

**THE CORRELATION BETWEEN STUDENTS' LEARNING STYLES AND  
THEIR SPEAKING PERFORMANCE AT THE THIRD SEMESTER STUDENTS  
OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN STS JAMBI**

**Wahyuni Fitria**

English Education Department, Sulthan Thaha Saifuddin State Islamic Institute, Jambi  
*wahyuniifitriaa@yahoo.com*

**Luqman Hakim**

English Education Department, Sulthan Thaha Saifuddin State Islamic Institute, Jambi  
*luckyelucky16@gmail.com*

**Abstract**

The purpose of this research were: 1) To determine the learning styles of students, 2) to know the correlation between students' learning style and their speaking performance, and 3) to know the contribution of learning styles toward speaking performance. This research was descriptive quantitative research with statistical analysis techniques using Pearson Product Moment. The collection of data obtained through questionnaires and speaking performance rubric. The results showed the overall look that learning styles at Third Semester of English Education Program of IAIN STS Jambi is a visual 14 students (43.75%), audiovisual 10 students (31.25%), kinesthetic 8 students (25%). And also based on the Pearson Product Moment Correlation test, it was known that there was very high correlation between learning style and speaking performance with Pearson Correlation value 0.842 with a significance value  $0.000 < 0.005$  so it can be concluded that there is a significant correlation between learning style and speaking performance. Then, based on the simple linear regression test showed that learning style contributed as much as 7,1% (R Square 0,071) on the speaking performance.

**Keywords** : *Learning Styles, Speaking Performance, University Students*

Students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible.

Students learn in many different ways. Some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinesthetic learners learn by doing. Students can prefer one, two, or three learning styles.

Learning style is the key to develop a performance at job, school, and in interpersonal situation. By knowing the learning styles of students, a teacher can easily determine and take decisions in the use of teaching methods according to students' learning styles, especially in the subjects of English. Likewise, if students know their individual learning styles and students will be easier and faster to understand and process information or subject matter that is given. In fact, a person's ability to understand and absorb the lessons of different levels. There are fast to absorb the lessons, there is currently and those that are very slow to absorb the lessons that have been taught by the teacher. Bobby DePorter (2012, p110). Therefore, they often have to take a different way to understand the information or the same lesson.

This research was conducted in the third semester students of English Education Program of The State Institute for Islamic Studies Sultan Thaha Saifuddin Jambi. Based on the preliminary observation made by researchers, found mostly students who do not care about their learning style even they really don't know about what learning style is and the beneficial of understanding their learning styles. In fact, some lecturers didn't do the initial observation of the learning styles of the students first before determining the methods that are used in the class. Researchers who were also as a student in English Education Program had experienced similar things. The lecturers often didn't have attention toward their students and it make the students noisy in the class.

This study attempted to investigate the correlation between students' learning styles and their speaking performance of the third semester students of IAIN STS Jambi. It was aimed to determine the learning styles of students, to know the correlation between students' learning style and their speaking performance, and to know the contribution of learning styles toward speaking performance

### *Benefits of Understanding Learning Styles*

Understanding learning styles is the best way to maximize learning in the classroom. After finding the learning styles and know the best methods to help yourself in learning through the style, then one can grow and perform well in the classroom and even in subjects that were previously considered difficult and unpleasant.

Learners' learning styles can not be changed, but once the students understand the learning styles of learners are expected to maximize the learning style that is owned by learning that suits their learning style. By understanding and learning styles to pursue the achievement of learning can be achieved with ease.

Some of these benefits (referred to in Anonymous, 2010), includes:

#### A. Academic Gains :

- 1) Maximize the potential of learning
- 2) Outstanding at all levels of education
- 3) Understand how you learn best and can get better grades on exams and tests
- 4) Overcoming the limitations of learning in the classroom

- 5) Reduce frustration and stress levels of students
- 6) Develop a strategy to learn efficiently and effectively

#### B. Personal Gain

- 1) Increase the confidence and self-esteem
- 2) Learn how to best use the advantages of the brain
- 3) Gaining insight into the strengths and weaknesses
- 4) Learn how to enjoy learning more deeply
- 5) Developing the motivation to learn
- 6) Learn how to maximize the abilities and natural skills

#### C. advantages Professionals

- 1) Stay up to date on topics of professional
- 2) Superior in competition / rivalry
- 3) Manage a team with a more effective way
- 4) Learn how to give presentations more effective
- 5) Improving skills in selling
- 6) Increase productivity

Keep in mind that there is no right way or wrong in learning. Each person is unique and each learning style offers advantages and disadvantages of each. Understanding learning styles can help yourself to learn and work more efficiently

#### *Utilizing Learning Styles*

There are several ways that can be used by a teacher to help students maximize their learning styles of each.

