Students' Learning Styles Toward Their Achievement in Learning LSGC (Listening and Speaking for General Communication)

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Abstract. The aim of this study is to find out learning styles are owned by the students in learning listening and speaking for general communication toward their speaking and listening skills achievement at English Department of UKI Toraja. This study used quantitative descriptive research. It used 35 students as a sample. This was analyzed using SPSS 26. The result of the questionnaire showed 0.80–1.000 it indicated very strong correlation. The results showed that there are three kinds of learning styles possessed by students in learning listening and speaking for general communication, namely visual learning style, audio learning style, and kinesthetic learning style and each learning style shows a very strong correlation between each learning style and student achievement. The correlation between visual learning style and student achievement reaches 0.932 which means it has a very strong correlation. Then the correlation of audio learning style with student learning achievement reached 0.885 which means it has a very strong correlation. The last was kinesthetic learning style with student achievement where the number reaches 0.930 which has a very strong correlation. This shows each type of learning style (visual, audio, kinesthetic) has a very strong correlation with student achievement. It can be seen that H1 is accepted, because each learning style has a correlation between student learning styles and student achievement in listening and speaking skills .

Keywords: General Communication · Listening and Speaking · Learning Styles · Students' Achievement

1 Introduction

Listening is the process of comprehending the meaning of the information heard through the listener's senses or other media. [1, 2]. In addition, listening is one of the most essential skills to acquire in order to comprehend what others are communicating. [3, 4] In the other hand, speaking is the capacity of a person to effectively communicate words, meanings, or information in accordance with what has been heard. It will be easier for a person to communicate with others if they have excellent communication skills.[5, 6] Both listening and speaking have impacted on students' achievement [7].

Regarding student achievement, a consequence of a change in the way students learn both inside and outside of the classroom. Achievement becomes a criterion for determining the comprehension or skills acquired by students throughout the learning process [8]. Students who excel are required to attain student success. Outstanding students are those who, in accordance with the stipulations in place, attain high levels of academic success in curricular, co-curricular, or extracurricular activities and have a positive personality.[9, 10]. However, it is difficult to become an outstanding student due to the numerous criteria that must be met, one of which is achieving high grades in subjects. This is not a simple objective and students must be capable of comprehending the principles taught.

Furthermore, Learning styles are a person's capacity for acquiring various types of knowledge [11]. By understanding the learning styles of students, educators will be better to be able to provide material for the learning process. It is anticipated that learning styles will provide information about how each individual learns. The learning style is a cognitive, affective, and psychomotor trait that becomes a relatively stable indicator of how connected students feel to their learning environment. [12] argues that learning styles are things that are consistently done by a student in receiving and remembering information provided in solving problems. Meanwhile, [13] reveals that learning style has relationship with students motivation then students motivation effect the students achievement.

In line of these, there are several studies conducted about learning style and student's achievement [14–17]. [14] found that Visual and auditory styles were found to have positive correlations with motivational variables and English proficiency, whereas kinesthetic styles had negative correlations with them. In addition, It was discovered that visual style exerted the most influence on English proficiency, mediated by the ideal L2 self and motivated behavior. Observing the differences between school levels revealed, however, that the ideal L2 selves of elementary school students result in enhanced English proficiency even in the absence of motivated behavior. The most significant factor affecting secondary school pupils' English proficiency was their motivation. The ideal L2 selves and motivated behavior of junior high school students have not been identified as factors affecting English proficiency. Next, [15] reveals that among secondary school pupils, kinesthetic learning styles were more prevalent than visual and auditory learning styles. There is a strong relationship between the kinesthetic learning style and academic success. Therefore, the implementation of learning must be conducive and effective in order for learning to be carried out effectively and for students to realize their potential. Positive correlations were found between sual and auditory styles and motivational variables and English proficiency, whereas negative correlations were found between kinesthetic styles and these variables. In addition, visual style was found to exert the greatest influence on English proficiency, mediated by the ideal L2 self and motivated behavior. Observing the differences between school levels revealed, however, that the ideal L2 selves of elementary school pupils result in improved English proficiency without the intervention of motivated behavior. The most significant factor affecting English proficiency among secondary school students was motivation. The ideal L2 selves and motivated conduct of junior high school students were not identified as factors affecting English proficiency. [16] There is a significant relationship

