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Exploring The Relation Between Learning Style and Learning Outcome in Basic Level of Nihongo Course

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Abstract

Grammar is is an integral part of language competencies that must be mastered by foreign language learner, as one of the requirements for mastering all of language competencies. Therefore various strategies are being attempted in order to help students gain the learning outcomes of the course. In learning activities, it was found that students who were identified as a group with lower initial abilities were able to achieve high learning outcomes at the end of the semester. The students' learning styles are assumed to have a contribution to the students learning outcomes, because students have learn with the same learning resources, and the methods used by teachers are not different. This became the starting point to explore the relationship between learning styles and student learning outcomes. This research is a quantitative research to describe the correlation between learning styles and student learning outcomes in the basic level of Nihongo subject. This study will also describe the quality of the relationship between the two variables. The population in this study is all undergraduate students of State University of Surabaya (UNESA) Japanese Language Education Program class of 2022, totaling 104 students. The sampling method used in this study is a non-sampling method because all members in one population will be the subject of this study. Based on the results of the analysis that has been done, the following conclusions can be drawn: 1) The learning styles of UNESA Japanese Language Education Program students class of 2022 were analyzed based on VARK model learning style preferences, showing that students have a single learning style and a combined learning style. However, The most dominant learning style preference used by students is Kinesthetic learning style with more than half of the total number of respondents. In addition, gender-based learning style preferences show that female student groups have a greater number of combined learning styles than male student groups; 2) The correlation between students' learning styles, and Japanese learning outcomes after being analyzed through a non-parametric model showed that the coefficient value of both variables of this study is 0.663, which is classified as "very weak". The result shows that learning styles do not contribute significantly to student learning outcomes.

Keywords: *Learning Style, Learning Outcome, Correlation*

Introduction

Japanese is one of the foreign languages studied in almost all nations in the world. The results of a survey conducted by The Japan Foundation (2021), the top three countries for the number of institutions that organize Japanese language learning are China with 2,965 institutions (16.2% of the total number), Indonesia with 2,958 institutions (16.2%), and the Republic of Korea with 2,868 institutions (15.7%). Based on the number of Japanese language

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learners, Indonesia is in second place as the largest Japanese language learning country in the world after China. There is no change in position among the top six countries. The number of Japanese learners in China increased and came in first place with 1,057,318 people. Indonesia is in second place with 711,732 Japanese language learners. Meanwhile, the number of students in the Republic of Korea decreased by 11.5% compared to the previous survey and was in third place with 470,334 Japanese language learners. The results of the survey show how Japanese is still very popular for the people of Indonesia, therefore formal and non-formal educational institutions in Indonesia are competing to adjust the needs of people's learning interests by including Japanese as a foreign language subject other than English and other foreign languages.

Undergraduate Japanese Language Education Program of UNESA, as one of the formal educational institutions that organizes Japanese language learning, has several courses that support Japanese language competency, including listening, speaking, reading, writing, and communication skills. Among several courses included in the category of Japanese language skills courses, there is one cluster of courses called "Nihongo" which has a basic level based on JF A2 language competency (The Japan Foundation, 2017). This course can be called as the upstream of other Japanese language skills courses, because this course has the scope of grammar material, speaking skills material, listening skills material, and reading comprehension skills. In 2016, undergraduate Japanese Language Education Program held an assessment to determine the Japanese language competency of new students at the pre-learning stage. Since 2017, a comprehensive cognitive and non-cognitive diagnostic assessment has been carried out before regular learning start. The results of the assessment can be used for various purposes related to the implementation of learning as explained by Yan, Xun et al (2018).

Learning outcomes are essentially changes in a person's behavior that include cognitive, affective, and psychomotor abilities after following a certain teaching and learning process (Sudjana and Ibrahim, 2010). Yandi et al, explained that learning outcomes can be influenced by several factors, including learning resources, school environment, and school culture. Learning resources can affect learning outcomes if their use can be optimized through the development of learning resources with enrichment from various learning resources. The school environment through the utilization and development of facilities and infrastructure can also increase motivation which has an impact on improving student learning outcomes. The last factor that can affect learning outcomes is school culture. School culture plays a role in shaping student character and will ultimately play a role in student achievement (2023).

