



**THE STUDENTS' ENGLISH ACHIEVEMENT BASED ON  
THEIR LEARNING STYLE AT THE SECOND GRADE  
STUDENTS OF SENIOR HIGH SCHOOL**

(A Descriptive Quantitative Study at the Second Grade Students of Perguruan  
Islam SMA Cerdas Murni Tembung in Academic Year 2019/2020)

**A THESIS**

*Submitted to The Tarbiyah and Teachers Training Faculty of State Islamic  
University North Sumatera Medan as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan*

**By**

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MEDAN  
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Assalamualaikum Warahmatullahi Wabarakatuh

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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## PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, November 2019

Yang Membuat Pernyataan



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## ABSTRACT

**Rizki Ananda Hasanah. 34154159. The Students English Achievement Based on Their Learning Style in Senior High School. Skripsi. Faculty of Tarbiyah and Teachers Training. State Islamic University of North Sumatera Medan. 2019.**

This study was conducted to find out students' English achievement based on their learning style. This study was conducted by using Descriptive Quantitative research. The subjects of this study were 30 students and collaborator at the XI Grade of Perguruan Islam SMA Cerdas Murni in the academic year 2019/2020. Then, they were classified into three categories of learning style through questionnaire: *visual, auditory, and kinesthetic* learning style. The technique of analyzing data of this study was applied by presentage. The result of the analysis showed that 15 students who have a visual learning style from 30 students as samples. Meanwhile, there are 7 students who have auditory learning style and there are 8 students who have kinesthetic learning style. It means that most of students are prefer using visual learning style to auditory and kinesthetic learning style when they learn material. It's strengthened by the result of observation showed that most of the students in teaching learning process were active and serious in joining the class. They are enjoying in discussing and understanding of the test.

**Key word:** *Learning Styles; Visual, Auditory, Kinesthetic , Students' Achievement.*

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This thesis is written to fulfill one of the requirements for the *Degree of Sarjana Pendidikan* at the Department of English Education, Faculty of Tarbiyah and Teachers’ Training, State Islamic University of North Sumatera.

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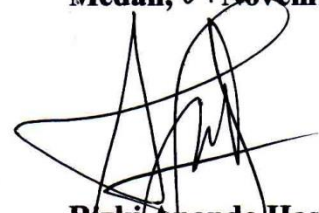
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**Rizki Ananda Hasanah**  
**NIM. 34154159**



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## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

The objective of teaching English of the eleventh grade students of Senior High School based on curriculum 2013 is that the students are expected to be able to develop students' ability to communicate in language both oral and written. This ability include listening, speaking, reading, and writing; (1) Growing awareness of the nature and importance of language English as one of the foreign languages to be the main tool of learning; (2) develop an understanding of the relationship between language and culture and expand cultural horizon. Thus students have cross-cultural insights and involve themselves in cultural diversity.

Curriculum 2013 considering the important role of students learning achievement to determine the success of education, so learning process should be directed toward the increasing of students learning achievement.

Achievement is a result that has been reached. About learning achievement, Munir divides it into two parts. First, learning result is skill mastery that is done willfully in a period and certain topic. Second, learning result is the difference between someone skill at the beginning and the end of learning process.<sup>1</sup>

In reality at school, learning result is showed in mark (grade) in all of lesson. So, these marks are symbol of students learning achievement (students

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<sup>1</sup>Zakridatul Agusmaniar Rane, *Factors That Influence Students Learning Achievement*, <http://rumahanthares.blogspot.com/2018/09/factors-that-influence-students.html>, December, 02<sup>th</sup> 2018

learning result). Winkle in Nurkholis said that learning achievement is a result of knowledge assessment, skill and behavior which is showed by a mark (grade).<sup>2</sup>

Every individual is unique. It means that every individual has differences between one and another. Those differences of physique, the way of thinking, and the way of responding or learning new materials. In learning each individual has strength and weakness in accepting the given lesson. Therefore, there are many methods in the education world to meet the demand of the individual differences.

However, there are many factors that influence the students' achievement in English. One of the factors is the using of the teachers' strategy in the class. The teacher ability to recognize and understand the characteristics of the students influences the outcome of learning activities. Many teachers have taught English using some strategies in the classes, which sometimes not suitable to their students and this makes the students not interest and decrease their ability in studying English. For example, some teachers teach with writing only. In English there are four aspects, like reading, speaking, listening and writing. Therefore the teacher must balanced in using the strategy that include four aspect and suitable for the students. The effective teaching requires teacher's awareness of students' individual differences and teacher's willingness to vary their teaching styles to match with most students.

Every activity that we do absolutely have factors that influence it either motivate of demotion factors. Motivation is the activity that the teacher done in the school to increase the soul and interesting learning from the students. But most

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<sup>2</sup>Grissmer et al. 2002.*Improving Student Achievement in language*.(USA : University of Washington).p.55

of the students is not interest in learning English, because they think that English is difficult.

Beside that, every teacher must have faced barriers in communicating and interacting with students. It is very natural, because the teachers face is not a student who has similarities in any ways in the classroom. Each student had a unique in learning. In order the learning process becomes much easier for both teachers and students, it is appropriate if the teacher know more in the learning style of the students. In the fact, most of the teachers don't know the various learning style of the students, therefore they only use the same method in teaching learning process.

Learning styles are a combination of nature and nurture.<sup>3</sup> Moreover, the research have shown that the students who learn by using their dominant learning style will achieve a much higher score than if they learn by using the way which is nit in accordance with their learning style. Learning styles shows that students learn better when new material is presented in a way that is compatible with their learning style.

Based on the text above, it is important to find out the factors influencing the students' achievement in English. One of the factors is learning style. It connection with the problem explained above, the writer is interest in finding out whether there is a significant the students English achievement based on their learning style.

