THE CORELATION BETWEEN LEARNING STYLES TO THE STUDENTS ENGLISH ACHIEVEMENT AT JUNIOR HIGH SCHOOL 16 BENGKULU CITY

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana Pendidikan (S. Pd)* in Study Program of English Education

By :

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Wassalamu'alaikum Wr.Wb

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I gratefully say that the thesis entitled: **"THE CORRELATION BETWEEN LEARNING STYLES TO THE STUDENTS ENGLISH ACHIEVEMENT AT JUNIOR HIGH SCHOOL 16 BENGKULU CITY "** is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and based on references that referred in the bibliography. If later day, my thesis has incompatibilities, I am willing to accept the academic sanctions in the forms of repealing my thesis and academic degree.

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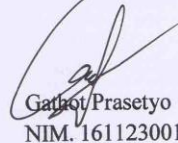Stated by

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DEDICATION

The researcher would like to dedication this thesis to :

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MOTTO

❖ بِسْـــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

"Witing tresno jalaran soko kulino. Witing mulyo jalaran wani rekoso."

"Know that victory is with patience, spaciousness is with adversity, and hardship is with ease."

(HR Tirmidhi)

ABSTRACT

Gathot Prasetyo. 2021. *The Corelation Between Learning Styles To The Students English Achievement At Junior High School 16 Bengkulu City*. Thesis. English Education Study Program, Department Islamic Education and Tadris Faculty, The State Islamic Institute of Bengkulu. Advisor: 1. Risnawati, M.Pd, 2. Fera Zasrianita, M.Pd

This study investigates students' learning styles in the classroom. It aims to understand the learning styles used by students in understanding learning and determine the effect of the learning style used by students on the learning outcomes of class IX students of SMP 16 Bengkulu. The method used in this research is quantitative by using observation and questionnaires to collect data from research subjects. This study involved 32 students of class IX SMP 16 Bengkulu. Then, the data analysis technique used is Descriptive Statistical Analysis. The results of this study indicate the influence of student learning styles on learning outcomes. Based on the t-test / t value, it is known that the t count value is 0.920 < t table 2.045 so it can be concluded that the learning style variable (X) does not affect the learning outcome variable (Y).

Keywords: *Learning Style, Students English Achievement.*

ABSTRAK

Gathot Prasetyo. 2021. *The Correlation Between Learning Styles To The Students English Achievement At Junior High School 16 Bengkulu City*. Tesis. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Agama Islam dan Fakultas Tadris, Institut Agama Islam Negeri Bengkulu. Pembimbing: 1. Risnawati, M.Pd, 2. Fera Zasrianita, M.Pd

Penelitian ini menyelidiki gaya belajar siswa di kelas. Hal ini bertujuan untuk mengetahui gaya belajar yang digunakan siswa dalam memahami pembelajaran dan mengetahui pengaruh gaya belajar yang digunakan siswa terhadap hasil belajar siswa kelas IX SMP 16 Bengkulu. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan menggunakan observasi dan angket untuk mengumpulkan data dari subyek penelitian. Penelitian ini melibatkan 32 siswa kelas IX SMP 16 Bengkulu. Kemudian, teknik analisis data yang digunakan adalah Analisis Statistik Deskriptif. Hasil penelitian ini menunjukkan adanya pengaruh gaya belajar siswa terhadap hasil belajar. Berdasarkan uji t/nilai t diketahui nilai t hitung sebesar $0,920 < t$ tabel $2,045$ sehingga dapat disimpulkan bahwa variabel gaya belajar (X) tidak berpengaruh terhadap variabel hasil belajar (Y).

Kata Kunci: *Gaya Belajar, Prestasi Bahasa Inggris Siswa.*

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CHAPTER I

INTRODUCTION

A. Background of the Research

In learning English, some students perform more successfully than the others for some reasons. Many factors hypothesized to enhance or inhibit the second language acquisition capability of learners; they are social, motivational, affective, aptitude, and personality, experiential, instructional, biological, and cognitive. Moreover, the important variables in second language learning are age, motivation, attitude, aptitude, personality and learning style. (Brown, 1987).

Thus, it is known that there are various factors, which influence students in learning a language. Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. (Brown, 2000: 7).

It means that the behavior that occurred after certain learning probably settled. Someone's capabilities will not be disappearing, but will keep continue to keep developing even more when someone continues keep practicing. Learning style is one of dominant factor because learning style is influenced by our brain. It is the combination between brain domination of how people manage and deal with information and modality of the easiest way how people deal with information. Based on the explanation above learning style is influenced by people brain because it is a complex organ and has great capacity to learn. It is the way how to deal with information more enjoyable and comfort during learning certain subject. Some of people have brains that are able to deal with a lot of information

at once, but some are only capable of absorbing and processing of information gradually. Some are able to store and retrieve information in the brain quickly while others do so slowly.

There are two factors that influence students' learning, namely internal and external factors. Internal factor is which come from students themselves. Meanwhile, external factor is the factor which is outside of students. (Slameto, 2010:54).

The examples of internal factors are the physical condition, skill, interest, intelligent and learning style. Meanwhile, the examples of external factors are family, friends, school, environment and learning strategy. The dominant factor that influences students' learning is learning style. It factor that determines the success of learning is to know and understand that every individual has unique style of learning, they are visual, auditory, or kinesthetic are different each other.(Gunawan, 2011)

Those learning style are most common. According to Dr. Rita Dunn and Dr. Kenneth Dunn in Dr. Lauren Bradway's article entitled "How Boys and Girls Differ in the Way They Learn" that they have spent nearly 25 years in the study of learning styles. They identify the most common learning styles as Auditory, Visual and Tactile.(Bradway, 2012)

Everyone has different learning style but each person is a unique. Students' learning style may be influenced by their reaction to personal life experiences, their approaches in learning, and their previous learning habits. In fact, people usually have just one dominant style.(Deporter,2000:216)

It means everyone has different learning style from another, but only one style is dominant people have. The characteristics of learning style differs one learner from another, such as visual auditory and kinesthetic. It will help learner to determine their strategies in learn certain subject. Strategies are general characteristics that differentiate one individual from another.(Brown, 2000:216)

It help learner to solve their problem in certain learning. Both learning style and strategies have strong influence in learning. Based on the explanation above, learning style and strategies have correlation and influence by each other. Students, who understand their learning style, will find certain strategies in learning certain subject and use it in effective way. It helps them to improve their achievement.

