

THE RELATIONSHIP BETWEEN LEARNING STYLES AND USING OF POWERPOINT PRESENTATION TOWARD STUDENTS' ENGLISH ACHIEVEMENT

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Abstract: Every student has different learning style where learning style is one of individual factor in second language acquisition. Using media also affect the students' achievement, where using media can help students to learn and understand about material in teaching learning process. Understanding the learning style and using media can affect the students' English achievement where achievement is as result of measurement and evaluation in learning for a period of time. It cannot be achieved if the students do not learn before. This research used power point presentation as media to help the teacher and student in learning process. This research aimed to describe about the relationship between students' learning style and using of power point presentation toward their achievement in English learning. The method which was used in this research was survey method through correlational research. The population of the research was the second semester of students of majoring in Al Quran and Tafsir Ushuluddin, Adab and Dakwah Faculty IAIN Ponorogo in the 2021/2022 academic year. However, only class of IAT. B was chosen as the sample by using purposive sampling. Furthermore there were three variables in this research. The first one was students' learning style (variable Xx), the second one was students' perception in using of power point presentation (variable Xy), and the last was students' achievement in English learning (variable Y). The students' learning style score and students' perception about using of power point presentation were taken from the questionnaire whereas the student' achievement in English learning was taken from documentation. In analyzing the data and testing the hypothesis, the writer used SPSS 16 to found the correlation statistic where the results of pearson correlation is $r = 0.171$ with sig. (2-tailed) = 0.366 where $0.366 > 0.05$. It means that null hypothesis (H) is accepted and the alternative hypothesis (Ha) is rejected. From the research finding, it can be concluded that there was no significant relationship between students' learning style and using of power point presentation toward their achievement in English learning. It means that students' learning style and using of media power point presentation is not a dominant factor that affects the students' achievement. In this case, other factors such as motivation, aptitude, cognitive ability, and any other factors are maybe more dominant in affecting students' English achievement than students' learning style.

Keywords: *Sensory learning styles, using of power point presentation, students' English achievement*

Abstrak: Setiap mahasiswa mempunyai gaya belajar yang berbeda dimana gaya belajar adalah salah satu faktor yang mempengaruhi proses pembelajaran mahasiswa. Penggunaan media pembelajaran juga mempengaruhi prestasi mahasiswa dimana penggunaan media bias membantu mahasiswa untuk belajar memahami materi dalam proses pembelajaran. Memahami gaya belajar mahasiswa dan penggunaan media bisa mempengaruhi prestasi belajar bahasa Inggris mahasiswa dimana hal itu merupakan penilaian atau evaluasi dalam pembelajaran dimana itu tidak bisa ditingkatkan jika mahasiswa tidak belajar sebelumnya. Penelitian ini menggunakan power point presentation sebagai media untuk membantu guru dan mahasiswa dalam proses belajar mengajar. Penelitian ini bertujuan untuk menggambarkan tentang hubungan antara gaya belajar mahasiswa dan penggunaan media power point presentation terhadap prestasi belajar bahasa Inggris mahasiswa. Metode yang digunakan dalam penelitian ini adalah metode survey berdasarkan penelitian kolerasional. Populasi dari penelitian ini adalah seluruh mahasiswa jurusan Ilmu Al Quran dan Tafsir Fakultas Ushuluddin, Adab dan Dakwah IAIN Ponorogo pada tahun akademik 2021/2022. Sebagai sampel, hanya 1 kelas dari IAT.B yang dipilih menggunakan purposive sampling. Penelitian ini memiliki tiga variable dimana variable pertama adalah gaya belajar mahasiswa (Xx), variable kedua adalah power point presentation (Xy) dan variable ketiga adalah prestasi mahasiswa dalam pembelajaran bahasa Inggris (Y). Gaya belajar mahasiswa dan persepsi mahasiswa tentang penggunaan power point presentation sebagai media pembelajaran diambil dari hasil kuisisioner dan prestasi mahasiswa diambil dari data dokumentasi hasil UAS mahasiswa. Dalam menganalisa data dan menguji hipotesis, peneliti menggunakan SPSS 16 untuk menentukan hubungan antara gaya belajar dan penggunaan media power point presentation terhadap prestasi belajar mahasiswa menggunakan statistik rumus pearson dimana hasil dari $r=0.171$ dengan signifikansi 0.366 dimana $0.366 > 0.05$. Itu artinya bahwa hipotesa nol diterima dan hipotesa alternatif ditolak. Dari hasil penelitian bisa disimpulkan bahwa tidak ada hubungan yang signifikan antara gaya belajar mahasiswa dan penggunaan media power point presentation terhadap prestasi belajar mahasiswa dalam pembelajaran bahasa Inggris. Itu artinya bahwa gaya belajar dan penggunaan media power point presentation bukanlah factor dominan yang mempengaruhi prestasi belajar mahasiswa. Dalam kasus ini, ada beberapa faktor lain yang mempengaruhi, antara lain motivasi, bakat, kecerdasan, kemampuan kognitif, dan faktor lain yang mungkin lebih dominan mempengaruhi prestasi belajar mahasiswa daripada gaya belajar mahasiswa dan penggunaan media.

