

THE CORRELATION BETWEEN STUDENTS' LEARNING STYLES AND LANGUAGE LEARNING STRATEGIES IN JUNIOR HIGH SCHOOL

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ABSTRACT

This study aims to determine whether there is a relationship between learning styles and language learning strategies of eighth-grade students at SMP N 1 Lembang Jaya. This study is a quantitative study using the correlational method. The researcher used 30 samples selected by random technique as many as 143 students from the entire population. The instruments used in this study used two types of questionnaires, namely (PLSPQ) and (SILL). Researchers conducted descriptive statistical tests and Pearson correlation tests. The results showed that auditory learning style was the most popular among pupils with an average of 3.1400 and the most frequently used English learning strategy was metacognitive strategy with an average score of 2.8327. The correlation between students learning styles and learning strategies show the results that kinesthetic learning styles are correlated with compensatory strategies with a r_{count} of (0.429) and social strategies r_{count} of (0.376) which is higher than the r_{table} (0.361). A significant correlation was also found that group learning style had a significant relationship with cognitive strategies with r_{count} of (0.416) higher than r_{table} (0.361). In addition, individual learning styles were significantly correlated with social learning strategies with r_{table} of (0.410) higher than r_{table} (0.361).

Keywords: Correlation, Learning Styles, Language Learning Strategies.

INTRODUCTION

Learning is the most important thing in the educational process. The achievement of an effective learning process is the goal of education. Learning can be said to be effective if it creates a directed learning atmosphere where the objectives in the learning process are achieved appropriately and learning can be absorbed properly by students. In learning, students have their characteristics in receiving learning. Each student has different strategies and ways of receiving the information provided by the teacher. According to (Cheng, 2019) Each person has a unique learning process. Due to biological and psychological differences, different persons may have distinct learning preferences. This means that each student has their own experience in obtaining learning.

Achieving the main learning objectives can be influenced by several factors. One of them is the language learning strategies. This is important for students to be more responsible for their assignments and language learning and can also develop skills in language. As stated by (Oxford, 2003) the function of learning strategies is to make language learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable. In addition to learning strategies, learning styles are also an

important factor in helping someone learn English as a foreign language. Learning style is an individual's preferred way of obtaining the information learned. Each student has a unique and different learning style, even in one individual there is a preferred combination of learning styles. Cited by (Abante et al., 2014) each individual may possess a single style or could possess a combination of different learning styles. Language learning strategies and learning styles are very important for students to know and understand in learning English. It is supported by (Al-Seghayer, 2021) who states that learning style preferences and language learning strategies are among the most crucial factors influencing successful language learning. Students will be aware that they have diverse learning intelligences if they know their learning strategies and preferences. Thus, language learning strategies and learning styles can help students learn languages, and important for students to know the types of language learning strategies and learning styles so that they can develop their abilities according to their needs and make it easier for them to learn English.

In addition, Oxford as cited in (Wong & Nunan, 2011) states that if learners are aware of their learning styles, they can

adapt their learning strategies to match different learning tasks in particular situations. Students' awareness of learning styles will help students adapt appropriate strategies in learning the language and make students easily complete their assignments. This suggests that learning styles may influence the selection of student learning strategies so that students can adapt their learning styles to the right strategies when obtaining information in learning a language. According to (J. Li & Qin, 2006) high achievers differ from low achievers primarily in that they can access learning strategies common to different learning styles. It means that high-achieving individuals can identify their learning styles and access appropriate learning strategies. Thus, they can optimize their learning process and achieve higher achievements. Meanwhile, individuals who perform poorly may not have a deep understanding of their learning style or are unable to use learning strategies that suit their learning style.