The description of learning style will be beneficial for a teacher in implementing teaching activities suitable for his students' learning style which is expected for students to improve achievement. (Supriyadi,2011:175).

Besides, the use of appropriate learning strategies often results in improved proficiency or achievement overall or in specific skill areas. Every student has different characteristics in learning language. They also have different habit and view comfortable technique in learning. We can see that some student like learning different skills and medias in understand the language such as: a student will be more comfortable when they are learning by theory or note; other students prefer studying by discussion and many more habits. In this case, we cannot judge which habits are better because they are different. The most

important things are the students are able to adjust their learning style to the appropriate media or technique to reach better achievement.

From those explanations above both the use of learning style and strategies have beneficial for students to improve an achievement. They have an important role for students', because they make students learn more enjoy, easy, and comfort. Difficulties that arise in this study during teaching and learning process are the way how a teacher teaches English language that is not suitable with students' learning style. Furthermore, most of students do not recognize their own learning styles and strategies. As a result, they get poor achievement. Moreover, the teacher uses same technique in teaching English. Then, it is crucial to be proven whether the different learning style will reflect different achievement for the students. That is why; the researcher is very interested in " THE CORELATION BETWEEN LEARNING STYLES TO THE STUDENTS ENGLISH ACHIEVEMENT AT JUNIOR HIGH SCHOOL 16 BENGKULU CITY" as the title of this thesis.

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B. Identification of the Problem

The real problems in this research can be identified that first: the students have the different learning style when they are study English and they have their own learning style. Second, students will be comfortable learning when they feel it is in accordance with their preferred learning styles and each students has a different learning style. Therefore, to know the learning styles each students can give us to know their achievement are based on their learning style or not.

C. Limitation of the Study

Thesis research will describe the students' learning style and their achievement in English. The investigation will be only in the classroom because the researcher has limited of time.

D. Research Questions

Based on the background, the problem of this research can be formulated as follows:

Does learning style affect the students achievement of class IX A students of Junior High School 16 Bengkulu City?

E. Research Objectives

The objectives of this research are:

To determine the effect of learning styles on student achievement in class IX Junior High School 16 Bengkulu City.

F. Significance of the Study

1. For students, as motivation and attraction to be more active and active in participating in teaching and learning activities so as to improve results learn it.

2. For students, as motivation and attraction to be more active and active in participating in teaching and learning activities so as to improve results learn it.

3. For schools, it will provide information materials to improve learning outcomes and learning processes.

4. For researchers, to gain hands-on experience in know the learning styles or ways of learning students so that they can implement a learning model.

G. Definition of Key Terms

1. Achievement is a well-done result of work that is reached by serious effort.

2. Learning style is the most comfortable action of individual in finding the best way in learning.

CHAPTER II

LITERATURE REVIEW

A. Learning Concept

1. Understanding of Learning

It is not wrong if humans have the attribute of learning creature (homo educandum) because of the fact among creatures, it is humans who experience that activity in a very complex way. The complexity of human learning encourages it to be able to develop its culture and even its civilization. (Yusuf , 2013)

Learning is a complex process that occurs in every person throughout his life. The learning process occurs because of the interaction between a person and his environment. (Azhar, 2011).

Learning is generally defined as changes in individuals that occur through experience, and not because of the growth or development of the body or a person's characteristics from birth. Learning is a process to change behavior so that knowledge and skills are obtained to be better than before. Learning is essentially a process that is marked by a change in a person.

Change as a result of the learning process can be indicated in various forms such as changing knowledge, understanding, attitudes and behavior, skills, skills and abilities, as well as changes in other aspects that exist in individuals who learn.(Tabany and Badar,2014).

Learning changes relate to changes that occur in individuals after interacting with the environment. The environment is a fact or phenomenon

that stimulates the attention of individuals to learn it. Stimuli originating from the environment will be responded to so simply learning can be said to take place through individual responses to a number of stimuli or simulations that he receives. The first characteristic of learning change is that it is intentional, deliberate, and not accidental. That is, changes in learning relate to a particular goal where individuals intentionally involve themselves in the process to achieve these goals. Change as a result of learning is realized and not accidental, meaning that change is the implication of individual involvement in the process of achieving goals. Being aware of changes can take the form of adding and subtracting knowledge, attitudes or skills. Changes in behavior after learning are also functional in nature, meaning that the changes affect the individual so that they can be utilized to meet their needs both in the present and the next. Changes in learning also tend to settle and stick in someone. After learning, individuals will have permanent knowledge, attitudes and skills. (Yusuf, 2013:2-4).

2. **Learning principle**

Douglas Brown stated revealed that if you want to learn success, the principle is:

a. Physical, mental and emotional commitment

For example by providing physical time specifically for learning, physically involved and actively in finding learning materials. Mentally, for example, processing information obtained seriously is not just merely listening, linking information received with experience experienced.

Emotionally, for example, striving to learn in a happy atmosphere, like learning even though it is difficult.

b. Practice

The information that we can be useful if we try to practice is not just learned and understood.

c. Know very well what is interesting

If students know what is interesting to them, students will be active in finding information about it and will devote all their abilities.

d. Get to know your own personality

When you have understood yourself and what you want then learning something that suits you and your desires becomes easier to do.

e. Record all information according to each learning style

Students have their own learning style tendencies, students who have Visual learning style tendencies should record information through the sense of sight, Audio through the sense of hearing, and Kinesthetic through practice or action.

f. Study with other people

The easiest way to learn is if you do it together, if you are lazy then there are friends who encourage to learn and sometimes in learning requires an atmosphere of competition.

g. Appreciate yourself

We must respect ourselves despite the many weaknesses in ourselves but behind it all must be strengths so we must be grateful and not be discouraged.