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<sup>3</sup>Kolb, David A., *Experiential Learning: Experience as the Source of Learning and Development*, Englewood Cliffs, NJ: Prentice-Hall Inc., 1984. p 61

Based on this case, the writer focus this research under the title “The Students’ English Achievement Based on Their Learning Style at Perguruan Islam SMA Cerdas Murni Tembung”

## **B. Identification of the Study**

Based on the background above, the writer can identify some problems namely: 1) Many students still get difficulties in learning English because the teachers probably do not consider with students’ learning styles in learning English. 2) Many students do not consider about their own learning styles and also teachers sometimes do not consider about students’ learning styles because of the big size class. 3) Many teachers tend to teach students with one learning style and neglect that students in class have different learning styles whether visual, auditory or kinesthetic learning styles. 4) Many students sometimes have less motivation and interests if the teacher uses the method of teaching which is not suitable with their learning styles. 5) The teacher do not know the students’ learning style.

## **C. Limitation of the Study**

Based on the identification of problems presented above, the problem is limited only on students English achievement to the three major learning styles; visual, auditory and kinesthetic learning style at Perguruan Islam SMA Cerdas Murni



#### **D. Formulation of the Problem**

Since the students are different in English acquisition in learning process. And it reflected to some of them still get low English achievement that can be measured from their learning daily, therefore formulating problem of this study is “How is the students English achievement based on their learning style?”

#### **E. Objective of the Study**

Based on the formulation above, the objective of this research is:

The objective of this study is to find out whether how is the students’ English achievement based on their visual, auditory and kinesthetic learning style.

#### **F. Significance of the Study**

The research result is expected to give information for:

##### **1. The teachers**

The result of this research is expected to give knowledge for teacher so that they are more aware to students’ differences brought to the classroom, to create an optimal learning environment in the classroom by knowing the students’ learning styles, visual, auditory and kinesthetic learning styles and to improve teaching and learning process, therefore students can increase their English achievement.

##### **2. The students**

The result of this research is expected to give information to students about their learning styles so that they can integrate it in the process of learning; therefore, they can learn more easily and fast and will be successful in learning English. Furthermore, by knowing learning styles, it can help students become an effective problem solver that they face in the learning English process.

### 3. Stake holder

For the readers the research result is expected to give information to them about their learning styles so that they can more consider to their own learning styles so that they can more consider to their English achievement.

### 4. Other researchers

It can be compared for other researchers who want to do further research on the same subject. And also this study can be useful to give more information about this research and can be used for better research.

## **CHAPTER II THEORETICAL REVIEW**

### **A. Theoretical Framework**

In order to get a better understanding of this research, the theory which is related to this research should be explained.

#### **1. Achievement**

##### **a. Definition of Achievement in Learning**

According to Syaiful Bahri Jamrah, achievement is a result of activity that have been done, created, both individually and group.<sup>4</sup> Achievement is (potential) capacity or power (to do something physical or mental) or special natural power to do something well “talent”.<sup>5</sup>

According to M.Sastrapraja, achievement is one of study result which achieved by students after doing evaluation according too each steps, either semester or yearly and etc. so learning achievement is achieved result.

From definition above, the writer can conclude that achievement in learning English is the result of study in English, which reached by someone or group of people caused of learning

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<sup>4</sup> Syaiful Bahri Jamrah, *Prestasi Belajar dan Kompetensi Guru* (Surabaya: Usaha Nasional, 1991), p.19

<sup>5</sup> A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1974), p.2



been granted (mystic) knowledge and Allah is well acquainted with all of you do” (Q.S Al-Mujadalah: 11)<sup>6</sup>

In this case, the term of achievement in learning in this writing is the power of students to understand the materials that are given by the teacher in the classroom. The ability of students in learning can be seen from the result of the learning through evaluation itself. After the students learn about materials, of course, there are some changes in behavior and knowledge.

Achievement in study will be come through work hard or study hard and seriously. Without it the achievement in study will be not reached like what hoped. In Islam it is encouraged to get achievement forever and ever.

#### **b. Factors That Influence Students Learning Achievement**

Improvement of student achievement has always been one of the main goals of education. In past decades researchers and educators have conducted many studies and experiments to determine the factors that affect student achievement. Many factors have been identified and the relationship between them is very complex and dynamic. Some researchers believe that student characteristics, their living and learning environments and instruction activities contribute to student achievement (House 2002, etc.). Like as others activities, learning achievement is also

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<sup>6</sup> Abdullah Ali Yusuf, *The Holy Qur'an Text, Translation and commentary*, (Jeddah: Dar Al-Arabia, 2006), p.1514

influenced by some factors. Factors that influence learning achievement can be divided into two general groups these are internal and external factors.

### **1) Internal**

Internal factors consist of two general groups these are physiological factors and psychological factors.

#### ***a) Physiological factors***

There are two kinds of physiological condition. The first is *general physiology condition*. This condition influences students learning process. Students who have good health condition will increase their learning capacity. While students who are sick or have bad health condition has weak physic, so their sensory and motorist nerve become weak. As the result, students who are in poor health will find it difficult to learn because they become tired soon, dizzy, sleepy, less of concentration, and lazy to study. Wasti Sumanto said that learning needs healthy condition. People who sick because of certain disease and exhaustion will not learn effectively. (Soemanto, 1990:121). The second is *particular physiology condition* that related to the function of five senses in learning process especially sight and hearing, and also another physical defect will disturb students concentration in learning process.

## ***b) Psychological factors***

Saifuddin Azwar (2002) divides psychological factor into two types, these are cognitive and non-cognitive variable. Cognitive variable consist of talent and intelligence. While non-cognitive variable consist of interest, motivation and students maturity.

### **1) Intelligence**

According to David Wechsler, intelligence is people ability to think and act in order and also handle and master the environment effectively. Intelligence factor is related to IQ. Every people have different IQ level. Someone who has IQ 110-140 is categorized as smart people, and people who have IQ over 140 are categorized as genius people. This category has potency to finish under graduated. Someone who has IQ less than 90 is categorized as dullard and has many difficulties in learning. This factor has big influence for students learning achievement. If someone intelligence is low and he/she doesn't get help from teacher and parents, his/her effort in learning will get a bad result or event fail.