Some relevant previous research was used as reference material in this study. Monoarfa and Amir (2021) in their research entitled "The Relationship of Learning Styles with Student Learning Outcomes in the Elementary School Teacher Education Study Program, Faculty of Education, Makassar State University" examined the relationship between visual, auditive and kinesthetic learning styles with learning outcomes, showing that there is a significant relationship between auditive learning styles and student learning outcomes in the Elementary School Teacher Education Study Program, Faculty of Education Makassar State University. While visual and kinesthetic learning styles there is no significant relationship between these learning styles and student learning outcomes. Adhani, et al (2022) in their research entitled "Student Learning Styles: Does It Have a Relationship with Student Learning Outcomes?" reports that there is a positive and significant relationship between student learning styles (visual, audio, kinesthetic) with social studies learning outcomes. The magnitude of the correlation coefficient between student learning styles (visual, audio, kinesthetic) with social

studies learning outcomes is 0.605 and is included in the "strong" category. Zahri et al (2017) in their research entitled "The Relationship of Learning Styles and Learning Skills with Student Learning Outcomes" reported that there is a significant relationship between learning styles and learning outcomes of FIP UNP students. Learning becomes more meaningful if students can understand the material delivered in learning well.

Learning style is very closely related to the person's personality which is influenced by experience, education, and developmental history (Abdurrahman, 2012). DePorter&Hernacky explained that in Quantum Learning Learning, there are three types of learning styles, Visual, Auditory, Kinesthetic. Visual learning style prefers images, graphic information, tables, and the like that can be easily captured by the eye auditory learning style prefers listening activities (2015). Furthermore, Kolb&Kolb explained that learning styles are not fixed psychological or cognitive traits, but rather the result of interactions between people and the environment (Dantas, L and Cunha, A., 2020)

Ghazali explains that in learning activities, learning styles need to be diagnosed in order to help and facilitate teachers to design and adapt learning plans to students' learning styles, because each student has a unique learning style and a teaching style that matches a particular learning style will provide benefits for students with the appropriate learning style (2013). If students' learning styles are diagnozed, learning activities can be designed as learning that can give benefits to all students, in order to improve their learning outcomes. Learning outcomes as explained by Nurgiyantoro, are essentially the realization or manifestation of the achievement of learning objectives (2017).

In the basic level of Nihongo course, beside the learning objectives, learning resources, learning models and methods have been set to all groups in the same level. However, the learning results show an interesting fact, where students who are identified as a group of students who have low initial abilities, are able to show high learning outcomes at the end of semesters. We assume that learning styles have contributed to the improvement of these students' learning outcomes.

This study wants to explore the relationship between the learning styles of Japanese Language Education S1 Program students with learning outcomes in the Nihongo course because there is a fact that students who are included in the group based on assessment results are classified as groups with fewer learning experiences show a high increase in learning outcomes, than groups that have more learning experience. Therefore, the problems to be discussed in this study are the learning styles of Japanese Language Education Program students and the correlation between learning styles and learning outcomes of Japanese Language Education Study Program students in the basic level of Nihongo course.