3. **Learning Objective**

In the effort to achieve learning goals, it is necessary to create a more conducive learning environment (condition) system. This will relate to teaching. Teaching is interpreted as an effort to create an environmental system that allows the learning process. This learning environment system itself consists or is influenced by various components, each of which influences one another. The components of the environmental system vary each other so that each learning event has a unique and complex profile. Each learning environment system profile is intended for different learning objectives.

In general, there are three types of learning objectives.

a. To gain knowledge

This is marked by the ability to think. Possession of knowledge and the ability to think as inseparable. In other words, it cannot develop the ability to think without material knowledge, otherwise the ability to think will enrich knowledge. These goals have a greater development tendency in learning activities.

b. Planting concepts and skills

Planting concepts or formulating concepts, also requires a skill. So it's a matter of skills that are physical and spiritual. Physical skills are skills

that can be seen, observed, so that it will focus on the movement / appearance skills of the limbs of someone who is learning. While spiritual skills are more complicated, because they do not always deal with skills problems that can be seen how the base ends, but are more abstract, involving appreciation issues, and thinking skills and creativity to solve and formulate a problem or concept.

c. Formation of attitude

In developing mental attitudes, behavior and personalities of students, teachers must be wiser and more careful in their approach. This requires skills in directing motivation and thinking by not forgetting to use the teacher himself as an example or model. The formation of mental attitudes and behavior of students, will not be separated from the matter of planting values, transfer of values. Therefore, the teacher is not just a "teacher", but really as an educator who will transfer those values to their students. So in essence, the purpose of learning is to want to gain knowledge, skills and instill mental attitudes / values. Achievement of learning objectives means that it will produce learning outcomes. (Sardiman, 2013:25-27).

B. Learning Theories

Lots of theories related to learning. Each theory has its own peculiarities in questioning learning. Alfarabi in al-Talbi (2012) said that to understand in-depth learning it is necessary to understand terms such as discipline (ta'dib) correction / assessment (taqwim), learning (ta'lim), education (tarbiyah). Al-Farabi believes

that learning is essentially a process of seeking knowledge whose source is nothing else to obtain values, knowledge, and practical skills in an effort to become a perfect human being.

1. **Learning Theory of Behaviorism**

    As a figure of radical behaviorism, Skinner said that learning can be understood, explained, and predicted as a whole through observable events, namely the behavior of students and their antecedents and environmental consequences. To observe the consequences of behavior can be shown in subsequent behavior whether it tends to be repeated or taken as a lesson. Therefore learning is a change in behavior as a result of the interaction between stimulus and response. Learning according to behaviorists emphasizes behavioral changes that can be observed from the results of a reciprocal relationship between the teacher as the stimulus giver and the student as the response to the stimulus action given. (Yaumi,2013:28-29).

2. **Information Processing Theory**

    Information processing theory views environmental aspects as having an important role in learning. Information processing theory as explained by Byrnes (1996) views learning as an effort to process, obtain, and store information through short term memory (long term memory) and long term memory (long term memory), in this case learning occurs internally within learners. If stimulus is an input and behavior becomes output, then the process that occurs between the two is an information process. Cognitive information

processing is focused on various aspects of learning and how these aspects can facilitate or hinder learning and memory. This theory also emphasizes how to use strategies that focus on the attention of students, encourage the coding process and retrieval of information recovery and provide effective and useful learning practices. Learning according to this theory can not only be observed through changes in behavior, but also changes in the internal mental structure of a person who gives him the capacity to show changes in behavior. The mental structure in question includes knowledge, beliefs, skills, expectations, and other mechanisms in the brains of students.

3. **Situated learning theory**

Situated Learning Theory or so-called situated cognition arises from the swift flow of learning understanding that only looks at aspects of behavior and memory changes without relating to social aspects, especially cultural circumstances. The general view of situated learning is that if we bring students into a real world situation (auntentic context) and interact with others, there will be a learning process. That is, as long as students have not been confronted with real situations it means that they cannot be said to be actually learning. Situated learning usually facilitates actively facilitating students in a variety of tasks that are applied to the real world. The aim is to improve learning conditions and motivate students by providing a variety of learning contexts that have been previously designed.

4. **Constructivism Theories of Learning**

The theory of constructivism was developed by Piaget under the name of individual cognitive theory and Vygotsky in his theory called socialcultural constructist theory. Cognitive constructivism developed by Piaget generally assumes that the goal of education is to educate individual children by supporting the formation of interests and needs. Therefore the child is the subject and the cognitive development of the child is a study participant. Learning in the view of constructivism is really an individual effort in constructing the meaning of something learned. Constructivism is a child-centered approach that seeks to identify, through scientific studies, which is a natural path of cognitive development. The construction of knowledge occurs as a result of experience in carrying out work through a given dilemma task. Social constructivism emphasizes the process of education through social transformation, and reflects the theory of human development putting individuals in the socio-cultural context. Individual development is formed from social interactions where cultural meaning is divided into groups which are then internalized by individuals. Individuals build knowledge through their interactions with the environment and in the process of changing individuals and the environment. The subject of the study is the dialectical relationship between the individual, social and cultural environment. (Yaumi,2013:42-44)

5. **Schema Theory and Cognitive Content**

Schema theory was first exhaled by Piaget in 1926 when discussing a learning process that involves assimilation, acceleration, and schemata.

Schema is a simple mental picture or pattern of an action, an organized form of information to interpret something seen, heard, smelled, and touched. Schema theory emphasizes the nature and purpose of schemata as important elements in cognitive processes. Schemata are tools for understanding the world. Through the use of daily situation schemata it does not require deep thought. People can quickly organize new perceptions into schemata and act effectively without being accompanied by hard work. Schema theory emphasizes the importance of initial knowledge in facilitating and transferring learning tasks. In other words, preliminary knowledge can help and make it easier to build new knowledge from the combination of newly acquired knowledge with previously acquired knowledge. (Yaumi,2013:34-35).

