

**CORRELATION BETWEEN LEARNING STYLES AND
ENGLISH ACHIEVEMENT OF THE STUDENTS IN SMK BRANTAS
MALANG**

UNDERGRADUATE THESIS

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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF CULTURAL STUDIES

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in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan***

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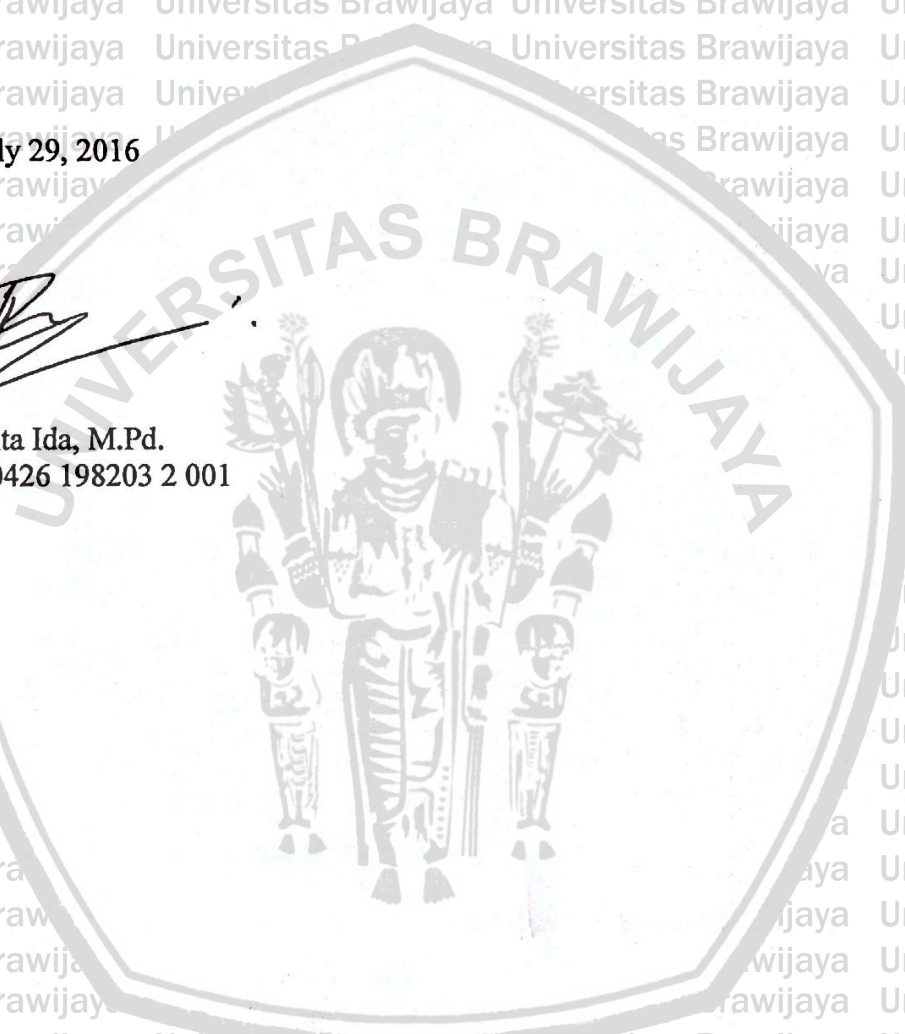
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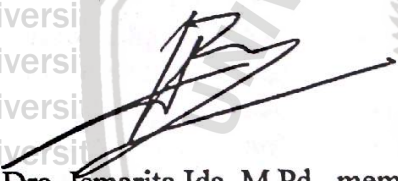


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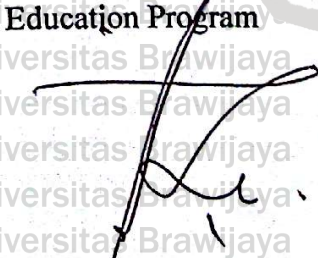


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ABSTRACT

Manzil, Li'iza Diana. 2016. **The Correlation between Learning Styles and English Achievement of the Students in SMK Brantas Malang.** English Language Education Program, Faculty of Cultural Studies, University of Brawijaya. Supervisor: Dra. Ismarita Ida, M.Pd

Keywords: Learning Style, English Achievement, SMK Brantas Karangates Malang.

English is an international language used and taught in majority countries in the world. Teaching English as Foreign Language (TEFL) in Indonesia mostly focuses on external factors affecting learners' English achievement such as teaching strategies and teaching methods. While experts believe that one the most influential factors is students' learning styles. The researcher believes that by knowing and being aware of their learning styles will help students to achieve better in learning English. This study is conducted to know the learning styles used by students of SMK Brantas and its correlation with their English achievement.

The study is a correlational study that used mix method in analyzing the relationship between students' learning styles and English achievement. The researcher used Fleiming's VARK Learning Styles Model (2001) which consist of Visual, Aural, Read/Write, and Kinesthetic learning style. While the questionnaire used in this study developed from Fleiming's VARK Learning Styles Questionnaire. 152 students of tenth and eleventh grade of SMK Brantas were participating in this study. As well as using questionnaire, the researcher also used interview to know more about the students' learning styles from students' and teachers' point of view.

The result of the questionnaire showed that the students of SMK Brantas Malang used all of the VARK learning style: from 142 participants, 35 % preferred kinesthetic, 34 % preferred read/write, 4 % preferred visual, 11 % preferred auditory while 16 % others preferred more than one learning styles. However, the result of the study showed that there was no significant relationship between students' learning styles and English achievement. According to SPSS analysis, learning styles affecting students' English achievement by 0.5% while the other 99.5% was affected by other factors. Based on the interview with the teacher, the researcher found four other factors affecting students English achievement: intelligent, age, learning time, and discipline. The researcher suggests the next researcher who wants to conduct a thesis with similar topic to analyze further about students' learning styles. The next researcher can use different theory, questionnaire, and participants. The next researcher can also conduct the similar thesis in SMK Brantas to analyze other factors affecting students' English achievement. The researcher hopes that by knowing students' learning styles will help students and teachers more aware of students' learning preferences in classroom.

ABSTRAK

Manzil, Li'iza Diana. 2016. **Hubungan antara Gaya Belajar dan Nilai Bahasa Inggris Siswa-Siswi SMK Brantas Malang**. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dra. Ismarita Ida, M.Pd

Kata Kunci: Gaya Belajar, Nilai Bahasa Inggris, SMK Brantas Karangates Malang.

Bahasa Inggris adalah Bahasa Internasional yang digunakan dan diajarkan di berbagai negara di dunia. *Teaching English as Foreign Language (TEFL)* di Indonesia sebagian besar focus pada factor eksternal yang mempengaruhi pencapaian siswa dalam pembelajaran Bahasa Inggris seperti strategi dan metode pembelajaran. Sementara itu, para ahli percaya bahwa salah satu factor yang paling berpengaruh adalah gaya belajar siswa. Mengetahui dan sadar akan gaya belajar mereka akan membantu siswa mendapatkan pencapaian yang lebih tinggi dalam belajar Bahasa Inggris. Penelitian ini dilakukan untuk mengetahui gaya belajar yang digunakan oleh siswa-siswi SMK Brantas Malang dan hubungannya dengan kemampuan Bahasa Inggris mereka.

Penelitian ini adalah penelitian korelasi yang menggunakan metode kuantitatif dan kualitatif dalam mencari hubungan antara gaya belajar siswa dan kemampuan Bahasa Inggris. Peneliti menggunakan teori dan model gaya belajar dari Fleiming (2001) yang terdiri dari *Visual, Aural, Read/Write, and Kinesthetic*. Sedangkan, angket tipe belajar siswa diadaptasi dari angket Fleiming (2001). 152 siswa SMK Brantas ikut berpartisipasi dalam penelitian ini. Selain menggunakan angket, peneliti juga melakukan wawancara terhadap siswa dan guru untuk mengetahui gaya belajar siswa dari kedua sudut pandang.

Hasil dari angket menunjukkan bahwa siswa-siswi SMK Brantas menggunakan semua gaya belajar seperti yang dicetuskan oleh Fleiming. Dari 142 partisipan, 35% memilih kinestetik, 34% read/write, 4% visual, 11% auditory, dan 16% yang lain memilih lebih dari satu gaya belajar. Bagaimanapun juga, hasil akhir penelitian menunjukkan tidak ada hubungan secara signifikan antara gaya belajar dan kemampuan Bahasa Inggris siswa. Menurut penelitian menggunakan SPSS, gaya belajar siswa mempengaruhi pencapaian Bahasa Inggris mereka sebesar 0.5% sementara 99.5% dipengaruhi oleh factor lain. Berdasarkan wawancara dengan guru Bahasa Inggris, factor itu adalah meliputi kecerdasan, usia, waktu belajar, dan disiplin. Peneliti menyarankan peneliti-peneliti selanjutnya yang ingin menggunakan topik yang sama untuk menganalisis lebih mendalam tentang gaya belajar siswa. Peneliti selanjutnya dapat menggunakan teori, angket, dan partisipan lain. Peneliti-peneliti selanjutnya juga dalam melakukan penelitian di SMK Brantas, namun lebih focus pada factor-faktor lain yang mempengaruhi pencapaian Bahasa Inggris siswa.

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Malang, July 29, 2016

The Writer

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research questions, objectives of the study, and definition of key terms related to this study.

1.1 Background of the Study

It is known that students learn foreign language in distinctive ways.

According to Reiff (1992), all students have individual characteristics related to their learning processes. While Sitt-Gohdes (2001) believes that most teachers teach the way they have learned. In Indonesia, teachers nowadays teach English by following the methods suggested in curriculum 2013. Of course, some methods that are suggested by curriculum already tested by experts and adapted to foreign language learning, especially English as the most prioritized foreign language.

However, not all suggested methods can fit to all students with different learning environment that affect their ways of learning. Teachers have to know more methods to deal with students learning styles rather than just to follow the suggested methods.

Teachers change or modify their teaching methods to adjust with their students because the government changes the curriculum many times including how to teach English and how much English can be taught in schools. Before entering college level, Indonesian senior high school students get the most amount of time to learn English. Different with college level, in senior high-level English four skills including speaking, listening, writing, and reading are taught in

integrated ways in order to help students learn English easier. For example, listening skill is taught integratively with speaking skill. However, every school still find so many issues regarding students' English achievement. The standard success of English achievement is measured by students' score which the minimum score is decided by the curriculum and adapted by school to make it more appropriate to each school. In addition, other factors also affect students' English achievement.

Several factors may affect students' English achievement such as educational practitioners and people around English learning environments: students and parents. Based on Ahmed (2012), there are some factors which influence the success of learning English as a foreign language including learning styles. One of the most influential factors in improving students' English achievement is students' learning styles. Keefe & Ferrel (1990) states that students' learning problems are not always related to the difficulty of learning materials but the type (learning type) and level of the cognitive processes needed to learn. According to Dunn (1983), Dunn, Beaudry & Klavas (1989), Chuah Chong-Cheng (1988), and Cano & Garton (1994), learning styles are necessary and important because they are related to students individually in overall academic achievement. Usually in improving students' English achievement, people tend to focus on the teaching method only. On the other hand, students' learning styles are being neglected. In addition, based on Dunn (1983), students show a dramatic improvement in their achievement when teachers give a great concern on students' learning styles rather than just focus on the content of the

study. According to Fleming (2001), learning styles here are students' preferred ways of learning, means that learning style is the same with learning preferences.