Kata Kunci: *Gaya belajar sensorik, penggunaan media power point presentation, prestasi belajar mahasiswa.*

INTRODUCTION

Every student has different learning style where learning style is one of individual factor in second language acquisition. As a teacher, we must know the characteristic of students' learning style so we can transfer knowledge easily and correctly. Nunan stated that

learning style is defined as any individual's preferred ways of going about learning¹. It means that teacher should observe the students tend to approach learning in a significantly different ways, and these ways are referred to as learning style. According Ride, there are three major learning styles: cognitive, sensory, personality.²

Cognitive style dealt with the mental processes of information. Reid classified cognitive style into three: field-independent/dependent learning style, analytic/global learning style, and reflective/impulsive learning style. Personality learning style is a construct based on the work of Carl Yung.³ They included extroversion/introversion, tolerance of ambiguity, and left/right brain functioning. According to Oxford, sensory learning style referred to the physical, perceptual learning channels with which a learner is most comfortable with⁴. These can be classified into three major types: auditory, visual, and kinesthetic learner.

This research focused on sensory learning style where students have auditory, visual, and kinesthetic style. Auditory styles are individuals that discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.⁵ Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's nonverbal cues such as body language to help with understanding. Sometimes, visual learners sit in front of the classroom. They also take descriptive notes over the material being presented.⁶ Kinesthetic types learn best with and active "hands-on" approach. These learners favor interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly.⁷

Every learner has different learning style where it can affect their learning strategy. One of learning strategy is the using of media, where teacher used power point presentation as media to help the learners to learn. PowerPoint is a software tool that has become a presentation staple in lecture halls, conference rooms, and through the application of computer-based training. It is used in over 30 million presentations a day, and its software is on 250 million computers world-wide⁸. Initially, PowerPoint was developed to improve learning by providing the means to develop presentations that are more structured and interesting to audiences.⁹

¹ Endang Fauziati, *Teaching English As a Foreign Language: Principle and Practice* (Surakarta: Era Pustaka Ilmu, 2015).

² Fauziati.

³ Fauziati.

⁴ Fauziati.

⁵ Abbas Pourhossein Gilakjani and Seyedeh Masoumeh Ahmadi, "The Effect of Visual, Auditory, and Kinaesthetic Learning Styles on Language Teaching," *International Conference on Social Science and Humanity* 5 (2011): 469–72, <http://www.ipedr.com/vol5/no2/104-H10249.pdf>.

⁶ Gilakjani and Ahmadi.

⁷ Gilakjani and Ahmadi.

⁸ Naki Erdemir, "The Effect of PowerPoint and Traditional Lectures on Students' Achievement in Physics," *Journal Of Turkish Science Education* 8, no. 3 (2011), <https://doi.org/36371221>.

⁹ Erdemir.

The sensory learning styles and using of power point presentation are considered to affect the students' achievement. The students' achievement is the students' understanding about material that they have been learnt and their intelligent ability determine their success in getting achievement. To know students' achievement, it needs to do an evaluation after they passed their learning activity.

Achievement is used to "describe school-based learning". In schools the students experience many changes and many sources based on school's curriculum. Ariasian stated that the curriculum describes the skills, performance, knowledge, attitudes that the students have to learn in school, and also what achievement that the students have to achieve during their school years¹⁰.

According to Gregory, achievement is the material that the student has learnt or what skills that the student has mastered.¹¹ Furthermore, Achievement is something that students have learnt¹². It meant that achievement is as result of measurement and evaluation in learning for a period of time. It cannot be achieved if the students do not learn before.

