learning style has the strongest correlation, the majority of students tended to prefer the auditory learning style during the learning process.

Keywords: correlation, learning style, English achievement

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INTRODUCTION

Language is an important tool for communication. Knowing a language other than native tongue is considered to

be beneficial for speakers. For this reason, learning to communicate in English is useful nowadays (Al-Zoubi, 2018). Furthermore, English is a global language

that almost everyone uses, not only at school but also at work, travel, and other places (Akçay, Bütüner, & Arikan, 2015). It is no denying that native language speakers will be better able to communicate ideas to everyone else when using English. This could be because native speakers of a language find it easier to communicate, either explicitly or implicitly, in that language. However, when people are required to communicate in a language that is not their native tongue, problems normally appear due to miscommunication with other people in the conversation. Of course, the policy of using English as an international language is due to the country's lifestyle and cultural factors. English, for example, is regarded as a foreign language that must be learned in Indonesia. This has the potential to make English become the difficult language to learn (Fathiyah et al, 2020).

According to Holifah and Kurniasih (2021), exposure to English should begin at an early stage to achieve the primary goals of learning English. Children must be exposed to habituation and learning from an early age. It is undoubtedly that a student studying in a country where English is spoken as a first language has greater exposure and learning opportunities. However, exposure to a second language can be done effectively, especially at school and through technology, or when students read books and other materials written in the second language or listen to music in the second language. Most importantly, the learners will be exposed even if they are not English active users. In brief, the teacher's and the students' environment have a

significant impact on students' ability to learn English (Pratama & Arriyani, 2021).

Besides the students' environment, students learning styles are also become another important factors. This is mainly because each student gets information from their learning process in a different way. For this reason, some teachers need to use an approach that suits their learning style. "Knowing and understanding a student's learning style will help them improve their academic ability effectively" (Saadi, 2012). Learning style, according to Naning and Hayati (2011), refers to how students determine appropriate and efficient ways to understand, recognize, and store what they are going to learn. Learning styles refer to what students do frequently and how they prefer to perceive, handle, and retain new information and student skills (Rezaeinejad, Azizifar, & Gowhary, 2015).

Learning styles are typically associated with psychological, affective, and cognitive characteristics that present a systematic view of how students observe and engage with their learning environment (Wulandari, Harahap, & Hati, 2019). Individual, psychological, affective, and intellectual behaviors related to how students present, relate, and respond to their learning environment are described to as learning styles. This can provide students with encouragement and feedback as they learn (Chermahini, Ghanbari, & Talab, 2013). Learning styles, according to Vaishnav (2013), include psychological, affective, social, and intellectual behaviors that are used to assess how students understand, relate, and take responsibility.

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According to Halim et al. (2021), teachers' teaching styles and methods have a large influence on students' learning styles. The process when teachers share their knowledge is a process of students' understanding of learning information. Of course, the ways in which students learn differ from one another. Because students have a variety of learning styles, not all learning methods must be the same. A teacher's mastery of teaching methods and strategies surely has a significant impact on understanding learning material and communicating ideas. Essentially, teachers' preferences for various teaching-learning methods to students must be considered, particularly in relation to methods that are familiar to students' learning styles, positive outcomes, and so on. Finally, teachers should adopt a variety of teaching methods or strategies to ensure that students with different characteristics can effectively learn and acknowledge the learning process.

Learning styles must be understood and recognized by both students and teachers. In this sense, teachers must play an important role for helping students in improving their learning strategies and achievements, minimizing learning problems, and understanding the diversity of their peers. Most importantly, learning styles can help student in focusing their effort to improve their learning achievement. They will effectively find learning strategies and determine their learning weaknesses and strengths by using the appropriate learning style methods. According to JilardiDamavandi et al. (2011), several factors influence learning achievement, including characteristics, behaviors, and

psychological factors. Some students, for example, may prefer to listen to material presented by the teacher, while others may prefer to practice in the lab. Furthermore, other students can understand the material while studying in groups. Other students may be able to comprehend their own learning.

According to Nur'Azizah et al. (2021) and Djamarah (2002), one of the benchmarks of student learning success is learning achievement. Following an explanation of various points of view and theories, teachers' ability to provide students with a variety of learning styles and needs can have an impact on student achievement (Pikri et al, 2020; Rachman et al, 2019). This method is significant and has an impact on students' grades because students' learning styles are related to how they acquire and comprehend information. Given the significance of learning styles and student achievement, a research process that includes variables such as learning styles, methods, and skills is required (Maulidiyah, 2020).