Different ways of learning can also be called as learning styles or students' various ways of learning. Learning styles are affected by many factors such as students' environment, psychological, emotional, sociological, and physical condition (Dunn & Dunn, 1992). While Ackerman & Heggstad (1997) suggest that students' learning styles are also influenced by some variables such as personality, intelligence, age, and vocational interest. Factors affecting students' learning styles are very widely described by a lot of researchers. The most well-known factors affecting learning styles nowadays are students' physical condition (Šabatová, 2008). Felder and Henriques (1995) state that one of the criteria to classify students is based on their physical or perceptual behavior. Perceptual behavior or students' preferred ways of learning is one of the most well-known learning styles concepts to classify students' learning styles.

Perceptual learning styles are students' preference ways of learning. Reid (1987) defines perceptual learning styles as students' alteration in using one or more senses to understand, organize, and seize experience. Using senses means that students prefer to either learn by looking, hearing, or while doing something.

In this study, students learning styles' classification are based on Fleming (2001). Fleming (2001) defines learning styles as an individual's characteristics and preferred ways of gathering, organizing, and thinking about information. He develops a theory of perceptual learning styles consisting of Visual (V), Aural (A), Read/Write (R), and Kinesthetic (K). It is also known as VARK learning

styles model. As Sadeghi et al (2012) states that learning styles are not dichotomous (black or white), which means if someone is not black than he/she is white. Same term is applied for learning style. A student may not fully visual or auditory learner. One student may not only prefer visual learning style but also other learning style at the same time. Students' may prefer learn visually while doing some movements (kinesthetic).

Students develop their learning styles, as they are getting older. Senior high or vocational level is the most important level in improving students' English achievement by considering their learning styles. It is the phase when students' already developed their learning preferences. In this level, majority students individually understand their best ways of learning. Some students may prefer to learn by listening to teachers' explanation or by listen to their friends studying. On the other hands, there will be some students, who like to learn by taking some notes, reading, focus on teachers' explanation and sit on the first row of class to keep an eye on everything.

Senior high schools in Malang are divided on private, public, and specific schools that also affect students' different ways of learning. Thus were the reasons why senior high school students were chosen as the participants of this study.

While the reason why the researcher decided to conduct the study in Malang because Malang is known as city of education; it has lot of schools with high achievers and high motivated students. SMK Brantas is one the best private vocational in Malang even in Indonesia. As a private vocational school, it applies management character as the basis of teaching learning. SMK Brantas also gets an

award from Mahakarya Indonesia as the leader in Education and guidance in Indonesia. Different students with different background or environment may have different ways of learning.

Previously, a study was conducted by Begam (2013) entitled "The Relationship between Students' Learning Styles and Academic Performance in Mara Professional College, Malaysia". Begam categorized students' learning styles using Dunn & Dunn learning styles model (1995), while students' overall academic achievement was taken from students' GPA score. Begam's study used Reid's Perceptual Learning Styles Preferences Questionnaire (1987) to profile students' learning styles. It concluded that there was a relationship between learning styles and overall academic achievement among college students.

This present study is significant in three ways. First, it is interesting and helpful for foreign language researchers because it describes students learning styles and the contributions toward EFL classroom. Second, for the teachers because it describes students' learning styles. By knowing the students' learning styles, the teachers can find the most appropriate ways to teach the students and overcome their learning difficulties. Third, it's helpful for the students because by understanding their own learning styles and its relationship with English achievement will help students to know better about themselves and how to improve their English achievement. In addition, this present study is limited in analyzing the internal factors affecting students' English achievement, especially students' learning styles.

Thus, in this study, the researcher made two possible hypotheses; H_a (alternative hypothesis) and H_o (null hypothesis). The H_a (alternative hypothesis) was that there was correlation between learning styles and English achievement of the students in SMK Brantas, and H_o (null hypothesis) was that there was no correlation between learning styles and English achievement of the students in SMK Brantas. When learning styles and English achievement was related, then H_a was accepted and H_o was rejected. Conversely, when there was no correlation between learning styles and English achievement of the students in SMK Brantas, then H_a was rejected and H_o was accepted.

Based on the background above, this study aimed on finding the relationship between learning styles preferences and English achievement of senior high school students' in Malang. Learning styles theory used in this study was Fleming's V.A.R.K learning styles (2001), while the English achievement was taken from students' English score on their final test (UAS). In integrated system, students' English final score already covered all of English four skills. The test itself was the standardized test developed by each school according to the decision of MKKS forum or headmasters' forum in each rayon/region such as Malang city.

Considering those facts, the writer conducted the present study entitled **“Relationship between Learning Styles and English Achievement in SMK Brantas Karangates Malang”**.

1.2 Research Questions

1. What are the learning styles used by students of SMK Brantas?

- 2. Is there any relationship between students' learning styles and English Achievement?
- 3. How do learning styles affect students' English Achievement?
- 4. What other factors affecting the students' English achievement?

1.3 Objectives of the Study

- 1. To find out the learning style used by students of SMK Brantas.
- 2. To find out the relationship between students' learning styles and students' English achievement, whether it is related or not.
- 3. To find out how students' learning styles are related to their English achievement.
- 4. To find out the other factors affecting students' English achievement.

1.4 Definition of Key Terms

In this study, several key terms are related to the topic of study such as:

1. Learning Styles

Learning styles in this study are students' various ways of learning. Some students may learn visually or learn using pictures, highlighters, and different colors. The other students may learn by discussing the topics with their teachers and other students, explain new ideas to others, and use a tape recorder. There are students who learn while doing physical activity and movement, or field trips, doing things to understand them, laboratories, and hand-on approaches. In addition, some other

students may prefer to learn by essays, textbooks, definitions, readings, and taking notes.

2. English Achievement

Students' English Achievement in this study is the students' English score on their first semester's final test in school year 2015/2016. The final test is a standardized test.

3. SMK Brantas Karangkates, Malang

SMK Brantas is a vocational school in Malang with high achievers and high motivated students. This school applies management character as the basis of teaching learning and gets an award from Mahakarya Indonesia as the leader in education and guidance in Indonesia. The products of this school are proved to be needed by many big companies in Indonesia. Thus why, the researcher chooses SMK Brantas as participant of the study.

CHAPTER II

LITERATURE REVIEW

This chapter covers theoretical review and previous studies. The theoretical review consists of the definitions and theories used in the study such as the definition of English Foreign Language Learning, Factors affecting English achievement, Learning Styles, Fleming's VARK learning styles model, and VARK learning styles questionnaire. The previous studies part describes two different studies that are relevant to this study.

2.1 English Foreign Language Learning in Indonesia

In Indonesia, English is used and taught as the foreign language. Teaching English as a Foreign Language (TEFL) which also known as Teaching English to Speakers of Other Languages (TESOL) get a great consideration in Indonesian's English language teaching. Teachers learn a lot of methods which are appropriate for English foreign language learners. In colleges, English educational department provides a special class to teach the future teachers how to teach EFL learners. EFL learners different with second language learners, their English environment mostly only in the classroom. EFL learners get less English exposure than ESL learners do. This fact can affect either their English skills or their motivation in learning English. It is important for teachers to be more aware of factors affecting English language teaching as a foreign language (Gilby, 2011).

English as a foreign language in Indonesia taught for almost all of grades; from elementary, junior high and senior high. In senior high level, students get the

most amount of time to learn English. In all learning level including senior high level, English skills are taught in integrated ways. Rather than teaching each skills independently, teach them in integrated ways seem to be better in helping students to learn. In general, English is taught with same standard based on the curriculum.

On the other hand, each school have its own right to decide how they will develop the standard to adapt it with each schools' characteristics and level. Different types/groups and level of senior high schools will have different standard based on each schools' standard.

There are some groups/types of senior high schools in Indonesia such as public senior high including SMAN, MAN, SMKN, and private senior high such as some specifics religion's schools and vocational schools (SMK). Each type or group may have their priorities in English teaching learning. SMAN and MAN may provide more English exposure than SMKN since SMK or vocational schools focus in English that appropriate or related with each major. Either public or private usually have some special subjects to focus on.

English teachers in SMAN, MAN and SMKN mostly are certified teachers, especially at those high achiever schools. The same thing is applied for good vocational schools or other private schools. They are following the curriculum very well. They are trained to teach EFL learners. They get the ability and facilities to teach English well. Anyhow, students still find some problems regarding English teaching learning even in this kind of environment. It indicates that good teachers and facilities are not the only factors to care about in improving students' English achievement.

In conclusion, teaching EFL learners different with ESL learners. EFL learners need to get more cares in their learning processes since they get less English exposure. Based on those reasons and the fact that even in some good public and private schools, students still find some problems in learning English, teachers should focus on other factors too such as learning styles and motivation.

2.2 Factors Affecting English Achievement

There are a lot of factors affecting students' English achievement in the classroom. Mlambo (2011) defines some factors affecting students English achievement from other researchers, those factors are including students' learning preferences, class attendance and academic performance, entry qualifications and prerequisites, and other determinants of academic performance. Generally, it is divided in to internal and external factors. Internal factors are for example students' motivation, learning preferences, age, and general academic performance or intelligent. External factors are school facilities, entry qualifications, teaching learning activities in classroom, and family. There are more factors defined by other researcher, but those factors affect students' English achievement in different situation.

Different students from different environment or school may have different factors influencing their English achievement. In order to help students to improve their English achievement, teachers and families should know which factors that influence the students the most. Teaching English as Foreign Language (TEFL) in Indonesia focuses on some external factors such as teaching strategies and teaching methods. It is rarely that in school the teachers focus on the internal

factors such as students' learning styles and motivation to help them improve their English achievement. Although, some researchers believe that internal factors are the most influential factors in students' English achievement. Ahmed (2012) believes that there are some factors affecting the success of learning English as a foreign language, including learning styles. Learning styles is believed as one of the most influential factor that affect students' learning process.

2.3 Learning Styles

The term of 'Learning Styles' has been defined by various experts and researchers. One of the oldest theories of learning styles is from Dunn & Dunn (1978) which define learning styles as the ways learners individually begin to concentrate on process, internalize, and gain new and difficult academic information. Kolb (1984) and Honey and Mumford (1992) describe learning styles as an individual preferences or habitual ways of processing and transforming knowledge. Based on Kolb (1984), psychological attributes, resulted from individual differences, determine the particular strategies a person chooses while learn. A study by Stice (1987) concluded that students retain 10% of what they see and hear, 26% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say and 90% of what they say as they do something. Those experts and many more others have their own definition of learning styles which mostly refers to students' individual ways of learning.

Students' individual ways of learning can be seen from their perceptual behaviour. As in Felder & Henriques (1995), the criteria of clasifying students is

their perceptual behaviour. While Gilakjani (2012) states that learning styles is possibly defined upon one's perspective, means that certain people or researchers may have their own definition about students learning styles. Following those theories, this present study uses Fleiming theory which defines learning styles as an individual's characteristics and preferred ways of gathering, organizing, and thinking about information (Fleiming, 2001). Similar with Fleiming, Felder and Henriques (1995) in Sadeghi et al (2012) state that "Students learn in many ways, by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualing" (p.117). Sadeghi et al (2012) point out from Felder and Henriques (1995) statements above that there are some groups/types of learning styles. Some experts describe students' diverse learning styles on their learning styles model.

There are some learning styles models defined by experts. Learning styles models describe some different groups/types of learning styles. Those learning styles model are including Dunn & Dunn's learning styles model (1995), Reid's perceptual learning styles model (1987), Kolb's experiential learning model (1984), and many more. This current study uses Fleiming's VARK learning styles model (2001). Based on Fleiming (2001), learning styles are categorized into four categories; Visual (V), Audio (A), Read/write (R), and Kinesthetic (K). It is well-known as VARK learning styles. VARK learning styles model is categorized as instructional preferences learning styles because it deals with perceptual modes in learning processes (Vaseghi, 2012). Reid in Vaseghi et al. (2012), showed that learners have individual characters regarding to their learning processes.

