

THE EFFECT OF LEARNING MEDIA AND LEARNING STYLE TOWARD ENGLISH STUDYING RESULT (EXPERIMENT ON JUNIOR HIGH SCHOOLS' STUDENTS IN KABUPATEN BEKASI).

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ABSTRACT

This research was held to check out the effect of learning media and learning style toward English studying result for the second grade students of the Junior High School. This Research was held at SMP 5 Setu – Bekasi and SMP 12 Tambun - Bekasi. The writer took 165 students as sample for research. The research instrument is the questionnaire of Learning Style and the teaching proses by using different Learning Media (Multimedia Based and Conventional Based). The methodology used by the writer is survey dan experiment which is used treatment anylisi method by level. The type of testing used is Anova Dua Arah. From this research writer found that there is a significant correlation between Learning Media toward English studying result. It was proved by the obtained of $F_o = 11,070$ and $Sig. = 0,000 < 0,05$. There is a significant correlation between Learning Style toward English studying result. It was proved by the obtained of $F_o = 8,982$ dan $Sig. = 0,000 < 0,05$. There is not any significant interaction effect between Learning Media and Learning Style toward English studying result. It was proved by the obtained of $F_o = 0,043$ dan $Sig. = 0,958 > 0,05$.

Key Words : Learning Media, Learning Style, English studying Result, Two Ways Anova

A. Introduction

1. Background

English ability is developed in four aspects. These skills include mastery of listening, speaking, reading and writing skills. Unfortunately the results of students' English learning result in Indonesia is still low, especially in Junior High School. Therefore, cooperation is needed from some parties to improve

the learning achievement of English as an effort to achieve the goals of national education.

Based on direct observation in the field, the result of learning English in the Secondary Junir High School Students in Bekasi Regency is still low, the results achieved are still below the Minimum Passing Criteria (KKM) established by the school. Learning outcomes are the results of their formative test exams. Learning media is one means of supporting the teaching and learning process, improving the effectiveness of teaching and learning, and increasing the motivation and concentration learners in learning.

An understanding of the learning styles of each individual in the classroom, will show how appropriate treatment is knowing each student needs. Individuals can be different with visual, auditorial, kinesthetic / somastis modalities have different characteristics in their learning styles. The research was conducted on grade VIII students of SMP Negeri in Bekasi Regency.

2. Objectives

1. The Effect of learning media on English studying result for VIII grade students of Junior High School in Kab.Bekasi.
2. The Effect of learning styles on English studying result for VIII grade students of Junior High School in Kab.Bekasi.
3. The Interaction of learning media and learning style toward English studying result for VIII grade students of Junior High School in Kab.Bekasi.

3. Theoretical Framework

3.1. Learning Media

Arsyad (2007: 3) says the word media comes from the Latin word “medius” which literally means 'middle', 'intermediary' or 'introduction'. Gerlach & Ely (1971) says that the media when understood in broad outline is human, material, or event that builds conditions that enable students to acquire knowledge, skills, or attitudes.

Meanwhile, Gagne and Briggs (1975) in Arsyad (implicitly) said that instructional media includes tools that are physically used to convey the content of teaching materials. Thus it can be concluded that the learning

media is anything that can be used to channel the message from the sender to the receiver so that it can aroused the students' thoughts, feelings, attention and interests in such a way that the learning process takes place. Media is an integral part of the educational process of learning in school so that becomes a component that must be mastered by professional teachers.

3.2. Learning Style

Knowing Learning styles is one way to find out that the learning process will be easy and fun. Implementation of learning styles in teaching and learning process is very necessary because it is closely related to the environment and learning atmosphere to optimize the learning activities of students who are seen as reliable indicators assess the effectiveness of teaching.

Experts state the learning style in various senses. According to Hamzah B. Uno (2010: 180) learning style shows the fastest and best way for an individual to absorb information from outside himself. Suparman (2010: 63) says Learning styles are the way one tends to be chosen to receive information. In addition Sarasin also states that learning styles are specific behavior patterns in receiving new information and developing new skills, as well as the process of storing new information or skills. Meanwhile, according to DePorter & Hernacki, "learning style is a combination of how it absorbs, and then organizes and processes information. From the various descriptions of the above descriptions, it can be concluded that learning styles are learning habits and ways in which individuals choose to master a learning process.

a. Type of Learning Style

Visual-auditory-kinesthetic learning style is often called the learning style of VAK. Suparman (2010: 64), describes the characteristics of visual, auditory and kinesthetic learning styles and teacher strategies to facilitate the teaching and learning process. The description is as follows:

1) Visual Style

This learning style is generally referred to as an observational learning style. This learning style relies heavily on the sense of sight (eye) in the learning process. Children of this type are attracted to colors, shapes, and life images.