### **2) Talent**

Talent is a potency or basic skill which is brought since we bore (Ahmadi, 1991:78). Every people have different talent and someone will learn something that appropriate with

his/her talent. Someone will easier to learn something based on his/her talent. If someone learn about a subject that contrary with his/her talent, he will be bore and desperate soon. It is shown by students who always disturb learning process, make something crowded, and don't pay attention to the subject so they get low grade. Intelligence

### 3) Interest

Interest is trend to choose something that appear from us to pay attention, accept and do something without compulsion and it is thought important or useful for ourselves. Students who don't have interest to a subject will appear difficulties in learning. Interest occurs from students learning needed become support for them to do learning process. If students don't have interest about the subject, maybe it doesn't appropriate with their talent, their needed or their skill. It and will occur a problem to student. Students' interest can be observed from students' way in follow learning process, their note, and activity in the class.

### 4) Motivation

Motivation means that "everything that pushes someone to do something" (Purwanto, 1985:69) there is motivation that comes from ourselves and from outside. Motivation pushes someone to get good achievement and reaches the success or gets



something that becomes his/her goal and someone's participation in a project. Motivation as internal factor has function to occur, becomes a basic and directs learning process. Motivation can determine the way to reach the goal so learning success is as big as motivation. Someone who has big motivation will study hard, doesn't give up, and always read books to increase his/her achievement. In contrary, students who have low motivation don't care with the lesson, give up immediately and always disturb learning process. So, they get many difficulties.

#### 5) Student maturity

Maturity factor has important role for students' development either physical or spiritual to reach a good cognitive, affective and psychomotor development.

## 2. External

External factor is factors that come from students' environment. External factor can be divided into some kinds such as:

### *a. Family*

Family is center of main education for students. Some aspects that included this factor are:

### 1) Parents education

In the family every people or student need attention from her/his parents to reach her/his learning achievement. Parents will determine whether students can reach high learning achievement or not. Parents care is shown by affection, advices, etc. Parents who don't care enough to their children learning achievement will become the cause of students learning difficulties. Children need parents' guidance to learn about responsibility. Learn without parents' guidance make students feel difficult in learning.

### 2) Relationship between parents and children

In the family there must a good relationship between parents and children. It will occur peacefulness, composure and tranquility. It can create good learning condition so students learning achievement can be created well. Less of parents' affection occur emotional insecurity. A child will feel difficult in learning if he/she gets less affection from her/his parents.

### 3) Economic condition

Economic level that categorize as poor family make parents can't prepare enough learning tools for their children and even make students can't get a good education place. It will become inhibitor for children to learning well and increase learning achievement. But economic level that categorized as reach family sometimes give

negative impact for students learning achievement too. Because of their parents' wealth, they become lazy to study and always be extravagant and forget their duty to study seriously.

#### 4) Home condition

Home condition that very crowded make children can't learn well. Their concentration will be disturbed by the noise so they will feel too hard to study.

### ***b. School***

#### 1) Teacher

Teacher is one of school environmental factors who has important role to increase students learning achievement. Teacher is a subject in education who has duty to transfer the knowledge to the students. So, a teacher has to able to master the topic that will be transferred and can explain it well and control class condition. Teacher will become source of learning difficulties if he/she doesn't fulfill the requirement as an educator, for example: the relationship between teacher and students is not good enough and teacher demands learning standard out of students' capability. A teacher is demanded to able to manage components in learning process.

## 2) Learning media

The lack of learning media makes the learning process become ineffective especially practicum subject. The lack of laboratory tools will be occur students' difficulties in learning so teacher use lecture method that make student become passive and it possible to hamper students learning achievement.

## 3) Infrastructure

The condition of infrastructure is refers to class room. The room has to be comfortable to learn so that students can concentrate in learning. The classroom that is not comfortable for example dark or sultry will break students concentrate so the learning process will not running well.

## 4) Curriculum

“Good and balance curriculum. Curriculum that can fulfill society demand is good and balance curriculum. The curriculum also has to able to develop all of students' behavioral aspect. Beside students' needed as society.” Slameto, 2003:93)

## 5) School time and discipline

The best time for learning process is in the morning because students condition still optimal in the morning. If learning process is in the afternoon, students' condition is not optimal anymore to learn.

Besides that discipline also give influence for students learning achievement.

***c. Social and mass media***

1. Mass media such as: cinema, newspaper, magazine, radio, and TV.

These things will hamper learning process if student spend so much time for those things, so they forget to study (Ahmadi, 1991:87)

2. Social condition such as peer, neighbor and activity in society. These three factors have big influence in students learning achievement, for example, students follow so many organizations, it will make students ignore their study.<sup>7</sup>

## **2. Learning Style**

People learn in different ways. Learning is a complex, interrelated system of accessing information, getting it into the brain, and processing that information to solve problems or support activities. Learning styles describe the various ways people gather as well as process information. Each of us has a propensity for looking, listening, or touching. Furthermore, we each have our most productive time of day, favorite chairs to sit in, and other environmental factors that help us concentrate or feel energized.

