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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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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. The purpose of this research is to examine how different types of learners fared on their first-semester exams in seventh grade. Educators and politicians may improve their students' learning experiences and academic outcomes by taking into account individual differences in how they process information and perform on tests. Missing Knowledge:

One, we only really care about seventh graders: Studies linking learning styles and academic success have typically focused on college and high school pupils. This research narrows the gap by focusing on seventh graders, who are at a crossroads in their academic careers, and on the particular characteristics impacting their learning style and test performance. While prior research has looked at learning styles in general, this study intends to delve into particular learning types including visual, auditory, and kinesthetic learning. We can learn more about the relationship between these learning styles and test scores in seventh graders if we take a closer look at them. Exam grades as the primary measure of success: most studies to far have compiled grades from a variety of assignments and tests to determine academic success. Here, we use results from the first

semester's exams as our performance benchmark. This permits a more nuanced investigation of the connection between individual learning styles and performance on timely assessments.

The research has its own special contribution as well:

The primary goal of this research is to improve our knowledge of the dynamics of learning styles by revealing important information about the preferred learning styles of seventh-graders and how those preferences affect their performance on standardized tests. The results will enrich what is already known about learning styles by illuminating the complexities and diversity of preferences at this level of schooling.

Personalized educational approaches: Better, more personalized teaching methods may be created if the link between learning style and test scores is established. The findings of this research may help teachers better adapt their strategies, tools, and curriculum to meet the needs of their seventh grade pupils, regardless of their individual learning styles.

Thirdly, educational officials might use the study's results to create curriculum and evaluation methods that take students' individual learning styles into account. Educator policymakers can better accommodate the varied demands of 7th graders if they acknowledge the role that students' individual learning styles have in their performance on standardized tests.

This study examines the relationship between students' preferred methods of study and their performance on end-of-semester exams in seventh-grade junior high schools in an effort to fill a knowledge gap. This research will add to the existing body of knowledge, shed light on the dynamics of learning styles, help educators design more effective pedagogical approaches, and shape educational policy to better support the academic success of seventh graders by examining the relationship between students' preferred learning methods and their exam performance.

METHOD

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 wass 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 co-efficient 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

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.

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.

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.

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.

FINDING AND DISCUSSION

Findings

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.

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 4. 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 4 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 5. 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 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: $r^{count} = 0.753 > r^{table}$ 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.

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. Implications of the Research:

1. The results of this study have the potential to persuade teachers to embrace individualized lesson plans that take into account the various learning styles of seventh graders. Teachers may improve their classroom climate by understanding and addressing their students' unique learning styles. To help students better grasp and remember the subject, teachers might use a variety of teaching methods, including visual aids, interactive exercises, and aural resources.
2. Teachers may benefit from tailored teaching tactics by understanding more about the relationship between students' learning styles and test results. Teachers may better engage and motivate students with a kinesthetic learning preference, for instance, by providing more opportunity for hands-on activities and project-based learning. Educators may improve students' learning experiences and outcomes by tailoring lessons to each individual's preferred mode of learning.
3. Thirdly, knowing your 7th grader's preferred method of learning will aid in the early detection of any learning issues that they may be experiencing. There may be a need for further help or intervention if a student continues to struggle on examinations despite attempts to tailor instruction to the student's preferred learning approach. The findings of this study may serve as a springboard for designing individualized interventions to enable kids with unique learning needs have access to the tools and support they need to succeed.
4. The findings of this study have the potential to inform future efforts to improve the methods used to create and evaluate middle school curricula and assessments. When designing lessons and tests, teachers and curriculum creators may take into account students' individual preferences for how they learn best. Including activities that engage students' visual, aural, and kinesthetic modalities, as well as using a variety of assessment methods, may help students show their mastery of course material in ways that best suit their individual learning styles.
5. Fifth, this study has potential applications for the improvement of teacher professional development and training. Workshops and training sessions for teachers that concentrate on accommodating students with varying learning styles in the classroom may be beneficial. Teacher effectiveness and student results may both benefit from equipping educators to recognize and work with students' unique learning styles.

6. The necessity of parents' engagement and encouragement in identifying and developing their child's unique learning style is another point that can be made by this study. Teachers and parents may work together to provide a positive learning environment at home by sharing information on the child's preferred learning strategies. Students' interest, motivation, and overall academic achievement may improve as a result of this partnership.

In conclusion, the implications of this research can have a profound impact on teaching practices, curriculum design, assessment strategies, and the overall learning experience of 7th-grade students. By recognizing and addressing the correlation between learning style and examination scores, educators, policymakers, and parents can work together to create a more inclusive and effective educational system that caters to the diverse needs of students, ultimately promoting their academic success and overall development. Limitations of the Study:

1. Sample Size and Generalizability: The study's findings may be limited by the sample size, which may not represent the entire population of 7th-grade junior high school students. A larger and more diverse sample would increase the generalizability of the results. Therefore, it is important to acknowledge that the findings of this study may not be applicable to all 7th-grade students.
2. Self-Reported Learning Styles: The study may rely on self-reported learning style assessments, which can be subjective and prone to bias. Students may have limited self-awareness or may provide responses based on their perceived expectations. Using multiple measures or incorporating objective assessments of learning styles, such as direct observation or teacher assessments, could enhance the accuracy and reliability of the data.
3. Contextual Factors: The study may not have accounted for various contextual factors that can influence the correlation between learning style and examination scores. Factors such as teaching quality, classroom environment, socio-economic background, and parental involvement were not explicitly considered. Future research should consider incorporating these factors to obtain a more comprehensive understanding of the relationship between learning style and academic performance.

Areas for Further Research:

1. Longitudinal Study: Conducting a longitudinal study that spans multiple semesters or academic years could provide a deeper understanding of how learning styles evolve over time and their impact on long-term academic outcomes. Examining the stability or changes in learning style preferences and their association with examination scores throughout a student's educational journey would contribute valuable insights.
2. Intervention Studies: Future research could focus on implementing interventions or instructional strategies tailored to specific learning styles and examining their effectiveness in improving examination scores. This would provide evidence-based insights into the impact of targeted interventions on academic performance and help identify the most effective approaches for different learning styles.
3. Mixed-Methods Approach: Combining quantitative data on examination scores with qualitative data, such as interviews or surveys, could provide a more holistic understanding of the relationship between learning style and examination performance. Qualitative data can uncover students' perceptions, attitudes, and experiences related to their learning styles, shedding light on additional factors that may influence academic performance.

4. Comparative Studies: Conducting comparative studies across different grade levels or educational settings would allow for a broader understanding of the relationship between learning style and examination scores. Comparing the correlations between learning styles and academic performance across different age groups, subjects, or school contexts could reveal valuable insights into the developmental aspects and contextual influences on learning styles.
5. Meta-analysis: A systematic review and meta-analysis of existing research on the correlation between learning style and examination scores in different educational contexts would help consolidate the current knowledge and identify any consistent patterns or discrepancies across studies. This would contribute to the overall understanding of this topic and highlight potential areas for further investigation.

By addressing these limitations and exploring these areas for further research, we can advance our understanding of the correlation between learning style and examination scores among 7th-grade junior high school students, leading to more effective educational practices and interventions that support their learning and academic success.

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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