RESEARCH METHODOLOGY

The researcher used a quantitative method with a correlation design in this study. This is related to the main objective of this study, which is to determine the relationship between students' learning styles and their English language achievement. According to Gay et al. (2011), the purpose of correlation research is to determine correlations between variables or to use relationships to make predictions. In this study, the population consisted of all primary school students at Khaengsriphum School in Loei, Thailand, in 2021. 35 sixth grade

students were chosen as a sample to actively participate in the study.

Researchers collected data using two different types of instruments: questionnaires to determine students' dominant learning styles and testing is used to determine students' English skills and if there is a relationship between the two variables. As previously stated, the first step was to distribute questionnaires to students in order to determine their learning style. The questionnaire used was a fifteen question items with a two-point Likert scale and then an answer of "agree" or "disagree." Before distributing the questionnaire, the researcher explained the study's objectives to the students or respondents, talking about the importance of answering all of the questions so that the study can be effectively analyzed. In addition to distributing questionnaires, researchers administered tests to determine their English language learning abilities or achievements. Following the collection of data, SPSS version 25 was used to analyze the correlation between the two variables as well as to answer the study hypotheses.

FINDING AND DISCUSSION

The objective of this study was to determine the relationship between students' learning styles (including auditory, visual, and tactile learning styles) and their learning achievement. As stated in the methodology section, the findings of this study were drawn from the results of two types of instruments used and analyzed using SPSS. The first findings were based on data from a questionnaire distributed to all 35 Thai primary school students at Khaengsriphum School, or students

chosen as a sample of the entire population.

According to the results of a questionnaire-based categorization of student learning styles, 11 students (31%) preferred visual learning styles, 15 students (43 %) preferred auditory learning styles, and nine students preferred tactile learning styles (26%). This indicates that Khaengsriphum School students prefer auditory learning. In this case, it means that students would rather listen to the teacher's instructions than read a textbook. In considerable detail, as shown in Table 1, which contains the results of the researcher's analysis of the student questionnaire responses.

Table 1. Frequency Distribution of Students' Learning Style

Learning Style	Number of Students
Visual Style	11
Auditory Style	15
Tactile Style	9
Total	35

According to Table 1, the auditory learning style is the most common among Thai primary school students at Khaengsriphum School, with a total of 15 students (43%). The results for visual learning style indicated 11 students (31%). The results for the tactile learning style revealed that only 9 students (26%) had tactile learning. In addition to distributing questionnaires, researcher conducted tests to assess students' performance or learning achievement in English. SPSS version 25 was used to analyze the data obtained after it was collected. The researcher divided each student into groups based on their

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learning style while administering the test. This grouping activity is used to effectively collect data from test answers in order to determine the relationship between students' learning styles and learning achievement. Based on table 2, the researcher can conclude that there is a link between the two variables in terms of both learning style and student achievement.

Table 2. Correlation test of students learning style and their Achievement

Correlations			
		Learn ing Style	Engl ish Achie vement
Learning Style	Pearson Correlat ion	1	.829**
	Sig. (2- tailed)		.000
	N	35	35
English Achie vement	Pearson Correlat ion	.829**	1
	Sig. (2- tailed)	.000	
	N	35	35

Table 2 shows the Pearson Correlation Test results for the two variables. According to the study's findings, the values obtained from the two variables have a very high correlation value, as clearly illustrated by the value of the two variables of 0.829 with a significance value of 0.000. (p0.01). In this case, the researcher measured the significance of each student's learning style and achievement in detail by dividing the results into three parts based on learning style classification.

Table 3. Correlation test of students' auditory learning style and their Achievement.

Correlations			
		Visual Learn ing Style	Engl ish Achie vement
Visual Learning Style	Pearson Correlati on	1	,908**
	Sig. (2- tailed)		,000
	N	11	11
English Achievem ent	Pearson Correlati on	,908**	1
	Sig. (2- tailed)	,000	
	N	11	11

Table 3 shows that the correlation between the two variables is 0.908, with a significance value of 0.000. The correlation results obtained are very high based on the values analyzed. Furthermore, the level of significance obtained was less than 0.05. This clearly shows a very significant relationship with visual learning style. In general, visual learners are more likely to stay focused on what they see. Learning with a visual learning style involves using the senses of the eye to observe, draw, show, and read media. Visual types are more likely to learn when they have access to dominant visual images in the form of a combination of colors, lines, and shapes.

Since students with visual learning style can recall complex scenarios through pictures or videos, visual type features are usually imaginative in character. Graphs, diagrams, maps, and flow charts will help students learn visual

types faster. It is sometimes more difficult for students with this learning style to understand verbal instructions than written instructions. Furthermore, the table below reveals the relationship between students' auditory learning style and their learning achievement.

Table 4. Correlation test of students' auditory learning style and their Achievement.