After conducting pre-observations at SMPN 1 Lembang Jaya for eighth-grade students, the researcher found differences in

students' learning styles. In this observation, the researcher found students' learning styles visual, kinesthetic, auditory, tactile, group, and individual. Students at SMPN 1 Lembang Jaya eighth grade students have learning styles, but most of the students may not be aware of their learning styles and cannot adapt learning strategies that are right for them. In this study, the researcher describes various types of students learning styles and strategies at SMPN 1 Lembang Jaya in eighth-grade students using a correlational study. Explaining the various types of students learning styles and strategies will help students, teachers, and researcher to find out what learning styles and learning strategies the eighth-grade students have so that they can help students understand their learning styles and the right strategies so that students can easily obtain information given by the teacher properly. For this reason, the purpose of the study is to identify learning styles that are most used by students, to identify learning strategies often used by students, and to find out any significant correlation between learning styles and learning strategies for eight-grade students of Junior High School.

LITERATURE REVIEW

Language Learning Strategies (LLS)

Language Learning Strategies (LLS) is something done by the students from the

beginning of learning to the highest levels of proficiency in the target language (Cohen, 2012). Language learners can carry

out a variety of tasks with the aid of deliberate choices and operationalization's of their thoughts and actions. Oxford in (Liyanage & Bartlett, 2013) also states that Language Learning Strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. In this sense, a language learning strategy is an action taken by students intentionally and consciously in learning a language so that it can make learning easier, quicker to understand, fun, and can be applied by learners to other situations in their lives. In addition, cited by (Hakan et al., 2015) a method, technique, behavior, and thoughts used by language learners to facilitate learning to make the learning process easier is called Language Learning Strategies. LLS practices are adopted by language learners to be able to assist students in obtaining information in learning. These methods assist learners in internalizing, storing, recalling, and using the target language.

In learning English, students need to know the Language Learning Strategies. This can make students easier, faster, and more fun in the learning process so that it can help students learn English. Oxford and Allwright in (Altunay, 2014) state that

Language learning strategies are especially significant for language acquisition because they are instruments for active, self-directed movement, which is essential for establishing communicative competence. In addition, language learning strategies not only facilitate learners in developing autonomy but also enable them to become proficient language learners and improve the language learning process without compromising its effectiveness (Rustam et al., 2015). Language learning strategies are very important for students because they can facilitate students in learning languages so that they can learn languages easily and quickly. Moreover, according to (Rachmawati, 2017) when students use language learning strategies, it enables them to overcome their learning challenges, thus enhancing their proficiency in the language. She also said that effective language learning strategies play an important role in the development of second or foreign language skills to improve students' language skills.

Many factors influence the choice of language learning strategies and the frequency of students doing it. These factors can come from the students themselves and also external factors. According to (Khamkhien, 2010) in the selection of language learning strategies,

there are three influencing factors, namely gender, motivation, and experience. Oxford in (Solak & Cakir, 2015) state that language learners' choice of learning strategies is influenced by motivation, gender, the type of task, age and L2 stage, cultural background, learning style, tolerance for ambiguity, attitudes, and beliefs. Everyone has differences in living and dealing with life. Furthermore, (Yang, 2016) states that the factors that influence the selection of learning strategies are situational factors and individual factors. In the selection of learning strategies on the situation factors namely, second language and foreign language and situational factors and reading comprehension. It can be included that, in the selection of language learning strategies, many factors can influence it.

In Language learning strategies there are several different classifications according to experts. The first classification cited by Stern's (1992) in (Zare, 2012) Language Learning Strategies have been classified into the five groups as follows; Management and Planning Strategies, Cognitive Strategies, Communicative-Experiential Strategies, Interpersonal Strategies, and Affective Strategies. In other, O'Malley (1985) in (Hardan, 2013) Language Learning Strategies are divided into three main subcategories as follows:

Metacognitive Strategies, Cognitive Strategies, and Socioaffective Strategies. The last, Oxford (1990) in (Lavasani & Faryadres, 2011) and (Ikhsan, 2015) state that, the classification of Language Learning Strategies divided into two main classes that are Direct and Indirect strategies. Direct language learning strategies are those that directly use the target language. Among them are Memory, Cognitive, and Compensation Strategies. In contrast, indirect strategies which include metacognitive, Affective, and Social Strategies support language learning indirectly by helping students focus, plan, evaluate, seek opportunities, manage their fear, and develop empathy and cooperation. However, from the several classifications of Language Learning Strategies above researcher focuses on LLS by Oxford (1990), because it is complicated and covers all the classifications above. Then, the researcher wants to analyze the Language Learning Strategies by Oxford in (Lavasani & Faryadres, 2011) and (Ikhsan, 2015).

