
The Correlation Between 7th Grade Junior High School Students' Learning Style and Their First Semester Examination Score

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ABSTRACT

Every person has their own learning style. Visual, auditory, and kinesthetic become the most common learning style. Knowing the characteristics of each learning style facilitates students' receiving and processing of information or teaching materials presented. Understanding each student's characteristics and learning styles will make it easier for the teacher to develop the teaching and learning process utilizing a number of methods and strategies. This study aimed to find out the learning style that students like and their relationship with their test scores. Data were collected from 31 students in the seventh grade at MTs Muhammadiyah Batur. O' Brien's (1985) questionnaire was used to assess student learning styles. Pearson correlation coefficients analysis was used with the IBM SPSS Statistics 26 application to analyze learning styles for academic achievement. According to data analysis, Kinesthetic learning is the most common used in this study. Pearson correlation coefficient analysis revealed a high correlation or marked relationship between the 7th grade junior high school students learning style and their first-semester examination score. Interestingly, the kinesthetic learning style was discovered to be the most prevalent of the three types of learning and to have a strong correlation with students' examination scores.

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1. INTRODUCTION

Learning is a systematic process that is linked to the acquisition of a language. There is a combination of teaching techniques, curriculum design, and learning variables in the learning process, as well as other factors that make it worthwhile to become a successful learner. Students' age, gender, motivation to learn, levels of intelligence, level of anxiety, learning strategies, techniques, and also the language learning styles are all factors that influence the language learning process's success [7]. Being a teacher will always interact with students who have varying characteristics during the learning process. This difference in personality is so distinct that each student receives, processes, and understands the material presented by the teacher in a different way. These students' characteristics are also linked to their learning styles in the classroom. It becomes the teachers' task that must understand their students' learning styles. If teachers can use the appropriate strategies for their learning style, students' learning motivation will increase and the learning process will become more effective, which will undoubtedly affect student learning scores.

One of the factors influencing language learning is learning style. Learning English as a foreign language for Indonesian Junior High School students is not easy. It requires the best strategies for dealing with the

learning activities. Some students may be successful in learning English, while others may become unsuccessful learners. Successful learners may be able to identify numerous strategies that will help them deal with their weaknesses and capitalize on their strengths. Individual differences dictate that the most effective learners employ learning strategies that are suited to the subject, the task, and their own objectives, needs, and stage of learning. In contrast, unsuccessful learners may fail to recognize problems or recognize their learning weaknesses. It is an important thing for the learners that they should be aware of and know about their learning style.

Everyone learns in a unique way. Some people perceive knowledge visually, while others perceive it in other ways. In this case, it is critical to provide the appropriate resources to support and facilitate the learning process by tailoring these resources to the needs of all students. This is relevant to our country's learning curriculum program, which places students at the learning center in the process of learning. Understanding various types of learning styles is critical for improving education, including how students receive and comprehend the information provided. It is undeniable that students receive and comprehend information in various ways. Some students tend to see or watch the learning media, while others tend to hear the music or songs.

Everyone has different preferences for the best way to learn when it comes to retrieving information. Teachers must teach as much as possible about these preferences in order to help all students learn well. Students learn in a variety of ways, which should be considered. Some students tend to be auditory learners, whereas others prefer to become visual learners. Charts, graphs, and pictures help visual learners learn. Auditory students will enjoy their learning process by listening to the teachers and reading books. Kinesthetic students prefer to gain knowledge by doing something or learning by doing. Students have the option of selecting one, two, or three learning styles. Because of the differences in learning styles, teachers must incorporate each of these learning styles to its own set of activities into their applied curriculum so that students can be facilitated and achieve success in their classes.

Several studies on the significance of learning styles and their effects have been conducted. Stress, self-confidence, and learning styles affect EFL Indonesia students' self-efficacy based on the process of choosing and motivating individuals, experience, and the dimensions of strength as aspects of self-efficacy [3]. Half of the respondents favor visual mode, with the remainder being auditory, kinesthetic, and bimodal learners (those who learn English in both visual and auditory modes) [9]. This could be influenced by Indonesian learners' culture, which is accustomed to hearing and reading rather than providing opportunities to practice information. Understanding different learning styles can help kids learn in the method that works best for them through activities. Furthermore, this will make the course content easier to understand, allowing them to increase their learning motivation and language skills, enjoy activities and learning processes, reduce stress, and achieve better results.