Blackmore (1996) in Ahmed (2012) suggests that one of the first things teacher and learners have to do to improve the teaching learning process is to be aware that there are various learning styles in the students' population.

Thus, learning styles are students' individual or preference ways of learning.

There are a lot of groups or types of learning styles that are described into learning styles' model. Some studies show that identifying a student's style and then providing instruction consistent with that style contribute to more effective learning. By considering those differences in learning styles, teachers can provide more plans or methods they prefer to improve students' English achievement.

2.4 English Achievement and Learning Styles

Improving students' English achievement is not an easy task. A lot of areas in teaching learning activities need more concerns. Those areas include teaching methods, teaching strategies, instructional activities, learning styles, and many more. Some areas such as teaching strategies and teaching methods already get high consideration, and recently learning styles also get more consideration by educational practitioners in Indonesia.

How educational practitioners considering learning styles is the question now. In a classroom, there are some students with different learning styles. The way teachers teach in a classroom maybe favored by some students with certain learning styles but not by the others. However, each learning styles have its strengths and weaknesses. As in Reid's study (1987), each learning styles have its contribution in improving students' English achievement. Fleming's VARK learning styles model include Visual, Aural, Read/write and Kinesthetic learning

styles may contribute to students' English achievement in different aspects. For an example, students with read/write learning styles may have better achievement in writing or reading skills. Matching teaching styles and students' learning styles is important, but provides more activities that can increase students' creativity by considering students learning styles would be better.

Hawk & Shah (2007) states that learning styles is a component of the wider concept of personality. Somehow, personality or character is a concept that cannot be separated. SMK Brantas Karangates is a private vocational school who believes that first step in teaching learning is by building students characters. The teachers are supposed to help students build their character, become students with high discipline, self-esteem, and have respect for other people. The researcher believes that by helping students to know and aware of their learning styles alongside with the character building will help them to learn English better. Thus are the reasons why SMK Brantas is compatible to this study.

In summary, matching teaching styles and learning styles would be helpful for students in improving their English achievement. In addition, it is also supported by the school's principle in character building. However, teachers should not only label students based on their learning styles. Teachers also have to teach students how to learn. Thus, the first step is by knowing and considering students' learning preferences.

2.4.1 English Achievement and Visual Learning Styles

Fleiming's VARK learning styles are divided into visual, auditory, read/write, and kinesthetic learning styles. Visual learning styles' learners learn

better by watching or observing. Visual learners in a class mostly prefer to sit in front and keep an eye on everything closely. They prefer to learn using pictures, charts, diagram, maps, highlighters, and different colors. They prefer written rather than spoken instruction. Felder & Henrique (1995) state that visual learners are easily forget spoken instruction than other learning styles' learners. Šabatová (2008) states that visual learners remember what has been written down without read them continuously. They like to write down directions and pay better attention to lectures if they watch them. Visual learners remember something by creating visualization in mind.

In English class, visual learners can learn by taking notes, underlining the notes, and try to find the whole picture of a problem. Fleiming (2001) says that visual learners may be better in written instructions since they can visualize easier, but usually they are weak in spoken instruction and spoken activities. Fleiming (2001) suggests visual learners to learn how to replace words with symbols and initials while studying, and turning visual back into words during exam. Any activities, which allow them to take some notes and make a visualization of subjects they learn, will be very helpful.

Thus, students with visual learning styles are better to get a written instructions. They also have to know that they can learn better by seeing so they have to learn to replace words with symbols or anything that can make them learn better and do an English test easier so they will get a good achievement.

2.4.2 English Achievement and Aural or Auditory Learning Styles

Aural learners learn by listening. Fleiming (2001) describes aural or auditory learners as learners who prefer to study by discussing the topics with their teachers and other students, explain new ideas to others, and use a tape recorder. Some other researchers such as Dunn and Dunn (1992) and Kolb (1984) also agree with the definition of auditory learning style. Auditory learners tend to have strong memory in memorizing lectures or discussions. Based on Šabatová (2008), auditory learners often talk to themselves, move their lips or read aloud while learning. Traditional classroom setting where teachers are the center of teaching learning activity, mostly work best in auditory learners. They are also good in oral assessment since they learn best from oral instruction or spoken materials. But in contrary, aural learners are not good in written instruction or written test.

Fleiming (2001) suggests aural learners to understand that aural learners may take poor notes because they prefer to listen, so they have to practice to extend their notes taking while studying. While doing exam, they have to practice answer the question in an orderly note by answer the old questions to help them learn easier. For English teachers, Fleiming suggests that they have to provide learners with discussion and speaking activities while controlling their ability to write.

Thus, students with aural/auditory learning styles are better to get a spoken instructions. They also have to know that they can learn better by listen and discuss while mostly poor in writing or taking notes. So, they have to practice to

extend their note taking and writing and also practicing to answer written questions. They can use any ways they prefer in practicing that can make them learn better and do an English test easier so they will get a good achievement.

2.4.3 English Achievement and Read/Write Learning Styles

Read/write learners prefer to learn by reading and writing. According to Fleiming (2001), read/write learners like to learn from essays, textbooks, definitions, readings, and taking notes. When studying, they like to rewrite written materials and reduce them to points or list so they can remember better. They also like to reread the materials again and again. Read/write learners believe the meanings are within the words, so any talk is OK but handout is better. In learning English, read/write learners tend to do well in written test. By the ways they learn, they could understand from their notes and as long as paying attention to the subject, they can do the test well. Fleiming (2001) suggests read/write learner to keep their ways of learning as they prefer. However, they have to extent their speaking and listening too.

Thus, students with read/write learning styles are better to get written instructions since they learn from words. They have to know that they are good with words so they have to maintain their ability in reading and writing while improve their speaking especially in discussion and presenting something.

2.4.4 English Achievement and Kinesthetic Learning Styles

Kinesthetic learners learn while doing some movements. Fleiming (2001) defines kinesthetic learners as they are who prefer to learn by field trips, doing things to understand it, laboratories, and hand-on approaches. In other words,

kinesthetic learners prefer to learn practical things. These learners help themselves in memorizing something by doing physical activities such as moving their feet or fingers. Mostly, kinesthetic learners are hyperactive learners. They are easily distracted or easy to lose concentration if there is no external stimulation or movement (Šabatová, 2008). Sometimes they learn by rewriting the topic they are studying to help themselves understand faster or taking notes for the sake of moving their hands. In learning English, kinesthetic learners can be good in all aspects since their learning styles are not specially directed to certain skill.

Being not specially directed to certain skill means that kinesthetic learners can lack in all aspects of English skills too. English teachers have to know how to help them use their preference ways of learning in order to get the best understanding and help them on what they lack at the same time. The students also have to know how to master English skills using their ways of learning.

Thus, students with kinesthetic learning styles need to be free on doing what they prefer while also need to get a high attention so teachers can still controls what they learn. Since they can be good in everything, they can also be not good or just average in everything. Teachers have to work extra in order to help them learn better and doing the test easier. For example, by provide activities that allow kinesthetic learners to move while practicing certain skill such as reading. The teacher can ask the students to retell the story or the reading materials while making movements or act to help them understand better.

2.5 Previous Studies

Some similar studies about learning styles have been conducted by some researchers. These studies have some similarities and differences with the current study. The description of previous studies and the differences with the present study are as following:

The first is The Correlation Study Between Learning Style and Learning Outcome of the First-Year Students in Structure Analysis Class at Study Program of English conducted by Sasi (2013). This study was designed to investigate whether the learning styles used by students in Structure Analysis Class at Study Program of English, influence their learning outcome or not. The study used Feliming VAK Learning Styles Model. The instrument used was VAK Learning Style Self Assessment Questionnaire from Fleiming (2001). The researcher tested their learning styles using the questionnaire then correlate the result with students learning outcome score using multiple regression analysis. The result of the study concluded that there is small relationship between students' learning styles and their learning outcome.

The differences between the previous study conducted by Sasi (2013) and the present study are the participants, theory used, the instrument, and the research method. Participants of the present study are students of SMK Brantas Karangates Malang. The present study uses Fleiming's learning styles theory, Fleiming's VARK learning styles model and (2001). The instrument is adapted from VARK learning styles questionnaire (Fleiming, 2001). Participants of the

present study will be tested their learning styles using VARK questionnaire and the result will be correlated with their English score on the final test.

Second previous study was from Mumtaz Begam (2013) with her study entitled 'The Relationship between Students' Learning Style and Academic Performance in Mara Professional College, Malaysia'. This study was conducted to investigate the contribution of students' learning styles to their academic performance. The theory used was Dunn & Dunn (1992) and Li et al (2008). This study was using Dunn & Dunn Learning Styles Model (2005) and self-developed questionnaire adapted to the theory used. The learning styles dimensions studied were environment, emotional, sociological, psychological, and physiological. The participants were 508 college students of Mara Professional College, Malaysia. The questionnaire consists of two sections. Section A contained 9 items on demography information (college, age, gender, residential, semester, program, and CGPA) while section B consist of 45 questions to measure participants' learning styles. The result of questionnaire section A and B was analyzed the correlation using correlation and regression statistical analysis. The result of the study concluded that emotional dimension contributed the most, followed by psychological, sociological, then physiological, while environment didn't contribute toward students' educational performance.

The differences between the present study and previous study conducted by Begam (2013) are the theory used, instruments, participants and the variable. The similarities of the two previous studies and current study: the variable analyzed is

learning styles, and the studies are correlational studies which seek for the relationship between two variables but does not manipulate the variables itself.



CHAPTER III

RESEARCH METHODOLOGY

This chapter covers research methodology that consists of research design, data sources, data collection, and data analysis.

3.1 Research Design

The study is designed to investigate the relationship between learning styles and English achievement among senior high school students. This study is a correlational study since it identifies the variables and looks for relationship among them but does not manipulate the variables (Ary et al, 2010). Moreover, the study uses mix method to analyze the data because it combines quantitative and qualitative approach (Ary et al., 2010). According to Ary et al. (2010), quantitative approach reduces data analysis to numbers form, and reports the result in an abstract language. On the other hand, qualitative approach relies on words and the report is written in descriptive and holistic language. In the present study, quantitative approach is used to analyze the quantitative data from questionnaire and students' English score. Qualitative approach is used to describe the result of quantitative report in more detailed description. Correlational study analyzes the relationship between two or more variables.

There are two variables analyzed in this study, namely learning styles as the independent variable (variable X) and English achievement as the dependent variable (variable Y). Independent variable is variable that is antecedent to the

other variable while dependent variable is a variable that depends on or is a consequence of the other variable (Kothari, 2004).

Then, they are computed statistically using coefficient of correlation.

Coefficient correlation is a tool that is used to calculate the relationship between two variables (Arikunto, 2010).

3.2 Data Sources

3.2.1 Population and Sample

Population is a group of people that have the same characteristics.

Population is all members of any well-defined class of people, events, or objects

(Ary et all, 2004). Sample is a portion or part of population. Sample is a smaller

group that represents the population. Ary et al (2004) defines sample as the small

group that is observed and population is the larger group about which the

generalization is made. Population of the study is students of SMK Brantas

Malang. SMK Brantas is a vocational school in Malang with high achievers and

high motivated students. This school applies management character as the basis of

teaching learning and gets an award from Mahakarya Indonesia as the leader in

education and guidance. The products of this school are proved to be needed by

many big companies in Indonesia. Thus why, the researcher chooses SMK

Brantas as participant of the study.