C. Learning Style

In a large dictionary the Indonesian style is behavior, gestures and attitudes. While learning is studying. Learning can be interpreted as an active process to go in a certain direction that can enhance deeds, abilities or new understanding. (Qodriyah,2011).

Learning each individual has a tendency to one particular way or style. This person's inclination or style is called learning style. (Andriansyah,2010:25).

1. History of Learning Styles

Starting in the 1950s and 1960s researchers began to identify theories of learning and teaching which then directed researchers and educators to focus more on each individual's ability in learning and his needs until around

the late 1960s and early 1970s, and individual learning styles were a major movement in various researches in the field of education.

2. Definition of Learning Style

Learning style is an approach that explains how individuals learn or the way taken by each person to concentrate on the process, and mastering difficult and new information through different perceptions. Style is individual for each person, and to distinguish one person from another person. Thus, learning styles are generally assumed to refer to personalities, beliefs, choices, and behaviors used by individuals to assist in their learning in conditioned situations. Learning styles can be easily described as how people understand and remember information. But apparently theoretically contained with various variations on this theme which is quite complicated understanding. (Nur and Rismawati, 2010:42).

In general, learning styles are defined as a combination of how to absorb, organize, and process information. So, a person's learning style is a combination of how to absorb information, then organize and process the information. This implies the intention that each student has different ways or habits of learning, especially in matters relating to information systems. (Mardiana, 2013:93-94).

Researchers find a variety of learning styles in students classified according to certain categories ". They concluded that:

a. Each student learns according to his own way we call learning styles. Also the teacher has their own teaching style.

b. We can find the learning style with certain instruments.

c. The suitability of the teaching style with the learning style enhances the effectiveness of learning.

By knowing students' learning styles, teachers can adapt their teaching styles to the needs of students, for example by using various learning styles so that students can all find effective ways for them. Especially if individual teaching will be carried out, student learning styles need to be known. In order to pay attention to students' learning styles, teachers must master skills in a variety of teaching styles and must be able to carry out roles, for example as subject matter experts, instructor information sources, evaluator lesson organizers. He must be able to determine the most harmonious teaching-learning method, material that should be studied individually according to each learning style. (Andriansyah, 2010:16).

3. **Various Learning Styles**

Connell divides learning styles into three parts, namely: (a) Visual learners; (b) Auditory learners; and (c) Kinesthetic learnes.

a. **Visual learners**

Visual learners are those who learn best through vision. Visual students have difficulty absorbing information through verbal percentages without being accompanied by visual images. Their strength is visual, therefore there needs to be visual aids or props that they can see and witness directly. If giving a percentage it is better to use handouts, overhead, power points, slides, cartoons containing humorous learning

messages including concept maps on the board to visually connect important ideas. The visual student is also very happy with the charts, posters and computer software if available. Since they learn easily through vision, they can remember the form of graphics, maps, including the use of color as markers of the main messages of presentation. (Yaumi,2013:125).

The characteristics of visual learning styles are:

1) It's easier to remember by looking

2) Not disturbed by noise or noise

3) Prefer reading

4) Likes to demonstrate something rather than an explanation

Obstacles in visual learning styles such as late copying lessons on the board, and writing is messy so it is not easy to read. Students who have a visual learning style generally prefer to see rather than listen, generally they tend to be organized, neat and dressed beautifully.(Qodriyah,2011:12).

b. **Auditory Learners**

Auditory students are those who learn something best through hearing. This type of learning style tends to like the presentation of material through lectures and discussions. Even adults who are auditory learning style are able to remember information presented through lectures for hours in a relatively long time. In terms of information processing, the strength of their reception power through hearing so they can analyze

word for word. Auditory students usually focus on a problem at a time, it is easy to lose concentration when there are noisy voices around and they are not happy with the number of groups that are too large and project-based tasks. Auditory students prefer to study or work on assignments with one or two friends, because with a small number of friends they can motivate each other to talk about information related to the task then listen to their friends' explanations well, if possible, learning using books-books, audio, and recording important words or messages to master. Most auditory learners have the power to hear very well besides having great verbal skills. Thus, when they are given the final assignment or exam it is better to use oral or dictation. (Yaumi,2013:126).

The characteristics of the auditory learning style, include:

1) Easy to remember from what he heard

2) Can not learn in a noisy or filled atmosphere

3) Prefer discussion or stories

4) Can repeat what he listens to.

The obstacle in this auditory learning style is that children often forget what is explained by the teacher, often mistaken what is conveyed by the teacher, and also often forget to make assignments that are ordered orally. Students who like the auditory learning style generally do not like reading manuals. He prefers to ask to get the information he needs. (Qodriyah,2011:11).

c. **Kinesthetic learner**

Kinesthetic learning or also known as tactile learning (in terms of touch) is a learning style where students do physical activities. Two important things that are loved by those who have kinesthetic learning styles are that they often move or move during learning. physically, they use more physical than seeing and listening through the lecture method. They talk through limb movements and give a lot of response when learning is demonstrated. The kinesthetic learning style also likes to write by hand and the most important thing for them is to use limbs in learning. When learning takes place they like to move, shake their legs, hands, head, or maybe occasionally play hair with their heads. In general, they are dominant in sports, acting, or theater.(Yaumi,2013:127).

Characteristics of a kinesthetic learning style:

1) Speak slowly

2) Neat appearance

3) Not too easily disturbed by the commotion situation

4) Learning through manipulating and practice

5) Memorize by way of walking and seeing

4. Relationship of Methods with Learning Styles

The word teaching method is two meanings. The narrow meaning in question is a way of conveying knowledge, a broader meaning of gaining knowledge and adding views, habits of thought and so on. Teaching is a business that is so complex that it is difficult to determine how good teaching really is. Good teachers adapt teaching methods to lesson material. The

method used by the teacher in the learning process needs to pay attention to the overall accommodation of the principles of teaching and learning activities. One of the principles of teaching and learning activities is student-centered. The teacher must view students as something unique, no two students are alike even twins. Students differ in their interests, motivations, volition, pleasures, experiences, and ways of learning. A big mistake if the teacher treats students equally. Learning style (learning style) of students concerned, both visually, auditory, and kinesthetic. (Rahmawati, 2013:12).