2) Auditory

This learning style is usually referred to as a listener. Children who have this learning style generally maximize the use of the senses of the listener (ear) in the process of capturing and absorbing information. Generally they pose more interest in voices and words.

3) Kinesthetic

This style of learning is usually referred to as the driving force. This is because students with this learning style always use and use the limbs in the learning process or in an effort to understand something.

3.3. Studying Result

Studying Result are the ultimate goal of learning activities in schools. Studying Result are closely related to learning objectives and processes. It is mentioned Nana Sudjana (2005) that learning and teaching as a process contains three distinguishable elements, namely instructional (instructional), teaching (learning) process, and studying Result

4. Methodolgy

The method used in this research is survey and experiment with method of treatment analysis by level. Type of test used is Two Ways Anova. Experiments were conducted on two groups / samples in which each group was treated with different treatments. The first group was taught using multimedia-based learning media, while the second group was taught using conventional learning media. Each group is subdivided into three according to student learning style, that is group having visual, auditorial, and kinesthetic learning style.

Research design is described as follow :

Table 4.1. Research Design

Level :	Treatment : Media Pembelajaran (A)		ΣB
Gaya Belajar (B)	Berbasis Multimedia (A1)	Konvensional (A2)	
Visual (B1)	A1B1	A2B1	$\Sigma B1$
Auditorial (B2)	A1B2	A2B2	$\Sigma B2$
Kinestetik (B3)	A1B3	A2B3	$\Sigma B3$
ΣA	$\Sigma A1$	$\Sigma A2$	Total

Table 4.2 Number of School Students Members of Affordable Population

No	School Name	Location	Number of students
1	SMP Negeri 5 Setu	Setu, Kab.Bekasi	431
2	SMP Negeri 12 Tambun	Tambun Selatan, Kab Bekasi	428
Total			859

Table 4.3 Result of Sample selection

No	School Name	Experiment Class	Number of students	Control Class	Number of students
1	SMP Negeri 5 Setu	Kelas VIIla	42	Kelas VIIlb	41
2	SMP Negeri 12 Tambun	Kelas VIIla	43	Kelas VIIlb	40

Table 3.5. Number of Members for Each Group

Level	Treatment : Learning Media (A)			
Learning Style (B)	Multimedia based (A1)		Conventional based (A2)	
Visual (B1)	SMPN 5 Setu	: 10 respondent	SMPN 5 Setu	: 10 respondent
	SMPN 12 Tambun	: 10 respondent	SMPN 12 Tambun	: 10 respondent
Auditory (B2)	SMPN 5 Setu	: 10 respondent	SMPN 5 Setu	: 10 respondent

	SMPN 12 Tambun	: 10 respondent	SMPN 12 Tambun	: 10 respondent
Kinesthetic (B3)	SMPN 5 Setu	: 10 respondent	SMPN 5 Setu	: 10 respondent
	SMPN 12 Tambun	: 10 respondent	SMPN 12 Tambun	: 10 respondent
Total respondent	60 Respondent		60 Respondent	

The steps for testing or verifying the hypothesis are as follows:

- a. Create a table for the grouping of data required for testing Two-Way Anova.

Table 3.6. Two Ways Anova Design

Level Learning Style (B)	Treatment : Learning Media (A)		YB
	Multimedia (A1)	Konvensional (A2)	
Visual (B1)	Y11	Y21	YB1
Auditory (B2)	Y12	Y22	YB2
Kinesthetic (B3)	Y13	Y23	YB3
YA	YA1	YA2	Y-total

- b. Create descriptive statistic t_{Table} for each data set. This descriptive statistic table contains the prices for each of the elements required in ANOVA as follows:

Table 3.7. Descriptive statistic table for Two Ways Anova

	A-1	A-2	ΣB
B-1	$\frac{n_y}{Y}$	$\frac{n_y}{Y}$	$\frac{n_y}{Y}$
	ΣY	ΣY	ΣY
	ΣY^2	ΣY^2	ΣY^2
B-2	$\frac{n_y}{Y}$	$\frac{n_y}{Y}$	$\frac{n_y}{Y}$
	ΣY	ΣY	ΣY
	ΣY^2	ΣY^2	ΣY^2

B-3	$\frac{n_y}{Y}$ ΣY ΣY^2	$\frac{n_y}{Y}$ ΣY ΣY^2	$\frac{n_y}{Y}$ ΣY ΣY^2
ΣA	$\frac{n_y}{Y}$ ΣY ΣY^2	$\frac{n_y}{Y}$ ΣY ΣY^2	$\frac{n_y}{Y}$ ΣY ΣY^2

c. Create a two-way ANOVA summary table

d. Deciding db, JK > RJK, Fh dan Ft

In practice, SPSS 17.00 program assistance will be used for testing the hypothesis, ie, by testing of Two Way Anova. In the Two-Way Anova test with the SPSS, the output of interest is the Sig column value in the Tests of Between Subjects Effects table as shown in Table 3.8