3.2.2 Sampling

Sampling is a method that is used to get an accurate sample. Kothari (2004)

defines sampling as techniques to select sample. There are many types of

sampling such as simple random sampling, stratified sampling, purposive

sampling, proportional stratified sampling, cluster sampling, systematic sampling, and many more. To decide samples of the study, the researcher used purposive sampling. Purposive sampling also called as judgement sampling which the sample or chosen are judged or said to be typical or representative (Ary et al, 2010).

Populations of the study were 1.043 students consisting of 597 tenth graders and 446 eleventh graders. The researcher took some students from each class as the sample of the study. The selection of the students as the sample was helped by the counseling teacher. Total of the sample of study were 152 students from two majors in the tenth and eleven grades. The total of students from each class that participated were different depend on the class and the teacher who taught them, whether the teacher allowed the students to go out and join the research or not.

Ary et al (2010) states that the minimum sample for correlational study is 30 participants, and based on the rule of thumb sample less than 30 is equally weak.

According to Ary et al (2010), purposive sampling means that selection of the participants to be the sample are based on the researcher's judgement.

3.3 Data Collection

The data of this study collected using some instruments.

3.3.1 Instruments

Instrument is tool that is used to collect data. According to (Arikunto, 2010), there are two types of instruments; test and non-test. This study used both test and non-test instrument. The test instrument was learning styles' questionnaire given

to find students' learning preferences, and the non-test instrument was interview used to support the questionnaire result.

3.3.1.1 Questionnaire

Questionnaire is a survey method that is used in a survey research which does not make causal inferences but rather, describes the distributions of variables in a specified group (Ary et al, 2004). Questionnaire result was in a form of numeral data. In this study, questionnaire was used to collect quantitative data of students' preferences learning styles. The questionnaire used in this study was developed from Fleiming's VARK learning styles questionnaire (2001). The questionnaire consisted of 13 multiple-choice questions/items to describe each learning styles. The data result from the questionnaire was an interval data. Each learning styles had different score based on how students answered the questions. The researcher believed that different learning styles may contribute to students' English achievement in different aspect. Thus, this questionnaire was used to show the strength of students' learning styles.

Similar with Reid's study that categorized students' learning styles into major, minor, and neglected learning styles, this study showed how strong students' preferences towards certain learning styles. The higher the scores of certain learning styles, the stronger the preferences toward that certain learning styles, and the stronger the preferences the stronger affect toward students' English achievement. In addition, some students may have more than one learning styles' category with exactly the same score. Those students were categorized as multimodal students. Multimodal students were the students who preferred more

than one learning styles, for example student 123 preferred kinesthetic and auditory learning styles.

Before administering the questionnaire to the participants, the researcher developed the questionnaire sheet through some steps. The first step was translating the questionnaire into Indonesian language to help the participants easier in answering the questions. The researcher only changed some words or topic in the questionnaire to adjust it with students' condition. Those changes included some words such as presenter/trainer into presenter/penyaji materi and dependent/dependant into apotik/apotek which more used in Indonesia. The participants should decide which word between apotek and apotik use the right spelling based on KBBI (Kamus Besar Bahasa Indonesia).

The second step was validating the questionnaire used. Some students with high achievement in their field in the eighth semester of language and literature program of Universitas Brawijaya helped the researcher to peer-validate the questionnaire. Those students were Najemah Muniroh (English Education Department), Muderikah Attayibah (Japanese Literature Department), and Santi Fatmawati (Indonesian Education Department). They checked the grammar and language used in the questionnaire whether it was appropriate for senior high school students or not. Santi Fatmawati and Muderika Attayibah were more familiar in using Indonesian language for a thesis while Najemah Muniroh more focused on the context since she is in the same department with the researcher and more familiar to the thesis subject.

3.3.1.2 Interview

Interview is used to support the questionnaire result. It is used to get in-depth description of certain information (Ary et al, 2004). It is a method where one is asking questions while other is answering orally. The result of interview was in a form of descriptive text. To get more details information about students' learning styles preference such as how they learn and when they learn the best, this study used interview. Result data from the interview supported the result of the study especially from the students' questionnaire.

In this study, the researcher also interviewed the English teacher. The focus of the interview guide was about students' preference ways of learning in the class and how usually teachers dealt with students' ways of learning. The researcher combined the result of students' and teachers' interview to get more detail in students' preference ways of learning. The interview guide was developed by the researcher referring to the content of the questionnaire in Indonesian language.

The interview guide was in form of semi guided interview which the interviewer set a certain topic and the interview process was flexible. The interviewer was asking four questions with a certain topic about the students' learning styles and the interviewee were freely answered and add more information related to the topic. And for the teacher, the researcher developed five questions about teacher's teaching strategy, classroom situation, students' motivation, students' learning difficulties, and teachers' strategies used by the teacher to help the students overcome their difficulties.

3.3.1.3 Document

The data sources in this study were not only collected from students' VARK learning styles questionnaire and interview, but also from students' English achievement. Students' English achievements were taken from students' score on the first semester's summative score. Students' English score in this study called as document because the researcher took the data directly from school's archives or documents. Based on (Bowen, 2009), documents contain text or words and images that have been recorded and used in a research without any intervention from the researcher. Furthermore, (Briet, 2006) says that document is a proof in support of a fact. Document here used to support the data from other instruments such as questionnaire and interview.

3.4 Data Analysis

The result data from questionnaire and students' English score were used to determine whether a correlation existed between learning styles and English achievement among the tenth and the eleventh graders of SMK Brantas Karangates Malang. Moreover, the result data from interview were used to support the final data from questionnaire and students' English score.

3.4.1 Quantitative Analysis

Since it was a correlational study and using mix method, quantitative analysis was used to analyze the data from questionnaire and students' scores. The researcher used Statistical Package for the Social Sciences (SPSS) v.23 to calculate/score the significant value that decided whether there was significant

correlation between the variables or not. It also showed the statistical data about the participants' learning styles preferences.

In order to know the relationship between two variables analyzed, the researcher calculated the significant value or the relationship between two variables using Pearson Product Moment Correlation Coefficient (Pearson r) formula. Ary et al. (2004) says that Pearson Product Moment Correlation Coefficient (Pearson r) is a very useful statistical method to describe both the direction magnitude of the relationship between two variables without using scatter plot. The data result from Pearson Product Moment Correlation Coefficient analysis was supported by using regression analysis. Regression analysis was not only showing the significant value of two variables but also how many percent one variable affecting the other. The quantitative data from students' English score and learning styles' questionnaire were in form of interval data. According to Sitorus (1990), Pearson product moment is used to find out the relationship of two variables and either reject or accept the hypothesis if the data of both variables are interval or ratio.

3.4.2 Qualitative Analysis

Mixed-method means combining quantitative method and qualitative method to analyze the data. In this study, qualitative analysis was used to describe the result of the quantitative analysis. Qualitative analysis answered the second question of the research problems clearly and supported the result of the study from students' interview data.

In each group of learning styles, the maximum score for each learning styles result from the questionnaire were 13 while the minimum score was 1. First, the researcher took two students from each group of learning styles to do the interview. The researcher took two students with the highest or maximum score in their learning preference. The group of learning styles were including visual, auditory, read/write, and kinesthetic. From the kinesthetic group, the researcher took student 1 and student 15, from aural group were student 29 and student 122, from read/write group were student 5 and student 12, from visual group were student 23 and student 32, and from multimodal group were student 41 and student 132.

The interview guide was similar to the questionnaire items. What made it different was the interview consisted of four open-ended questions about how they learn every day, how long they learn English in a day, and some other questions related to the subject was discussed. The result of students' interview was combined with teachers' interview to validate it.

CHAPTER IV

FINDING AND DISCUSSION

This chapter covers the overall result of the study. It presents the findings and discussion of students learning styles and the correlation with their English achievement.

4.1 Finding

The study wanted to find out the relationship between learning styles used by tenth and eleventh graders of SMK Brantas and their English achievement taken from their final test score. The researcher used Fleiming's VARK Learning styles questionnaire (2001) which consisted of 13 multiple-choice questions. The questionnaire was administered to the participants in 18-19 April 2016 to 152 students. After collecting the data, the researcher was sorting the data and took out ten participants' data considered as invalid data. Seven data from participants that sat on the same table and had exactly same result in the questionnaire were taken out from the final data. While three data were taken out because the students did not write their names correctly so the researcher could not correlate their data with their English score. Finally, after sorting the data, the researcher used 142 data from questionnaire as the final data to analyze.

4.1.1 Learning Styles used by Students of SMK Brantas

From the questionnaire result, the researcher found out the participants' learning styles profile. The participants' learning styles profile analyzed using descriptive statistics analysis that shown in the table 4.1 below.

Table 4.1 Learning Styles used by Students of SMK Brantas

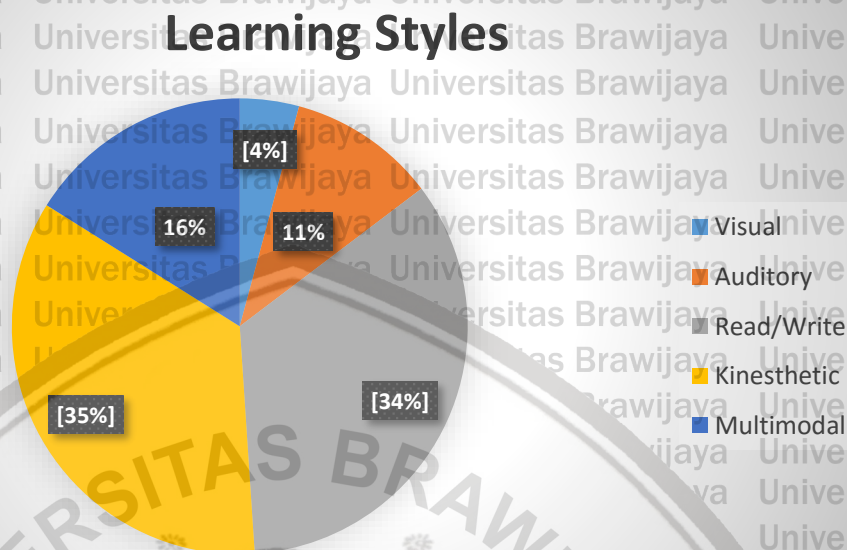
Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Visual	8	4.00	8.00	40.00	5.0000
Auditory	23	4.00	8.00	120.00	5.2174
Read/Write	70	4.00	11.00	408.00	5.8286
Kinesthetic	69	4.00	12.00	414.00	6.0000
Valid N (listwise)	0				

From the table above, it can be seen that the students used all of the VARK learning styles. The overall participants were 142 participants. From total 142 participants, 8 participants preferred visual learning style, 23 participants preferred auditory learning style, 70 participants preferred Read/Write learning style while 69 participants preferred kinesthetic learning style. The table showed the numbers of participants in each learning styles preferences. One participant may prefer more than one learning styles, so the number of the total participants in the table were more than 142. There were 23 participants who preferred more than one learning style. This group of participants categorized as multimodal learners who preferred more than one learning style. (see appendix 4)

VARK Learning Style questionnaire that was used in this study consisted of 13 questions. It meant that the highest or maximum score for each learning style was 13 while the minimum score was one. The table above showed the minimum and maximum score from each participant's preferred learning styles. The maximum score for each learning styles showed the strength of the participants' preferences toward learning styles.

Participants' learning styles profile in percentages presented in the figure below.