		Correlations	
		Auditory Learning Style	English Achievement
Auditory Learning Style	Pearson Correlation	1	,827**
	Sig. (2-tailed)		,000
	N	15	15
English Achievement	Pearson Correlation	,827**	1
	Sig. (2-tailed)	,000	
	N	15	15

According to table 4, the correlation between the two variables is 0.000. As a result, the Pearson correlation obtained from auditory learning style students was 0.827, indicating a very high level of correlation. Beside that, since the significant results obtained are less than 0.05, there is a correlation between the two variables discussed. This type of auditory learning styles refers to students who rely on listening to gather information. Verbal instructions are much easier to follow for the auditory type than written instructions. Students who learn

in this manner are also more sensitive to tone, voice, and rhythm. Auditory learners learn more easily by repeating and discussing what they want to remember. The table below represents the relationship between students' tactile learning styles and their school achievement.

Table 5. Correlation test of students tactile learning style and their Achievement.

		Correlations	
		Tactile Learning Style	English Achievement
Tactile Learning Style	Pearson Correlation	1	,823**
	Sig. (2-tailed)		,006
	N	9	9
English Achievement	Pearson Correlation	,823**	1
	Sig. (2-tailed)	,006	
	N	9	9

Table 5 shows that the correlation between the two variables is 0.823, with a 0.006 significance level. As a result, the Pearson correlation obtained from students with tactile learning style is 0.823, indicating a very strong level of correlation. Furthermore, because the significant results obtained were less than 0.05, there was a correlation between the two variables. Wibowo (2013) concluded that the results obtained from the two variables studied have a relatively high level of correlation between the two variables based on the results of the three

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analyses. As a result, the researchers discovered that learning style had an impact on student achievement.

Based on the three findings of the analysis, the researcher came to some conclusions about the three learning styles of primary school students. Students with a visual learning style tend to express themselves through drawing. Not only that, the students also usually included additional symbols or colors in their notes. They then use visual cue effects to express the meaning or message of the illustration. Essentially, students with visual learning styles are more likely to learn through image media. They try to visualize the message in their heads.

In contrast to students who prefer auditory learning. They are more likely to use cassettes to understand learning materials. For example, they record themselves after and during learning to make it easier for them to understand or as a record of what the teacher has said in class. After reading anything too, they try to summarize and re-read it aloud. They also work perfectly in and enjoy group learning sessions in which all members review the material taught in class. Students with a tactile learning style have a strong desire for certain activities. They must re-learn what they wrote several times. They are always dominant when preparing small notes. This method can also help them summarize notes and relate them to simulations and activities. Participating in group learning or studying with others is another way to be an active learner.

According to the description, the three learning styles described have a similar high correlation with student achievement. The difference, however, is

found in the scores for each category. From the study's findings, students referring to a visual learning style produced the highest results (0.908), followed by students referring to an auditory learning style (0.827). while tactile learning style obtained the lowest level of student preference (0.823). Although visual learning styles have the strongest correlation, the majority of students prefer auditory learning styles in their learning process.

Based on these findings, teachers must combine teaching techniques that appropriate to each student's learning style to help them learn or acquire knowledge effectively (Rachman 2019). To meet the needs of each student, teachers can integrate learning style methods into the classroom. For example, when learning English, you will integrate the method with the skills of reading, speaking, listening, and writing. By paying attention to three types of learning styles, teachers can provide material that perfectly suits each individual's learning style.

CONCLUSION

Based on the study's findings and discussion, researchers can conclude that visual and auditory learning styles are very promising for students' learning styles. Furthermore, there was a relationship between the two variables studied. It can be shown that the visual learning style had a correlation coefficient of 0.908 and sig (2-tailed) of 0.000, the auditory learning style had a correlation coefficient of 0.827 and sig (2-tailed) of 0.000, and the tactile learning style had a correlation coefficient of 0.823 and sig (2-tailed) of 0.006. According to the findings

of this study, the dominant learning style preferred by students is visual learning. Despite the fact that they frequently have more than one type of learning style or are influenced by the material they are exposed to during the learning process. This study can also show a positive correlation and the effect of the relationship between the two variables mentioned, namely learning style and English speaking students' achievement.

Finally, both teachers and students should be concerned with learning styles. Teachers should be aware of their students' various learning styles. This is due to the fact that the processing of student information may differ from one another. Teachers must, of course, consider parameters student learning styles into language teaching methods, material design, and so on. There are two issues that need to be addressed in this study. The first is referred to English teachers in attempt to understand each student's learning style and provide the materials that students require. Another suggestion is for future researchers. Given the study's limitations, additional researchers are encouraged to further develop the types of learning styles because many types of student learning styles cannot be learned optimally.

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