LEARNING STYLES AND ACADEMIC PERFORMANCE OF THE SIXTH SEMESTER ENGLISH EDUCATION STUDENTS OF SRIWIJAYA UNIVERSITY

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SRIWIJAYA UNIVERSITY

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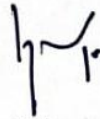**Department of Language and Art Education**

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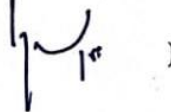
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DECLARATION

I, the undersigned,

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Certify that the thesis entitled "Learning Styles and Academic Performance of The Sixth Semester English Education Students of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang,   June 2023

The Undersigned,

Mochammad Dony Aprialdi

DEDICATION

I dedicate this thesis to my dearest family: Mama, Papa, Amak, and the big family that I cannot mention one by one. Thank you for the lessons, strength, happiness, prayers, and for everything you give to me.

MOTTOES

"ALLAH does not charge a soul except (with that within) its capacity."

-Al-Baqarah: 286-

"Seeking knowledge is taqwa. Conveying knowledge is worship. Repeating knowledge is dhikr. Seeking knowledge is jihad."

-Abu Hamid Al Ghazali-

"Life is like the art of drawing without an eraser"

-The writer-

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The writer wrote this research to finish and fulfill one of the requirements for an S1 degree at English Education Study Program, Faculty of Teacher Training and Education Sriwijaya University. Therefore, I would like to express my gratitude to Allah Subhanahu Wa Ta'ala, the almighty God, for blessing me to finally finish this thesis. I also would like to express my gratitude to the people who also contribute to this thesis journey, especially to:

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LEARNING STYLES AND ACADEMIC PERFORMANCE OF THE SIXTH SEMESTER ENGLISH EDUCATION STUDENTS OF SRIWIJAYA UNIVERSITY

ABSTRACT
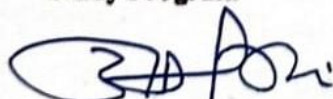
Learning styles used by students appropriately can make students understand the learning process well. Good learning achievement reflects a good learning style too, because when students identify the learning style they are interested in, the learning process will take place effectively. This study wants to prove whether learning styles really correlate with the academic performance of the 6th semester students of the English Education Study Program, FKIP Sriwijaya University. This study discusses 3 aspects of learning styles in student academic achievement. The 3 aspects are visual, auditory, and kinesthetic learning styles. This research is a correlational quantitative research that aims to determine whether there is a significant relationship between learning styles and academic achievement. The sample of this study was 74 semester 6 students of the English Education Study Program at FKIP Sriwijaya University using purposive sampling. The research instrument was a learning style questionnaire and documentation of academic performance, which were analyzed using The Pearson Product Moment correlation in SPSS. This research shows that students of the 6th semester English Education Study Program at FKIP Sriwijaya University have a very good level of academic performance. The findings show that there is no significant correlation between learning style and academic achievement (p-value: 0.272 and r-obtained: 0.129). Therefore, researchers hope that other researchers will focus more on learning to research learning styles and academic achievement to make quality human resources in the field of education.

Keywords: *Learning Styles, Visual, Audiotory, Kinesthetic, Academic Performance*

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CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study.

1.1 Background of the Study

Understanding the learning styles of each student is the best way to maximize the learning process in the classroom. One of the problems in learning is that each student has a different learning styles in receiving lessons. Success in learning is largely determined by the learning styles introduced by the teacher. Because in the lesson it involves all aspects of learning including students learning by seeing, hearing, and doing practical activities. If here the teacher pays attention to learning styles factors, it will help students achieve their learning achievements (Puspitasari, et.al., 2021).

According to Wahyuni, et.al. (2021) learning has the meaning of acquiring knowledge or mastering knowledge through experience, remembering, mastering experience, getting information or finding information. A process of doing through various experiences, the process of seeing, observing, and understanding something that is learned. Even though someone has stopped going to school, someone still continues to study because knowledge is not only obtained at school but can also be obtained in the environment where one lives. According to Ling et al. (2017), "many studies from experts have found that students or learners tend to have their own preferences in learning styles" (p. 4), which is why teachers must be familiar with the learning styles of their students. Learning styles will help students improve their English achievement, and learning styles are crucial because "learning styles are important in the teaching and learning process because they are part of the students' characteristics; and each student brings their own method of learning to the classroom" (Nafis, 2017, p. 9).

Learning styles is one of the determinants of student learning outcomes (Ningrat, et.al., 2018). According to Dewi and Yusri (2023) learning styles is a student's tendency to learn or acquire knowledge, learning styles also refers to the way students obtain information. Different levels of students' critical thinking

abilities can also be influenced by their learning styles (Maimunah, et.al., 2020). The concept of learning styles is an explanation of how people learn (Dewantara, et.al., 2021).

According to DePorter and Hernacki (2014) in their Quantum book, it is stated that student learning styles are receiving information in different ways. DePorter and Hernacki divide these learning styles into three groups, namely the visual learning group which accesses visual learning, the Auditorial learning group which accesses learning through hearing, and the kinesthetic learning group which accesses learning through motion, emotion and physical.