Learning styles can determine a child's learning achievement. If given a strategy that suits their learning style, children can develop better. Automatic learning styles depend on people learning. This means that everyone has a different learning style. (Rahmawati,2013:24).

D. Students Achievement

Learning outcomes are behavioral changes obtained by students after experiencing learning activities. Obtaining these aspects of behavior change depends on what the student is learning. Therefore, if students learn knowledge about the concept, then the behavior change obtained is in the form of mastery of the concept. "Changes or new abilities obtained by students after doing the act of learning is the result of learning, because learning is basically how a person's behavior changes as a result of experience". In learning, changes in behavior that must be achieved by students after carrying out learning activities are formulated in the learning objectives. Learning objectives are a form of hope that is communicated through statements by describing the desired changes in students,

namely statements about what is desired in students after completing the learning experience.(Ratna,2013:41).

Bloom's taxonomy are grouped into three aspects namely; cognitive aspects (knowledge), affective (attitude), and psychomotor (skills).

1. **Cognitive Learning Outcomes**

   Cognitive aspects are aspects related to thinking abilities. According to this theory cognitive aspects consist of six levels or levels of thought processes namely; (1) knowledge, (2) understanding, (3) application, (4) analysis, (5) synthesis, and (6) assessment.

2. **Affective Learning Outcomes**

   Affective learning outcomes are learning outcomes related to the internalization of attitudes that point towards inner growth and occur when learners become aware of the value received, then take a stand so that it becomes part of themselves in shaping values and determining behavior. Affective learning outcomes consist of several levels / levels, namely; (1) Receiving or attending, (2) Responding, (3) Valuing (giving judgment or valuing), (4) organization (organizing or organizing), (5) Characterization by a value complex (characterization with one value or complex values. (Syamsudduha, 2012:21).

3. **Psychomotor Learning Outcomes**

   Psychomotor domains are those related to skills or ability to act after a person has received certain learning experiences. Psychomotor learning

outcomes are presented by Simpson who states that psychomotor learning outcomes appear in the form of skills (skills) and the ability to act individually. Psychomotor learning outcomes are actually a continuation of cognitive learning outcomes (understanding something) and affective learning outcomes that just appear in the form of tendencies to behave. (Sudjono,2011:57-58).

"Appearance that can be observed as a result of learning is called ability". Furthermore, Gagne categorized five abilities as learning outcomes. The first ability is called intellectual skills, because those skills are the performances shown by students about the intellectual operations they can perform. The second ability involves the use of cognitive strategies, because students need to show complex performances in a new situation, where little guidance is given in choosing and applying rules and concepts that have been learned previously. The third ability relates to attitudes or perhaps a set of attitudes that can be demonstrated by behavior that reflects the choice of action towards science activities. The fourth skill is verbal information, and the last is motor skills. (Ratna,2013:41).

E. **Relevant research studies**

The research study that is relevant to the study entitled The Effect of Learning Style on Student Learning Outcomes of the students grade 9 of Junior High School 16 Bengkulu is as follows:

1) *Research entitled "The relationship between learning styles with student achievement in class V SD Negeri Experiment 4 Wates Kulon Purogo*

2012/2013 academic year". The results of research conducted by Amin

Pujiarti in September 2013 include:

    a. There is a positive and significant relationship between learning styles with student achievement in grade 5 SD Negeri Experiment 4 Wates Kulon Progo Academic year 2012/2013. This is indicated by the value of learning styles on learning achievement is 0.005.

    b. The closeness of style relationships study with the learning achievement of fifth grade students of SD Negeri Experiment 4 Wates Kulon Purogo in the academic year 2012/2013 by 22.1%. " (Pujiarti,2013).

2) *Research entitled "the relationship between learning styles with student learning outcomes in Social Sciences subject of Islamic Junior High School YKS Depok". Based on the results of research conducted by Andriansyah in 2010 it was concluded that between the two variables namely the student learning style variable (x) and the Social Studies learning outcome variable (Y) there was a significant positive correlation, both at the 1% significance level or the 5% significance level.* (Andriansyah,2010).

3) Research entitled "the relationship between learning styles with Student Learning Outcomes in Biology Learning Class X SMAN 2 Sungai Tarab Sungai Tanah Regency. Based on the results of research conducted by Yen Chania, M. Havis et al. There is no relationship between learning

styles with student learning outcomes in Biology learning because of the small rcount value of rtable is 0.089 <0.235.(Yen and friends,2015-2016).

CHAPTER III

REASEARCH METHOD

A. **Types of Research**

The type of research conducted in this research was quantitative research. Quantitative research methods are research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative/statistical, with the aim of testing established hypotheses. Quantitative research seeks to illustrate how the learning styles of class IX A Junior High School 16 Bengkulu.

B. **Research Design**

In this research, the researcher utilized quantitative research. Where, quantitative research is one type of research whose specifications are systematic, planned, and clearly structured from the beginning to the design of the research. Another definition states that quantitative research is research that requires a lot of use of numbers, ranging from data collection, data interpretation, and the appearance of the results which would be better if accompanied by pictures, tables, graphs, or other views. (Sandu, 2015:17).

Meanwhile, Sandu states quantitative research can be interpreted as a research method based on the philosop hy of positivism, used to examine a particular population or sample. Sampling techniques are generally carry out randomly min 31 samples in population, to collecting data using research

instruments and analyzing quantitative/statistical data with the aim of testing the hypotheses that have been set.(Sandu, 2015:16).