Learning Styles (LS)

A mode of learning is an individual's preferred or best manner(s) in which to think, process information, and demonstrate learning, (Pritchard, 2009:41).

In other words, learning style refers to learning methods that reflect the preferred or most effective way of thinking for someone in processing information and demonstrating learning provided by educators, so that learners can gain knowledge and develop their skills in learning languages. Besides, (Vaishnav, 2013) states that learning style refers to the ability of learners to perceive and process information in learning situations. Learning styles can be categorized, identified, and described in a variety of ways. These are, in general, broad patterns that give teaching and learning direction. And then, According to (L. N. Li, 2022) Learning styles are ingrained ways of observing, interpreting, or responding to information. Speaking about patterns of what a person is likely to favor as a learner, learning styles are useful shortcuts. For instance, some people prefer to learn by going through a syllabus or textbook chapter by chapter.

Learning Styles There are several different types according to the experts. (Pritchard, 2009:44-45) State that there are three types of learning styles namely Visual, Auditory, and Kinesthetic learners. Visual learners are a student learning approach by seeing, auditory learners are the learners who prefer learning via

listening, and kinesthetic learners favor hands-on learning. Moreover, (Haggart, 2004:4-11) cited that there are four types of learning styles of learners; they are Kinesthetic, Tactual, Auditory, and Visual learner. Furthermore, according to (Al-Seghayer, 2021) and Reid in (Moharrer, 2012: 533-534), in learning there are six types of students' learning styles, among them namely; visual, auditory, kinesthetic, tactile, group, and individual learner. Visual learning is the learning style preferred by students with the reading or studying from texts and notes, requiring less oral explanation. An auditory learner is a learner who enjoys learning by listening to lectures, oral explanations, audio tapes, and discussions in class. Kinesthetic learners are those who actively participate physically in their learning environment. A tactile learner is a learner who suggests 'Hands-on' experiences in classroom learning, for example, taking notes. Group preferring is the one who learns more effectively through studying with others and group interaction. An individual learns more effectively through studying independently, such as independent reading and study or self-directed study.

METHODS

Research Design

In this study, the researcher used correlation research as a research method because the researcher analyzed the correlation between students' learning styles and language learning strategies. According to (Creswell, 2012: 338) a statistical test called a correlation is used to identify whether there is a tendency for two (or more) variables or two sets of data to fluctuate consistently. This study has two variables, namely variables X and Y. Variable X is a learning style, and variable Y is a language learning strategies.

Respondents

Population is the entire object of the study. According to (Creswell, 2012: 142) population is a group of individuals who have the same characteristics. The population of the research includes 143 eighth-grade students. The type of sample taken by the researcher used a simple random sampling technique, this study of the sample 20% of 143 students, namely 30 students as participants.

Instruments

In this study, the researcher used two types of questionnaires that are Perceptual Learning Style Preference

Questionnaire (PLSPQ) which is used by the researcher as a tool to identify students' preferred learning styles based on their perceptions. In the questionnaire of PLSPQ, six indicators are visual, auditory, kinesthetic, tactile, group, and individual learning styles. The second questionnaire is the Strategy Inventory for Language Learning (SILL) which is used by researchers as a tool to evaluate the strategies used by individuals in learning language. The questionnaire of SILL same with learning styles there are six points of indicators that are memory, cognitive, compensation, metacognitive, affective, and social language learning strategies.