Method

This research is a quantitative research with correlation research method. that correlation research aims to find whether there is a relationship and if there is, how close the relationship is and whether or not the relationship is meaningful Arikunto (2013). The population used in this study is all undergraduate students of the Japanese Language Education Program class of 2022, totaling 104 students. The sampling method used in this study is a non-sampling method because all members in one population will be the subject of this study. The data used in this study were threefold. The first is the learning style obtained from the VARK model learning style identification questionnaire. The second data is the learning outcomes of

undergraduate students of the UNESA Japanese Language Education Program class of 2022 in the basic level of Nihongo course. This data is taken from the grades of the Shokyu Nihongo Ouyou course taken in the second semester. The third data is the relationship between learning styles and the learning outcomes of UNESA Japanese Language Education Program students class of 2022 in the Nihongo course, which is obtained from the results of data analysis through SPSS 27 software using the Spearman rank correlation analysis method. This method was chosen because the results of data normality test analysis using SPSS 27 through the Kolmogorov-Smirnov One Sample test, it is known that the residual unstandardized value of learning style variables and learning outcome variables of <0.001 is smaller than 0.05 which means it is not normally distributed, so quantitative data analysis is carried out with non-parametric models. The resut of the test are shown below.

Table 1. The result of data normality test with One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			104
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		1.25289619
Most Extreme Differences	Absolute		.293
	Positive		.248
	Negative		-.293
Test Statistic			.293
Asymp. Sig. (2-tailed)[c]			<,001
Monte Carlo Sig. (2-tailed)[d]	Sig.		.000
	99% Confidence Interval	Lower Bound	.000
		Upper Bound	.000

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The instrument used in this study was a closed questionnaire to explore information about the learning styles of the VARK model. The instrument used is the VARK instrument version 8.0 which has been standardized to identify a person's learning style when learning something. This instrument consists of 16 questions and equipped with a questionnaire point calculation to determine a person's learning style. In this study, the questionnaire has been changed in Google Form format to make it easier to collect and analyze data about student learning styles. The learning style used in this study is the learning style of the VARK model (Visual, Auditory, Read and Write, and Kinesthetic) initiated by Fleming (2001).

Results and Discussion

Students Learning Style Preferences

Data about the learning styles of UNESA Japanese Language Education Program undergraduate students class of 2022 were obtained from the VARK model learning style identification questionnaire using VARK version 8.01. Based on the data from the questionnaire, the following facts are revealed.

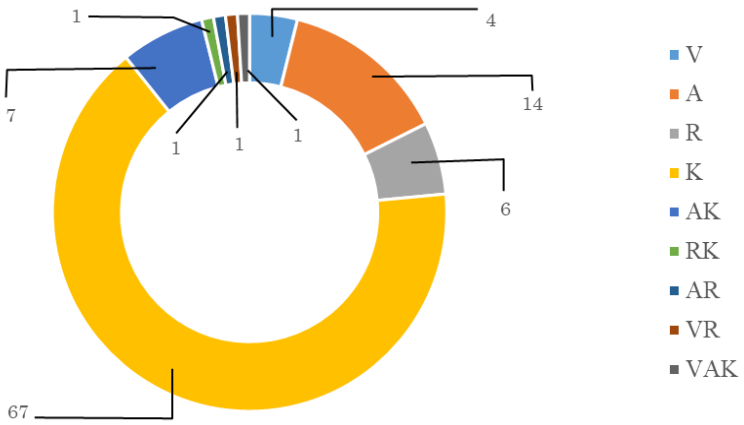

Diagram 1. UNESA Japanese Language Education Program undergraduate students class of 2022 learning style preferences

Based on the data in the diagram above, it is known that of the 104 students who were respondents, consisting of 51 male students and 53 female students, both of groups had a single learning style and combined learning style. Single learning style means someone who has only one learning style. While combined learning style means someone who has more than one learning style. From the four types of Fleming model learning styles, the student learning styles identified are Visual (V) with 4% of students, Aural/Auditory (A) with 14% of students, 6% of Read & Write (R), and Kinesthetic (K) with 65% of students. In addition, there are combined learning styles identified, including Aural/Auditory and Kinesthetic (AK) with 7% of students, Read &Write and Kinesthetic (RK) with 1% of students, Aural/Auditory and Read &Write (AR) as much as 1% of the number of students, Visual and Read &Write (VR) as much as 1%, and finally Visual, Aural/Auditory, and Kinesthetic (VAK) with 1% of students. Diagram 1 above also provides information that the most dominant learning style preference of undergraduate students of the UNESA Japanese Language Education Study Program class of 2022 is Kinesthetic learning style. Students using Kinesthetic learning style were 67 people, more than half of the total number of respondents.