The design research is like a road map for researchers who guide and determine the direction of the course of the research process correctly and precisely in accordance with the goals set, without the correct design a researcher will not be able to conduct research properly because the concerned does not have a clear direction. In this study, researchers did not intervene or certain treatments for the research object, but researchers went directly to the field to retrieve data by distributing learning style questionnaires to each respondent to fill in.(Kuntjoyo,2009:39).
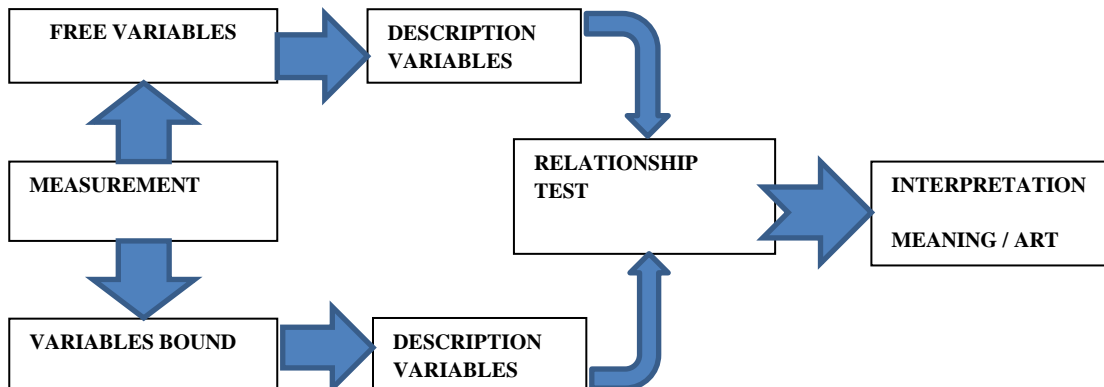

Figure 3.1 Correlation Research Design

C. Research variable

The research variable is an attribute or nature or value of people, objects or activities that have certain variations determined by researchers to

be studied and then conclusions drawn. In this study, variables are defined as everything that will be the object of research observation (Pujiarti,2013:55).

1. **Independent variable**

    The independent variable is a variable that influences or causes changes or emergence of dependent variables or dependent variables. Independent variables are variables that are measured, manipulated, or chosen by researchers to determine its relationship to an observed object. The independent variable of this study is the learning style which includes Visual, Audio and Kinesthetic learning styles.

2. **Dependent variable**

    The variable bound is a variable that is affected or that is due, because of the independent variable (Pujiarti,2013:56). The dependent variable in this study was the learning outcomes of class IX A Junior High School 16 BENGKULU.

D. **Population and sample**

1. **Population**

    The population is the number overall units of analysis that have the characteristics to be expected. The population is whole research subject that can consist of humans, objects, animals, plants, symptoms, test scores or events as sources data that has certain characteristics in a study. (Iskandar,2013:56).

    The researcher choose the population in this study were students of class IX A Junior High School 16 BENGKULU because the researcher

see that in this class the students has various learning style and the researcher to know their achievement in the class.

For more details can be seen in the following table.

Table 3.1 Research population

Class	Number of students
9.A	31 students
Total	31 students

b. Samples

The sample is part of the number and characteristics possessed by the population. Samples are part of the number and characteristics possessed by population. If the population is large, and researchers may not learn all that exist in the population, for example due to limited funds, manpower, and time, then researchers can use samples taken from that population. What is studied from the sample, the conclusion can be applied to the population. so, the researcher want to explore the learning styles of the students in the class IX.A Junior High School 16 Bengkulu.

E. Data Collecting Technique

Data collection techniques are steps obtained by researchers to obtain data in research problem solving efforts. As for the data collection, certain techniques are needed so that the expected data can be collected and really relevant to the problem to be broken down (Andriansyah,2010:41). In this study data collection techniques were carried out through the Learning Style Scale, questionnaire models and documentation. Data collection techniques in this study are as follows:

1. **Learning style scale**

    The scale is a data collection technique that is measuring because it obtained the results in the form of numbers. The scale is different from the test, if the test has right and wrong answers, while the scale has no right and wrong answers, but the respondent's answer or response lies in one range (scale). There are several types of scales, but what is used by researchers is a descriptive range in the form of a Likert scale (Pujiarti, 2013:79).

    The liker scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena or symptoms that occur, this has been specifically determined by the researcher, hereinafter referred to as the research variable. This research variable described through the dimensions into sub-variables then these sub-variables are used as indicators that can be used as benchmarks for compiling question items or statements related to the research variables (Iskandar,2013:83).

Questions or statements will be answered by respondents in the form of a scale liker who has a gradation from very positive and very negative. Based on experience in Indonesian society, there was a tendency for respondents to give answers in the middle category for humanitarian reasons. But if all respondents chose the middle category then the researcher did not obtain certain information. To overcome this, researchers are encouraged to make a Likert scale test using even category choices. Researchers in this study used an even number of choices, namely 4 levels of intervals in the form of always, often, rarely, and never words (Pujiarti, 2013:75).

F. Research instrument

The research instrument is a tool used to measure observed natural and social phenomena. The research instrument is a tool / facility used by researchers in collecting data so that its work is easier and the results are better, in the sense of being more accurate, complete and systematic so that it is easy to process. The instrument used in this study was a standardized learning style scale adapted from the previous researcher, Amin Pujiarti, validated by Aprilia Tina lidyasari, M. Pd.

The Learning Style Scale uses a Likert Scale to measure variables free namely the tendency of student learning styles. This Learning Style Scale is developed based on the independent variable of learning style which has three sub variables namely Visual, Audio, etc. Kinesthetic learning. Furthermore,

each sub variable is seen its characteristics that have been explained in the Literature Review then summarized by researchers into indicators which are then broken down into a number of descriptors and finally broken down into positive and negative statement items (Pujiarti,2013:60).