D.H. Kalsbeek describes a learning style as “a person’s preferred approach to information processing, idea formation, and decision making; the attitudes and interests that influence what is attended to in a learning situation; and a disposition

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<sup>7</sup>*Op Cit*

to seek learning environments compatible with these personal profiles.”<sup>8</sup>Marlene LeFever understands a style of learning as a way in which “a person sees or perceives things best and then processes or uses what has been seen. Each person’s individual learning style is as unique as a signature.”<sup>9</sup>

James Keefe states learning styles reflect “genetic coding, personality development, motivation and environmental adaptation. Style is relatively persistent in the behavior of individual learners. It can change, but it does so gradually and developmentally. Learning style has cognitive, affective and environmental elements. Cognitive elements are internal controls of the information processing system that are trainable for more affective levels of skill. Affective and environmental elements are preferential in nature and can respond to both training and instructional matching strategies.”<sup>10</sup>David Kolb views a learning style as “the way we process the possibilities of each new emerging event (which) determines the range of choices and decisions we see, the choices and decisions we make, to some extent determine the events we live through, and these events influence our future choices.”<sup>11</sup>Kenneth and Rita Dunn reflect an inclusive approach to style based on multiple elements. They define learning style as “the way each learner begins to concentrate, process, and retain new and difficult information. That interaction occurs differently for everyone. Multidimensional characteristics to determine what will most likely trigger each

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<sup>8</sup> D.H. Kalsbeek, *Linking Learning Style Theory with Retention Research: The TRAILS Project*, (Association for Institutional Research, 1989), p: 27.

<sup>9</sup>Marlene D. LeFever, *Learning Styles: Reaching Everyone God Gave You to Teach*, (Colorado Springs:David C. Cook Publishing Co, 1995), p.17.

<sup>10</sup>James W. Keefe, ed., *Learning Style and Theory*, (Reston, VA: National Association of Secondary School Principals, 1979), p.2.

<sup>11</sup>David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*, (Englewood Cliffs, NJ: Prentice-Hall Inc., 1984), p.64.

student's concentration, maintain it, respond to his or her natural processing style, and cause longterm memory."

In conjunction with Jeffrey Beaudry and Angela Klavas, Rita Dunn offers another definition in which she considers a learning style as "a biologically and developmentally imposed set of personal characteristics that make the same teaching method effective for some and ineffective for others."<sup>12</sup> Understanding learning styles leads to success. Once we know what learning environment works best for us and what our preferred learning style is, we will see how we can use our preferred learning style to move information through the learning process and to:

- a) Learn new information more quickly and efficiently.
- b) Remember new information for a longer period of time.
- c) Increase our ability to recall the information more quickly and completely for performance, discussion, or test taking.

There are three different style of learning often referred to as visual, auditory and kinesthetic as noted by Fleming. Most people learn by a combination of more than one style. These types of learner learn more easily than those with just one predominant style.<sup>13</sup> Learners use all three modalities to receive and learn new information and experiences. However, according to the VAK (visual, auditory and kinesthetic), one or two of these receiving styles is normally dominant. This dominant style defines the best way for a person to learn new information by filtering what is to be learned. This style may not always be the

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<sup>12</sup>Rita Dunn and Kenneth Dunn, *Teaching Elementary Students through Their Individual Learning Styles*, (Boston: Allyn & Bacon, 1992), p.11.

<sup>13</sup> Ann Gravells, *Preparing to Teach in the Lifelong Learning Sector*, (Great Britain: Learning Matter Ltd, 2008) p.29

same for some tasks. The learner may prefer one style of learning for one task, and a combination of others for a different task.<sup>14</sup>

Classically, our learning style is forced upon us through life like this: In grades kindergarten to third, new information is presented to us kinesthetically; grades 4 to 8 are visually presented; while grades 9 to college and on into the business environment, information is presented to us mostly auditory through the use of lectures.

There are three types of learning styles based on Stephen Downes, they are visual learners, auditory learners, and kinesthetic learners. The first is visual learners, visual learners has two sub-channels - linguistic and spatial. Learners who are visual-linguistic like to learn through written language, such as reading and writing tasks. They remember what has been written down, even if they do not read it more than once. They like to write down directions and pay better attention to lectures if they watch them. Learners who are visual-spatial usually have difficulty with the written language and do better with charts, demonstrations, videos, and other visual materials. They easily visualize faces and places by using their imagination and seldom get lost in new surroundings.

The Character of Visual Learners:

- a) Like to read, watch TV, watch movie, guess a riddle or fill in a crossword puzzle. Prefer to read off, prefer to watch one's expression when talking to other people or read a reading material for someone.
- b) Remember someone by sight, remember words by seeing and usually have a good ability I

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<sup>14</sup>Stephen Downes, *Visual, Auditory, and Kinesthetic Learning Styles (VAK)*, <http://www.nwlink.com/~donclark/hrd/styles/vak.html>, January, 3<sup>rd</sup> 2019



spelling or pronouncing. c) Prefer to use a map or picture when giving or accepting an explanation of direction. d) Dressing stylish, the appearance is important. The color choice is appropriate, organize or coordinate. e) Express the emotion by facial expression. f) Use the words and expression like *see, watch, describe, point of view, illuminate, perspective, express, seem, observe, bright like a crystal, focus, conscious, view from the top, short sight, like to show off*. g) Creative activities in writing, drawing, painting, designing. h) Handle the project by planning it first and examine the comprehensive image carefully, organize the program of performance by collecting the list first. i) Talk fast, but closemouthed in the classroom. j) Make contact to other people by eye contact and facial expression. k) In silent condition, like to muse or look at the sky. l) Carry out the business based on the relation of interpersonal. m) Have good memory for visual surroundings. n) Respond better when you show something than you tell about it<sup>15</sup>

#### Learning Strategies for the Visual Learner:

a) Make flashcards of key information that needs to be memorized. Draw symbols and pictures on the cards to facilitate recall. Use highlighter pens to highlight key words and pictures on the flashcards. Limit the amount of information per card, so visual learners' mind can take a mental "picture" of the information. b) Mark up the margins of textbook with key words, symbols, and diagrams that help them remember the text. Use highlighter pens of contrasting colors to "color code" the information. c) Use large square graph paper to assist in creating charts and diagrams that illustrate key

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<sup>15</sup>Rose, C and Nicholl, M.J, *Accelerated Learning for the 21<sup>st</sup> Century* ( Translated by Dedy Ahimsa, Cara Belajar Cepat, (Bandung: Nuansa, 2002), p.143

concepts.d) Use the computer to assist in organizing material that needs to be memorized. Using word processing, create tables and charts with graphics that help them to understand and retain course material. Use spreadsheet and database software to further organize material that need to be learned.e) As much as possible, translate words and ideas into symbols, pictures, and diagrams.<sup>16</sup>

The second is auditory learners, auditory learners often talk to themselves. They also may move their lips and read out loud. They may have difficulty with reading and writing tasks. They often do better talking to a colleague or a tape recorder and hearing what was said.