Data analysis

After collecting the data, the researcher analyzed the data from the questionnaire scores obtained. The learning style questionnaire adopted by Reid in (Wintergerst et al., 2001), it consists of 30 indicators. The questionnaire used four points scores like were strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The learning strategies questionnaire adopted from (Oxford, 1989), this questionnaire consists of 50 indicators and uses four points (1) never or almost never true of me, (2) usually not true of me,

(3) usually true of me, (4) always or almost always true of me. According to (Arikunto, 2010: 278-281) in analyzing the data there were three steps such as preparation, tabulation, and interpretation. In the interpretation, the PLSPQ and SILL data

were analyzed using descriptive statistics and Pearson correlation to recognize the Correlation between students' learning styles and learning strategies of eighth-grade students in Junior High School.

RESULTS AND DISCUSSION

This section, answers questions from the formulation of the problem which includes 3 questions among them are; What learning style is most used by eighth-grade students of Junior High School?, What are the strategies often used by eighth-grade students of Junior High School? And then is there any significant correlation between learning style and strategies for eighth-

grade students of Junior High School? To obtain data from the PLSPQ and SILL questionnaires, an analysis was carried out using descriptive statistics to answer the formulation of the problem number 1 and 2. Pearson correlation was also used by researchers to answer question number 3, namely to identify the correlation between variable X and variable Y.

Table 1. Mean Value and Standard Deviation of LS used by Students

Descriptive Statistics					
LS	N	Minimum	Maximum	Mean	Std. Deviation
Visual	30	2.00	4.00	2.8800	.43502
Auditory	30	2.40	4.00	3.1400	.45833
Kinaesthetic	30	2.00	4.00	2.9933	.46826
Tactile	30	2.00	4.00	2.9133	.44778
Group	30	1.40	4.00	2.9333	.62441
Individual	30	1.80	3.80	2.8867	.55007

Table 1 shows the descriptive statistics result of each learning style. Based on the descriptive statistics analysis find the result, of all learning styles, auditory learning is first ranked with a mean score of 3.1400, followed by the secondary kinesthetic learning style with a mean value of 2.9933. The next learning style is group learning

with 2.9333 the mean value. Then, tactile learning style ranked fourth from learning style with a mean value of 2.9133. There are 2.8867 the mean score for individual learning style and the last is visual style becomes the least learning style with a value of 2.8800. The results of the analysis of the descriptive statistics of perceptual

learning style can be seen that auditory learning style is the most preferred learning style by eighth-grade students. The results of this study are very different from the results of the research (Cheng, 2019) the study investigated the relationship between

learning styles and learning strategies of Mandarin Learners in University Tun Hussein Onn Malaysia and the results showed that CFL learners preferred kinesthetic and group learning styles.

Table 2. Mean Value and Standard Deviation of LLS used by Students

Descriptive Statistics					
LLS	N	Minimum	Maximum	Mean	Std. Deviation
Memory	30	1.89	3.33	2.5927	.32960
Cognitive	30	2.21	3.57	2.6333	.33548
Compensation	30	1.67	3.50	2.4890	.49723
Metacognitive	30	2.11	3.78	2.8327	.47205
Affective	30	1.50	3.50	2.6053	.50155
Social	30	2.00	4.00	2.7950	.46492

Table 2 shows the descriptive statistics result of each language learning strategy. A metacognitive strategy has the highest score with a mean value of 2.8327 and compensation strategies with the lowest score with a mean value of 2.4890. The second-ranked with the highest score is social strategies with a mean value of 2.7950 followed by cognitive strategies with 2.6333 of the mean score. Moreover, an effective learning strategy is fourth-ranked with a mean score of 2.6053, and the memory strategies with a mean value of 2.5927. The results of the analysis of the descriptive statistics of language learning

strategies can be seen that the metacognitive strategy is the strategy most often used by eighth-grade students. The results obtained from students' language learning strategies that are most often used by students are the same as the results of the research given by (Chand, 2014) who investigated "Language learning strategy use and its impact on proficiency in academic writing of tertiary students" getting the results that metacognitive and cognitive strategies are the most frequently used language learning strategies by students.