No	PERNYATAAN	JAWABAN			
		SL	SR	JR	TP
1	Saya senang ketika guru menerangkan dengan media gambar				
2	Saya memanfaatkan waktu luang untuk membaca buku kesukaan				
3	Saya malas membaca buku membaca petunjuk mengerjakan soal ujian dengan teliti				
4	Saya senang mendengarkan penjelasan dari guru				
5	Saya cepat menghafal jika mengucapkan kata tersebut berulang kali				
6	Saya lupa jika diberi penjelasan terlalu panjang				
7	Saya mengantuk jika guru menjelaskan dengan kata-kata.				

8	Saya dapat belajar sambil menonton tv				
9	Saya menggerakan kedua tangan saya ketika berbicara.				
10	Saya senang mata pelajaran bahasa inggris apalagi praktikum.				
11	Saya izin kebelakang jika bosan mendengarkan penjelasan guru.				
12	Saya merasa, musik itu berisik di telinga saya.				

Table 4.7

The results of the validity of the research variables

Variable	Statements item	Sig	α (0,05)	Description
Learning styles (x)	Question 1	0	0,05	Valid
	Question 2	0	0,05	Valid
	Question 3	0	0,05	Valid
	Question 4	0	0,05	Valid
	Question 5	0	0,05	Valid
	Question 6	0	0,05	Valid
	Question 7	0	0,05	Valid
	Question 8	0	0,05	Valid
	Question 9	0	0,05	Valid
	Question 10	0	0,05	Valid
	Question 11	0	0,05	Valid
	Question 12	0	0,05	Valid

Based on the table above, it can be seen that the sig value for

the learning style variable (x) being tested is less than (0.05). Therefore,

it can be concluded that the overall statement items from variable x are

concluded that the overall statement items from each variable used in this study are declared valid. for variable Y data is taken from student learning outcomes for one semester by looking at the average value.

Table 3.2 Learning Style Instrument Development Grid

1. Assessment and Scoring

A scoring system for learning style scale on every positive statement i.e. the subject will get a score of 4 if he answers always, a score of 3 if he answers often, a score of 2 if the answer is sparse, and a score of 1 if the answer is never. As for negative statements, subjects will get a score of 1 if they answer always, score 2 if you choose often, score 3 if you choose rarely, and score 4 if you choose never.

Table 3.3 Guidelines For Scoring Learning Style Instruments

Positive Statement		Negative Statement	
Answer	Score	Answer	Score
Always	4	Always	1
Often	3	Often	2
Rarely	2	Rarely	3
Never	1	Never	4

2. Students Achievement

      Documentation is a method of collecting data in a way investigating written objects such as books, magazine documents, regulations, minutes of meeting diaries and so on. In this technique the researcher use to get data about the number of students and student learning outcomes.

E. **Data analysis technique**

      Descriptive statistical analysis

      Analysis of learning style questionnaire data about trends in student learning styles. The first step is to give a score that is a maximum score = 4 and a minimum score = 1. The next step is to calculate the percentage of students' learning styles (visual, auditory, and kinesthetic).

BAB IV

RESEARCH RESULTS AND DISCUSSION

A. **Description of Research Area**

1. History of Junior High School 16 Bengkulu City

    Junior High School 16 Bengkulu City is located on Jalan A. Rahman Betungan, Betungan Village, Selebar District, Bengkulu City. This school is located in the middle of a residential area. It was established on May 5, 1992, with the number SK 06203/1992. In 2007, Junior High School 16 Bengkulu City accredited A and so on has grown to the present day with a total of 600 students with the principal namely Mr. Suharto, S.Pd. The area of Junior High School 16 Bengkulu City is a land area of 9003 m2.

2. Vision and Mission of Junior High School 16 Bengkulu City

   a. Vision

        competent in the academic field, science and technology insight by upholding socio-cultural values based on faith and piety.

   b. Mission

      1) Increase Faith and Taqwa to God Almighty

      2) Instill awareness of commendable behavior and noble character.

      3) Fostering the spirit of competition in the field of science and technology.

      4) Implement learning and guidance effectively and efficiently by utilizing science and technology towards quality education.

5) Creating a sense of security and comfort in the school environment.

6) Instilling concern for a healthy, clean and cultured environment.

7) Develop social awareness in the school and community environment.

3. Teacher Data for Junior High School 16 Bengkulu City

Junior High School 16 Bengkulu City is a public school, the teachers and employees who serve come from educational backgrounds from various universities. The number of teachers in Junior High School 16 Bengkulu City is 37 people and Administrative Staff 8 people. The main task of the teacher is to teach students according to the subjects mastered. Teachers are also obliged to maintain and educate students to become skilled and noble individuals. So that children can develop and be accepted in the community.

4. List of Number of Students at Junior High School 16 in Bengkulu City.

Data for students in Junior High School 16 Bengkulu City can be seen in the following table:

Table 4.4

Number of Students of Junior High School 16 Bengkulu City

no	kelas	Jenis kelamin		Jumlah
		Laki-laki	perempuan	
1	VII	116	102	208
2	VIII	114	80	194

| 3 | IX | 103 | 85 | 188 |
| 4 | Jumlah | 333 | 276 | 600 |

5. Description of respondents

   a. Description of respondents by gender

Table 4.6

Characteristics of respondent by gender

Gender	Respondent	Presentase
Male	14	45,2%
Female	17	54,8%
Total	31	100%

Based on the data contained in the table above, it shows that the male respondents were 14 people with a percentage of 45.2% while the female respondents were 17 people with a percentage of 54.8%. The data concluded that the respondents in the study were dominated by women.

B. **Research Results**

1. **Data instruments testing**

   a. Validity test

The validity test here is done by correlating the score on the item with the total score of the item. as for the method used in this validity test using Pearson correlation, which is said to be valid if the significant value is <0.05. the following is the presentation of the r-table in the study.