The characteristics of Auditory Learners:

a) Like to listen to the radio, music, drama, and debate. b) Remember person's name and facts well, like to talk and have broad vocabularies. c) Accept and give an explanation of direction in verbal. d) Dressing style: the important thing is the brand. Know the designer and can explain one's dress choice. e) Express the emotion in verbal by the changing of intonation or vocal. f) Use the words and expression like *it sounds good, I listen to what you are saying, it's like a music in my ears, tell about it, listen, call, shrill and clear, nonsense, greeting, express your self, give attention, speechless*. g)Creative activities: singing, telling a tale, chat about anything, play music. h) Handle the project based on the procedure, argue about a problem, and overcome the verbal solution. i)Talk in

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<sup>16</sup> Suzanne Miller, *Learning Styles in the DVC Survey*,  
<http://www.metamath.com/lswb/fourls.htm#vny>, January, 03<sup>th</sup> 2019

medium speed, like to speed even in the classroom. j) Make a contact with other people by dialogue and opened discussion. k) In silent condition, like to talk to oneself or singing. l) Like to carry out the business by phone. m) Have good memorize words and ideas which have been ever said. n) Respond better when hearing information than reading it.<sup>17</sup>

#### Learning Strategies for the Auditory Learner:

a) Join a study group to assist them in learning course material to review key information and prepare for exams. b) When studying by themselves, talk out loud to aid recall. Get yourself in a room where you won't be bothering anyone and read your notes and textbook out loud. c) Tape record their teacher. d) Use audio tapes such as commercial books on tape to aid recall or create your own audio tapes by reading notes and textbook information into a tape recorder. When preparing for an exam, review the tapes on your car tape player or on a "Walkman" player whenever you can.<sup>18</sup>

The third is kinesthetic learners, kinesthetic learners do best while touching and moving. It also has two sub-channels: kinesthetic (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement. When listening to lectures they may want to take notes for the sake of moving their hands. When reading, they like to scan the material first, and then focus in on the details (get the big picture first). They typically use color highlighters and take notes by drawing pictures, diagrams, or doodling.

#### The Characters of Kinesthetic Learners:

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<sup>17</sup>*Op.cit*

<sup>18</sup>*Ibid*

a) Like the active activities, in social and sports. b) Remember the events. c) Give and accept explanation of direction by following the intended way. d) Dressing style: the pleasure and the taste of the cloth are more important than the style. e) Express the emotion by using body language. f) Use the words and expressions like *feel, touch, handle, start from the beginning, hold*. g) Creative activities: handicraft, gardening, dancing sports. h) Handle the projects step by step, like to roll up one's sleeves and be involved physically. i) Talk rather slow. j) Make a contact with other people by physical contact, coming near or being intimate, touching. k) In silent condition, always feel nervous, can not sit calmly. l) Like to do something while doing another activity, like to walk while playing golf. m) Remember best when using the 3 (three) dimension learning aids. n) Learn a concept best by handling objects physically.<sup>19</sup>

#### Strategies for the Kinesthetic Learner:

a) To help you stay focused on class, sit near the front of the room and take notes throughout the class period. Don't worry about correct spelling or writing in complete sentences. Jot down key words and draw pictures or make charts to help you remember the information you are hearing. b) When studying, walk back and forth with textbook, notes, or flashcards in hand and read the information out loud. c) Think of ways to make your learning tangible, i.e. something you can put your hands on. For example, make a model that illustrates a key

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<sup>19</sup>*Op.cit*

concept. Spend extra time in a lab setting to learn an important procedure. Spend time in the field (e.g. a museum, historical site, or job site) to gain first-hand experience of your subject matter. d) To learn a sequence of steps, make 3 x 5 inch flashcards for each step. Arrange the cards on the table top to represent the correct sequence. Put words, symbols, or pictures on your flashcards -- anything that helps you remember the information. Use highlighter pens in contrasting colors to emphasize important points. Limit the amount of information per card to aid recall. Practice putting the cards in order until the sequence becomes automatic. d) When reviewing new information, copy key points onto a chalkboard, easel board, or other large writing surface. e) Make use of the computer to reinforce learning through the sense of touch. Using word processing software, copy essential information from your notes and textbook. Use graphics, tables, and spreadsheets to further organize material that must be learned. f) Listen to audio tapes on Walkman tape player while exercising. Make your own tapes containing important course information.

## **B. Related Studies**

In this planning research, the writer finds the other related studies as follows :

1. Sari Febrianti, 2014, on the title “Students’ Reading Comprehension Based on Their Learning Styles”. The purpose of this study was to know whether there is significant difference of reading comprehension score based on students’ learning style, visual, auditory and kinesthetic at 8th

term students of English Education Department UIN Syarif Hidayatullah Jakarta in academic year 2010-2015. This study used quantitative approach and causal comparative as the design of the study. The instruments of this study are questionnaire and documentation, the questionnaire are distributed to English Education students and the documentation comes the score of reading comprehension of ETIS which was taken from the Center for Language Development UIN Syarif Hidayatullah Jakarta. Further, it used One Way ANOVA to analyze the data from questionnaire and ETIS reading score. Findings of the result reveal that there is no significant difference on students' reading comprehension score based on their learning style. The result showed F-value ( $F_o$ ) 0.030 is lower than F-table ( $F_t$ ) 3.159, ( $0.030 < 3.159$ ). Then the p value is 0.970 greater than 0.05 ( $0.970 > 0.05$ ). Hence, it can be concluded that  $H_o$  is accepted and  $H_1$  is rejected. Clearly, from the result, it can be said that learning style was not the factor affecting students' reading comprehension score.