In reality, as is true in many fields of education, most students are unaware of their learning styles. Even if they are aware, they are not interested in exploring, applying, or developing it. Teachers also pay less attention to their students' learning styles. There is no one method or technique that is appropriate for all students. As a result, identifying learning styles for the first time will be beneficial and necessary for academic success. Especially at the junior high school level, where English is just beginning to be introduced to students, understanding students' learning styles will undoubtedly help teachers in the teaching process as well as students in supporting their learning process.

2. RESEARCH METHODS

This study focuses on the correlation between 7th grade Junior high school students' learning style and their first-semester examination scores. From the explanation above, the researcher has determined several research questions, namely:

1. What are the different types of learning styles among 7th grade junior high school students?
2. How are the relationship between the learning styles of 7th grade junior high school students and their first-semester test scores?

3. STUDY PURPOSES

This study's specific goal is to:

1. Determine the types of 7th grade junior high school students learning styles.
2. Recognize the relationship between the learning styles of 7th grade junior high school students and their first-semester test scores.

4. LITERATURE REVIEW

4.1 Learning Style Definition

A person's learning style and abilities cannot be equated, but they do have a close relationship in describing how a person uses his abilities. A learning style described as a collection of psychological, emotional, and cognitive traits which work as a largely consistent indicator on how students experience, engage with, and react to the learning environment. Learning styles are defined as the way people receive and process information when learning [9]. Learning style choice refers to a preference for one learning situation or circumstance over another and is a component of learning style. In essence, learning style refers to how students interpret and process information that involves knowledge acquisition. Learning styles are influenced by a variety of personality traits, including psychological and cognitive traits, sociocultural context, and educational background. To summarize, learning styles are a consistent way for students to capture stimuli or information, learn how to think, recall information, and resolve issues. Everybody has a distinctive sense of style. Each differs, but the expert can classify it. A person's personality, which is influenced by his or her education and developmental experience, is intimately tied to their learning style. A person's preferred and their most effective way to acquire the knowledge and abilities is known as a learning style. It also goes by the titles of thinking modes, cognitive modalities, and learning styles. Depending on the job at hand, learning styles might alter and become more flexible. It doesn't signify a person's aptitude or intelligence rather it only shows a preference for one model over another.

4.2 Types of Learning Style

Visual, auditory, and kinesthetic learning styles are the most common learning style types [9]. Following is a list of these learning preferences:

a. Visual Learners

This visual style's characteristics are related to visibility. Visual acuity is the main focus of the visual learning style. In other words, for students to comprehend, solid proof must come first. These types learn best when exposed to visual materials like pictures, videos, posters, and films. They rely on nonverbal cues from the teacher, including body gesture movement and facial expressions, that help them understand. To avoid visual distractions, they sometimes sit in front of the classroom. In order to retain as much knowledge as possible, they also want to take detailed notes while the content is delivered by the instructor. Reading, which necessitates focus and alone time, is very enjoyable for visual learners. However, they are forced to communicate directly because their hearing is too sensitive to any kind of sound, making it challenging to follow oral instructions and causing frequent misunderstandings of words or conversation.

Students with visual learning styles have the following characteristics:

1. Tend to be neat and work in order
2. Able to speak quickly
3. Emphasize appearance and presentation
4. Usually not bothered by noise
5. Prefers to read alone rather than read aloud
6. Prefers demonstrations over speeches
7. Often answers questions with short answers (yes or no)
8. Has trouble remembering verbal instructions

Visual learners' advantages:

1. They follow instructions instinctively
2. Objects can be easily visualized by them
3. They have a strong sense of alignment and balance
4. They are a fantastic organizer.

