

**THE COMPARISON BETWEEN AUDITORY AND VISUAL LEARNERS
TOWARD WRITING ABILITY OF THE ELEVENTH GRADE STUDENTS IN
SMA NEGERI 1 BARRU**

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Abstract

This research aimed at comparing the writing quality between auditory and visual learners at SMA Negeri 1 Barru. The study was a causal comparative. The population of this research was the XI SCIENCE grade students of SMA Negeri 1 Barru in the academic year of 2018-2019. Since the unit analysis of writing in this study was quite large, the researcher decided to take 30 students of visual and 30 students of auditory type. The total number of sample was 60.

The variables of this research were two groups comparison, namely auditory and visual as independent variables, and ability of writing as dependent variable. The groups were compared on the quality of writing which assesses content, paragraph structure, grammar, vocabulary and mechanics. The data were collected through perceptual learning style inventory and writing test. The results were analyzed descriptively and inferentially.

The study found and concluded that auditory and visual types of learners had no significant differences in the quality of writing. The mainstream of writing quality of auditory and visual learners was in normal quality means that their writing was in the moderate level, neither satisfactory nor dissatisfactory. Better writing quality in this research was achieved by the auditory learners although the different is quite trivial.

The study suggested that teachers should take diverse learning styles into account in teaching process, especially when approaching collaborative learning experiences. The students should be provided with approaches that accommodate students' diversity in processing information. Moreover, teacher should prepare better environment, media, methods and experiences that make students more enjoyable to learn.

Keywords: Auditory, Visual, and Writing Ability

Introduction

Writing is categorized as a productive skill; it might be a problem for some students in learning English because there are many aspects which should be considered, such as contents, grammars, vocabularies, forms, mechanics and styles. Butt (2001) state that they should consider other important components in writing, such as coherence, cohesion, topic sentence, supporting details, etc. All of them are essential aspects that should be considered in producing good writing.

In teaching English as a foreign language, an important thing to be considered by teachers is learning style. Students have different learning style, which usually present both teachers and students with a problem when classes are taught in one set that might only benefit one kind of learner. Therefore, teachers have to be aware of individual learning styles and learner diversity.

According to Brown (2007), there are three kinds of preference used by students toward learning input. Visual learners will often focus on the lesson which contains pictures or visual displays, but they will lose focus during long oral lectures. On the contrary, auditory learners learn best through verbal lectures, talking things through and listening to what others have to say. The other is kinesthetic learners which learn best when they can be physically active in the learning environment.

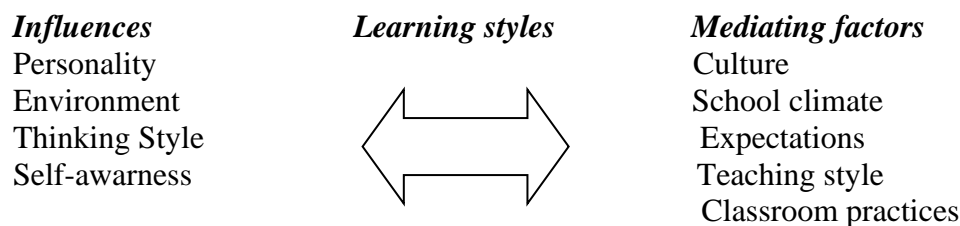
By those considerations, the researcher tries to compare the achievement of auditory and visual learners, especially in writing skill. Writing test will be a good medium to measure students' achievement. Through writing, visual learners can describe what they have seen and auditory learners can remember what they have listened. The materials given should be appropriate to students' learning style. For this reason, the researcher decided to take research on comparing writing ability between auditory and visual learners of XI grade students of SMA Negeri 1 Barru.

Review of Related Literature

1. Concept of Learning Style

The word "style" is used in common language to describe differences among people (Oullette, 2000). Thus, style is a set of individual qualities, activities and behavior that are maintained over a long period of time. Reid (1995) gives a more detailed definition that learning style refers to an individual's natural, habitual and preferred ways of absorbing, processing, and retaining new information and skills, regardless of teaching methods and content area. It indicates that learning styles are internally based characteristics among individuals with no special effects from teaching method.

Moreover, learning styles have close relation with learning strategies that usually influence each other within educational context. There are three types of learning styles that auditory, visual, and kinesthetic.



Source: Reid (2005)

The implication of this diagram is that the mediating factors can influence the factors that determine learning style but at the same time those factors can also influence the mediating factors. This means, for example, that the learner's thinking style can be affected by the teaching style, while at the same time teachers can adapt their teaching style to fit in with the learner's thinking style. The key point is that learning styles and the variables that affect learning styles need not be fixed. Learning is a fluid process and learners and teachers can accommodate to one another, to a certain extent, throughout the learning process.

