

**THE CORRELATION BETWEEN STUDENTS' LEARNING STYLES AND  
STUDENTS' ENGLISH LINGUISTIC INTELLIGENCE**

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**ABSTRACT**

Learning style is the key to develop processes in working, learning at school, and interaction social with people. Each students has different learning style types and it influences students' English linguistic intelligence forming. The aim of this study is to find out kinds of learning styles and the correlation to their linguistic intelligence at Eleventh grade students of SMA Negeri 1 Binjai Kab. Langkat. This study was correlation research that used to know whether there was a correlation between learning styles and English linguistic intelligence at Eleventh grade students of SMA Negeri 1 Binjai Kab. Langkat. This study was done by taking 50 respondents at Eleventh grade students of SMA Negeri 1 Binjai Kab. Langkat that had English linguistic intelligence based on random sampling. The collecting of data in this study used questioner method. The technique of data analysis in this study used correlation product moment. The result of study showed that  $r_{hitung}$  from correlation between learning styles (Visual, Auditory, and Kinesthetic) and English linguistic intelligence were bigger than  $r_{tabel}$  (0.564, 0.656, 0.495) to  $N=50$  by its sig 0% with the result that  $H_0$  was refused and  $H_a$  was accepted that had mean there was a significant correlation between learning styles and English linguistic intelligence at Eleventh grade students of SMA Negeri 1 Binjai Kab. Langkat. The result showed the students had varieties frequencies of English linguistic intelligence because it was appropriate by learning styles that they had. It can be concluded there is a correlation between learning styles and English linguistic intelligence at Eleventh grade students of SMA N 1 Binjai Kab. Langkat.

**Keywords: Learning Styles, English Linguistic Intelligence**

**1. INTRODUCTION**

English is considered as one of the skills that should be learned in order to be able to compete at school, collage, and even in career. Therefore, the students, especially in Senior High School level that should choose their future whether to continue to go to college or to work, need to learn English seriously. And to learn the English, they must have their own way or style to be able to understand the language. The style they have in learning is called as learning style.

“Learning styles are the general approaches – for example, auditory or visual – that students use in acquiring a new language or in learning any other subject. And according to De Porter, “*Gaya belajar adalah kunci untuk mengembangkan kinerja dalam pekerjaan, di sekolah dan dalam situasi – situasi antar pribadi*”. While, Rahmat states, “*Hasil penelitian dari berbagai generasi selama satu abad, mengatakan bahwa setiap individu dalam menyerap dan merespon*

*informasi menggunakan cara yang berbeda-beda, yang sekarang dikenal dengan gaya belajar”.*

Conclusion of Learning Styles as written by Nasution that:

1. *”Tiap murid belajar menurut caranya sendiri yang kita sebut gaya belajar*
2. *Kita dapat menentukan gaya belajar itu dengan instrument tertentu*
3. *Kesesuaian gaya mengajar dan gaya belajar yang berbeda – beda mempertinggi efektifitas belajar”.*

From those definitions, it can be concluded that different students have different styles in learning. Although the students are in the same school and even sit in the same class. The ability of students to understand and absorb the lessons is certainly different. Students often take a different way to understand information of the same lesson. Dryden (in Vedia) argues that *”ketidaksesuaian gaya belajar dalam proses pembelajaran dengan gaya belajar siswa telah menyebabkan kegagalan pada pada banyak anak dan menjadi penyebab terbesar kegagalan sekolah”*. Therefore, by identifying the learning styles of the students is very helpful for the students to maximize their learning. It will helpful students to maximize their learning styles and it can also implement strategies that support their Learning Styles”

“There are four dimensions of learning style that strongly associated with language learning: sensory preferences, personality types, desired degree of generality, and biological differences” . One of the dimensions used in this research is sensory preferences, specially taken from the theory by Bobby De Porter. Sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. Sensory preferences can be broken down into three kinds of Learning Styles based on individual modalities that used in processing information (perceptual modality), namely “Visual, Auditori, dan Kinestetik (VAK)” .

Visual students like to read and obtain a great deal from visual stimulation. For them, lectures, conversations and oral directions without any visual back up can be very confusing. In contrast, auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations and oral directions. While Kinesthetic students like lots of movement and enjoy working with tangible objects, collages, and flashcards. Those are the styles in learning with the sensory preferences.

However, the word learning has a relationship with the word intelligence. Intelligence is expressed in the ability to learn. Smart people learn faster and learn more than not so smart people. Intelligence is manifest in the ability to acquire complicated skills. Howard Gardner declares that *”setiap manusia memiliki kecerdasan majemuk akan tetapi hanya satu atau dua dari kecerdasan tersebut yang berkembang dengan baik”*. He moreover describes intelligences as a bio-psychological potential of our species to process certain kinds of information in certain kinds of ways. Gardner originally proposed 9 intelligences for learner which is called (multiple intelligences). One of the intelligences that deal with this research is linguistic intelligences.

Linguistic intelligence or also said as word smart is the ability to think in words and to use language to express and appreciate complex meanings. “Linguistic intelligence allows the students to understand the order and meaning of words and to apply meta-linguistic skills to reflect on our use of language”. And students with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles. Dealing with learning styles and intelligence, learning styles research found that not all students learn intuitively and that many need structure and supervision, while multiple intelligences theory suggests that students learn intuitively.