Figure 4.1 Percentages of Learning Styles used Students of SMK Brantas



In the chart above, VARK learning styles symbolized into numbers. Number 1 was visual, 2 was auditory, 3 was read/write, 4 was kinesthetic, and 5 was multimodal. The chart above showed that majority of the participants preferred read/write and kinesthetic learning styles as their learning style preferences. From 142 participants, 35 % preferred kinesthetic, 34 % preferred read/write, 4 % preferred visual, 11 % preferred auditory while 16 % others preferred more than one learning styles.

4.1.2 English Achievement of the Students in SMK Brantas

The participants of this study were taken randomly by the teacher from the tenth and the eleventh graders of SMK Brantas. The researcher found that most of the students still faced some difficulties in learning English. It was seen in the students' summative score. In SMK Brantas, the standard minimum score for English score was 75, however most of the participants' scores were below the standard minimum score. 41,67 % of the tenth graders' participants were below

the standard minimum score, while 89,13 % of the eleventh graders' participants were below the standard. The participants' final scores were presented in appendix 5.

The researcher also found there were significant differences between the tenth graders and the eleventh graders' English achievement. From 142 participants, 96 participants were from the tenth grade while the other 46 participants from the eleventh grade. The average score of the tenth grader's English achievement was 74.7 and from 96 participants, 40 participants' scores were lower than the standard minimum score that was 75. While the average score of the eleventh grade students' English achievement was 51.1, and from 46 participants, 41 participants' score were lower than the standard minimum score or lower than 75.

The participants' English achievement and its difference between the tenth and the eleventh grade were presented in the table below.

Table 4.2 T-test Analysis

	One-Sample Test					
	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
tenth grade	68.464	95	.000	74.71354	72.5471	76.8800
eleventh grade	21.503	45	.000	51.14130	46.3511	55.9315

4.1.3 The Correlation between Students' Learning Styles and English Achievement

In observing the relationship between learning styles and English achievement, the researcher used Pearson Product Moment Correlation

Coefficient (*r*). It is a simple and mostly used method to find the significant relationship between two or more variables. In this study there were two variables: learning style as the independent variable and English achievement as the dependent variable. Correlation between students learning styles and their English achievement was shown in the table below.

Table 4.3 Pearson Product Moment Correlation Coefficient Analysis

		Correlations	
		Learning Styles	English Achievement
Learning Styles	Pearson Correlation	1	.111
	Sig. (2-tailed)		.190
	N	142	142
English Achievement	Pearson Correlation	.111	1
	Sig. (2-tailed)	.190	
	N	142	142

From Pearson Product Moment Coefficient Correlation analysis that shown in the table above, the researcher found that the significant value was 0.190 which higher than 0.005. Sig. value is used to measure the probability or signification in calculation with standard measurement 0.005 or smaller. If the sig. value is 0.005 or smaller ($r \leq 0.005$), means that there is significant relationship between the variables. In this analysis, sig. value showed the strength of the correlation between learning styles and English achievement. Sig. value between learning styles and English achievement was 0.190 ($r > 0.005$) which meant that there was no significant relationship between learning styles and English achievement.

Thus, H_0 was accepted and H_1 was rejected.

The result of the analysis that was shown in Pearson (*r*) table above was supported by regression analysis. Regression analysis is used to know the

significance relationship between two or more variables. The result of regression analysis was shown in the table below.

Table 4.4 Partial or Individual Test

Model	Coefficients ^a				Sig.
	Unstandardized Coefficients		Standardized Coefficients	t	
	B	Std. Error	Beta		
1 (Constant)	60.585	5.130		11.809	.000
Learning Styles	1.855	1.410	.111	1.316	.190

a. Dependent Variable: English Achievement

Sig. value of the correlation coefficient between learning styles and English achievement using regression analysis was 0.190 or greater than 0.005. However, the fact that there was no significant relationship between the variables did not mean that there was no correlation at all. Table Model Summary below was used to analyze the variable that can predict the other variable, for example learning styles (independent variable) predict English achievement (dependent variable), and also shows the relationship between those two variables.

Table 4.5 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.111 ^a	.012	.005	16.76789

a. Predictors: (Constant), Learning Styles

From table 4.4 above, the researcher found that there was small relationship between learning styles and English achievement. The Coefficient determination value (Adjusted R Square) shown that learning styles was affecting students' English achievement by 0.5 %, while the other 99.5 % of English achievement was affected by other factors. Even it was a small relationship, but learning styles was still affecting students' English achievement.

4.2 Discussion

4.2.1 Learning Styles used by Students of SMK Brantas

Fleiming's VARK Learning styles' questionnaire categorized students into four major learning styles' preferences including visual, auditory, read/write, and kinesthetic. Some students may have preferred more than one learning styles which were called as multimodal learners. From the findings above, the researcher knew all of the learning styles preferred by the participants. From 142 participants, majority of them preferred kinesthetic and read/write learning style. However, in the findings the researcher found that the number of participants who preferred to learn by touching and doing (kinesthetic) and reading/writing was similar.

Theoretically it does not really matter what the students' learning styles preference is. What matter is how the students applying their learning style preferences in learning process. By Knowing their learning style preferences will help the students to learn in their preference ways and environment. It also helps the teacher in teaching learning process.

The majority of participants preferred kinesthetic learning style. From total 142 participants, 50 participants or 35 % of 142 total participants preferred kinesthetic learning style. Kinesthetic learners preferred to work and learn by doing and touching. Vocational school was very compatible for kinesthetic learners. The kinesthetic learners admitted that they liked to do the practical activities, and vocational schools tend to provide more practical projects/tasks

than theoretical/written tasks. However, not all of the participants thought that they were good in practical projects.

Some of the kinesthetic learners differed in the ways they learn. Either by taking notes or read aloud like read/write and auditory learners, or learn while making movements. They wrote subconsciously to move their hands. A kinesthetic learner said that she liked to bring writing devices anywhere while learned such as pen and book yet she was not really good in taking notes. Usually she only made random scratches on books. Kinesthetic learners mostly not good in making notes, but using writing devices helped them to learn comfortably.

Another kinesthetic learner said that he liked to learn on a quiet environment. He rarely learned at home, but when he learned he preferred a quiet place. He liked to move a lot while learning, learn for ten minutes then stopped to do another thing subconsciously for another ten minutes or longer before continued his learning.

From the findings, kinesthetic learners mostly got quiet high score in read/write learning style (see appendix 4). It was possible because kinesthetic learners sometimes preferred to make notes while learned to move their hands.

From what the researcher got in the interview with two students who had high score in kinesthetic, the researcher concluded that the participants' ways of learning were not excessively influential in teaching learning process in the classroom. In SMK Brantas, students were disciplined and taught not to make unnecessary noises in the classroom. So kinesthetic learners were learning in the same environment with other learners with different learning styles' preferences.

Even if they made movements subconsciously in their learning process, they were

not making too much movement or noises. Their learning preferences were applied only when they were learning outside the classroom.

The other majority participants preferred read/write learning styles. From 142 participants 34 % or 49 participants preferred read/write learning styles.

Read/write learners learned by making notes as much as they could in a class and read the materials they had written or read from books. From these 49 students, the researcher found that some of them loved to read books especially fiction books. Some students explain that they were not really studying at home. Every time they were studying at home, they read their notes or text book since they found it the simplest and easiest way to learn. By reading from books, they could make some notes again. They were memorizing the material by making and reading the notes.

Different with kinesthetic learners, read/write learners applied their ways of learning either inside or outside the classroom. Two students that were doing the interview with the researcher said that they had mostly complete notes in all of the lessons. They made notes at class and they could learn it again at home.

From the findings, 11 % of 142 participants or 15 participants were preferred auditory learning style. After conducting the interview with some auditory learners, the researcher found out that the participants mostly did not aware of their learning styles preferences and why it was categorized as auditory learning style. Auditory learning styles usually learned well by doing discussion, listen to teachers' or friends' explanations. They liked to listen to music while learning or reading aloud the materials.

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One of the participants in the interview with the researcher said that he was a passive learner. In classroom, when the teachers were explaining, he preferred to stay silence and only listen. They rarely conducted group discussion in teaching learning process, but if they did, he would only listen. He hated speaking activities and preferred to learn on his own and sometimes while listened to music. On a test, he preferred written than spoken test. The other student doing interview with the researcher said that he liked to listen to music too even though he rarely did. He said that he learned only when he had homework, even during the examination week, he rarely learned at home. He said that he rarely being aware of how he learned at class. He just listened to what teachers were explaining.

Auditory learners were mostly having similar score on other learning styles preferences (see appendix 4). They adapted well in any kinds of learning environments, but they still preferred to get spoken instruction than written instruction. Based on the English teacher's explanation, the participants were not really good in English especially in speaking, so they rarely did speaking activity or discussion in English. Auditory learners mostly only learned as they were pleased while teachers were explaining or else they would as the teachers pleased such as by taking notes as much as they could.

The last learning style from Fleming's VARK learning style (2001) was visual learning style. Based on the data on finding, from 142 participants, only 5 participants or 4 % preferred visual learning style. It was the smallest percentages among all of the learning styles that was proposed in this study. The visual

learners were good in making notes, most of them were sat on the front rows. One of the participants said that she preferred to get a better view in the classroom.

Similar with auditory learners, visual learners were also similar with read/write learners. They were good with written instructions. They were not especially good in writing, but they preferred to write than to speak up especially when it came to English teaching learning activities. In classroom, visual learners were tended to be the responsive learners. Even if they only listened, they were paying attention well.

Aside of those four VARK learning styles including visual, auditory, read/write, and kinesthetic, Fleming categorized another learning style's type/group. There were 23 participants or 16 % preferred more than one learning styles, some of them preferred two or three learning styles. These groups of learners were categorized as multimodal learners.

On questionnaire result, the multimodal learners got two or three learning styles with the exactly same score. That was why they were categorized as multimodal learners (see appendix 4). Multimodal learners adapted well in any kinds of learning environments. Two participants that were doing the interview with the researcher had different ways of learning outside the classroom. One participant preferred learning in a same way with read/write learner while the other participant most likely with kinesthetic learners, he moved a lot and preferred learning by doing. However, both participants agree that they were fine with any ways of learning, especially in classroom.

Thus, the researcher concluded that students of SMK Brantas used various learning styles in learning process. Most of the participants preferred kinesthetic learning style which more compatible with their vocational school. The smallest group was visual learners with only six among 142 participants. Some participants preferred more than one learning styles. However, as the researcher got from interviewing the participants and the teacher, participants' learning style's preferences were not likely seen in the classroom. Hopefully by knowing the students' learning preferences, either the teachers or the students could find the most appropriate way to improve students' English achievement and their English ability rather than just what were suggested by the researcher.

4.2.2 The Relationship between Students' Learning Styles and English

Achievement

In analyzing the correlation between learning styles and English achievement, the researcher used Pearson product moment correlation coefficient analysis. Then the result from Pearson (r) was supported by regression analysis. From both analyses the researcher found that the sig. value between learning styles used by students of SMK Brantas and their English achievement was 0.190 or greater than 0.005. It meant that there was no significance correlation between learning styles used and their English achievement.

However, coefficient determination value (Adjusted R Square) in table 4.5 shown that there was 0.5 % of learning styles used by students influence their English achievement. It meant that even it was a small amount, learning styles was affecting students' English achievement while the other 99.5 % was affected

by other factors. The present study tried not to only answer the question about whether there was significant relationship or not but also how and why learning styles affect English achievement.

