

THE EFFECT OF LEARNING STYLE ON THE ABILITY TO WRITE NARRATIVE TEXT AT SENIOR HIGH SCHOOL 4 GRESIK

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Abstract

This study tries to investigate the differences in students' abilities to write narrative texts associated with their learning styles. To achieve this purpose, an ex-post facto design was employed with 62 students of grade 9 at Senior High School 4 Gresik being used as the subjects of the study. A questionnaire was used to group the students based on their learning style preferences into audio, visual, and kinesthetic styles. In addition, a test of writing was designed to collect the data of the students' ability to write narrative texts. The collected data were then analysed using One-Way ANOVA and it was found that F-value was 5.469 ($p=.007$). This indicates that students with audio, visual, and kinesthetic learning styles have significantly different ability to write narrative texts. It was also found that students with visual learning style had the highest score in writing narrative texts, while students with audio learning style had the lowest score.

Keywords: learning style (visual, audio, and kinesthetic) and narrative writing skill

INTRODUCTION

In the era of globalization that is increasingly developing today, the role of education is very important. To compete with other countries, good language skills are needed. As an international language, English is included in student learning materials in Indonesia. English language education taught to students has been introduced since early childhood education. The purpose of learning English as stated in Permendiknas No. 22 of 2006 is to communicate effectively and efficiently following applicable ethics, speak, and in writing.

Students use the four basic abilities when learning English, which will be used as standards for evaluating students' language skills. These four skills are called "macro-skills".

Supporting skills that are also important are called “micro-skills” which consist of grammar, vocabulary, pronunciation, and spelling.

Writing is a creative process that requires the exchange of ideas in the form of written language to achieve a goal, convincing, entertaining, or informing others (Dahlan, 2016). Writing can express ideas, feeling, and experiences (Sari wt al., 2013). Writing skills in English are the most difficult skill because in writing several other skills must be considered such as grammar, vocabulary, and spelling. Certain types of essay often make it difficult for students to compile concepts and ideas, including certain grammar used in the narrative essay (Fatah, 2018), descriptive, or exposition (Kartono, 2018). According to Harmer (2007), writing allows students to spend more time thinking than speaking.

Writing skills are one of the skills in English which aims to assess students' psychomotor. One of them is narrative text. A narrative text is a type of essay in the form of a fictional story, a fabricated true story, or a fairy tale that has a chronological sequence of events. The narrative text has the purpose of entertaining, education, or telling, add to the writers' reflection on an experience and expanding the readers' imagination (Derewinka, 1991).

There are many methods that teachers can use in teaching English. Learning Approach, Discovery Learning Technique, Gentle Technique, as well as Communicative Rection are some of them. As a teacher who has the main task of teaching, education, and formal education are assessed guided and evaluate a teacher must know what factor influence students' ability to receive the material.

One of the internal factors that are overlooked during the learning process is learning style. According to Eitwistle et al (1981) in Indiati (2006), even though in the learning process each student has different characteristics in receiving information. The method or learning power is a tendency to adopt a particular learning strategy by actively seeking and trying so that in the end individuals get a learning approach that is following learning demands. Meanwhile, (DePorter & Hernacki, 2010) learning style is defined as a mixture of how a person absorbs, organizes, and processes information.

DePorter and Hernacki (2010) classify learning styles into three types, namely visual, audio, and kinesthetic learning style. Learning styles are related to the way a person learns, as

well as the preferred way of learning. Students will experience different easy learning styles. Each student will experience different easy learning styles. Each of the students has a unique learning style, regardless of the method used distinct learning styles demonstrate the quickest and most effective manner for each individual to absorb information from outside for himself.

Students that learn using visual learning style approaches rely heavily on their vision. They are easier to memorize and remember based on what they see, such as expressions, diagrams, colour, pictures. Students with visual learning styles are neat and organized, speak rather quickly, prioritize clothing appearance are not easily distracted by noise, are more likely to remember words by looking at the letter arrangement of words, and also have difficulties receiving verbal directions or instruction.