The research finding before is the research from Mumtaz with the title "*The Relationship between Students' Learning Style and Academic Performance in Mara Professional College, Malaysia*". This study was conducted to determine MARA Professional Colleges students' perception on learning style. The study utilized correlation and regression statistics to analyze the data. The finding of the survey show there is a relationship between the five dimension measured environment ($r=0.006$), emotional ($r=0.624$), sociological ($r=0.138$), physiological ($r=0.260$) and psychological ($r=0.431$). Emotional contributed the most which is 28.3%, followed by psychological (9.4%), sociological (1.9%), physiological (1%) and environment does not contribute towards educational performance. The results of this research are the suggestion about the teacher should give the learning method based on student's level of motivation, persistence, responsibility and need for structure. It also revealed that environmental elements of sound, light, temperature and furniture or seating design do not contribute to academic performance. The results of the study have valuable implication to the college lecturers and administrators to adapt teaching style and activities to student learning preferences¹³. Besides that, the research finding before from Faridah with title "*The Relationship between Students' Learning Style and Their Achievement in Listening Skill*".

¹⁰ Dede Nurul Faridah, "The Relationship between Students' Learning Style and Their Achievement in Listening Skill (a Correlational Research at the First Grade of the SMAN 01 Pamijahan Bogor)" (2014), <https://123dok.com/document/1y93g5ry-relationship-students-learning-achievement-listening-correlational-research-pamijahan.html>.

¹¹ Faridah.

¹² Faridah.

¹³ Mumtaz Begam Bt. Abdul Kadir, "The Relationship Between Students' Learning Style and Academic Performance in Mara Professional College, Malaysia.," *The Asian Conference on Education 2013*, 2013, 1-16.

Based on the data analysis, it was found that the obtained $\chi = 0.310$ is smaller than the χ^2 table with significance level $0.05 = 5.591$ ($0.310 < 5.591$). It means that null hypothesis (H) is accepted and the alternative hypothesis (Ha) is rejected. From the research finding, it can be concluded that there was no significant relationship between students' learning style and their achievement in listening skill¹⁴.

The other research finding before is *The Effect of PowerPoint and Traditional Lectures on Students' Achievement in Physics*. From pre test and post test data which were collected from 90 students. The students at experimental group who participated in lectures supported by power point presentation had higher grades than the control group who were solely taught through traditional presentations. The present study supports the premise that the "intelligent use" of PPPs in physics instruction is capable of increasing the students' success.

In this research, researcher wanted to find how the effect learning styles of students toward students' English achievement, how the effect of using Power point presentation towards students' English achievement, and what the relationship between learning style and using of Power point presentation toward students' English achievement.

METHOD

This study mainly seeks to establish the empirical data on the relationship of students' learning styles and using of power point presentation toward students' English achievement for the second semester of majoring Ilmu Al Quran and Tafsir Ushuluddin, Adab and Dakwah Faculty IAIN Ponorogo. This research used survey research design. The survey asked many people (call respondent) about their belief, opinion, characteristic, and past or present behavior. According to Lawrence, survey is appropriate for research questions about self-reported belief or behavior.¹⁵ This research used associative-causative type where the researcher wanted to describe the effect of learning style and using of power point presentation toward students' English achievement.

According Sugiyono, population was all numbers of the research subject.¹⁶ From that statement, the researcher concluded that the population is the entire subject in which the researcher can gain the data. This research took the second semester of majoring Ilmu Al Quran and Tafsir Ushuluddin, Adab and Dakwah Faculty IAIN Ponorogo in academic year 2021/2022 as population. The total number of population was about 87 students taken from 3 class of the second semester of majoring Ilmu Al Quran and Tafsir Ushuluddin, Adab and Dakwah Faculty IAIN Ponorogo.

Sample is parts of population. The sample is smaller than the total population. To get sample, the researcher must use sampling technique. The researcher used non probability sampling because this sampling technique is not giving same opportunity to

¹⁴ Faridah, "The Relationship between Students' Learning Style and Their Achievement in Listening Skill (a Correlational Research at the First Grade of the SMAN 01 Pamijahan Bogor)."

¹⁵ Sugiyono, *Cara Mudah Menyusun: Skripsi, Tesis, Dan Disertasi* (Bandung: Alfabeta, 2015).

¹⁶ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*, 24th ed. (Bandung: Alfabeta, 2016).

all populations to be sample.¹⁷ Non probability sampling is systematic sampling, purposive sampling, snowball sampling, etc¹⁸. The researcher used purposive sampling. Purposive sampling is sampling technique based on researcher' subjective assesment in certain characteristic of sample which was believed has relationship with characteristic of population which known before.¹⁹ The researcher used purposive sampling because the researcher didn't take sample from population individually but took one class as one group. While, the sample taken individually affected the class.

Through that technique, the researcher determined the sample is 30 students from one class IAT. B of the second semester of majoring Ilmu Al Quran and Tafsir Ushuluddin, Adab and Dakwah Faculty IAIN Ponorogo in academic year 2021/2022.