between visual-verbal learning styles and students' mean scores, and among mathematics students, there is a significant relationship between active-reflective learning styles and students' mean scores. In the field of humanities, there is no correlation between sequential-global, visual-verbal, and sensing-intuitive learning styles and student performance. The Kruskal-Wallis test reveals a significant difference between the mathematics scores of students majoring in the humanities and those of students whose learning approach is active-reflective. There is a significant difference between the mean scores of pupils in grades two and three in all subjects for the visual-verbal and active-reflective learning styles, as well as for the active-reflective and sequential-global learning styles. Also, [17] found that According to the students' learning styles, circadian and eating cycles, and daily and weekly effort curves, individualized and adaptable programs were required for each participant in the experimental condition. The program included the planning of all activities that participants would develop over the two-month duration of the experimental intervention. Individualized time management programs were effective, as demonstrated by the results, which supported the hypothesis.

Other studies reveal about the students' learning styles toward speaking and listening skills achievement [18–20]. [18] examined how the internal and external contexts interact to influence her learning approaches and strategies. For this introverted, reflective, and visual learner, learning by listening to lectures and actively participating in classroom discussions are not easy tasks; however, her journal demonstrates that she eventually manages the various aspects of her overall learning style and learns to employ strategies that make her a more active classroom participant. [19] showed the results of the analysis of the pre-test scores indicate, at a significance level of 0.08, that the English-language skills of the two groups of students taught using the two distinct methodologies are comparable. The analysis of the posttest scores demonstrates, at a significance level of 0.138, that there was no interaction between the learning methods, learning styles, and English-speaking ability. This indicates that regardless of learning method, CLT students performed better in speaking English than ALM (Audio Lingual Method) students. [20] It was discovered that not only does learning style influence students' literacy and auditory comprehension scores, but other variables do as well.

In fact, the students at English Department of UKI Toraja, some are good at learning listening and speaking for general communication, but some show the results of learning are still not optimal in learning listening and speaking for general communication. In order to determine what learning style tendencies students have when learning listening and speaking for general communication and whether there is a correlation between students' learning style tendencies and their achievement in listening and speaking skills; therefore, researchers investigated this correlation.

2   Method

This investigation employed descriptive quantitative methodology. As a sample, 35 students of English Department of UKI Toraja were used and the instrument was in the form of a questionnaire sheet. Then it was examined using SPSS version 26. The research data analyzed descriptively.

3   Result and Discussion

Result

In this section, researchers discuss the relationship between a student's learning style and their proficiency in listening and speaking skills (Tables 1, 2, 3, 4 and 5).

Based on the normality test in the learning style with Kolmogorov–Smirnov Z obtained with Kolmogorov-Smirnov Z values of 0.238 0.05 ≥ and Asymp. Sig (2-tailed) of 0.000 ≥ 0.05, it can be concluded that the distribution data is normal in learning style. Kolmogorov values of 0.263 ≥ 0.05 and Asymp. Sig (2-tailed) of 0.000 ≥ 0.05 can be inferred normal distribution data on student achievement.

$$F_{count} = \frac{largest\,variance}{smallest\,variance}$$
$$F_{count} = \frac{134,064}{127.926}$$
$$F_{count} = 1.04$$

Based on F_{count} that has been obtained will be compared with F_{table}. Where $df\,1 = k - 1 = 2 - 1$ and $df\,2 = n - k = 30 - 2 = 28$ with an error rate of 5% so that $F_{table} = 4.20$ is obtained. Since $F_{counts} < F_{table}$ (1.04 < 4.20) it is stated that the two variables are homogeneous.

Table 1. One sample Kolmogorof-Smirnove Test

One-Sample Kolmogorov-Smirnov Test		Learning styles	Students Achievement
N		30	30
Normal Parameters ab	Mean	77.7333	82.0667
	Std. Deviation	11.31046	11.57862
Most Extreme Differences	Absolute	.238	.263
	Positive	.139	.171
	Negative	-.238	-.263
Test Statistic		.238	.263
Asymp. Sig. (2-tailed)		.000c	.000c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Table 2. Variance between Learning Style and Student Achievement

Variance	Learning style	Students' achievement
	127.926	134.064

Table 3. Correlation Students Visual Learning Style and Students' Achievement

Correlations		Visual learning style	students' achievement
Visual learning style	Pearson Correlation	1	.932**
	Sig. (2-tailed)		.000
	N	30	30
students' achievement	Pearson Correlation	.932**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

The value of correlation coefficient obtained is 0,932, while the criteria of the correlation between 0,80 to 1,000 are considered Average. It means that the level of relationship of the correlation coefficient of the two variables is very strong.