Rusman (2013) explained that a visual learning style is a type of learning in which concepts, data, ideas, and other information are packaged in the form of images. Students that study visually will be more interested in learning that includes illustrations.

Based on Thobroni and Mustofa (2011) characteristic of students with a visual learning style approach tend to speak quickly, prefer music than art, are concerned with an appearance in dress or presentation, would rather do a demonstration than speech, not easily distracted by a commotion, prefer to read than reading, remember what is seen rather than heard, often knows what is being said but is not very good at picking words, the reader is fast and determined, has difficulty remembering spoken instructions unless they are written down, and frequently asks others for assistance in repeating them.

According to Ula (2013) neat and orderly, talk quickly, able to plan well in the short term, thorough and detailed, remember something based on visual associations, can spell letters very well, is a fast and determined reader, prefer to read than reading, it is easier to remember what was seen than what was heard, it was difficult to receive verbal instructions because he often received instructions in writing, forgetting to convey verbal messages to other people, often answers questions with a short "yes" or "no" answer, more interested in art (painting, sculpture, drawing) than in music, prefers demonstrating than explaining, can imagine the words, usually knows what to say, and even though is not very great at writing in words.

Students with an audio learning style will have access to various sounds and words, both made and remembered. This modality emphasizes music, rhythm, pitch, dialogue, rhyme, and voice.

According to Ula (2013) the auditory learning style is a type of learning that puts the listener's senses first. People who learn with an auditory learning style find it easier to digest, procedure, and convey information by listening directly.

According to Rusman (2013) the learning style in which students learn through listening is called auditory learning. Students will rely on their ears in the learning process. In this case, the teacher must pay attention to voice, high and low, speech fluency, and other auditory issues. A student who learns to use this learning style will memorize more quickly by reading aloud or listening to audio material.

This learning style does not require eye contact; students seem not to pay attention, even though they are listening. Of some above definitions, it may be summed up that an auditory learning style is a type that relies on the sense of hearing (ears), they are easier to digest, process, and convey the information they hear directly.

People with the audio modality have the following characteristics according to Thobroni and Mustofa (2011) state that enjoy talking to our self at work; take pleasure in reading aloud and listening; learn not just through listening and remembering what we said, but also by seeing what was done; visual attractive appearance; while reading, move their lips and pronounce the writing in the book; easily distracted by noise; normally he speaks fluently; can repeat back and replicate the tone, rhythm and voice tone; better at spelling out loud than writing; having difficulties with professions requiring visuals; talk in a patterned rhythm; prefer to tell jokes rather than read comics books.

Based on DePorter and Hernacki (2010) attention is easily distracted; engage in internal and external discourse; learning by listening, move lips/voice while reading; talk rhythmically.

Students with kinesthetic learning styles will be able to access a wide range of actions and emotions, both made and remembered. What stands out in this modality are movement, rhythm, coordination, physical comfort, and emotional response. According to Ula (2013) kinesthetic learning style is defined as learning by physical activity and direct participation

which can be in the form of handling, moving, touching, and feeling / experiencing it yourself. They will learn more easily by moving, feeling, or taking action.

According to Rusman (2013), the kinesthetic learning style is learning by doing, touching, feeling, moving, and experiencing. Students who learn in a kinesthetic style will find it more difficult to stay still. They prefer practical and contextual learning. In addition, they also have a strong sense of exploration, which makes it difficult to sit still for hours on end.

Yusirno (2012) explained that the kinesthetic learning style is a type of active learning. Students must optimize their physique and do exploration so that they will not feel at home if they are told to sit for long in class or just listen to lectures. They need to touch, move, and do or practice if they usually speak a little slower and when reading, they use their fingers as a guide.