2. Laila Sari, 2009, the title is "students' English achievement based on their visual, auditory and kinesthetic learning styles at second grade of SMP Islam Harapan Ibu Medan". The data analysis revealed that auditory dominated the students' learning styles and the highest score was gotten by kinesthetic learners. She used ANOVA to analyze the data. The result showed that there is a significant difference among student's English achievement. Therefore, it can be understood that there is significant

differences value in students' English achievement based on their learning styles.

## **CHAPTER III METHODOLOGY OF RESEARCH**

### **A. Place and Time of Research**

This research is located on Yayasan Adlin Murni Perguruan Islam SMA Cerdas Murni Tembung at Jl. Beringin Pasar 7 No. 33 Desa Tembung, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara.

### **B. Population and Sample**

#### **1. Population**

According to Arikunto, population is all elements of research.<sup>20</sup> Population is the entire collection of people or other elements in which the researcher is ultimately interested.

The population of this research is all of the second grade students of SMA Cerdas Murni Tembung in academic year 2019-2020. Which consists of three classes with the students are thirty students in every class. The populations are 114 students.

#### **2. Sample**

In selecting the sample, the writer used total sampling. According to Arikunto “if the member of population is more than 100, the sample of the research can be taken 10% - 15% or 20% - 25%, but if the member of population is less than 100, we may take all population as the sample”. In this

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<sup>20</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* ( Jakarta: Rineka Cipta, 2006), p.130



research the member of population was more than 100 students. From the number of population, the writer decided to make all of the population as the sample. The numbers of sample were 30 students.

### **C. Research Method**

The study will be conducted by using descriptive quantitative research method. To avoid misunderstanding in defining the term, the writer made the definition of variable X, it is learning style.

Learning styles is the various ways that use by the students to get as well as the material that though by teacher or to process the information that they got. In the world of education, the term of learning style especially refers visual, auditory and kinesthetic. Visual style involves to vision, the auditory style refers to hearing and speech, and kinesthetic style refers to the movement. By understanding the students' learning style, it will make the students comfortable, because the response off the teacher to their need is appropriate, thus the information that given to them will be more easily absorbed.

The indicators of learning styles are:

1. Characteristic of visual learners
2. Characteristic of auditory learners
3. Characteristic of kinesthetic learners

In this case students' learning style as a moderator variable and the variable Y is the students' achievement in English. Achievement in learning English is the result of study in English, which reached by someone or group of people caused of learning and done through evaluation according to its steps such as in semester. Students' English achievement in this research are the students' score based on the result of the test in studying English.

#### **D. Instrument of Collecting Data**

The research instrument plays an important role to collect data. The instruments used in this research were:

##### **a. Questionnaire**

Questionnaire is the list of question which given to the students as respondent in order to get the information about the students' learning style.

In this research, the writer used closed form questionnaire to collect the data of students' learning style. Closed form questionnaire established the response alternatives such as multiple choice or true and false. The writer makes 30 questions, in which 10 for each learning style. 10 questions for visual, 10 questions for audio, and 10 questions for kinesthetic. The students answer directly at that time without any discussion with other students. Based on Likert Method of Summated Rating, the questionnaire offers five alternative answers, namely Never, Rarely, Sometimes, Often, Always which have numerical value of 1, 2, 3, 4, 5. Each of the answer that has been chosen by the students would be total by the numerical value.

The formulation for scoring the questionnaire is as follow:

$$Score = \frac{Students' Score}{Maximum Score} \times 100$$

**Table 3.1****The Items Distribution of Learning Styles Questionnaire**

No	Learning Styles	Items Number	Total
1	Visual	1, 4, 7, 10, 13, 16, 19, 22, 25, 28	10
2	Auditory	2, 5, 8, 11, 14, 17, 20, 23, 26, 29	10
3	Kinesthetic	3, 6, 9, 12, 15, 18, 21, 24, 27, 30	10
Total			30

**b. Documentation**

The students' achievement in English is the accumulation of the learning activities in English subject which is determined through the scores obtained for mid semester based on the test conducted by the teacher. In this research, the students' score will be taken from *Daftar Kumpulan Nilai* to know the students' achievement in English.

**E. Technique of Analyzing Data**

In order to know the students' achievement based on their learning style, the technique is used to describe about students' learning style by using frequency of distribution table. The formula which is used to know frequency of students' learning style as follows :

$$f(\%) = \frac{f(abs)}{N} \times 100\%$$

Notes :

$f$  : Percentage of frequency distribution

$f(\text{abs})$  : Absolute frequency

$N$  : Total of respondent

## CHAPTER IV FINDING AND DISCUSSION

### A. Data Description

#### 1. The Students' Learning Styles

As mentioned in the previous chapter, the study used descriptive quantitative and percentage frequency. It investigated and analyzed three major of students' learning styles. They are visual, auditory and kinesthetic learning styles. In this research, the learning styles will be moderator from English achievement of students.

The data of learning styles are found from questionnaires which were given to 30 students of the second year students at SMA Cerdas Murni Tembung who become the research object. The complete data about students' learning styles can be seen in appendix 2.

Table 4.1

Distribution of Students' Learning Style Frequency

No.	Students' Learning Style	F	%f
1	Visual Learning Style	15	50
2	Auditory Learning Style	7	23
3	Kinesthetic Learning Style	8	27
Total		30	100

Based on the table above, as known that 50% from 30 students has visual learning style, 23% from 30 students has auditoria learning style

and 27% from 30 students has kinesthetic learning style. It can be concluded that most of students have high visual learning style.

Based on the questionnaire result, after calculating students learning style score, there are 15 students who have visual learning style, 7 students who have auditory learning style and 8 students who have kinesthetic learning style.