From the computation above, it is determined that r equals 0.932, and r-value has consulted the Product Moment critical value for r table to determine whether or not r value is significant. The value of r table with N = 30 and the 1% significant level are 0,000. Therefore, it can be concluded that r value is greater than r table or 0,932 is greater than 0,000. The researcher can draw conclusion that there is a significant correlation between visual learning style and student achievement.

The value of correlation coefficient obtained is 0,885, while the criteria of the correlation between 0,80 to 1,000 are considered Average. It means that the level of relationship of the correlation coefficient of the two variables is very strong.

From the computation above, it is obtained that r is 0,885 and that r value has consulted to the critical value for r table of Product Moment to examine whether r value is significant or not. The value of r table with N = 30 and the 1% significant level are 0,000. Therefore, it can be concluded that r value is greater than r table or 0,885 is

Table 4. Correlation Students Audio Learning Style and Students Achievement

Correlations		audio learning style	students' achievement
audio learning style	Pearson Correlation	1	.885**
	Sig. (2-tailed)		.000
	N	30	30
students' achievement	Pearson Correlation	.885**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Table 5. Correlation Students Kinesthetic Learning Style and Students Achievement

Correlations

		Kinesthetic learning style	students' achievement
kinesthetic learning style	Pearson Correlation	1	.930**
	Sig. (2-tailed)		.000
	N	30	30
students' achievement	Pearson Correlation	.930**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

greater than 0,000. It can be concluded that there is a significant correlation between audio learning style and student achievement.

The value of correlation coefficient obtained is 0,930, while the criteria of the correlation between 0,80 to 1,000 are considered Average. It means that the level of relationship of the correlation coefficient of the two variables is very strong.

From the computation above, it is obtained that r is 0,930 and that r value has consulted to the critical value for r table of Product Moment to examine whether r value is significant or not. The r value of r table with N = 30 and the 1% significant level are 0,000. Therefore, it can be concluded that r value is greater than r table or 0,930 is greater than 0,000. It shows that there is a significant correlation between kinesthetic learning style and student achievement.

Discussion

This part discusses the finding which relates to the theory about the correlation between students learning style and students' achievement in listening and speaking skills.

1. Correlation Students Visual Learning Style and Students' Achievement

The first finding showed that there was a significant correlation between visual learning style and student achievement.

In addition, [21] The correlation between the verbal learning style and verbal aptitude is the strongest, while the correlation between the visual learning style and spatial visualization is the weakest. Possible prospective research directions are discussed: Additional validation of the three scales, research into the evolution of learning styles, and the application of the style scales to collaboration studies.

While, [22] His study details the effects of adding groupware technology to accounting class project groups. Students who preferred a visual learning approach reported that the use of groupware enhanced their group project experience and facilitated the project's smooth execution. Students who preferred verbal learning derived substantially less benefit from the use of groupware and did not find the groupware to be as beneficial to the project process. Conclusion: visual learning styles correlate with students' abilities.

2. Correlation Students Audio Learning Style and Students' Achievement

The second finding revealed that there was a significant correlation between audio learning style and student achievement. In contrast, [23] his study showed that 1) the learning styles of visual and auditory learning styles is dominated by women; and 2) there is no relationship between the variables of learning styles, genders and interaction of learning styles with genders to learning achievement. Also [19] stated that there was no interactive effect between the learning methods and the learning styles on the English speaking skill at the significance level of 0.138. This indicates that regardless of learning method, CLT students performed better in speaking English than ALM (Audio Lingual Method) students.

3. Correlation Students Kinesthetic Learning Style and Students' Achievement

The third investigation showed that there was a significant correlation between kinesthetic learning style and student achievement. That finding was in line with the study from [24] It was determined that the Visual, Auditory, and Kinesthetic learning styles of the study sample were, respectively, 40.0%, 29.5%, and 30.5%. Females favored the auditory learning style (30.3%) more than males (27.3%), whereas males favored the kinesthetic learning style (32.3%) more than females (29.3%). Moreover, [25] the f the study indicates both men and women tend to be Kinesthetic. It is suggested that the English department adapt academic activities to students' learning styles in order to boost educational achievement and encourage students to assume responsibility for their entire educational experience [26].

4   Conclusion

Based on the findings of this study, researchers can draw the conclusion that there is a strong correlation between students' learning preferences and their proficiency in speaking and listening. Student achievement has a very significant correlation with each sort of learning style (visual, auditory, and kinesthetic). It is evident that H1 is accepted because there is a relationship between each learning style and students' achievement in speaking and listening abilities.

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