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Exposure: Jurnal Pendidikan Bahasa Inggris

THE CORRELATION BETWEEN STUDENTS' LEARNING STYLES AND STUDENTS' ACHIEVEMENT IN LISTENING AND SPEAKING SKILLS

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Received: October 09, 2023 Revised: November 20, 2023 Accepted: January 27, 2024

ABSTRACT

The purpose of this study is to investigate the learning style tendencies exhibited by students in their pursuit of listening and speaking skills for general communication at UKI Toraja, as well as to examine the correlation between these learning style tendencies and their achievement in speaking and listening skills. This research employed a quantitative descriptive approach, with a sample size of 35 students, analyzed using SPSS 26. The results of the questionnaire indicated a very strong correlation, ranging from 0.80 to 1.000. It revealed that students possessed three distinct learning styles when acquiring listening and speaking skills for general communication: visual, auditory, and kinesthetic. Each of these learning styles exhibited a highly significant correlation with students' achievements. Specifically, the correlation between the visual learning style and student achievement was 0.932, signifying a very strong relationship. The audio learning style exhibited a correlation of 0.885 with student learning achievement, also indicating a very strong connection. Lastly, the kinesthetic learning style displayed a correlation of 0.930 with student achievement, further underscoring a very strong relationship. These findings demonstrate that each learning style (visual, auditory, kinesthetic) is significantly correlated with student achievement. Therefore, it can be concluded that H1 is accepted, as each learning style exhibits a strong correlation with students' achievement in listening and speaking skills

Keywords: *Listening and speaking for general communication, Correlation, Students Achievement.*

INTRODUCTION

English language learning is a process of developing language skills within the context, situation, and conditions, aiming to foster greater flexibility and effectiveness in English acquisition. (Xu, 2019) Within the realm of English, four primary skills are recognized: listening, speaking, reading, and writing. (Melvina & Julia, 2021) Among these skills, two hold particular significance as the foundational elements of English proficiency. (Heryanto & Rahayu, 2021) Listening involves comprehending the meaning conveyed in information through the listener's senses or other media. It stands as a vital aspect of learning, enabling individuals to grasp the intended messages of others (Kim et al., 2006). Speaking, on the other hand, pertains to an individual's capacity to convey words, meanings, or information

effectively in alignment with what has been heard. Proficiency in speaking greatly facilitates interpersonal communication (Indefrey et al., 2001).

(Adebileje & Akinola, 2020) English language learning is an evolving process that adapts to various contexts and conditions, ultimately fostering more versatile and proficient English acquisition. of the four core language skills – listening, speaking, reading, and writing – listening and speaking are particularly foundational and essential for effective communication (Choudhury, 2013). Student achievement is an achievement of results by someone who has carried out a change in the way of learning both inside and outside school. (Han & Lu, 2017) Achievement becomes a standard in knowing the understanding or skills obtained by students during the learning process. To achieve student achievement, students who excel are needed. (Setiawan et al., 2015) Outstanding students are students who achieve high results in achievement, either through curricular, co-curricular or extracurricular, in accordance with existing provisions, and have a good personality. However, to become an outstanding student is not easy because of the many criteria that must be met, one of which is by obtaining good grades in subjects. To achieve this is not easy, students must be able understand the lessons that are being taught.

(Rayanto & Daryono, 2022)Learning styles is the potential that a person has in receiving various kinds of knowledge. By knowing the learning style of students, it will make it easier for educators to provide material in the learning process. Learning styles have individualism and are expected to provide information about how each individual learns. Learning style is a cognitive, affective, and psychomotor characteristic that becomes a relatively stable indicator for students to feel interconnected with their learning environment (Fox et al., 2020). Argues that learning styles are things that are consistently done by a student in receiving and remembering information provided in solving problems says that the learning style that exists in each person can make it easier for that person to understand in remembering and understanding the information provided. In line with this opinion, (Kuttattu et al., 2019) argues that learning style is a way that a person likes in the learning process. Therefore, the implementation of learning must be conducive and effective where learning can be carried out properly, thus students can develop the potential that exists in themselves.

In English language learning, some students good in listening and speaking skills for general communication, while others exhibit suboptimal results in these areas. This discrepancy serves as the foundation for researchers to investigate the correlation between students' learning styles and their achievement in listening and speaking skills. (Hamid & Idrus, 2021) The aim is to discern the predominant learning style tendencies among students in the context of learning listening and speaking for general communication and determine whether a relationship exists between these learning style tendencies and their proficiency in speaking and listening skills.

METHOD

In this study, the researcher used quantitative methods. The strategy used was descriptive quantitative. Population of this research is class of 2021 who program listening and speaking for general communication with a total of 64 students majoring in English at UKI Toraja. Researcher took 30 students as samples to represent the population and serve as research subjects. And researcher choose to used purposive sampling. After researcher found the data, and researcher processed the data using SPSS 26 . To analyzed the questionnaire, the researcher used percentage of the students, score by using the following formula (Rahman et al., 2023)

Table 1. the indexes of correlation

Coefficient Interval	Correlation Level
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Average
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

RESULT AND DISCUSSION

In this section, researchers present the results of the correlation between students learning style and student achievement in listening and speaking skills.