Table 3. Components of Pearson Correlation between students learning styles and learning strategies

		Correlation					
		Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Visual	Pearson Correlation	-0.119	-0.161	-0.021	-0.210	-0.027	0.022
	Sig. (2-tailed)	0.531	0.359	0.912	0.266	0.887	0.909
	N	30	30	30	30	30	30
Auditory	Pearson Correlation	-0.198	0.013	0.017	0.163	0.119	-0.098
	Sig. (2-tailed)	0.294	0.946	0.929	0.390	0.531	0.607
	N	30	30	30	30	30	30
Kinaesthetic	Pearson Correlation	0.022	0.164	.429*	0.270	0.355	.376*
	Sig. (2-tailed)	0.906	0.387	0.018	0.149	0.054	0.041
	N	30	30	30	30	30	30
Tactile	Pearson Correlation	0.099	0.121	0.255	0.203	0.289	0.305
	Sig. (2-tailed)	0.603	0.525	0.174	0.282	0.121	0.101
	N	30	30	30	30	30	30
Group	Pearson Correlation	0.180	.416*	0.250	0.269	0.202	0.293
	Sig. (2-tailed)	0.342	0.022	0.183	0.150	0.285	0.118
	N	30	30	30	30	30	30
Individual	Pearson Correlation	-0.015	-0.144	0.156	0.175	0.142	.410*
	Sig. (2-tailed)	0.937	0.449	0.411	0.355	0.454	0.025
	N	30	30	30	30	30	30

*. Correlation is significant at the 0.05 (2-tailed).

Table 4. Coefficient Correlation Interval

Coefficient Interval (r)	Interpretation
0,00-0,199	Very low Correlation
0,20-0,399	Low Correlation
0,40-0,599	Medium Correlation
0,60-0,799	High Correlation
0,80-1,000	Very High Correlation

Based on table 3 and 4, the correlation between students' learning style and learning strategies shows that kinesthetic style correlated with compensation strategy ($r= 0.429$, $p < 0.05$) with a medium correlation in the value of 0.40 to 0.599 and social learning strategies ($r= 0.376$, $p < 0.05$) that show a low

correlation in the value of 0.20 to 0.399. In addition, group learning style had significant relations with cognitive strategies ($r= 0.416$, $p < 0.05$) and also found that learning style of individual had significant correlated with social learning strategies ($r= 0.410$, $p < 0.05$), that are medium correlation in the value of 0.40 to

0.599. The results obtained about the correlation between learning styles and students' language learning strategies in this study with research (Nosratinia, 2014) obtained different results, in her research, it

CONCLUSION

Based on the result of this study above, the findings of this research are the learning style most favored by eighth-grade students is an auditory learning style with a mean score of 3.1400, as well as the strategies most often used by eighth-grade students, namely metacognitive strategies with a mean value of 2.8327. Other than that, the correlation between students' learning style and language learning strategies of eighth-grade students of Junior High School at SMP N 1 Lembang Jaya. The researcher distributes the r_{table} value at 5% significance, which is 0.361. This study can be seen from r_{count} in this research higher than r_{table} where kinesthetic learning style significant correlated with compensation strategies r_{count} (0.429) and social strategies r_{count} (0.376) also higher than r_{table} (0.361). Significant correlation also found that group learning style had significant a relation with cognitive strategies r_{count} (0.416) was higher than r_{table} (0.361). Moreover, an individual learning style correlated with social

was found that there is a strong correlation between affective strategy used by EFL learners and visual and auditory styles, as well as metacognitive strategy and visual style.

learning strategies r_{count} (0.410) was higher than r_{table} (0.361). Therefore, the hypothesis alternative in this research was accepted.

The researcher has suggestions for teachers to better understand and know what learning styles and language learning strategies are owned by students so that teachers can provide direction to students regarding learning styles that exist in students so that they can choose the right language learning strategy with their learning style because each student has a different learning style and learning strategy. Likewise, students must also understand and realize the learning styles that exist in themselves to match learning styles with learning strategies that are by learning styles so that they can facilitate and enjoy every learning process provided by the teacher. In addition, researchers also provide suggestions for the next researchers to be able to examine learning style variables and learning strategies with different research methods and also

examine with other instruments such as interviews.

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