4.2.3 Other factors Influencing the English Achievement of the Students in SMK Brantas

According to the findings from the quantitative analysis and discussions about the relationship between students' Learning styles and English achievement above, it was clear that learning styles were affecting students' English achievement in 0.5 %. The other 99.5 % was influenced by other factors. While profiling the participants' learning styles and analyzing its relation with English achievement, the researcher also did an interview with one of the English teacher in SMK Brantas. Let's call her Bu Reni. Bu Reni had taught English in SMK Brantas since the school was built for the first time in 1997. Bu Reni knew very well all about the students, including their motivation and development. The interview with Bu Reni was conducted to know students' motivation, students' learning preferences in classroom, English language teaching process, and students' difficulties in learning English. From the interview with Bu Reni, the researcher concluded that there were four major factors that influence the participants' English achievement aside of learning styles. Those factors were participants' intelligent (IQ), age, learning time, and discipline.

The first factor affecting English achievement of SMK Brantas is participants' intelligent or general academic performance. It is a normal situation that in a classroom there were some students which were known to be smart in

most of the lessons. Some students were generally smart in most of the courses, even if they were not trying as hard as the others, they could understand better.

These smart students were easy to teach because they could understand the material better. However, even if smart students tended to get a good score in a test, if they were not learning at all, it was possible that they could get a low score.

It was a well-known fact that diligent students could win over smart students.

Being smart was not the greatest factor that influences students' English achievement. Intelligent was just a common factor that may influence someone achievement in many aspects. In line with the achievement, indirectly intelligent also affected by other factors.

The second factor affecting students' English achievement in SMK Brantas was students' age. From the participants' English achievement score t-test analysis in table 4.2, the researcher found significant difference between tenth graders and eleventh graders scores. The differences between two grades were 95% difference. It shown that students' age also affected their English achievement.

The third factor affecting students' English achievement according to Bu Reni is the time allocation in learning English. As vocational school students, the participants of this study learned English less than other students in senior high schools. In SMK Brantas, students were demanded to be good in practical work than only understand about the theory. In senior high schools, students learn English in four months every semester. However, in SMK Brantas, students only had three months or less to learn English because they were using more times in

practicum or doing projects according to students' major. The same things happened to the tenth and eleven grade. The tenth graders had more time to learn English than the eleventh graders because the eleventh graders had more practicum's projects. It could be one of the reasons why the tenth graders' summative score were better than the eleventh graders.

The fourth and the last factor was discipline. SMK Brantas was a vocational school that was known for its management character. The school had a really strong principle which put students' character as the first thing to build. Students were taught to be discipline. They could not join final test if they had not finished all of their daily tasks. So usually they would be in hurry finishing all of their daily tasks before the final test's week came. Ironically, some students were not free enough to express their ways of learning in a classroom. They followed the ways the teachers taught and learned as how they were taught. This fact also affected students' motivation in which it was good but not good enough. They wanted to get good scores but not necessarily wanted to master English because it was not as important for them in vocational school than in public senior high school. In vocational school, students learned practical things to get to work. The way they learned and treated English was different with senior high school students.

Thus, the researcher concluded that there were at least four other factors affecting students' English achievement aside of students' learning styles. Even in a small percentage, learning styles was still affecting students' English achievement. However, the situation in the school gave more contributions rather

than learning styles itself. The other factor that was proposed in this study were taken from interview with the English teacher. Different school with different environment may had different other factors affecting students' English achievement. Even it was possible that in another school, learning styles may be affecting English achievement in a bigger and more significant percentages.



CHAPTER V

CONCLUSION

This chapter presents the conclusion that is drawn from the finding and discussions from the previous chapter and the answer of the problems of the study. It also provides suggestions for the further researchers who want to conduct a study with the similar topic.

5.1 Conclusion

This study wanted to find out learning styles used by students of SMK Brantas Karangates Malang and its relationship with their English achievement.

The previous chapter already discussed about students' learning styles, English achievement, the correlation between learning styles and English achievement.

The previous chapter also explained the other factors affecting students' English achievement of SMK Brantas Karangates. Based on the findings and discussion result, the researcher concluded the answer of the research questions and objectives of the study.

The first problem and objective of the study was to find out students' learning styles profile or learning styles used by the students of SMK Brantas Karangates Malang. Using Fleiming's VARK learning styles questionnaire (2001), the researcher found that the students of SMK Brantas used four types of learning styles proposed by Fleiming such as visual, auditory, read/write, and kinesthetic. Some students preferred more than one learning styles at the same time.

The second objective of the study was to find out whether there was significant relationship between learning styles and English achievement.

According to Pearson product moment correlation coefficient (r) analysis, there was no significant relationship between learning styles and English achievement.

Thus, H_0 was accepted and H_1 was rejected. There was no significant relationship did not mean that there was no relationship at all. According to regression analysis in table model summary, the coefficient determination value (Adjusted R Square) shown that 0.5% of students' learning styles affecting their English achievement.

Even in small percentages, learning style still affected their English achievement.

The other 99.5% was affected by other factors such as intelligent, age, learning time, and discipline.

5.2 Suggestion

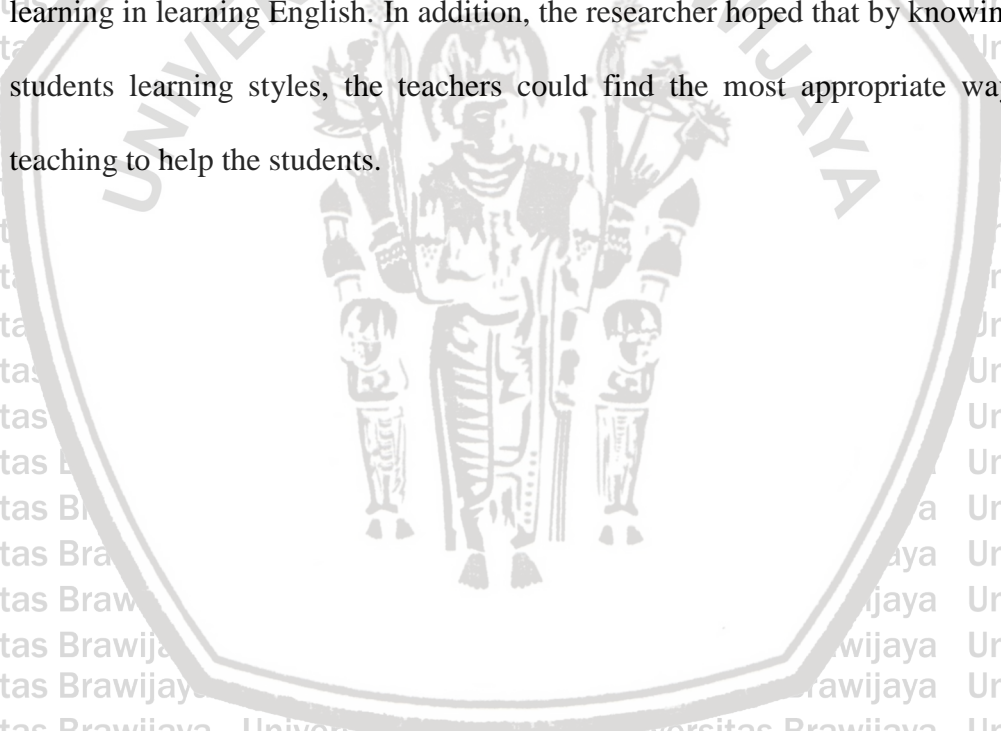
This study was conducted only to analyze the correlation between learning styles used by students of SMK Brantas and their English achievement. According to the result which was explained in the previous chapter, this study had a lot of chance to be expanded further. The researcher suggests the next researcher who wants to conduct a study with similar topic to analyze further about students' learning styles and factors affecting students' English achievement since this present study limited on internal factors only.

The next researchers could use another learning styles questionnaire or theory and took different participants. The next researchers who wanted to conduct the similar research about students' learning style in SMK Brantas could try to analyze its correlation with other subject such as students' motivation, time

allocation in learning English, and or teaching principle. Because of those four aspect were very well seen and defined in SMK Brantas, it would be interesting to conduct research about that.

This study was not only for next researcher, but also for teachers and students of SMK Brantas. The researcher hoped that the result of this study would help either the students or teachers in English teaching learning process.

Hopefully the students would be more aware of their English achievement, factor affecting their English achievement, and how to apply their preference ways of learning in learning English. In addition, the researcher hoped that by knowing the students learning styles, the teachers could find the most appropriate ways of teaching to help the students.



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UNIVERSITAS BRAWIJAYA

APPENDICES



Appendix 1: Students' VARK Learning Styles's Questionnaire

Angket Tipe Belajar Siswa

Nama/Daftar Hadir :

Kelas :

Sekolah :

Lengkapi **VARK Questionnaire** di bawah ini. Pilih dan lingkari jawaban yang paling sesuai dengan anda. Anda dapat melingkari lebih dari satu jika satu jawaban tidak cukup menggambarkan keadaan anda. Jika menemukan kesulitan atau ada yang kurang dipahami dapat ditanyakan pada guru yang mengawasi:

1. Ketika Anda tidak yakin apakah ejaan yang benar adalah “apotik” atau “apotek”, anda akan:
 - a. Membayangkan huruf dalam pikiran anda dan memilih berdasarkan penggambaran anda
 - b. Memikirkan bunyi dari tiap kata dan memilih salah satu yang menurut anda benar
 - c. Mencarinya di kamus
 - d. Menulis kedua huruf pada kertas kemudian memilih salah satu
2. Anda merencanakan liburan dengan teman-teman dan menginginkan saran tentang rencana anda. Maka anda akan:
 - a. Menjelaskan garis besar rencana anda
 - b. Menggunakan peta atau gambar untuk menunjukkan tempat-tempat wisata
 - c. Memberikan fotokopi rencana perjalanan yang telah anda buat
 - d. Menelpon, mengirim pesan, atau mengirim email.
3. Anda ingin memasak masakan spesial untuk keluarga anda. Anda akan;
 - a. Memasak sesuatu yang sudah dipahami dan biasa memasaknya sehingga anda tidak membutuhkan buku panduan memasak
 - b. Meminta saran pada teman
 - c. Melihat-lihat buku resep masakan dan mencari ide dari gambar-gambarnya
 - d. Menggunakan buku memasak yang memiliki resep-resep bagus
4. Anda baru saja menyelesaikan perlombaan atau tes dan ingin menerima *feedback* atau penilaian terhadap usaha anda. Anda akan senang jika penilaian yang diberikan:

- a. Dalam bentuk contoh seperti yang sudah anda kerjakan
 - b. Menggunakan deskripsi tertulis dari hasil anda
 - c. Berasal dari seseorang yang melaksanakan tes atau olimpiade yang sama dengan anda
 - d. Menggunakan grafik yang menunjukkan pencapaian anda selama ini
5. Anda akan memilih makanan atau minuman di kafe. Anda akan:
- a. Memilih sesuatu yang pernah anda makan atau minum disana
 - b. Mendengarkan penjelasan pelayan atau meminta rekomendasi teman
 - c. Melihat deskripsi pada menu makanan
 - d. Melihat apa yang orang lain makan atau minum, atau melihat gambar setiap menu.
6. Anda akan melakukan presentasi penting. Anda akan:
- a. Menggunakan grafik atau sketsa untuk membantu menjelaskan materi presentasi anda
 - b. Menulis beberapa kata kunci dan berlatih mengucapkannya secara berulang-ulang
 - c. Menulis teks presentasi anda dan belajar dengan membacanya beberapa kali
 - d. Mengumpulkan sebanyak mungkin contoh dan cerita untuk diskusinya agar lebih nyata dan bermakna
7. Anda akan membeli kamera atau telepon genggam (HP) baru. Selain harga, apa yang mempengaruhi pilihan anda?
- a. Penjelasan penjual tentang fitur pada HP/kamera
 - b. Fitur HP/kamera dari brosur yang disediakan
 - c. Mencoba atau mengecek HP/kamera
 - d. Tampilan terlihat bagus dan model terbaru/modern
8. Anda menggunakan buku, DVD, atau internet untuk belajar bagaimana caranya mengoperasikan kamera baru anda. Anda akan senang jika:
- a. Anda bisa bertanya dan berdiskusi tentang kamera baru anda beserta fitur-fiturnya
 - b. Ada instruksi tertulis yang lengkap beserta poin-poin penting tentang cara penggunaan kamera.
 - c. Ada diagram yang menunjukkan kamera serta fungsi setiap bagian-bagiannya
 - d. Ada banyak contoh foto yang baik dan buruk serta bagaimana meningkatkan kualitasnya.