The effective learning methods are:

1. Taking notes using PowerPoint presentations, whiteboards, Smartboards, overhead slides, and other comparable tools.

2. Using handouts and diagrams for reading
3. Following a study guide that has been distributed
4. Taking notes from a textbook
5. Studying by themselves

b. Auditory Learners

Auditory learning is a listening-based learning style. This attribute of learning places an emphasis on using hearing as the main method of information or knowledge absorption. Auditory learners are individuals that pick up knowledge through listening to what others are saying during conversations, group projects, and lectures. By paying attention to the pitch, voice, emphasis, and speed of speech, they learn by listening and understanding information. Although they have a drawback in that they struggle to comprehend written material, these pupils

do best when they read the text aloud in class. Because of this, teaching kids through written material is not a smart idea. Typically, these students just require verbal training.

Auditory learners have the following characteristics:

1. When working, they talk to themselves
2. They are often agitated by noise
3. They move their lips and pronounce the words aloud while reading
4. They find writing challenging but are good at telling stories.
5. Choose verbal humor over reading comics
6. Speak with a rhythmic pattern
7. Learns through hearing and memorizing what is said rather than being shown
8. Can converse, discuss, and explain things thoroughly
9. Is able to copy the color, rhythm, tone of voice, and other characteristics of people

The benefits of auditory learning:

1. Recognizing subtle changes in a speaker's tone of voice
2. Writing responses to lectures
3. Effective in oral examinations
4. Capable of telling the tale with ease
5. Taking on challenging jobs
6. Group projects

The top learning strategies are:

1. Engaging in speech activities during class
2. Recording class notes and listening to them
3. Reading aloud practice
4. Group or partner projects when studying
- c. Kinesthetic Learners

This type of learning demands that students touch something that carries specific information in order to retain it. An active learning strategy works best for kinesthetic learners. They take pleasure in social engagement and exercise. Due of their high level of activity, it could be challenging for children to sit still for a long time in a classroom setting. They suggest complete physical participation in a learning environment, as well as taking full part in a field trip, acting out, pantomiming, and conducting interviews. While recalling information, kinesthetic learners enjoy moving about, and when reading a book, they enjoy using their index finger. The majority of kinesthetic learners' struggle to stay focused and easily become unfocused.

Students with kinesthetic learning styles have the following characteristics:

1. Speak slowly
2. React to physical contact
3. Use touch to draw attention from others
4. Keep your distance when speaking to others
5. Be very active and physically inclined
6. Walking and observing while memorizing
7. Accustomed to use fingers as instructions when reading
8. Utilize body language in every activity
9. Without prior experience, it can be challenging to memorize a map.
10. Writing may be subpar
11. They can't stay still for very long

Kinesthetic learners' advantages:

1. Possess exceptional hand-eye coordination
2. Rapid response
3. Good tinkerers
4. Skilled in drama, art, and athletics
5. Having lots of energy

The finest methods for learning are:

1. Performing experiments
2. Performing a role play
3. Standing or moving while studying
4. Doodling during classes
5. Studying while engaging in an athletic activity

4.3 Learning Style in Language Learning

Learning styles play a significant role and influence, particularly when learning English as a foreign language. The importance of learning style, especially in a scenario where English is a second language, could aid students in developing their language skills, learning adaptability, and performance [8]. Furthermore, understanding learning styles will make teachers care more about how well their students learn the language. Every student has different learning options and tools available to them. Some students process information visually, while others process it audibly. Some students favor working alone, while others favor working in groups, and so forth. These factors have resulted in varying levels of learning quality.

As an educator and facilitator for his students, the teacher must be able to offer educational activities that are suitable for the diverse learning preferences of his students. Understanding the differences in learning styles will help teachers understand what their students require, resulting in a more effective learning process. Each educational planner has a unique viewpoint on what should be communicated, the best way to communicate it, what viewers or listeners are likely to be familiar with, and the way how to persuade them [8].

Discipline specialists are most qualified to instruct in certain discipline procedures and etiquette because students need this insider information to properly engage in the discourse of a specific discipline. An educational planner or a teacher should devise strategies for expanding language skills and knowledge already possessed by students, as well as identifying the types of language use that students must become acquainted with to successfully write in higher education [8].

Equal opportunities in the classroom can be provided when the student's learning style and the teacher's teaching method align [8]. As was previously mentioned, a positive outcome may be achieved by matching the student's learning style with their own, which certainly leads to a greater rate of learning achievement. As a result, a teacher's challenge is to encourage balanced learning development and effective learning by increasing students' understanding of how to learn and understanding student needs.