From some of the explanations above, it can be stated that students who learn with a kinesthetic learning style will optimize their sense of touch. They will more easily absorb and process information if they touch, feel, and explore. They also prefer the practice to just sitting listening to the material. People with a cosmetic modality have the following characteristics:

According to Thobroni and Mustofa (2011) speak slowly; not too easily distracted by a chaotic situation; neat appearance; learning through manipulation and practice; likes busy games; love books and they mirror motion with gestures during reading; has difficulty writing but is great at storytelling; walking and seeing to memorize; when reading use your finger as a guide; can't remember anything about geography, unless they've been there before; likes busy games; using action word, touch individuals to attract their attention.

Based on DePorter and Hernacki (2010) state that touching people and standing close together, moving a lot; remembering the chilli walk and see; learn just by doing, such as pointing at writing while reading and physically responding.

Based on Uno (2010) state that putting the hand as a means of receiving the main information to remember it; could be better if accompanied by physical activity; by holding must be able to absorb information without having to read the explanation; people who can't sit too long to listen to a lesson; having the ability to coordinate a team and the ability to control body movements (athletic ability).

Dunn and Shirley (1978) has found many variables that affect student learning styles. Includes physical, emotional, sociological, and environmental factors. Some students can study in bright light, while some can study in gloomy lighting. Some students can learn more optimally in groups, but some students prefer to study individually. Some students need music as background, while some are unable to concentrate until they are in a quiet room. Some prefer to study in a neat environment, but some prefer to lay out everything so that all can be seen.

According to Russel (2011), the factors that influence various learning in the learning process are time, lighting, temperature, the role of authority figures (what they expect themselves), working with other people or alone, eating or not eating during the learning process, and having many choices when learning.

Differences in learning styles that have the potential to affect learning achievement will also affect the writing ability of each student due to differences in information absorbed by students. The structure of information written in the text will also differ depending on how each student is processing information, so there will be many variations of writing. What needs to be evaluated is how much information the students can write down from the content that the teacher has presented. Therefore students and teachers can mutually evaluate what learning style groups need to be optimized and need to be facilitated again in learning.

METHOD

This research uses a comparative study with a quantitative approach. This study aims to compare the writing skills of students who learn to use visual, auditory, and kinesthetic learning styles. This study aims to compare the two variables. The dependent variable (Y) is the ability to write narrative texts and the independent variable (X) is the learning style to see if there is a significant differences in the ability to write narrative texts among students with different learning styles.

The population in this study was all students in grade 9 at Senior High School 4 Gresik. The researchers used the simple random sampling method which is included in the probability sampling technique where all populations have the same opportunity to become samples. The sample in this study were students in grade 9 at Senior High School 4 Gresik.

To fulfil the data in this study, researchers used data collection techniques using questionnaire and documents. This study took the documentation of the list of grades for semester 4 and 5 of the 2019-2020 academic years in English, especially writing skills.

The validity of the instrument used in this study was the construct validity. Before the instrument is used as a data source, the instrument was consulted to obtain a judgment from the supervisor or expert lecturer in this research field and then the instrument was tested. If the instrument used is correct, it will produce valid data. It is necessary to test the validity of the instrument using the correlation coefficient analysis obtained from the correlation between the item score and the total score. To correlate the score of each item with the total score, Parsons Product Moment correlation was be used.

The instrument has a high reliability value if the tests are made to have consistent results in measuring what is being measured. It means that if the test is done, the results will be the same if the test is done again. The reliability test of this instrument used the Alpha *Cronbach's* formula by considering the scores on this item between 1 to 4.

FINDING AND DISCUSSION

Validity test using the *Pearson Correlation Method*. The question items are said to be valid if the Pearson coefficient is more than the r-table. Other than it can be seen with a significant value if the significance value is less than α (0.05) the question item is considered invalid. The results of the validity test on all items of the visual, audio, and kinesthetic learning style variables with 16 items each, it can be seen that the Pearson coefficient value is more than table-r (0.250) and the significance value is less than α (0.05). So all item questions on the questionnaire to represent all variables in this study are valid.

Reliability is the value of reliability or consistency or trustworthiness of a measuring instrument. Researchers used the *Cronbach's Alpha Method* to test the reliability value of each item from all variables. A variable is said to be reliable if it provides a *Cronbach's Alpha* value > 0.60 . The result of the reliability test can be seen that the *Cronbach's Alpha* value for the visual, audio, and kinesthetic learning style variables is more than 0.60. So it can be concluded that all question items from all variables are reliable or consistent.