Table 4.7

The results of the validity of the research variables

Variable	Statements item	Sig	α (0,05)	Description
Learning styles (x)	Question 1	0	0,05	Valid
	Question 2	0	0,05	Valid
	Question 3	0	0,05	Valid
	Question 4	0	0,05	Valid
	Question 5	0	0,05	Valid
	Question 6	0	0,05	Valid
	Question 7	0	0,05	Valid
	Question 8	0	0,05	Valid
	Question 9	0	0,05	Valid
	Question 10	0	0,05	Valid
	Question 11	0	0,05	Valid
	Question 12	0	0,05	Valid

Based on the table above, it can be seen that the sig value for the learning style variable (x) being tested is less than (0.05). Therefore, it can be concluded that the overall statement items from variable x are concluded that the overall statement items from each variable used in this study are declared valid. for variable Y data is taken from student learning outcomes for one semester by looking at the average value.

b. Reliability test

Reliability test to determine whether the data collection tool shows the level of accuracy, stability, or consistency of the tool in revealing certain symptoms at different times. Reliability is basically the extent to which the results of a measurement can be trusted. This reliability test basically uses the Cronbach alpha method. The assumption is that if Cronbach's alpha value is > 0.05 then it is reliable. The following are the results of the Cronbach alpha test in this study:

Tabel 4.8

Research Variable Reliability Test Results

Variable	Cronbach alpha	Nilai kritik	Keterangan
Gaya belajar (x)	0,839	0,05	Reliabel

Based on the table above, it can be seen that the Cronbach alpha values for the two research variables studied showed mixed results. however, all of the research variables studied have a Cronbach alpha coefficient value greater than 0.05. Therefore, it can be concluded that the measuring instrument or instrument used in this study is reliable.

2. Basic assumption test

a. Data normality test

The normality test aims to determine whether the residual value generated from the regression is normally distributed or not.

This test uses one sample Kolmogrov-Smirnov, with the criteria that if the significant value is greater than 0.05, it indicates that the regression model meets the assumption of normality. The following presents the results of the data normality test from the research that has been carried out:

Tabel 4.9

Results Data Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		31
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	12.39382958
Most Extreme Differences	Absolute	.076
	Positive	.072
	Negative	-.076

Kolmogorov-Smirnov Z	.422
Asymp. Sig. (2-tailed)	.994

Based on the results of the output table above, it shows that the significance value is greater than 0.05, which is 0.994, so the regression model can be concluded that the test is normally distributed and feasible to use.

b. Linearity test

The test aims to determine whether two variables have a linear relationship or not. This linearity test uses *Test For Linearity*, with the criteria that if the p value is sig> 0.05 then the relationship between the two variables is said to be linear. the following is presented the results of the test data from the research that has been done:

Table 4.10

Results linearity data test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
hasil belajar * Groups gaya belajar	Between Groups	(Combined)	3283.141	18	182.397	1.500	.239
		Linearity	134.564	1	134.564	1.106	.314
		Deviation from Linearity	3148.577	17	185.210	1.523	.232
	Within Groups		1459.633	12	121.636		
	Total		4742.774	30			

Based on the results from the table above, it shows that the relationship between the two variables studied has a significant probability value (sig) greater than 0.05. This means that the relationship between all independent and dependent variables is linear.

3. Classical assumption test (Multicollinearity test)

Multicollinearity test is the occurrence of a correlation between independent variables. how to detect it using a tolerance that is not more than 10 and the Variance Infalntion Factor (VIF) is not reduced than 0.1 then the regression model can be said to be free from multicollinearity problems.

Table 4.11

Results Multikolinearity test

Coefficients[a]

| Model | Collinearity Statistics | |
	Tolerance	VIF
1 (Constant)		
Learning style	1.000	1.000

a. Dependent Variable: students achievement

Based on the results of the multicollinearity test above, it shows that there is no mucolinearity. this can be seen from the results of the Tolerance value which is more than 0.1 and the Variance Infalntion Factor (VIF) value which is less than 10, namely 1,000 and 1,000.

4. Hypothesis test

a. Simple linear regression model

In this study, the statistical test used to test the research hypothesis is to use a simple linear regression model. this is because in this study the researcher wanted to examine the effect of one independent variable and one dependent variable. The following presents the results of a simple linear regression analysis.

Tabel 4.12

Results Simple Linear Regression

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	67.286	8.345		8.063	.000
X	.293	.318	.168	.920	.365

Based on the table of simple linear regression test results above, it can be made a linear regression equation as follows:

It is known that the value of constant (a) is 67,286, while the value of learning style (x) is 0.293, so the regression equation can be written:

Y= a+bX

Y= 67.286+0.293X

From the above equation can be explained as follows:

1) a constant of 67,286, meaning that the consistent value of the participation variable is 67,286

2) The X regression coefficient of 0.293 states that for every 1% addition of the learning style value, the participation value increases by 0.293. The regression coefficient is positive, so it can be said that the direction of the influence of the variable X on Y is positive.

Decision making in a simple regression test

Based on the sig value from the table, the sig value is 0.365 > 0.05, so it can be concluded that the learning style variable (X) has no effect on the learning outcome variable (Y).

Based on the t test / known t value, it is known that the t count value is 0.920 < t table 2.045 so it can be concluded that the learning style variable (X) has no effect on the learning outcome variable (Y).

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

   Based on the results of research conducted by researchers regarding the influence of learning styles on student learning outcomes in class IX Junior High School 16 Bengkulu City, it is concluded that learning styles have no effect on student achievement class IX.A at Junior High School 16 Bengkulu City. It can be seen from the value (sig) of 0.920 which means it is greater than (0.05). This means that there is no influence of learning style on student achievement class IX.A at Junior High School 16 Bengkulu City.

B. SUGGESTION

   This research is expected to be able to contribute to various parties as input that provides benefits for future progress, such as teachers being able to be more varied in teaching lessons so that students can receive them better and students can feel comfortable in teaching and learning activities every day. Students will more easily catch learning when the teacher explains with something that can attract their attention, whether it is in the form of pictures, videos, sounds, or activities that the teacher and students can do. It is hoped that this will improve the quality of student learning and will encourage their grades to be better.

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