Table 3.8 Result test of Two Ways Anova

Tests of Between Subjects Effects

Dependent Variabel : English Studying Result

Source	Type III Sum of Squares	Df	Mean Squares	F	Sig
Corrected Metode
Intercept
Metode_Pembelajaran
Gaya_Belajar
Metode_Pembelajaran * Gaya Belajar
Error
Total
Corrected Total

B. RESULT AND DISCUSSION

Data Summary of Research Results

Table 4.1. Statistic Deskriptif Summary

Descriptive Statistics				
Dependent Variable: English Studying Result				
Learning Media	Learning Style	Mean	Std. Deviation	N
Multimedia	Visual	88.50	6.258	10
	Auditory	84.50	6.433	10
	Kinesthetic	77.00	11.106	10
	Total	83.33	9.316	30
Conventional	Visual	79.00	8.433	10
	Auditory	74.50	9.560	10
	Kinesthetic	68.50	6.687	10
	Total	74.00	9.135	30
Total	Visual	83.75	8.717	20
	Auditory	79.50	9.445	20
	Kinesthetic	72.75	9.931	20
	Total	78.67	10.287	60

Table 4.2. Statistical Description by Research Design

B	Stat	A		Total
		A ₁	A ₂	
B ₁	n	10	10	20
	\hat{X}	88.50	79.00	83.75
	s	6.258	8.433	8.717
B ₂	n	10	10	20
	\hat{X}	84.50	74.50	79.50
	s	6.433	9.560	9.445

B ₃	n	10	10	20
	\bar{X}	77.00	68.50	72.75
	s	11.106	6.687	9.931
Total	n	30	30	60
	\bar{X}	83.33	74.00	78.67
	s	9.316	9.135	10.287

a. Test of Data Analysis Requirements

Prior to the hypothesis testing, firstly testing the requirements analysis that includes testing the normality and homogeneity.

1) Normality test

Table 4.3. Data of Normality test

One-Sample Kolmogorov-Smirnov Test		
		Hasil Belajar Bahasa Inggris
N		60
Normal Parameters ^{a,b}	Mean	78.67
	Std. Deviation	10.287
Most Extreme Differences	Absolute	.164
	Positive	.139
	Negative	-.164
Kolmogorov-Smirnov Z		1.272
Asymp. Sig. (2-tailed)		.078
a. Test distribution is Normal.		
b. Calculated from data.		

2) Homogeneity test

Table 4.4. Data of Homogeneity test

Levene's Test of Equality of Error Variances^a			
Dependent Variable: English Studying Result			
F	df1	df2	Sig.
1.508	5	54	.203
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + A + B + A * B			

3) Hypothesis Testing

Table 4.5. Research of Hypothesis Testing

Tests of Between-Subjects Effects					
Dependent Variable: Hasil Belajar Bahasa Inggris					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2543.333 ^a	5	508.667	7.424	.000
Intercept	371306.667	1	371306.667	5419.070	.000
A	1306.667	1	1306.667	19.070	.000
B	1230.833	2	615.417	8.982	.000
A * B	5.833	2	2.917	.043	.958
Error	3700.000	54	68.519		
Total	377550.000	60			
Corrected Total	6243.333	59			
a. R Squared = .407 (Adjusted R Squared = .352)					

Based on the above data, the proposed research hypothesis can be answered.

The explanation of the above table is as follows:

- a. First Hypothesis** : There is a significant correlation between Learning

Media toward English studying result for VIII grade students of Junior High School in Kab.Bekasi.

- b. Second Hypothesis** : There is a significant correlation between Learning Style toward English studying result for VIII grade students of Junior High School in Kab.Bekasi.
- c. Third Hypothesis** : There is not any significant interaction effect between Learning Media and Learning Style toward English studying result for VIII grade students of Junior High School in Kab.Bekasi.

C. CONCLUSION

Based on the results of hypothesis testing research, the following conclusions can be drawn:

1. There is a significant correlation between Learning Media toward English studying result. It was proved by the obtained of $F_o = 11,070$ and $Sig. = 0,000 < 0,05$.
2. There is a significant correlation between Learning Style toward English studying result. It was proved by the obtained of $F_o = 8,982$ dan $Sig. = 0,000 < 0,05$.
3. There is not any significant interaction effect between Learning Media and Learning Style toward English studying result. It was proved by the obtained of $F_o = 0,043$ dan $Sig. = 0,958 > 0,05$

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