5. METHODS

5.1 Research Design

This descriptive study describes the locations of the variables under investigation as well as their relationships with one another. This study's methodology was quantitative, with a focus on measuring data and verifying hypotheses using statistical tests and correlations between variables. In this study, there were two types of variables: independent and dependent. This study's independent variable was the 7th grade junior high school students' learning style, and the dependent variable was students' first semester examination score. In determining the relationship between the 7th grade junior high school students' learning style and their performance on their first semester examination the researcher used Pearson Product Moment statistical coefficient correlation, which was described utilizing the SPSS count (Statistical Package for the Social Sciences) or Statistical Package for Science.

Table 1. The Pearson Product Moment Correlation Standard is shown below.

Standard	Interpretation
0.00	there is no connection or correlation
± 0.01 to ± 0.20	very little correlation, almost no relationship
± 0.21 to ± 0.40	a slight correlation, a distinct but minor relationship
± 0.41 to ± 0.70	significant relationship, moderate correlation
± 0.71 to ± 0.90	high correlation and clear connection
± 0.91 to ± 0.99	relationship with a high correlation and dependability
± 1.00	Perfect relationship and correlation

5.2 Participants

In this study, the participants were 7th grade students at MTs Muhammadiyah Batur in Banjarnegara during the academic year 2021/2022. They are made up of 90 students who are divided into three groups. While the sample size for this study was 31 of 7th grade students (35 percent of the overall population), the sample was chosen using stratified random sampling, which included a mix of respondents from each group class.

5.3 Research Instrument

The researcher collected data using a questionnaire and the students' first-semester examination scores. It was a closed-ended questionnaire. It denotes that respondents were requested to choose one of the choices by marking, scoring, or checking a box. The data collection instrument was the O'Brien (1985) modality (learning channel preference) questionnaire. This questionnaire concerns how students learned English. It is divided into three sections, each with ten statements. Section one's statements represent visual learning style. Section two

contains statements that represent auditory learning styles. Section three contains statements that represent the kinesthetic learning style. The statements, such as " I like to doodle, and even my notes are filled with several images and arrows," " If I write things down, I remember it better," " If someone gives me instructions to a new location and I don't write them down, I get lost or am late," and other similar ones, point to a visual learning style. While the statements, for example, " I don't think my writing is very tidy", " When reading, I use my finger as a pointer to keep track of where I am," " I have trouble in reading papers with tiny text, splotchy dittos, or shoddy copies," were indicate the auditory learning style. Additionally, phrases like " I learn best when I am given the chance to do something after being shown how to do it," " I don't like to study at a desk," and " I dislike reading instructions and would rather just get started. " point to a kinesthetic learning style.

The students' preferred learning styles were evaluated using a Likert scale. On the questionnaire sheets, students should give a score indicating how frequently the statements apply to them. This questionnaire's measurements were as follows: 3 points were given for students' who answer frequently, 2 points for students' who answer occasionally, and 1 point for students' answer never. The students' preferred learning styles were identified via the assessment. The ultimate score was determined by summing the points from each section. The learning method that students wanted to employ received the highest points overall.

Table 2. The questionnaire option scale

Consequence	Scale
Frequently applies to me	3
Occasionally applicable to me	2
I never experience this	1

The reasons for selecting this questionnaire are that it is one of the rapid evaluations and pertains to DePorter and Hernacki's theory in Manipuspika (2020) when putting learning styles into categories.

5.4 Data Collection

The steps followed to gather the data were as follows: The students initially given the questionnaire. They are informed of the study's objectives before being invited to complete a questionnaire based on their own experiences learning English. The researcher taken the initiative that the students' names would not be disclosed and that the questionnaire would have no bearing on their academic reports.

5.5 Data Analysis

Following the collection of data, the following steps were taken to analyze the data: First, the researcher ensures that the statements have been answered at various points: 1 point for who answer never, 2 points for who answer occasionally, and 3 points for who answer frequently. Second, the points from questions in each section were then added to obtain the final point. Of the three section scores, the learning style preferences would have the highest points. Last, after the quantitative data was completed, then it was discussed and described.