The results of the descriptive analysis of the research variable are 62 samples of Senior High School 4 Gresik students who use visual learning styles are 23 students, audio learning styles are 28 students, and kinesthetic styles are 11 students. The learning style that produces the highest narrative writing skill score is the visual learning style with an average score of 81.13 and a standard deviation of 4.08. This is following the theory of DePorter & Hernacki (2002) which explains that students with visual learning styles prefer to take notes of what they learn from their eyes to get information. In addition, students with visual learning styles also prefer to read is that they will have more vocabulary and language styles. This theory is also strengthened by the theory of Collin & Malcolm (1997) which explains that one of the creative activities of students with a visual learning style is writing. Students with visual learning styles will find it easier to learn from what is seen through textbooks.

The learning style that produces the second highest narrative writing skill score so the kinesthetic learning style with an average score of 78.09 and a standard deviation of 6.16. Students with a kinesthetic learning style still have an interest in books, while they have the disadvantage of not being able to sit still for a long time (DePorter & Hernacki, 2002). In addition, Collin and Malcolm (1997) also explain that students with kinesthetic learning styles express emotions through body language and movement, not through writing. Students with kinesthetic learning styles will find it easier to learn with practice, whereas in narrative writing skills lessons will use more teaching methods with textbooks.

The learning style that produces the lowest narrative writing skill score is audio learning with an average score of 76.64 and a standard deviation of 4.88. Students who learn with an audio learning style will rely on the senses of hearing and sound in learning. DePorter & Hernacki (2010) explain that students with an audio learning style have difficulty writing but are great at speaking. Collin & Malcolm (1997) also explained that the creative activities of students with audio learning styles were singing, storytelling, and playing music.

The results of ANOVA Hypothesis Test, that the F-statistic value is 5.469 ($p=.007$). It can be concluded that there are significant differences in learning outcomes of narrative writing skills among students who use visual, audio, kinesthetic learning styles. This also means that there is an influence of learning styles on the students' ability to write narrative texts.

CONCLUSION AND SUGGESTION

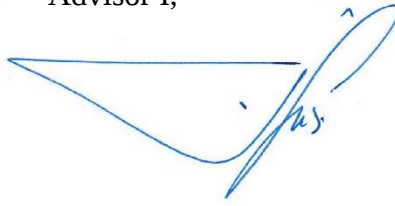
Based on the results and discussion of the research stated in the previous chapter, the conclusions that can be put forward in this study follows are there is a significant effect of learning styles on write narrative skills students in grade 9 of Senior High School 4 Gresik, the learning style that produces the highest narrative writing skill score is the visual learning style with an average of 81.13 and a standard deviation of 4.08, the learning style that produces the second highest narrative writing skill score is the kinesthetic learning style with an average of 78.09 and a standard deviation of 6.15, the learning style that produces the lowest write narrative skill score is audio with an average of 76.64 and a standard deviation of 4.87.

Based on the conclusions and implications described in this study, the researcher will recommend research results that can be used as input for several parties with an interest in the result of the research on the effect of learning styles on narrative writing skills of grade 11 students of Senior High School 4 Gresik. Recommendations that can be put forward by the research are Students need to know and understand their learning styles and optimize these learning styles in the learning process, so the students can maximize the results of narrative writing skills, teachers are also predicted so that they will understand and recognize the learning styles of their students. In addition, teachers are also expected to know what learning styles need to be considered in learning so that teachers can optimize the methods and media used in learning and produce evenly distributed writing narrative texts. This study only focuses on learning style variables that affect narrative writing skills. Further research is needed to find out other factors that can affect students' writing narrative texts.

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Approved by
Advisor I,

A handwritten signature in blue ink, consisting of a series of loops and a long horizontal stroke, positioned to the right of the text 'Advisor I,'.

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