After knowing the learning style preferences used by students, the learning style preference data is then classified by gender. From these data, the following facts are revealed:

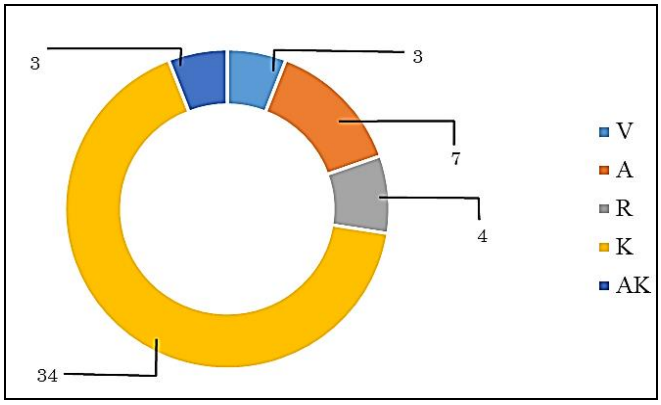

Diagram 2. The learning styles of male students of UNESA Japanese Language Education Program class of 2022

Based on diagram 2 above, it is known that male students group have Visual learning style (V) as much as 6%, Aural/Auditory learning style (A) as much as 14%, Read &Write

learning style (R) as much as 8%, Kinesthetic learning style (K) as much as 66%, Aural/Auditory and Kinesthetic learning styles (AK) as much as 6%.

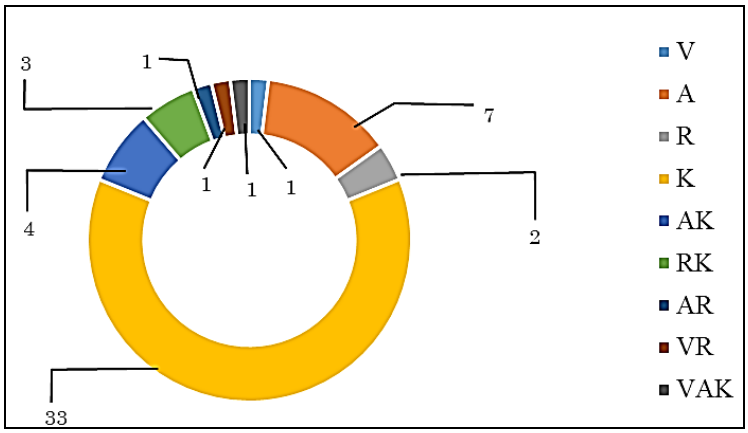

Diagram 3. The learning styles of female students of UNESA Japanese Language Education Program class of 2022

In female students, Visual learning styles were found as much as 2%, Aural/Auditory learning styles as much as 13%, Read & Write learning styles as much as 4%, Kinesthetic learning styles as much as 62%, Aural/Auditory and Kinesthetic learning styles as much as 7%, Read &Write and Kinesthetic learning styles as much as 6%, Aural/Auditory and Read &Write learning styles as much as 2%, Visual, Aural/Auditory, and Kinesthetic learning styles as much as 2%. Learning styles are unique, not just for men or women, but for each person. Fadhilah and Suherdi (2020) stated that men and women have unique learning style preferences. In terms of choosing learning style preferences, female students are more likely to choose learning styles with auditory types, while men prefer visual learning styles. The learning styles identified in this study, did not show significant differences in gender as Fadhilah and Suherdi have reported. Learning styles that do not show significant differences in gender are in line with the results of research reported by Arief et al (2018).