Academic achievement and learning achievement are the learning processes that students go through and create changes in the fields of knowledge, understanding, application, analytical power, synthesis and evaluation (Usman, 2016). The results of the learning styles or learning obtained by students are influenced by learning strategies and the characteristics of the students themselves. Every student has different characteristics for learning (Pinat, et.al., 2022). To find out how far academic achievement is, it is necessary to measure and assess learning outcomes in the form of test scores obtained such as report card scores or GPA (cumulative achievement index), learning outcomes obtained from learning activities at school or higher education are cognitive in nature and are usually determined through measurement and assessment (Lubis, et.al., 2018).

Students utilize effective learning styles to comprehend the learning process thoroughly. Good learning achievement is also indicative of good learning styles, because when students recognize the learning styles they prefer, the learning process will proceed efficiently. The uniqueness of the individual needs to be considered not as a distraction but as a difference. With this perspective, a unique individual can be seen as a whole person. These three distinct learning styles can be viewed as assets that must be based on the individual, particularly for those who appear to aid in the learning process (teachers or parents). Good learning outcomes can be attributed to good learning styles because students will be able to learn more effectively if they know and comprehend their optimal learning styles. (Lubis, et.al., 2018).

Learning styles are very influential in a teaching and learning process

because if everyone understands their respective learning styles, they will quickly and easily receive new information or knowledge (Gilakjani & Pourhossein, 2012). Research that was conducted by Prasetya at SMKN 2 Depok Sleman, Yogyakarta showed that learning styles greatly affect student's learning outcomes. In this study, it was determined that students' achievement in learning is proportional to their use of learning approaches. Students' low achievement, as measured by an average value below the set standard, is influenced by a number of factors, one of which is their learning style (Kasmirawati, 2013).

This research is significant because it seeks to establish the connection between learning styles and academic performance. Students can maximize their academic and non-academic accomplishments if they are aware of their learning preferences and implement appropriate learning methods. Effective and efficient means exist for attaining learning objectives. In order for students to consistently enhance their learning outcomes, it is necessary to contemplate and reconsider their learning approaches. According to research conducted by Cahyani (2017), learning that is in accordance with students' interests and learning styles will improve students' comprehension of the selected material or information and can create a conducive and pleasurable learning environment for both teachers and students.

The results of research from previous researchers proved that there is a correlation between student's learning styles and student's achievement, namely getting a value of 0.605 so that there is a positive relationship between the two variables (Wahyuni, et.al., 2023). In accordance with this, the research of Bire et al. (2014) shows that Visual Learning Styles, Auditory Learning Styles, and Kinesthetic Learning Styles simultaneously have a positive and significant influence on student learning achievement of 62.91%. It demonstrates that learning approaches positively influence academic achievement.

A study by Lubis, et.al. (2018) entitled "Relationship between Learning Styles and Student Achievement Levels at the Faculty of Medicine, Islamic University of North Sumatra Class of 2013" reveals that there is a relationship between learning styles and achievement levels. Results of data analysis p value = 0.000 < than p = 0.05. In addition, in this study there was an influence between learning styles and achievement. The results of data analysis showed a very

significant difference, p value = 0.000 < than p = 0.05, those who had more learning styles got a very satisfactory GPA 81 students (61.7 %).

The researcher chose sixth semester English education students because some of them were not aware of the learning styles they used and the students had different backgrounds with different grade points. By getting to know each other's learning styles, learning can be done easily and precisely. Success in using learning styles will have a positive impact on improving learning achievement. Learning styles can show the fastest and best way for individuals to absorb information from outside themselves. The researcher chose English Education students at Sriwijaya University because the researcher is also a student of English Education at Sriwijaya University, so it would make it easier for researchers to retrieve research data.

On the basis of the foregoing explanation, the researcher wishes to determine whether or not there is a true correlation between learning styles and academic performance among English Language Education students at FKIP Sriwijaya University. Thus, the researcher is interested in research entitled "Learning Styles and Academic Performance of The Sixth Semester English Education Students of Sriwijaya University". The participants in this study were English education students from the Palembang and Indralaya campuses in their sixth semester.

1.2 Problems of the Study

Based on the statement above that has been discussed, this research limits the discussion by stating the research problem formulated to:

1. Was there any significant correlation between learning styles and academic performance of the 6th-semester students of English Education Study Program at Sriwijaya University?
2. How much was the significant contribution of learning styles to the academic performance of the 6th-semester students of English Education Study Program at Sriwijaya University?

1.3 Objectives of the Study

Based on the problems of the study, This research had the objectives

1. To know whether or not there was a significant correlation between learning styles and academic performance of the 6th-semester students of English Education Study Program at Sriwijaya University.
2. To explore how much was the significant contribution of learning styles to the academic performance of the 6th-semester students of English Education Study Program at Sriwijaya University.

1.4 Significance of the Study

The benefits of this research are expected to provide knowledge about learning styles and academic achievement as well as be of benefit to lecturers, students and future researchers. It is hoped that this research can be used as learning materials and the results can be used for educational needs regarding the relationship between learning styles and academic performance. Researchers also hope that with further research they can find more other information or factors beyond the scope of this study. With this, it can build on this research from further researchers.

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