First, explain to them (students) that people learn in different ways and all the way just as good. Each method has its own strengths. Furthermore, help students to realize the learning style of each. Once students know their learning style and then provides tips as according to De Porter & Hernacki (2010) the following:

##### a. Visual Students

Encourage students to create a lot of visual symbols and images in their records. In mathematics and natural sciences, tables and charts will deepen their understanding. The mind map can be a great tool for visual learners in any subject for visual learners learn best when they started with the "overall picture", conduct a general review of the lesson material. Reading material at a glance, for example, provides a general overview of the literature prior to the details.

##### b. Auditory Students

Listening to lectures, examples, and stories as well as repeat information is the principal means of learning them. If teachers see their difficulty in understanding a concept, then help him by getting them talking to themselves to understand or change the length of facts into a catchy song by the students.

##### c. Kinesthetic Students

These students love the applied project. The plays short and funny proven to help them. Like the kinesthetic learners learn best through movement and memorize information by associating the movement with every fact.

## RESEARCH METHOD

This research was a descriptive quantitative, because it was presented by numbers. the aims of this research was to know the type of the students' learning style, to know the significance correlation and contribution of students' learning style to performance at third semester students' of English Education Program of IAIN STS Jambi. Furthermore, it used correlation type of research where research was conducted by the researcher to determine the degree of relationship between two variables, without making any changes, additions or manipulation of the data that is already there.

To collect the data of the students' learning styles the researchers used questionnaire, the questionnaire was taken from Mutua Meshack Nzesei which consists 6 question for visual, 6 question for audiovisual, and 6 question for kinesthetic and the total question is 18. Each question have 3 optional answers starting from often, sometimes, and seldom. To asses speaking skill the researchers used Bernie Dodge and Nancy Pickett (2001) rubric and a rater. There are 4 aspects in assessing speaking performance. They were: Pronunciation, fluency, syntax, and vocabulary. The scale range from 1 to 5 and the maximum score is 100. To analyze the correlation between the independent variables (X) and dependent variable (Y), Pearson Product Moment Correlation coefficient was used to analyze the data obtained from the questionnaire and rubric of the speaking assesment. And the last, Simple linear regression analysis was applied to see significance contribution variable X (

learning style) to varibale Y ( speaking performance ). Regression analysis was intended to support the correlation coefficient analysis. This analysis used SPSS 23 for windows.

## FINDINGS AND DISCUSSIONS

### *Findings*

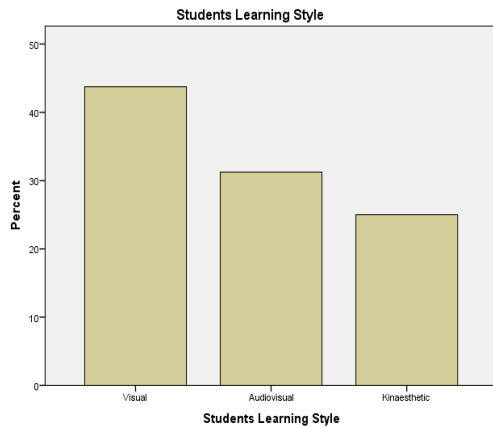
Based on formulation of the problem, there were four items which elaborated in the findings and discussion. They were: analysis of students learning style, analysis of student speaking performance and finally correlation analysis and simple linear regression analysis.

### *Students' Learning Styles*

To determine the quantitative value and type of student learning styles, then drafted tables or tabulations frequency questionnaire answers that have been given to each respondent by using the criteria of quantification of each alternative answers. So tha it can be said that the range score of students learning styles is a 18-90. It meant that the minimum possibility score would be 18 and maximum score is 90. The students who have a visual learning style is 14 students (43.75%), while those with audiovisual learning styles is 10 students (31.25%) and which has a kinaesthetic learning styles is 8 students ( 25%) so it meant that the high percentage of learning style in the third semester students' of English Education Program of IAIN STS Jambi is visual learning style.