6. RESULT AND DISCUSSION

6.1 RESULT

The findings are meant to offer solutions to the questions raised by the study. The student's learning style preferences were identified after the modality (learning channel preference) questionnaire was distributed to the participants. Three categories—visual, auditory, and kinesthetic—were separated into the list. The scale for this quiz was 3 points for frequently, 2 points for occasionally, and 1 point for never. The learning style they preferred would be the one with the highest score from the three sections of the questionnaire. If the students get the highest score in section one means that they are visual learners; if they get the highest score in section two means that they are auditory learners; and if they get the highest score in section three means that they are kinesthetic learners.

Table 3. Learning styles of students

No	Respondent	The score of Each Section			Students Learning Style
		Section 1	Section 2	Section 3	
1	Student 1	21	25	22	Auditory

2	Student 2	21	19	23	Kinesthetic
3	Student 3	17	25	23	Auditory
4	Student 4	23	21	25	Kinesthetic
5	Student 5	24	26	23	Auditory
6	Student 6	24	20	22	Visual
7	Student 7	24	22	25	Kinesthetic
8	Student 8	21	18	16	Visual
9	Student 9	23	19	25	Kinesthetic
10	Student 10	21	25	21	Auditory
11	Student 11	25	22	21	Visual
12	Student 12	19	19	21	Kinesthetic
13	Student 13	25	22	23	Visual
14	Student 14	17	24	15	Auditory
15	Student 15	21	22	25	Kinesthetic
16	Student 16	21	22	24	Kinesthetic
17	Student 17	21	23	25	Kinesthetic
18	Student 18	26	20	21	Visual
19	Student 19	23	25	27	Kinesthetic
20	Student 20	26	25	23	Visual
21	Student 21	18	20	17	Auditory
22	Student 22	24	25	23	Auditory
23	Student 23	27	25	26	Visual
24	Student 24	26	22	23	Visual
25	Student 25	22	18	24	Kinesthetic
26	Student 26	23	29	26	Auditory
27	Student 27	23	21	29	Kinesthetic
28	Student 28	20	21	22	Kinesthetic
29	Student 29	22	23	24	Kinesthetic
30	Student 30	23	26	22	Auditory
31	Student 31	22	24	26	Kinesthetic

Table 3 displays the respondents' scores in each section. The learning style of the student is classified by the highest score of the three sections. Section one is for students who prefer visual learning, section two is for students who prefer auditory learning, and section three is for students who prefer kinesthetic learning.

Table 4. Students' Learning Style Preferences

Learning Style	Students' Preferences	%
Visual	8	26%
Auditory	9	29%
Kinesthetic	14	45%
Total	31	100%

The results of the calculation of students' learning preferences are shown in Table 4. The questionnaire sheet was completed by 31 students. The table shows that the majority of students (45%) prefer the kinesthetic learning style, which was favored by the students. The highest score in section 3 was 29, which was given by student number 27 who prefers kinesthetic learning. Meanwhile, the lowest score in section 3 was 15, which was given by student number 14. Students preferred auditory learning styles as their second preference. 29% of students preferred auditory mode as the favorite learning style. Student who got the highest score in section 2 was student number 26, while the student with the lowest score in section 2 was student number 8. The visual learning style was the third most popular one. 8 students, or 26%, preferred to use visual styles. The highest point in visual mode, or section 1, was 27 and came from student number 23. Meanwhile, the lowest point in section 1 came from student number 14, with a score of 17.

The correlation between students' learning styles and their first-semester examination score.