1. Concept of Writing

The word "writing" derived from the word "write", which in oxford dictionary means to make letters or other symbols on a surface with apen or pencil. In other case, it means to compose, to draw engrave, etc. It also could be to communicate with, to perform of practice by letter. Writing involves more than just producing words and sentences. To be able to produce a piece of writing, we should be able to write a connected series of word and sentences grammatically and logically linked, so that the purpose we have in our mind will suit the intended readers. Writing is a kind of activity where the writer put all ideas in his mind on the paper from word to sentences, sentence to paragraph and from paragraph to text and writing needs an effort to express our ideas.

Hypothesis

H₀: There is not significant difference of writing quality between auditory Learners and visual learners; and

H₁: There is a significant difference of writing quality between auditory learners and visual learners.

Research Method

This research uses causal-comparative design in collecting the data. Causal comparative design was intended to determine the cause for preexisting differences in groups of individuals, especially for auditory learner and visual learner in writing.

The population of this research was the XI SCIENCE grade students of SMA Negeri 1 Barru in the academic year of 2018-2019. Since the unit analysis of writing in this study was quite large, the researcher decided to take 30 students of visual and 30 students of auditory type. The total number of sample was 60. The variables of this research were two groups comparison, namely auditory and visual as independent variables, and ability of writing as dependent variable. The researcher used purposive sampling technique to taking sample in this research. The sample was taken purposively means that only those who are auditory and visual were involved in this research. The combinative types were eliminated from the research.

Findings

The findings of the research deals with the comparison between auditory and visual learner toward writing ability.

- a. The writing ability of auditory learners

Group Statistics

	Learning_Style	N	Mean	Std. Deviation	Std. Error Mean
Writing_Quality	Auditory	30	68.40	14.250	2.602
	Visual	30	61.77	15.310	2.795

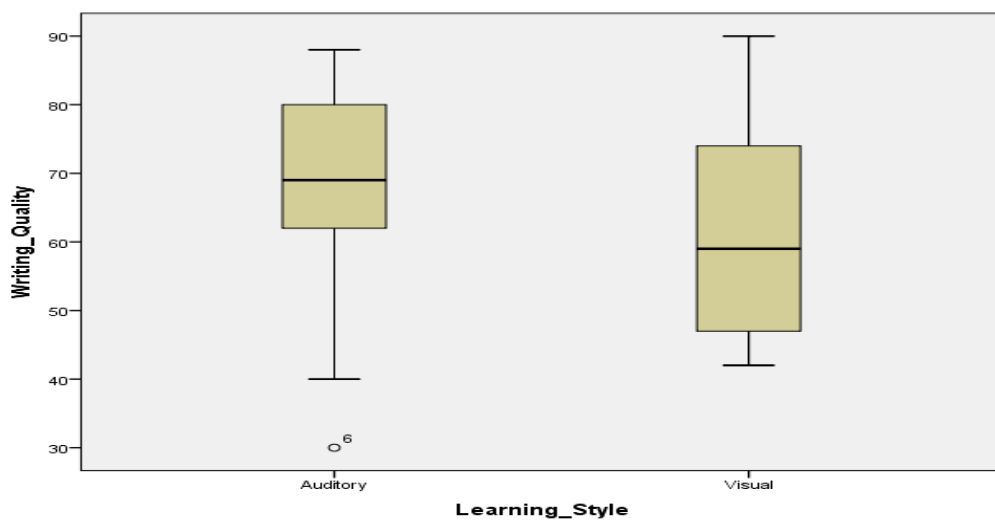
The table shows the mean score of and standard deviation of writing score of auditory learners. The mean score of the writing quality of auditory learners is 68.40. It means that the auditory learners are in good classification with standard deviation is 14.250.

- b. The writing ability of visual learner

Group Statistics

	Learning_Style	N	Mean	Std. Deviation	Std. Error Mean
Writing_Quality	Auditory	30	68.40	14.250	2.602
	Visual	30	61.77	15.310	2.795

The table shows the mean score of and standard deviation of writing score of visual learners. The mean score of the writing quality of visual learners is 61.77. It means that the visual learners are in normal criteria of writing quality. The standard deviation is 15.310 means that the deviation of the individual's mean score to the total mean score is in normal distribution since the deviation is not more than 3.00.



c. Type of learners has better writing ability.

independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing Quality	Equal variances assumed	.930	.339	1.737	58	.088	6.633	3.819	-1.011	14.277
	Equal variances not assumed			1.737	57.704	.088	6.633	3.819	-1.011	14.278

Table above shows the independent sample t-test score for both groups. The t-test for two different sample groups is done in two stages. The first stage is to examine whether the variance of the two groups can be regarded as identical or not. The second stage is to examine the difference of the average score of the two samples.