9. Anda lebih suka Penyaji Materi atau “Presenter” yang menyediakan:
- Demonstrasi, model atau contoh, atau yang menyediakan sesi praktek
 - Sesi tanya jawab, diskusi, atau pembicara tamu
 - Buku pegangan atau bacaan yang sesuai dengan tema diskusi
 - Diagram, gambar atau sketsa
10. Saat Anda ingin mempelajari program baru atau permainan di komputer, anda akan:
- Membaca instruksi tertulis tentang program atau permainan baru yang diinginkan
 - Membicarakannya dengan orang yang lebih tahu
 - Mempraktekkannya secara langsung
 - Mengikuti penjelasan yang ada pada buku panduan
11. Saya menyukai situs internet yang:
- Mempunyai banyak tombol untuk di-klik atau dicoba secara langsung
 - Mempunyai model dan fitur-fitur bergambar yang menarik
 - Mempunyai deskripsi tertulis yang menarik, daftar dan penjelasan yang mudah dipahami
 - Saluran audio yang dapat digunakan untuk mendengarkan musik dan radio selama belajar
12. Selain harga, apa yang paling mempengaruhi keputusan Anda saat akan membeli buku non-fiksi?
- Penampilan buku yang menarik
 - Isi buku—membaca cepat bagian-bagian buku
 - Teman membicarakan dan merekomendasikan buku tersebut
 - Buku tersebut berisi tentang kisah nyata, pengalaman dan contoh-contoh nyata dalam hidup.
13. Ketika pertama kali belajar bersepeda atau melakukan hal-hal baru lainnya, Anda belajar paling baik dengan:
- Melihat demonstrasi atau seseorang memberikan contoh langsung
 - Mendengarkan penjelasan seseorang kemudian bertanya
 - Menggunakan diagram, peta, atau grafik—petunjuk berupa gambar
 - Instruksi tertulis seperti buku teks atau buku panduan

Kunci Jawaban Survei Tipe Belajar VARK

Gunakan rubrik penilaian di bawah ini untuk menentukan kategori tipe belajar VARK sesuai dengan jawaban anda. Lingkari huruf menunjukkan jawaban anda. Contoh, jika jawaban anda untuk nomor 3 adalah b dan c, maka lingkari V dan R pada baris nomor 3.

Rubrik Penilaian

Pertanyaan	a	b	c	d
1	V	A	R	K
2	K	V	R	A
3	K	A	V	R
4	K	R	A	V
5	K	A	R	V
6	V	A	R	K
7	K	R	V	A
8	A	R	V	K
9	K	A	R	V
10	R	A	K	V
11	K	V	R	A
12	V	R	A	K
13	K	A	V	R

Hitung Skor Anda

Hitung jumlah masing-masing huruf VARK yang sudah anda lingkari untuk melihat jumlah skor anda pada masing-masing kategori tipe belajar VARK.

Skor Total	
V	
R	
A	
K	

Appendix 2: Interview Guide for Students

1. Bagaimana cara kamu belajar setiap harinya?
2. Berapa lama kamu belajar dalam satu hari?
3. Apakah kamu pernah melakukan tes “learning styles” sebelumnya?
4. Kapan kamu merasa sangat nyaman dan mudah untuk belajar?



Appendix 3: Interview Guide for Teacher

NO	Indicator	Question
1.	Strategi Mengajar	<ul style="list-style-type: none"> • Strategi mengajar apa yang anda gunakan selama ini?
2	Suasana Kelas	<ul style="list-style-type: none"> • Bagaimana suasana kelas saat pelajaran Bahasa Inggris?
3.	Motivasi Siswa	<ul style="list-style-type: none"> • Seperti apa motivasi belajar siswa terutama dalam pelajaran Bahasa Inggris? • Penelitian ini bertujuan untuk mengetahui tipe belajar siswa; apakah itu visual, audio, read/write, atau kinesthetic. Menurut anda, baik secara berkelompok di kelas maupun individu, bagaimana kecenderungan belajar siswa?
4	Kesulitan yang Dihadapi Siswa	<ul style="list-style-type: none"> • Dalam mempelajari Bahasa Inggris, kesulitan terbesar apa yang dihadapi siswa? Terutama berhubungan dengan proses belajar.
5	Strategi yang digunakan untuk menghadapi permasalahan di kelas	<ul style="list-style-type: none"> • Bagaimana strategi yang anda gunakan untuk menghadapi permasalahan yang ditemui siswa di kelas?

Appendix 4: Students Learning Style Preferences and English Achievement

Kinesthetic Group

No.	Name	Learning Style's Group				Result	Score
		V	A	R	K		
1.	Student 1	3	3	3	10	K 10	72.50
2.	Student 2	1	1	3	8	K 8	82.50
3.	Student 3	4	3	5	6	K 6	75.00
4.	Student 6	3	3	4	5	K 5	62.50
5.	Student 8	2	2	4	9	K 9	82.50
6.	Student 9	1	2	3	9	K 9	35.00
7.	Student 14	2	2	5	8	K 8	67.50
8.	Student 15	9	8	9	12	K 12	75.00
9.	Student 16	2	2	2	8	K 8	80.00
10.	Student 18	1	2	6	7	K 7	67.50
11.	Student 19	2	3	3	5	K 5	82.50
12.	Student 20	1	2	7	3	K 7	87.50
13.	Student 21	4	3	7	9	K 9	85.00
14.	Student 22	3	6	5	8	K 8	90.00
15.	Student 26	2	3	2	6	K 6	77.50
16.	Student 28	3	3	3	4	K 4	70.00
17.	Student 33	3	1	3	6	K 6	70.00
18.	Student 34		4	6	3	K 6	97.50
19.	Student 35	6	6	4	7	K 7	62.50
20.	Student 42	2	2	4	5	K 5	75.00
21.	Student 45	3	6	2	7	K 7	87.50
22.	Student 46	1	2	4	6	K 6	85.00
23.	Student 50	3	2	3	5	K 5	82.50
24.	Student 51	1	4	3	5	K 5	82.50
25.	Student 53	3	1	4	5	K 5	67.50
26.	Student 57	2		4	7	K 7	77.50

27.	Student 62	2		4	7	K 7	75.00
28.	Student 63	4	1	3	5	K 5	65.00
29.	Student 67	6	2	4	7	K 7	70.00
30.	Student 74	1	3	4	5	K 5	87.50
31.	Student 75	3	3	3	4	K 4	67.50
32.	Student 76	3	2	3	5	K 5	67.50
33.	Student 85	3	1	2	7	K 7	82.50
34.	Student 87	2	2	3	6	K 6	80.00
35.	Student 88	3	3	2	5	K 5	67.50
36.	Student 91	3	3	2	6	K 6	77.50
37.	Student 94	1	2	4	6	K 6	62.50
38.	Student 95	1	3	3	6	K 6	67.50
39.	Student 99	3	2	4	5	K 5	85.00
40.	Student 100	3	2	5	6	K 6	75.00
41.	Student 103	3	2	2	6	K 6	70.00
42.	Student 104	1	1	5	6	K 6	82.50
43.	Student 108	2	4	3	5	K 5	50.00
44.	Student 111	1	3	2	6	K 6	60.00
45.	Student 112	2	2	4	5	K 5	70.00
46.	Student 120	4	4	4	6	K 6	37.50
47.	Student 128	5	4	4	6	K 6	72.50
48.	Student 131	4	1	2	6	K 6	42.50
49.	Student 140	3	3	3	5	K 5	50.00
50.	Student 142	4	1	5	6	K 6	50.00

Read and Write Group

No.	Name	Learning Style's Group				Result	Score
		V	A	R	K		
1.	Student 4	4	4	5	3	R 5	60.00
2.	Student 10	2	2	5	4	R 5	90.00

3.	Student 11	2	1	7	3	R 7	70.00
4.	Student 13	3	1	6	3	R 6	57.50
5.	Student 17	3	1	7	4	R 7	77.50
6.	Student 24	3	2	6	5	R 6	87.50
7.	Student 29	8	7	11	8	R 11	80.00
8.	Student 31	1	5	7	6	R 7	75.00
9.	Student 36		2	6	5	R 6	82.50
10.	Student 38	6	5	8	7	R 8	70.00
11.	Student 39	2	2	7	6	R 7	82.50
12.	Student 40	2	3	7	4	R 7	85.00
13.	Student 47	3	2	7	4	R 7	85.00
14.	Student 49	4	5	6	2	R 6	82.50
15.	Student 52	3	2	5	4	R 5	77.50
16.	Student 54	2	2	6	3	R 6	62.50
17.	Student 58	2	1	7	4	R 7	82.50
18.	Student 61	3	2	5	3	R 5	85.00
19.	Student 64	3	1	5	4	R 5	70.00
20.	Student 65	1	3	5	4	R 5	67.50
21.	Student 68	4	3	5	1	R 5	60.00
22.	Student 72	2	4	5	3	R 5	60.00
23.	Student 77	2	3	5	4	R 5	82.50
24.	Student 78	1		7	5	R 7	77.50
25.	Student 81	1	3	7	3	R 7	55.00
26.	Student 83	1	4	5	4	R 5	52.50
27.	Student 86	7	4	9	6	R 9	75.00
28.	Student 90	2	3	7	3	R 7	65.00
29.	Student 92	3	1	5	4	R 5	57.50
30.	Student 93	4	1	5	4	R 5	77.50
31.	Student 94	3	2	6	2	R 6	62.50
32.	Student 102	3	2	5	2	R 5	40.00

33.	Student 106	3	3	10	5	R 10	27.50
34.	Student 107	4	4	6	2	R 6	70.00
35.	Student 113	2	1	6	5	R 6	35.00
36.	Student 115	1	4	6	2	R 6	50.00
37.	Student 116	3	1	5	4	R 5	50.00
38.	Student 117	4	2	5	2	R 5	57.50
39.	Student 118	4	5	3	6	R 6	55.00
40.	Student 119	2		6	5	R 6	35.00
41.	Student 121	6	5	7	6	R 7	72.50
42.	Student 122	4	4	11	4	R 11	45.00
43.	Student 124	4	3	6	4	R 6	32.50
44.	Student 125	3	4	8	6	R 8	50.00
45.	Student 127	3	3	4	3	R 4	62.50
46.	Student 130	4	5	7	5	R 7	37.50
47.	Student 133	3	2	6	4	R 6	70.00
48.	Student 134	2	3	7	2	R 7	50.00
49.	Student 138	4	1	5	3	R 5	45.00