[Type text]

The histogram below show percentage of students learning style of English Education Program of IAIN STS from the output of SPSS 23.



6	55	22	85
7	80	23	60
8	90	24	65
9	95	25	75
10	75	26	85
11	65	27	70
12	70	28	95
13	95	29	95
14	90	30	100
15	100	31	70
16	85	32	95

### Speaking Performance Score

Random sampling was taken in this study since the population of this research was 100 students. Furthermore, in assessing the students' speaking performance, the researcher need help from rater. The score of speaking performance was gotten from a rater who gave the score based on the aspect of speaking performance. The result of the students' speaking performance score can be seen in the table below

### Students Speaking Performance Score

No Respondent	Score	No Respondent	Score
1	75	17	60
2	60	18	65
3	65	19	60
4	70	20	65
5	60	21	95

### The Correlation Between The Variables

To found the correlation between two variables that is, students learning style as independent variable (X) and Speaking Performance as dependent Variable (Y), Pearson Correlation Product Moment was applied. It can be seen in these following table

Correlations

		Learning Style Score	Speaking Performance Score
Learning Style Score	Pearson Correlation	1	,842**
	Sig. (2-tailed)		,000
	N	32	32
Speaking Performance Score	Pearson Correlation	,842**	1
	Sig. (2-tailed)	,000	
	N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The correlation between learning style and speaking performance is very

[Type text]

strong as indicated by a correlation value close to +1 that is 0.842. With the P-value / Sig. equal to 0:00 <0.05 it can be concluded there is a significant correlation between the two variables. The positive sign indicates that the correlation between learning style and speaking performance is a proportional relationship or unidirectional. Means that the higher one's learning style value, the higher the value of speaking performance. So it can be concluded that the relationship between learning style and speaking performance is very strong, significant, and direction.

*The Contribution of the Predictor Variable on the Criterion Variable*

Simple linear regression analysis is a regression method that can be used as a tool of statistical inference to determine the contribution of an independent variable (independent) on the dependent variable (dependent).

*Summary Statistic of the Contribution of Predictor Variable on the Criterion Variable Using Simple Linear Regression*

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change
					R Square Change	F	df1	df2	
1	.842 <sup>a</sup>	.71	.70	7.869	.071	73.310	1	30	.000

a. Predictors: (Constant), Learning Style Score

Based on the table above, it was found the students learning style

contributed 7.1% (R Square 0.071) to the speaking performance.

**Discussion**

The result of the analysis of the third semester students' of English Education Program of IAIN STS Jambi showed 43.75% of students have a tendency to visual learning style, while for the audiovisual learning styles have a percentage as much as 31.25% and kinesthetic learning styles have a percentage of 25%. The diversity of learning styles that owned these students should be a concern for the English Department to make the learning style factor as one consideration in implementing the learning process in the department of English language education to facilitate the three learning styles. Its agree by Cutt (referred in Ardi 2007) optimal learning results will be obtained if such a difference diverse habits, interests, and learning styles of learners are accommodated by teachers / lecturers through the choice of teaching methods and teaching materials according to the learning style of the learner.

It should be emphasized that a person does not mean just having one the characteristics of a particular learning style that does not have the characteristics of other learning styles, basically a person has three modalities, but there is usually one of the most distinctive characteristic that makes it easier to absorb the lessons. In line with this it is essential to for students to be able to adapt to all kinds of situations, conditions, as well as a lecturer teaching

[Type text]

techniques that tend to vary with the specification of its science.

Next, the researcher found very high correlation between the students learning style variable and speaking performance variables. The technique to correlate two variable was using partial product moment in SPSS 23 for windows. In the data above, show that students learning style have significant correlation with positive correlation its mean more high the value of learning style so higher the value of speaking performance. The value of correlation is 0,842 it's really closer to +1.

To know how much variable x contributed to variable y used simple linear regression. This analyses was used because there are two variables where will analyzed. After analyzed the value of contributed found the learning style contributed as much 7,1% (R Square 0.071) toward speaking performance and the remaining influenced by other factors.