The data in table above shows that in the Equal variances assumed column and the Levene's Test for Equality of Variances line is obtained $F = 0.930$ with the number Sig. or p-value $0.339 > 0.05$, which means that the population variance of the two groups is the same or homogeneous. Because of the homogeneous data variance, the Equal variances assumed column will be selected and in the t-test for Equality of Means row the price is $t = 1,737$, $df = 58$, and Sig. or p-value = $0.088 > 0.05$ or H_0 is accepted. Thus, it was concluded that there was no significant difference in writing quality between students with auditory learning styles with students with visual learning styles. The next stage is to examine if the two mean scores are significantly different or not. For this reason, the researcher used null hypothesis (H_0): "there is not any significant difference of writing quality between auditory learners and visual learners", and alternative hypothesis (H_1) stating that "there is not any significant difference of writing quality between writing by auditory learners and visual learners". The mean difference of the two samples is 6.63 ($68.40 - 61.77 = 6.63$). The lower difference in 95% confidence interval is -1.011 and the upper difference is 14.277. It means that the difference of the writing score of both samples is between -1.011 and 14.277 with the average difference is 6.633. The t-test score for both samples is 1.737. Compared to the critical t-table 1.671 for $\alpha = 0.05$ with the degree of freedom $df = 58$, the t-table value is larger.

Discussion

In the first question research it asked about description of the students' writing ability by auditory learners. It can be seen by the data of the student's writing test. In

writing by auditory learners got 68.40. It means that the mean scores for writing by auditory learner in fair classification.

In the second research question, it asked about description of the students' writing ability by visual learners. It can be seen by the data of the student's writing test. In writing by visual learner got 61.77. It means that the mean scores for writing by visual learner in fair classification.

The descriptive statistics analyses in the findings show that the writing quality of both types of learners was between the interval 56 and 70 or in fair quality. The fair quality of writing is interpreted as neither dissatisfactory nor satisfactory. The researcher assumes that the similar result of both groups is caused by their prior writing skills and linguistic knowledge and not merely by their learning styles. The reason to assert this point is that both groups are in the same class and have relatively similar level of writing skills. Besides, the mean difference of both groups' writing score, which is intended to find better writing ability, shows the insignificant contrast. It obviously means that none of the styles produced excellent writing based on the predetermined objective criteria for writing quality.

The findings is similar with Lista Lita (2015) who found that the use of visual auditory kinesthetic was effective to improve the students writing ability and the students interest in visual auditory kinesthetic learning style as a technique in studying English writing. And also The findings of Aflina (2017), she found that there is a significant improvement in writing skill by using audio visual media. Writing diary with the audio visual helped students in increased their confident.

In the third research question, is asked about which type of learners has better writing ability. Based on the findings, the mean difference of the two samples is 6.63 ($68.40 - 61.77 = 6.63$). 6.633 is mean difference of two sample which means the mean difference is not significant to state that one is better than the other. In other words, none of them is better or both of them are in normal quality.

The findings is similar with Hanafi (2018) conducted a research "The Effect of Students' Learning Style on their Writing Achievement" who found that the result of hypothesis testing F-test Value was (0.578) and the significant value is (0.563). Because the significant value is greater than 0.05 the mean was declared not significantly different. It means that students learning style on their writing achievement did not differ between the visual learners, the auditory learners, and the kinesthetic learners. Approaching the conclusion of this study, the researcher discovered that there is no significant difference in writing achievement among students with visual, auditory, and kinesthetic learning styles. the researcher also found that the auditory learning style tends to be the best learning style among others in established students' writing achievement.

Nevertheless, auditory learners had a tendency to outweigh the visual learners in terms of the total mean score by 6.633 points regardless the insignificance of the difference. As auditory learners perceived and process information generally by talking to self-aloud, whispering to self while reading, humming or singing while working or memorizing by steps in a sequence, they could easily remember the rubric or the direction pronounced by the researcher when instructing them to write for the purpose of this study.

For this reason, although still needs more evidence, they might take advantage of such situation than their peers with visual style.

Conclusion

1. The mainstream of writing quality of auditory and visual learners is in normal quality means that their writing is in the moderate level, neither satisfactory nor dissatisfactory. The researcher assumes that similar result of both groups is caused by their prior writing skills and linguistic knowledge and not only by their learning styles. The reason of this assumption is that both groups are in the same semester and have relatively similar level of writing skills.
2. The analysis of t-test for writing test mean score between auditory learners and visual learners indicates that there is no significant difference of writing ability between auditory learners and visual learners.
3. Although there is no significant difference of writing quality between auditory and visual learners found in this research, better writing quality is achieved by auditory learners. However, the different is quite trivial.
4. The learning styles are assumed to contribute to the quality of writing disregarding some extraneous variables that might contribute to the result. For this reason, awareness of learning styles may help students to adapt better to different situations.

Suggestions

1. An understanding of students' different learning styles has to be taken into account in teaching process because it can help reinforce the process of becoming communicatively competent.
2. Since there are more than one learning styles in a language classroom, teachers should provide approaches that can accommodate students' different strengths in processing information, especially in improving writing skill.
3. The three fundamental truth are that learners who command their own learning often master more things than those who rely on being taught; learners have a different sense of themselves, of their time, and what is worth learning and why; and learners learn most enjoyably by choosing from a rich array of environment, media, methods, and experiences that mean the most to them.
4. Similar research can be done within the same learning styles but different language skills in different contexts.

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