Visual Group

No.	Nama	Learning Style's Group				Result	Score
		V	A	R	K		
1.	Student 5	5	1	3	4	V 5	72.50
2.	Student 12	5	2	2	4	V 5	62.50
3.	Student 98	5	3	4	2	V 5	30.00
4.	Student 101	4	3	3	3	V 4	42.50
5.	Student 129	8	2	6	7	V 8	37.50

Aural/Auditory Group

No.	Name	Learning Style's Group				Result	Score
		V	A	R	K		
1.	Student 23	5	8	5	6	A 8	87.50
2.	Student 27	3	6	3	4	A 6	65.00
3.	Student 30	3	5	4	4	A 5	67.50
4.	Student 32	4	8	2		A 8	87.50
5.	Student 43	3	4	3	3	A 4	87.50
6.	Student 44	2	5	3	3	A 5	80.00
7.	Student 59	3	6	2	2	A 6	72.50
8.	Student 60	3	4	3	3	A 4	75.00
9.	Student 70	2	5	3	4	A 5	77.50
10.	Student 73	3	7	1	2	A 7	77.50
11.	Student 82	4	5	2	2	A 5	72.50
12.	Student 89	1	5	4	3	A 5	80.00
13.	Student 123	2	5	2	4	A 5	27.50
14.	Student 126	2	8	3	5	A 8	57.50
15.	Student 139	2	6	3	2	A 6	35.00

Multimodal Group

No.	Name	Learning Style's Group				Result	Score
		V	A	R	K		
1.	Student 7	3	2	6	6	M 6	92.50
2.	Student 25	3	4	4	2	M 4	85.00
3.	Student 37	5	5	6	6	M 6	65.00
4.	Student 41	5	5	5	3	M 5	67.50
5.	Student 48	4	4	5	5	M 5	85.00
6.	Student 55	2	2	6	6	M 6	82.50
7.	Student 56	3	2	4	4	M 4	85.00
8.	Student 66	2	3	7	7	M 7	77.50

9.	Student 69	1		6	6	M 6	75.00
10.	Student 71	2	4	3	4	M 4	85.00
11.	Student 79	4	4	2	4	M 4	67.50
12.	Student 80	4	4	2	3	M 4	70.00
13.	Student 84	3	2	4	4	M 4	45.00
14.	Student 97	2	2	5	5	M 5	32.50
15.	Student 105	2	3	4	4	M 4	45.00
16.	Student 109	2	3	4	4	M 4	55.00
17.	Student 110	1	4	4	4	M 4	42.50
18.	Student 114	1		6	6	M 6	55.00
19.	Student 132	3	4	4	4	M 4	77.50
20.	Student 135	4	4	5	5	M 5	42.50
21.	Student 136	3	4	5	5	M 5	40.00
22.	Student 137	3	4	4	4	M 4	77.50
23.	Student 141	4	2	4	4	M 4	25.00

Appendix 5: Students' English Achievement

Students' English Achievement

No.	Name	Class	Score
1.	Student 1	X	72.50
2.	Student 2	X	82.50
3.	Student 3	X	75.00
4.	Student 4	X	60.00
5.	Student 5	X	72.50
6.	Student 6	X	62.50
7.	Student 7	X	92.50
8.	Student 8	X	82.50
9.	Student 9	X	35.00
10.	Student 10	X	90.00
11.	Student 11	X	70.00
12.	Student 12	X	62.50
13.	Student 13	X	57.50
14.	Student 14	X	67.50
15.	Student 15	X	75.00
16.	Student 16	X	80.00
17.	Student 17	X	77.50
18.	Student 18	X	67.50
19.	Student 19	X	82.50
20.	Student 20	X	87.50
21.	Student 21	X	85.00
22.	Student 22	X	90.00
23.	Student 23	X	87.50
24.	Student 24	X	87.50
25.	Student 25	X	85.00
26.	Student 26	X	77.50
27.	Student 27	X	65.00

28.	Student 28	X	70.00
29.	Student 29	X	80.00
30.	Student 30	X	67.50
31.	Student 31	X	75.00
32.	Student 32	X	87.50
33.	Student 33	X	70.00
34.	Student 34	X	97.50
35.	Student 35	X	62.50
36.	Student 36	X	82.50
37.	Student 37	X	65.00
38.	Student 38	X	70.00
39.	Student 39	X	82.50
40.	Student 40	X	85.00
41.	Student 41	X	67.50
42.	Student 42	X	75.00
43.	Student 43	X	87.50
44.	Student 44	X	80.00
45.	Student 45	X	87.50
46.	Student 46	X	85.00
47.	Student 47	X	85.00
48.	Student 48	X	85.00
49.	Student 49	X	82.50
50.	Student 50	X	82.50
51.	Student 51	X	82.50
52.	Student 52	X	77.50
53.	Student 53	X	67.50
54.	Student 54	X	62.50
55.	Student 55	X	82.50
56.	Student 56	X	85.00
57.	Student 57	X	77.50

58.	Student 58	X	82.50
59.	Student 59	X	72.50
60.	Student 60	X	75.00
61.	Student 61	X	85.00
62.	Student 62	X	75.00
63.	Student 63	X	65.00
64.	Student 64	X	70.00
65.	Student 65	X	67.50
66.	Student 66	X	77.50
67.	Student 67	X	70.00
68.	Student 68	X	60.00
69.	Student 69	X	75.00
70.	Student 70	X	77.50
71.	Student 71	X	85.00
72.	Student 72	X	60.00
73.	Student 73	X	77.50
74.	Student 74	X	87.50
75.	Student 75	X	67.50
76.	Student 76	X	67.50
77.	Student 77	X	82.50
78.	Student 78	X	77.50
79.	Student 79	X	67.50
80.	Student 80	X	70.00
81.	Student 81	X	55.00
82.	Student 82	X	72.50
83.	Student 83	X	52.50
84.	Student 84	X	45.00
85.	Student 85	X	82.50
86.	Student 86	X	75.00
87.	Student 87	X	80.00

88.	Student 88	X	67.50
89.	Student 89	X	80.00
90.	Student 90	X	65.00
91.	Student 91	X	77.50
92.	Student 92	X	57.50
93.	Student 93	X	77.50
94.	Student 94	X	62.50
95.	Student 95	X	67.50
96.	Student 96	X	82.50
97.	Student 97	XI	32.50
98.	Student 98	XI	30.00
99.	Student 99	XI	85.00
100.	Student 100	XI	75.00
101.	Student 101	XI	42.50
102.	Student 102	XI	40.00
103.	Student 103	XI	70.00
104.	Student 104	XI	82.50
105.	Student 105	XI	45.00
106.	Student 106	XI	27.50
107.	Student 107	XI	70.00
108.	Student 108	XI	50.00
109.	Student 109	XI	55.00
110.	Student 110	XI	42.50
111.	Student 111	XI	60.00
112.	Student 112	XI	70.00
113.	Student 113	XI	35.00
114.	Student 114	XI	55.00
115.	Student 115	XI	50.00
116.	Student 116	XI	50.00
117.	Student 117	XI	57.50

118.	Student 118	XI	55.00
119.	Student 119	XI	35.00
120.	Student 120	XI	37.50
121.	Student 121	XI	72.50
122.	Student 122	XI	45.00
123.	Student 123	XI	27.50
124.	Student 124	XI	32.50
125.	Student 125	XI	50.00
126.	Student 126	XI	57.50
127.	Student 127	XI	62.50
128.	Student 128	XI	72.50
129.	Student 129	XI	37.50
130.	Student 130	XI	37.50
131.	Student 131	XI	42.50
132.	Student 132	XI	77.50
133.	Student 133	XI	70.00
134.	Student 134	XI	50.00
135.	Student 135	XI	42.50
136.	Student 136	XI	40.00
137.	Student 137	XI	77.50
138.	Student 138	XI	45.00
139.	Student 139	XI	35.00
140.	Student 140	XI	50.00
141.	Student 141	XI	25.00
142.	Student 142	XI	50.00

Appendix 6: Curriculum Vitae

CURRICULUM VITAE

Name : Li'za Diana Manzil

NIM : 125110500111004

Study Program : S1 Pendidikan Bahasa Inggris

Place and Date of Birth : Bojonegoro, 04 Januari 1994

Address : Desa Gajah RT. 02 RW. 03, Kec. Baureno,
Kab, Bojonegoro

Phone Number : 083832611445

Email Address : diana.manziel@gmail.com

Education : SD NU Al-Falah Gajah (2000-2006)
MTsN Model Babat (2006-2009)
SMA Ahmad Yani 2 Baureno (2009-2012)
Universitas Brawijaya Malang (2012-2016)

Appendix 7: Berita Acara Bimbingan Skripsi



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145

Telp. +62341- 575875, Fax. +62341- 575822

E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Li'iza Diana Manzil
2. NIM : 125110500111004
3. Program Studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Faktor-faktor yang mempengaruhi pencapaian pembelajaran Bahasa Inggris siswa
5. Judul Skripsi : Correlation between learning styles and English achievement of the students in SMK Brantas Malang
6. Tanggal Mengajukan : 22 September 2015
7. Tanggal Selesai Revisi : 29 Juli 2016
8. Nama Pembimbing : Dra. Ismarita Ida, M.Pd.
9. Keterangan Konsultasi *)

No	Tanggal	Materi	Pembimbing	Paraf
1	22 September 2015	Pengajuan judul	Dra. Ismarita Ida M.Pd.	
2	11 Januari 2016	Konsultasi Bab 1-3	Dra. Ismarita Ida M.Pd.	
3	21 Januari 2016	Konsultasi Bab 1-3	Dra. Ismarita Ida M.Pd.	
4	9 Februari 2016	Konsultasi Bab 1-3	Dra. Ismarita Ida M.Pd.	
5	11 Februari 2016	Seminar Proposal	Dra. Ismarita Ida M.Pd.	
6	15 Februari 2016	Revisi bab 1-3	Dra. Ismarita Ida M.Pd.	

7	4 April 2016	Konsultasi bab 4-5	Dra. Ismarita Ida M.Pd.	
8	7 April 2016	Revisi bab 4 dan 5	Dra. Ismarita Ida M.Pd.	
9	25 April 2016	Revisi bab 4 dan 5	Dra. Ismarita Ida M.Pd.	
10	11 Mei 2016	Revisi bab 4 dan 5	Dra. Ismarita Ida M.Pd.	
11	30 Mei 2016	Revisi bab 4 dan 5	Dra. Ismarita Ida M.Pd.	
12	6 Juni 2016	Revisi bab 4 dan 5	Dra. Ismarita Ida M.Pd.	
13	21 Juni 2016	Revisi bab 4 dan 5	Dra. Ismarita Ida M.Pd.	
14	12 Juli 2016	Seminar Hasil	Dra. Ismarita Ida M.Pd.	
15	27 Juli 2016	Ujian Skripsi	Dra. Ismarita Ida M.Pd.	
16	29 Juli 2016	ACC Jilid	Dra. Ismarita Ida M.Pd.	

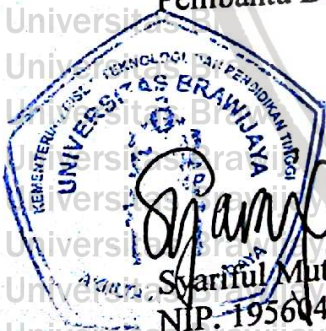
10. Telah dievaluasi dan diuji dengan nilai :

A

Malang, 29 Juli 2016

Mengetahui,
Pembantu Dekan 1

Dosen Pembimbing



Syariful Muttaqin, M.A.
NIP. 19560426 198203 2 001

Dra. Ismarita Ida, M.Pd.
NIP. 19751101 200312 1 001