So, it is interested to find out kinds of learning styles that are used in Indonesia specifically by the students of SMA Negeri 1 Binjai Kab. Langkat and the correlation to their linguistic intelligence.

**2. METHODS**

This study used correlation study. The researcher applied the correlation design. Its purpose is to measure two or more variables and to examine whether there were relationships among the variables". In correlation study design, the researcher used the correlation ex-post facto because in this study did not use treatment or manipulation to variables of study, but reveal the facts based on symptoms measurement that had happened to previous respondent condition.

**3. RESULT AND DISCUSSION**

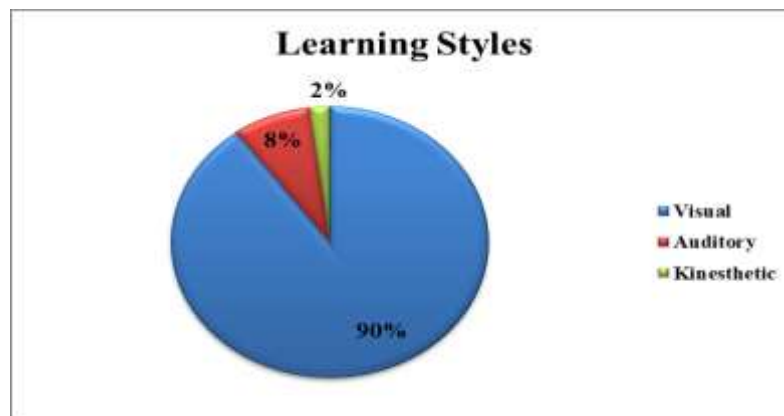
**A. RESULT**

**3.1 Description of Learning Styles**

From 50 Samples, the researcher found that there were 3 types of learning styles. The table below was the presentation of the findings.

**Table 3.1 Frequencies and Percentages of Learning Styles from Eleventh Grade Students of SMA Negeri 1 Binjai Kab. Langkat**

Learning Styles	Frequencies	Percentages
<b>Visual</b>	45 Students	90%
<b>Auditory</b>	4 Students	8%
<b>Kinesthetic</b>	1 Students	2%
<b>Totally</b>	50 Students	100%



**Figure 3.1 Radiancircle Diagramatic of Learning Styles From Eleventh Grade Students of SMA Negeri 1 Binjai Kab. Langkat**

Based on the table 3.1 learning styles from eleventh grade students of SMA Negeri 1 Binjai Kab.Langkat, there was visual type that occupied first level, second was auditorial, and the third was kinesthetic. Learning styles were the key for them to understand the lesson.

### 3.2 Description of English Linguistic Intelligence

From 50 samples, the researcher found that each students had linguistic intelligence with varieties of frequency.

**Table 3.2** Frequencies and percentages of English Linguistic Intelligence from Eleventh Grade Students of SMA Negeri 1 Binjai Kab. Langkat

Frequencies	Students	Percentages
High	27 Students	54%
Middle	15 Students	30%
Low	8 Students	16%
Totally	50 Students	100%

Based on the table 3.2 English linguistic intelligence from eleventh grade students of SMA Negeri 1 Binjai Kab.Langkat had high frequency was 27 students, middle frequency was 15 students, and low frequency was 8 students.

### B. DISCUSSION

To know about the correlation learning styles between English linguistic intelligence at eleventh grade students of SMA N 1 Binjai Kab. Langkat, a researcher used the correlation product moment to examine whether there was a correlation between learning styles and English linguistic intelligence by used SPSS 20.00 for windows.

The Data showed there was a correlation between learning styles and English linguistic intelligence at eleventh grade students of SMA N 1 Binjai Kab. Langkat. The result of hypothesis in each learning styles, as followed.

**Table 3.3** Correlation Number

Coefficient Interval	Correlation Level
0.0 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	High
0.80 – 1.000	Perfect

- a. A correlation between Visual learning style and English linguistic intelligence have  $r_{\text{count}} 0,564$  with its sig 0.000 within means of mistake to refused only 0% or near 0%. Because  $r_{\text{count}}$  was bigger than  $r_{\text{table}}$  (0.284) (see appendix XI) so  $H_0$  was refused and  $H_a$  was accepted. Variables of Visual learning style and English linguistic intelligence had moderate correlation level.
- b. A correlation between Auditory learning style and English linguistic intelligence have  $r_{\text{count}} 0,656$  with its sig 0.000 within means of mistake to refused only 0% or near 0%. Because  $r_{\text{count}}$  was bigger than  $r_{\text{table}}$  (0.284) so  $H_0$  was refused and  $H_a$  was accepted. Variables of Auditorial learning style and English linguistic intelligence had high correlation level.
- c. A correlation between Kinesthetic learning style and English linguistic intelligence have  $r_{\text{count}} 0,495$  with its sig 0.000 within means of mistake to refused only 0% or near 0%. Because  $r_{\text{count}}$  was bigger than  $r_{\text{table}}$  (0.284) (see appendix XI) so  $H_0$  was refused and  $H_a$  was accepted. Variables of Kinesthetic learning style and English linguistic intelligence had moderate correlation level.

#### 4. CONCLUSION

Based on the discussions that have been described, it can be concluded that there was significant correlation between learning styles and English linguistic intelligence at Eleventh grade students of SMA N 1 Binjai Kab. Langkat..

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