Table 1 one sample kolmogorof-smirnove test

One-Sample Kolmogorov-Smirnov Test			
		Learning styles	Students Achievement
N		30	30
Normal Parametersa,b	Mean	77.7333	82.0667
	Std. Deviation	11.31046	11.57862
Most Extreme Differences	Absolute	.238	.263
	Positive	.139	.171
	Negative	-.238	-.263
Test Statistic		.238	.263
Asymp. Sig. (2-tailed)		.000c	.000c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the normality test in the learning style with Kolmogorov– Smirnov Z obtained with Kolmogorov-Smirnov Z values of 0.238 0.05 ≥ and Asymp.Sig(2-tailed) of 0.000 ≥0.05, it can be concluded that the distribution data is normal in learning style. Kolmogorov values of 0.263 ≥ 0.05 and Asymp.Sig(2-tailed) of 0.000 ≥ 0.05 can be inferred normal distribution data on student achievement.

Table 2 of Variance between Learning Style and Student Achievement

Variance	Learning style	Students achievement
	127.926	134.064

$$F_{count} = \frac{largest\ variance}{smallest\ variance}$$

$F_{count} = \frac{134,064}{127.926}$

F_{count}= 1.04

Based on F_{count} that has been obtained will be compared with F_{table}. Where $df1 = k - 1 = 2 - 1$ and $df2 = n - k = 30 - 2 = 28$ with an error rate of 5% so that F_{table} = 4.20 is obtained. Since $F_{counts} < F_{table}$ (1.04< 4.20) it is stated that the two variables are homogeneous.

a) students visual learning style and students achievement

Table 3 correlation students visual learning style and student's achievement.

Correlations			
		Visual learning style	students achievement
Visual learning style	Pearson Correlation	1	.932**
	Sig. (2-tailed)		.000
	N	30	30
students achievement	Pearson Correlation	.932**	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

The value of correlation coefficient obtained is 0,932, while the criteria of the correlation between 0,80 to 1,000 are considered Average. It means that the level of relationship of the correlation coefficient of the two variables is very strong.

From the computation above, it is obtained that r is 0,932 and that r_{value} has consulted to the critical value for r table of Product Moment to examine whether r_{value} is significant or not. The value of rt_{able} with N = 30 and the 1% significant level are 0,000. Therefore, it can be concluded that r_{value} is greater than rt_{able} or 0,932 is greater than 0,000.

Related to the matter, the researcher can conclude that there is a significant correlation between visual learning style and student achievement.

b) Students' audio learning style and students achievement

Table 4 correlation students audio learning style and students achievement

Correlations			
		audio learning style	students achievement
audio learning style	Pearson Correlation	1	.885**
	Sig. (2-tailed)		.000
	N	30	30
students achievement	Pearson Correlation	.885**	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

The value of correlation coefficient obtained is 0,885, while the criteria of the correlation between 0,80 to 1,000 are considered Average. It means that the level of relationship of the correlation coefficient of the two variables is very strong.

From the computation above, it is obtained that r is 0,885 and that r_{value} has consulted to the critical value for r_{table} of Product Moment to examine whether r_{value} is significant or not. The value of r_{table} with N = 30 and the 1% significant level are 0,000. Therefore, it can be concluded that r_{value} is greater than r_{table} or 0,885 is greater than 0,000.

Related to the matter, the researcher can conclude that there is a significant correlation between audio learning style and student achievement.

c). students kinesthetic learning style and student achievement

Table 5 correlation students kinesthetic learning style and students achievement

Correlations			
		Kinestetic learning style	students achievement
kinestetic learning style	Pearson Correlation	1	.930**
	Sig. (2-tailed)		.000
	N	30	30
students achievement	Pearson Correlation	.930**	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

The value of correlation coefficient obtained is 0,930, while the criteria of the correlation between 0,80 to 1,000 are considered Average. It means that the level of relationship of the correlation coefficient of the two variables is very strong.

From the computation above, it is obtained that r is 0,930 and that r_{value} has consulted to the critical value for r_{table} of Product Moment to examine whether r_{value} is significant or not. The r_{value} of r_{table} with N = 30 and the 1% significant level are 0,000. Therefore, it can be concluded that r_{value} is greater than r_{table} or 0,930 is greater than 0,000.

Related to the matter, the researcher can conclude that there is a significant correlation between kinesthetic learning style and student achievement.

This part discusses to find related theory about the correlation between students learning style and students achievement in listening and speaking skills. (Wu & Li, 2021), correlation is a method of analysis that includes methods of measuring associations or ties (measures of association).

The Correlation between Vocabulary Mastery and Speaking Competence of the Eleventh Grade Students at SMA Negeri 1 Toraja Utara". From the calculation using the Pearson Product Moment Formula, it was found 0,560 in average coefficient level with rtable 0,463 in 1% significant level. It indicates that there is positive correlation between vocabulary master and speaking competence of elevent grade students of SMA Negeri 1 Toraja Utara because the alternative hypothesis (Ha) rvalue > rtable is accepted.

From the data that has been found, the correlation between visual learning style and student achievement reaches 0.932 which means it has a very strong correlation. Then the correlation of audio learning style with student achievement reached 0.885 which means it has a very strong correlation. The last was kinesthetic learning style with student achievement where the number reaches 0.930 which has a very strong correlation of the three correlations, decisions were found based on:

H0 = there is no correlation between students learning styles and students' achievement in listening and speaking skills.

H1 = there is a correlation between students learning styles and students' achievement in listening and speaking skills.

From the results described above, each type of learning style (visual, audio, kinesthetic) has a very strong correlation with student achievement. It can be seen

that H1 is accepted, because each learning style has a correlation between students learning styles and students' achievement in listening and speaking skills.

CONCLUSION

Based on the results of this study, researcher can conclude that there is a significant correlation between student learning styles and student achievement in listening and speaking skills. Each type of learning style (visual, audio, kinesthetic) has a very strong relationship with student achievement. It can be seen that H1 is accepted, because each learning style has a correlation between students learning styles and students' achievement in listening and speaking skills.

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