This study used documentation and questionnaire to collect the data. The documentation is the students' score in final examination, the questionnaire used questionnaire from Setia Furqon Kholid in his book. "Jangan Belajar Kalau gak Tau Caranya"²⁰ and questionnaire about students' perception in using power point presentation.

Descriptive statistics will be used to display the result of the questionnaires. The study utilizes correlation with pearson formula and regression statistics to analyze the questionnaire. Any marked findings such as special patterns of their response will be focused and explored. As for documentation, researcher collected the data from final examination.

RESULT AND DISCUSSION

The result of this research is to find the learning styles of students, the students' perception about using of power point presentation, the students' English achievement, and the relationship between learning style and using of power point presentation toward students' English achievement.

The researcher used questionnaire to find the learning style students. The result of the data is 40% of students is visual type, 40% of students is auditory type, and 20% of students is kinesthetic type from 30 students.

Learning Styles	Students	Percentage
Visual	12	40%
Auditory	12	40%
Kinesthetic	6	20%

¹⁷ Sugiyono.

¹⁸ Sugiyono.

¹⁹ Andhita Dessy, *Penelitian Pendidikan: Suatu Pendekatan Praktik Dengan Menggunakan SPSS* (Ponorogo: STAIN Ponorogo Press, 2012).

²⁰ Setia Furqon Khalid, *Jangan Belajar Kalau Gak Tau Caranya*, ed. Setia Baktiyani Wahidah (Sumedang: Rumah Karya, 2011).

Learning Styles	Students	Percentage
	30	100%

From the data above, the researcher knew that a half of students in class IAT. B is visual and auditory learners where they like learn with listening and visual image. Based on the reason above, the researcher chosen the use of power point presentation as a media to help students in teaching learning process.

The researcher used questionnaire to find the students' perception about using of power point presentation in English learning. The result of the data is 94% of students consider that using of power point presentation help them to understand in learning and 2% is doubt if using of power point can help them to understand in learning.

Students' Perception	Students	Percentage
Sangat setuju	15	50%
Setuju	13	44%
Ragu ragu	2	6%
Tidak setuju	0	0%

From the data, the researcher knew that a half of students is agree with the use of power point presentation. They considered that power point presentation can help them to understand about material easily and clearly.

The researcher used documentation from the result of students' final examination. The result of the data is the score final examination of students IAT.B Class with mean 66.9. The highest score is 86 and the lowest score is 40. It means that the students' mean score is high although some students get low score in their test.

To find the relationship between learning styles and using of power point presentation toward students' English achievement, the researcher used SPSS 16 to found the correlation statistic where the results of pearson correlation is $r = 0.171$ with sig. (2-tailed) = 0.366 where $0.366 > 0.05$. It meant that there is no relationship between learning styles and using of power point presentation toward student's English achievement.

Correlations

		X	Y
X	Pearson Correlation	1	.171
	Sig. (2-tailed)		.366
	N	30	30
Y	Pearson Correlation	.171	1
	Sig. (2-tailed)	.366	
	N	30	30

CONCLUSION

As it has been explained in the previous chapters, students' learning style is one of the factors that affects students' achievement in English learning. It is really important for the students to understand their own learning style well in order to get maximum result in learning. Besides that, using of media especially using of power point presentation can help students to learn and understand about material and help teacher to transfer the knowledge for the students. To prove that assumption and to get the empirical evidence whether or not there is a significant relationship between students' learning style and using of power point presentation toward students' English achievement, the writer conducted the research focused on the topic.

From the research finding and interpretation, it was found that the finding contradicted and refused the theory that the students' learning style is a factor that affect students' achievement and using of power point presentation is not affecting the students' achievement. The finding showed that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. It could be seen from the result of pearson correlation is $r = 0.171$ with sig. (2-tailed) = 0.366 where $0.366 > 0.05$. It meant that there was no significant relationship between students' learning style and using of power point presentation toward their achievement in English learning at the second semester of majoring Ilmu Al Quran and Tafsir Ushuluddin, Adab and Dakwah Faculty IAIN Ponorogo in academic year 2021/2022 . The significant result probably occurred since the students' learning style was not the only factor that affects students' English achievement. Based on to the theories there were other factors that affect achievement such as motivation, aptitude, personality, cognitive style, learning strategies, etc. Using of power point presentation also not always increase students' achievement because it depends on learning style, environment and students' motivation.

Based on the finding, it can be concluded that the students' learning style does not give dominant effect through students' achievement. In this case, the other factors maybe give more dominant effect through it. It also meant that the students with good understanding and using their learning style effectively not certify will have good achievement in English learning and the students with bad understanding and using their learning style ineffectively not certify will have bad achievement in English learning although teacher used interesting media in teaching learning process.

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