## 2. The Students' English Achievement

The data of students' achievement in English from the first year students of SMA Cerdas Murni taken from *Daftar Kumpulan Nilai* in mid semester. The students' score can be seen in appendix 4.

Students will get excellent score if they comprehend all of the material. Students will get awesome score if they comprehend most of the materials (76%–99%) which is taught. Students will get average score if they comprehend 60%–75% the material and students who comprehend material less than 60% will get bad and worse score.

The interpretation of learning achievement below can be used as a guide to know score criteria.

Table 4.2  
Interpretation Of Learning Achievement

Coefficient Interval	Qualification
80 – 100	Excellent

70 – 79	Good
60 – 69	Average
50 – 59	Bad
0 – 49	Poor

The way to get the data of English achievement from *Daftar Kumpulan Nilai*. The following table is presented the score of students' English achievement and their learning style. For the further detail can be seen on appendix 4

Based on the students' scores in appendix 4, students' English learning achievement have two qualifications. It can be seen at the table below.

Table 4.3  
Distribution of Students' English Learning Achievement

Range of Score	Qualification	F	%
80 – 100	Excellent	5	16.66
70 – 79	Good	25	83.33
60 – 69	Average	-	-
50 – 59	Bad	-	-
0 – 49	Poor	-	-
Total		30	100

Based on the table above, it can be stated that student's English achievement in English test at the second grade in SMA Cerdas Murni Tembung is good. It can be seen from range score 80–100 is excellent qualification. There are 5 students or 16.66% students who get 80–100 score. In another hand, there are 25 students or 83.33% who get 70–79 score which awesome qualification. Because of 25 students or 83.33% students get 70–79 score.

### **3. Discussion**

The writer held a research to find out the difference of students' English Achievement based on their learning style. Based on the research at SMA Cerdas Murni, all of students have their own learning style which is distinguished into three categories such as visual, auditory and kinesthetic learning style. Students of second grade as research sampling have majority learning style. It is a visual learning style.

According to the result of questionnaire test, there are 15 students who have a visual learning style from 30 students as samples. Meanwhile, there are 7 students who have auditory learning style and there are 8 students who have kinesthetic learning style. It means that most of students are prefer using visual learning style to auditory and kinesthetic learning style when they learn material.

In addition, their English achievement shows that most of students have good achievement and some of them have an excellent achievement.



All of students who an excellent English learning achievement were those of visual learning style and 10 out of 25 students who have good English learning achievement were also those of visual learning style.

According research findings that a students' majority learning style is a visual learning style. It is difference between the previous study from others researcher. They found out that a dominant students' learning style is a kinesthetic learning style. According to the result of research, it can be concluded that each student has a dominant learning style. It is based on the best way of themselves easier to comprehend or accepting the information. Then, the dominant students' learning style might differences in the world.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. CONCLUSIONS**

In the final part of this thesis writing, the researcher gives some conclusions as following:

1. The students' learning styles of SMA Cerdas Murni Tembung after being filtered by questionnaire, they get 50% from 30 students has visual learning style, 23% from 30 students has auditoria learning style and 27% from 30 students has kinesthetic learning style. It can be conclude that most of students have high visual learning style.
2. The students' English achievement of SMA Cerdas Murni after being seen their English test is taken from English book daily , they getscore 80–100 is excellent qualification. There are 5 students or 16.66% students who get 80–100 score. In another hand, there are 25 students or 83.33% who get 70–79 score which awesome qualification. Because of 25 students or 83.33% students get 70–79 score.
3. In the second grade of SMA Cerdas Murni Tembung there are 15 students who have a visual learning style from 30 students as samples. Meanwhile, there are 7 students who have auditory learning style and there are 8 students who have kinesthetic learning style. It means that most of students are prefer using visual learning style to auditory and kinesthetic learning style when they learn material.

4. Their English achievement shows that most of students have good achievement and some of them have an excellent achievement. All of students who an excellent English learning achievement were those of visual learning style and 10 out of 25 students who have good English learning achievement were also those of visual learning style.

## **B. SUGGESTIONS**

In relation to the research findings, the researcher suggests to:

1. The Principle of SMA Cerdas Murni Tembung to motivate the educators especially the English teachers to conduct the teaching-learning activity by the various strategy in teaching that appropriate the students' learning styles because through this research is found the evidence that it has significant with the students' English achievement.
2. The teachers of English to increase the students' language ability especially to increase learning methodology and mastering the class in order to increase students learning achievement and have to pay attention students needed that appropriate to their leaning styles and students' psychology to know what they want
3. The other researchers that this research finding is a material which can be developed further and deeper by adding other variables or adding the sample range.

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## APPENDIX 1

### ANGKET GAYA BELAJAR SISWA

**Nama :**

**Kelas :**

**Petunjuk Pengisian Angket:**

- a. Sebelum mengisi angket, tuliskan data diri anda di tempat yang telah disediakan
- b. Pengisian angket ini tidak berpengaruh terhadap nilai akademik anda
- c. Isilah angket ini dengan melingkari salah satu alternative jawaban yang telah disediakan

1 = Tidak Pernah

2 = Jarang

3 = Kadang-Kadang

4 = Sering

5 = Selalu

- d. Selamat bekerja

1	Saya lebih ingat sesuatu jika saya menuliskannya	1 2 3 4 5
2	Saya lebih ingat sesuatu jika saya mendiskusikannya dengan seseorang	1 2 3 4 5
3	Saya lebih suka mulai melakukan sesuatu daripada memperhatikan petunjuknya	1 2 3 4 5
4	Saya akan membuat catatan-catatan saat belajar	1 2 3 4 5
5	Saya lebih suka mendengarkan penjelasan dari guru daripada membacanya	1 2 3 4 5