From the learning styles of the VARK model that have been applied in this study, both in the male student group and the female student group, have a tendency to use the Kinesthetic learning style, and the number of users is only one person difference. Similarly, in the type of Aural/Auditory (A) as the second most common learning style, both groups have the same number of users. The difference between the learning styles used by male students and female students is in the type of learning style. It is clear that when compared between the learning styles of male and female students, only 3% of male students have multiple learning styles, and the learning style variants are only one type, namely the Aural / Auditory and Kinesthetic (AK) learning styles.

Female students seem to have more varied learning styles. Diagram 3 shows that female students have four different types of dual learning styles, including Aural/Auditory and Kinesthetic (AK), Read & Write and Kinesthetic (RK), Aural/Auditory and Read &Write (AR), Visual and Read &Write (VR). In addition, there is one type of learning style which is a combination of three types of learning styles, they are Visual, Aural / Auditory and Kinesthetic (VAK). It mean that, these students when carrying out learning activities try to get information through seeing, taking notes, listening, discussing, expressing their opinions to get input, and at the same time utilizing all their motor skills to get learning experiences.

Analysis of the Correlation between Student's Learning Style and Learning Outcomes

The relationship between learning styles and student learning outcomes in the basic level of Nihongo course of the UNESA undergraduate Japanese Language Education Program, Class of 2022, was obtained by analyzing data between learning styles and learning outcomes of the second semester Nihongo course using the nonparametric statistical analysis method of the Spearman model. The analysis in this study was conducted using SPSS software version 27.

The determination of quantitative analysis methods is based on the results of the data normality test. Ghozali(2021) explained that the normality test is used as a useful test to find out how research data is disseminated. Whether the research data is normally distributed or not. The normality test can be used to test whether in a regression model, confounding or residual variables have a normal distribution or spread. There are several ways to determine normality or not in the normality test, it is the probability plot normality test and the Kolmogrov Smirnov normality test. According to Ghozali, if the normality test uses the Kolmogorov Smirnov test, the basis for decision making is taken based on the results of the statistical test. The following are the results of the normality test of data about learning styles, and learning outcome variables.The following are presented the results of the correlation analysis between learning style variables, and Nihongo learning outcome variables.

			Learning Style	Learning Outcome
Spearman's rho	Learning Style	Correlation Coefficient	1.000	-.043
		Sig. (2-tailed)	.	.663
		N	104	104
	Learning Outcome	Correlation Coefficient	-.043	1.000
		Sig. (2-tailed)	.663	.
		N	104	104

Table 2. Table of correlation analysis results between learning styles and student learning outcomes in elementary Nihongo courses.

To determine whether there is a relationship between learning style variables, and Nihongo learning outcome variables, criteria are needed to interpret the value of the correlation coefficient. The following criteria define the level of relationship or correlation between one variable and another variable described in Rahardjo (2021).

Table 3. Correlation strength level criterion

The value of the correlation coefficient	Relationship level
0,00 – 0,25	Very weak
0,26 – 0,50	Fair
0,51 – 0,75	Strong
0,76 – 0,99	Very strong
1,00	Perfect

Based on the results of the analysis above, the value of the correlation coefficient between learning style and Nihongo's learning outcomes shows a number of -0.043 which means that the level of strength of the relationship between these two variables is very weak. This result is in line with the results of Ayungingtyas&Minarti (2021) research which reported that there was no relationship between learning style variables and learning outcome variables in students. The direction of correlation can be seen in the number of correlation coefficients as well as the level of correlation strength. The magnitude of the value of the correlation coefficient lies between +1 to -1. If the correlation coefficient is positive, then the relationship

between the two variables is said to be unidirectional. The point of this unidirectional relationship is that if variable X increases, then variable Y will also increase. Conversely, if the coefficient is negative, then it can be said that the relationship between the two variables is not unidirectional. That is, if X increases then Y decreases. Based on the results of the analysis above, the coefficient values of both variables show negative values, this means that the relationship between variables is not unidirectional.