## CONCLUSION

The students learning style in the third semester students' of English Education Program of IAIN STS Jambi includes learning styles are visual, auditory, and kinesthetic, respectively with the number of most students are have a visual learning style is 14 students (43.75%), while those with audiovisual learning styles is 10 students (31.25%) and which has a kinaesthetic learning styles is 8 students ( 25%).

There was positive correlation between two variable that was students learning style as independent variable (X) and speaking performance as dependent

variable (Y) its have significant correlation where the correlation value between students learning style and speaking performance was 0,842 with the significant level 0,000.

There are significant contribution students learning style to speaking performance its proven by using simple linear regression with the number of R Square is 0.071 its meant the contribution of students learning style as much 7,1% toward speaking performance.

## REFERENCES

- Arikunto, S. (2008). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Aunurrahman. (2009). *Belajar dan pembelajaran*. Bandung: Alfabeta.
- Brown, H. Doughlas. (2007). *Principles of language learning and teaching 5<sup>th</sup> edition*. San Fransisco: Longman.
- Brown, H. Doughlas. (2003). *Strategies fo Succes: A Practical Guide to Learning English*. New York: Logman.
- Coffield, F., Moseley, D., Hall, E., & Ecclestone, K. (2004). *Learning styles and pedagogy in post-16 learning: a systematic and critical review*. London : LSRC reference, Learning & Skills Research Centre.
- Cornelius, Sarah. (2001). *Learning Online : Model and Style. Edinburgh*, London: Oyis (Online Tutoring Skills Project).
- DePorter, Bobbi. Hernacki, Mike. (2010). *Quantum learning: Membiasakan*

[Type text]

*belajar nyaman dan menyenangkan, quantum learning: unleashing the genius in you.*  
Bandung: Kaifa.

DePorter, Bobbi. Hernacki, Mike. (2012). *Quantum learning: Membiasakan belajar nyaman dan menyenangkan, quantum learning: unleashing the genius in you.*  
Bandung: Kaifa.

Dornyei, Zoltan. (2005). *The Psychologist the Language Learner.* New Jersey: Lawrence Erlbaum Associates, Inc.

Gilakjani, Abbas P. (2012). *Visual, Auditory, Kinaesthetic Learning Style and Their Impact on English Language Teaching,* Iran: Journal of Studies in Education.

Hamzah B. Uno. (2008). *Teori Motivasi dan Pengukurannya Analisis di Bidang Pendidikan.* Jakarta: Bumi Aksara.

Muijs, Daniel. (2004). *Doing Quantitative Research in Education.* London: SAGE Publication Ltd.

Nasution. (2011). *Berbagai pendekatan dalam proses belajar dan mengajar.* Jakarta: PT. Bumi Aksara.

Nzesei, Mutua Meshack. (2015). *A correlation study between learning styles and academic achievement among secondary school students in Kenya.* Retrieved from website: <http://erepository.uonbi.ac>

P-12, *Prekindergarten through Grade 12 Education. Speaking rubric.* Retrieved from website:

[www.p12.nysed.gov/ciai/lote/pub/1otecassess.pdf](http://www.p12.nysed.gov/ciai/lote/pub/1otecassess.pdf).

Permendiknas 41. (2007). *Peraturan menteri pendidikan nasional tentang standar proses untuk satuan pendidikan dasar dan menengah.* Jakarta.

Qodriyah, Annie. (2011). *The correlation between learning style toward learning outcome on the subject of aqidah ahlak at fourth grade mi miftakhul akhlaqiyah bringin ngaliyan Semarang.* Retrieved from website [library.walisongo.ac.id/digilib/download.php](http://library.walisongo.ac.id/digilib/download.php)

Richard, Jack C. (2008) *Teaching Listening and Speaking From Theory to Practice,* New York: Cambridge University Press.

Sadker, David Miller, Sadker, Myra Pollack, and Zittleman, Karen R. (2008) *Teachers, Schools, and Society.* New York: McGraw-Hill Companies.

Tarigan, Djago dan H.G. Tarigan. (1990). *Teknik Pengajaran Keterampilan Berbahasa.* Bandung: Angkasa.

Willis, Judy. (2008). *How Your Child Learning Best.* USA: Sourcebooks, Inc.