6	Saya akan memainkan dan menggigit pena saya ketika belajar	1 2 3 4 5
7	Ketika saya mendengar, saya membayangkan gambar, nomor ataupun kata-kata di dalam kepala saya	1 2 3 4 5
8	Saya dapat mengenali seseorang dengan mendengar suara mereka (contoh: ketika berbicara di telepon)	1 2 3 4 5
9	Saya menyentuh seseorang untuk mendapat perhatiannya	1 2 3 4 5
10	Saya lebih suka belajar dengan TV ataupun video daripada media lainnya	1 2 3 4 5
11	Saya dapat mengulangi kembali dan menirukan nada, birama dan warna suara	1 2 3 4 5
12	Saya akan gelisah jika saya duduk dalam waktu yang lama	1 2 3 4 5
13	Saya lebih suka membaca daripada dibacakan	1 2 3 4 5
14	Saya lebih suka gurauan lisan daripada membaca komik	1 2 3 4 5
15	Saya menggunakan jari sebagai penunjuk ketika membaca	1 2 3 4 5
16	Saya butuh petunjuk secara tertulis saat mengerjakan tugas	1 2 3 4 5
17	Saya butuh petunjuk secara lisan saat mengerjakan tugas	1 2 3 4 5
18	Saya menghafal pelajaran dengan berjalan dan melihat	1 2 3 4

		5
19	Saya harus melihat lawan bicara saya untuk memahami apa yang mereka katakan	1 2 3 4 5
20	Saya dapat memahami apa yang orang katakan bahkan ketika saya tidak dapat melihat mereka	1 2 3 4 5
21	Saya akan berdiri dekat ketika berbicara dengan lawan bicara	1 2 3 4 5
22	Saya lebih memahami penjelasan guru ketika ia menuliskannya di papan tulis	1 2 3 4 5
23	Saya suka menggerakkan bibir dan mengucapkan tulisan di buku ketika membaca	1 2 3 4 5
24	Saya suka permainan yang menyibukkan	1 2 3 4 5
25	Saya lebih suka seni daripada musik	1 2 3 4 5
26	Saya lebih suka mendengar musik ketika belajar	1 2 3 4 5
27	Saya lebih demonstrasi dan praktik saat belajar	1 2 3 4 5
28	Saya mengingat wajah orang tetapi tidak mengetahui namanya	1 2 3 4 5
29	Saya mengingat nama-nama orang tetapi tidak dengan wajah mereka	1 2 3 4 5
30	Saya menggerakkan tangan saya ketika berbicara	1 2 3 4 5





## APPENDIX 2

### The Scores and Classification of Students' Learning Style

Students	Learning Styles
1	Visual
2	Visual
3	Visual
4	Auditory
5	Kinesthetic
6	Auditory
7	Auditory
8	Auditory
9	Visual
10	Auditory
11	Visual
12	Visual
13	Auditory
14	Auditory
15	Visual
16	Visual
17	Auditory
18	Visual
19	Visual
20	Visual
21	Visual
22	Kinesthetic
23	Visual
24	Kinesthetic
25	Visual
26	Auditory
27	Kinesthetic

<b>28</b>	Kinesthetic
<b>29</b>	Visual
<b>30</b>	Visual

**APPENDIX 3****The Score of the Students' Achievement in English**

<b>Students</b>	<b>Score</b>
<b>1</b>	80
<b>2</b>	70
<b>3</b>	75
<b>4</b>	75
<b>5</b>	70
<b>6</b>	65
<b>7</b>	75
<b>8</b>	60
<b>9</b>	75
<b>10</b>	50
<b>11</b>	70
<b>12</b>	70
<b>13</b>	77
<b>14</b>	76
<b>15</b>	75
<b>16</b>	77
<b>17</b>	75
<b>18</b>	70
<b>19</b>	70
<b>20</b>	80
<b>21</b>	70
<b>22</b>	80
<b>23</b>	75
<b>24</b>	70
<b>25</b>	80
<b>26</b>	60
<b>27</b>	60

<b>28</b>	65
<b>29</b>	60
<b>30</b>	70
<b>31</b>	70
<b>32</b>	60
<b>33</b>	65
<b>34</b>	77
<b>35</b>	70
<b>36</b>	76
<b>37</b>	75
<b>38</b>	76

## APPENDIX 4

### Students' Scores of Mid Test and their Learning Style

Students	Score	Learning Style
1	80	Auditory
2	70	Kinesthetic
3	75	Visual
4	75	Visual
5	70	Visual
6	65	Visual
7	75	Visual
8	60	Visual
9	75	Visual
10	50	Visual
11	70	Visual
12	70	Visual
13	77	Visual
14	76	Kinesthetic
15	75	Kinesthetic

<b>16</b>	77	Kinesthetic
<b>17</b>	75	Kinesthetic
<b>18</b>	70	Auditory
<b>19</b>	70	Auditory
<b>20</b>	80	Auditory
<b>21</b>	70	Kinesthetic
<b>22</b>	80	Kinesthetic
<b>23</b>	75	Kinesthetic
<b>24</b>	70	Auditory
<b>25</b>	80	Auditory
<b>26</b>	60	Auditory
<b>27</b>	60	Visual
<b>28</b>	65	Visual
<b>29</b>	60	Visual
<b>30</b>	70	Visual



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Medan, 14 Oktober 2019

Lampiran : -

Hal : Izin Riset

**Yth. Ka. SMA Cerdas Murni**

*Assalamu'alaikum Wr Wb*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : RIZKI ANANDA HASANAH  
Tempat/Tanggal Lahir : Medan, 02 Mei 1997  
NIM : 34154159  
Semester/Jurusan : XI/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMA Cerdas Murni, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

**THE STUDENTS' ENGLISH ACHIEVEMENT BASED ON THEIR LEARNING  
STYLE AT THE SECOND GRADE STUDENTS OF PERGURUAN ISLAM SMA  
CERDAS MURNI IN ACADEMIC 2018/2019**

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalam*

a.n. Dekan  
Ketua Jurusan PBI



Dr. Sholihatul Hamidah Dly, M.Hum.

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