The strength and direction of the correlation will have meaning if the relationship between the variables is significant. It is said that there is a significant relationship if the value of Sig. (2-tailed) of the calculation result is smaller than the value of 0.05 or 0.01. Meanwhile, if the value of Sig. (2-tailed) is greater than 0.05 or 0.01, then the relationship between these variables can be said to be insignificant or meaningless. Based on the results of the analysis above, it is known that the value of Sig. (2-tailed) is 0.663, which means greater than 0.05 or 0.01. This means that the relationship between learning style variables and learning outcome variables can be said to be insignificant or meaningless.

Based on quantitative analysis with non-parametric statistical models, it is shown that the two variables have a very weak, non-unidirectional, and insignificant relationship. However, we tried to explore further information about these two variables from the qualitative side by looking at the data from the initial assessment of students. From the preliminary ability assessment data, learning styles, and learning outcomes of the Nihongo course, we have pointed from the highest scores from the preliminary ability assessment data and the highest scores from the Nihongo course learning outcomes data.

Data taken from the preliminary ability assessment of students showed 88 as the highest score by respondent R11. When we viewed from the R11 data sequence, this respondent has a preliminary ability with a score of 88, and has a learning outcome of the Nihongo course with a score of 92. From the range of values between preliminary abilities and learning outcomes that are not too far away, it can be understood that preliminary abilities can be said has a contribution to high learning outcomes scores. Based on the learning outcomes data of the Nihongo course, the highest score 96 was obtained by respondent R69. When we viewed from the R69 data sequence, this respondent has a preliminary ability with a value of 29. When compared to the R11 condition, it is clear that preliminary ability does not contribute to the value of learning outcomes.

Based on the conditions of both respondents, both respondents have a kinesthetic learning style. Although in terms of the amount of data, the number of students who have a kinesthetic learning style preference is indeed dominant, but if we look at the data about the preliminary ability which is in a position of less than 60, there are 52 respondents out of a total of 104 respondents who have a kinesthetic learning style preference. This means that students with low preliminary ability also have kinesthetic learning style preferences that ultimately contribute to the value of Nihongo learning outcomes, although quantitatively it does not show a significant relationship.

We hope that learning styles will also be a recommendation to implement differentiated learning to improve student learning outcomes in Nihongo courses which will contribute to improving students' Japanese language skills. Tomlinson (2017) states that in a differentiated classroom, teachers assume that different learner characters have different needs, and teachers proactively plan lessons that provide multiple ways to "get" and express meaningful learning. Teachers may still need to fine-tune methods and instruction for some learners, but because teachers understand the varying needs of learners in the classroom and therefore

choose appropriate learning options, chances are greater that this experience will be a good fit for most learners. However, teacher competence in carrying out learning, and other external factors also influence the quality of differentiated learning implementation even though various forms of activities have been provided according to the needs of learners as reported by Sulistianingrum et al (2023).

Conclusion

Based on the results of the analysis that has been done, the following conclusions can be drawn. (a) The learning styles of State University of Surabaya undergraduate students of Japanese Language Education Program students class of 2022 were analyzed based on VARK model learning style preferences, showing that students have a single learning style and a combined learning style. However, the most dominant learning style preference used by students is Kinesthetic learning style with more than half of the total number of respondents. In addition, gender-based learning style preferences show that female student groups have a greater number of combined learning styles than male student groups, and (b) The correlation between learning style, with the learning outcome in Nihongo subject of undergraduate students of the Japanese Language Education Program after being analyzed through a non-parametric model showed the results that of these two research variables, the value of the coefficient between the learning style variable and the Nihongo learning outcome variable showed 0.663, which is classified as a "very weak".

The result shows that learning styles do not contribute significantly to student learning outcomes. In this study, an exploration has been carried out related to the relationship between learning styles and student learning outcomes in the Nihongo course. In addition to learning style, there are other factors that can affect a person's learning outcomes, both factors that come from internal learners, and from external learners. In the future research, it can be done by exploring the relationship between learning styles and other factors that can affect student learning outcomes.

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