Table 5. List of students' learning styles and their first-semester examination score

No	Respondent	Learning Style	Examination Score
1	Student 1	Auditory	70
2	Student 2	Kinesthetic	84
3	Student 3	Auditory	78
4	Student 4	Kinesthetic	88
5	Student 5	Auditory	74
6	Student 6	Visual	78
7	Student 7	Kinesthetic	99
8	Student 8	Visual	68
9	Student 9	Kinesthetic	84
10	Student 10	Auditory	72
11	Student 11	Visual	74
12	Student 12	Kinesthetic	80
13	Student 13	Visual	78
14	Student 14	Auditory	72
15	Student 15	Kinesthetic	90
16	Student 16	Kinesthetic	84
17	Student 17	Kinesthetic	81
18	Student 18	Visual	76
19	Student 19	Kinesthetic	89
20	Student 20	Visual	72
21	Student 21	Auditory	78
22	Student 22	Auditory	76
23	Student 23	Visual	76
24	Student 24	Visual	76
25	Student 25	Kinesthetic	90
26	Student 26	Auditory	72
27	Student 27	Kinesthetic	90
28	Student 28	Kinesthetic	85
29	Student 29	Kinesthetic	87
30	Student 30	Auditory	78
31	Student 31	Kinesthetic	87

Table 5 displayed the results of the students' first semester exams. With a score of 99 and a kinesthetic learning style, student number 7 gets the highest score out of all the pupils, according to the data gathered from their test results. Student number one received the lowest score of 68 and learned using a visual learning style.

Table 6. Pearson Product Moment Correlation
7th grade junior high school students towards students first semester examination score.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Learning Style	31	1.00	3.00	2.1935	.83344
Examination Score	31	68.00	99.00	80.1935	7.37753

Correlations			
		Learning Style	Examination Score
Learning Style	Pearson Correlation	1	.753**
	Sig. (2-tailed)		.000
	N	31	31
Examination Score	Pearson Correlation	.753**	1
	Sig. (2-tailed)	.000	
	N	31	31

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

The following are the findings of questionnaires of 31 students from MTs Muhammadiyah Batur Junior High School in the academic year 2021/2022. According to data obtained from three sections of questionnaire questions adapted from o' Brien (1985), 29% prefer auditory learning styles, 26% prefer visual learning styles, and 45% prefer kinesthetic learning styles. According to the data, kinesthetic learning is the student's most preferred method. This information demonstrated that students favor learning sessions including physical interaction. Teachers must adjust their methods in light of this inclination by coming up with a variety of techniques that enable learners to assimilate information in their own particular ways. Students will take benefits both from the inside and the outside classroom. They will understand and being aware of their various learning styles.

Based on the IBM SPSS Statistics 26 the significance can be inferred that: $p \text{ score} = 0.000 < 0.05$ this suggests a connection between students' learning preferences and their first semester test results.

From the "r" product moment can be concluded that: $r_{\text{count}} = 0.753 > r_{\text{table}} 0.355$ where the result of r_{count} is greater than the r_{table} of 0.398 or by 40% so that it can be said that students' learning style preferences have a 40% impact on their first semester exam score. Other things affect the remainder.

Based on the degree of relationship "r" score = 0.753 was in the range of 0.71 to 0.90 indicating that the 7th grade junior high school students learning style and their first semester examination score had a high correlation or marked relationship. In summary, the researcher discovered a correlation between both aspects based on data from students' learning styles and examination scores.

6.2 DISCUSSION

There is a substantial influence of 40% based on the total study data in determining the association between 7th grade junior high school student learning styles and students' first semester examination scores. In order to claim that learning styles have an impact on students' final exam scores. Although other things do affect most. The learning outcomes of students who prefer to learn visually increased by 26%. Academic success and learning styles have a 29 percent influence on the auditory type. While 45% of students report a correlation between their academic success and their preference for kinesthetic learning approaches.

As a result, It is conceivable to draw the conclusion that student learning preferences and academic success are positively correlated. The integration of teaching strategies based on individual learning styles by teachers or teaching staff enables them to accommodate students as much as possible according to their preferred methods of learning and information absorption. Depending on the demands and preferred method of learning of the students, the sequence of the teaching approach can be altered. These three types or styles of learning have the potential to study in an optimal way dependent on the teacher or lecturer who presents information by taking into account individual learning styles in a thorough manner

7. CONCLUSIONS

According to the findings of the preceding study, the researcher found that there is a high correlation ("r" score = 0.753) between 7th grade junior high school student learning styles and their first semester examination score. Students' preferred learning style was kinesthetic, with 45 percent opting for it. The information learned

during the teaching and learning process determines it. This study adds to the body of evidence showing how learning preferences affect students' academic success.

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