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## Grammatical Competence across Different Learning Styles

Ayu Rizki Septiana<sup>1✉</sup>, Moh.Hanafi<sup>2</sup>

Universitas Bhinneka PGRI

Email: [ayurizki.septiana@gmail.com](mailto:ayurizki.septiana@gmail.com)<sup>1✉</sup>

### Abstrak

Pengajaran grammar yang effective harus mengintegrasikan aktifitas yang bervariasi untuk mengakomodir berbagai gaya belajar yang berbeda. Penelitian ini bertujuan untuk menginvestigasi gaya belajar mahasiswa, menginvestigasi kemampuan grammar mereka dan meneliti apakah ada perbedaan yang signifikan pada kemampuan grammar mahasiswa dengan gaya belajar yang berbeda. Penelitian ini menggunakan desain metode campuran konvergen yang bertujuan untuk menganalisis data secara kualitatif dan kuantitatif secara terpisah tapi saling melengkapi. Sampel penelitian ini berjumlah 15 orang mahasiswa. Selanjutnya, ada dua instrument yang digunakan untuk mengambil data, yaitu tes grammar dan kuesioner gaya belajar. Hasilnya menunjukkan bahwa gaya belajar yang mayoritas dimiliki mahasiswa adalah gaya belajar visual. Lebih lanjut, grammar tes menunjukkan rata-rata nilai mereka adalah 86 atau A- dalam huruf. Akhirnya, uji hipotesis dengan One-way Anova pada IBM SPSS 26 menunjukkan bahwa tidak ada perbedaan yang signifikan pada kemampuan grammar mahasiswa dengan gaya belajar yang berbeda.

Kata Kunci: *Gaya Belajar, Kemampuan Grammar, Metode Campuran Konvergen One-Way Anova*

## Abstract

Effective grammar instruction should integrate a variety of activities that cater to different learning styles. This research is intended to investigate students' learning style, to investigate students' grammatical competence and to find out whether any significant differences on students' grammatical competence across different learning style. The design of this present research was convergent mix method which intended to analyze the data from quantitative and qualitative separately but complement each other. There were 15 students who became the sample of this research. In addition, in order to take the data, there were two instruments used, namely, grammar test and learning style questionnaire. The result of the questionnaire showed that the major preference of the learning style was visual learning style. Meanwhile, the grammar test showed the mean score of 86 or A- in average. Further, the result of hypothesis testing using One-way Anova on Ibm SPSS 26 found that there is no significant difference on students' grammatical competence among auditory, visual and kinesthetics learning styles.

Keyword: *Convergent Mixed Method, Grammatical Competence, Learning Style, One-Way Anova*

## INTRODUCTION

Learning style has become a discussion for a long time (Viriya & Sapsirin, 2014). Many researchers seek how learning style can affect someone' performance. In the case of language learning, especially English language learning, the effect of learning style on someone's language learning competency cannot be denied (Munir et al., 2019). It is a vulnerable topic and therefore many researchers still feel the urgency of conducting research in this topic.

In relation to the effect of learning style on students' language learning, as it has been studied by (Skehan, 2014), learning style becomes one factor in second language learning. However, learning style is different from learning abilities (Kaminska, 2014). Though, understanding learning style will be very helpful to construct the explanation on how someone processes the learning based on their style. Learning style here, according to (Deporter et al., 2000), can be divided into three board categories namely auditory, visual and kinesthetic learning style. Each learning style has different characteristics on how the learning is processed.

Furthermore, in second language learning, or to be more specific foreign language learning as English in Indonesia, teaching practice should pay more attention on students' learning style. Understanding these preferences can significantly influence the effectiveness

of grammar instruction, as aligning teaching methods with learning styles can enhance comprehension and retention. In line with that, some researches have been conducted on the relationships between learning style and English achievement such as in (Balci, 2017; Hanafi & Septiana, 2021; Rachman et al., 2019; Septiana & Hanafi, 2023).

As in English learning, there are four skills namely listening, speaking, reading and writing and also some language components such as grammar, pronunciation, vocabulary, etc. Grammar, as one of language components, is a structure of how sentence is constructed (Thornbury, 2002). Grammar is usually learned by students of second language or students of foreign language with some difficulties.

In Indonesian, for example, there is no different structure in the sentence among the moment of speaking. However, in English, there are certain rules to be followed for different moment of speaking. It can be divided into present, past and future. Thus, learning grammar for English as foreign language (EFL) students means learn about the grammar rules (Al-Mekhlafi & Nagaratnam, 2011).

Since learning grammar means learning about the grammar rules that mostly related to the moment of speaking and subject and verb agreement, students with different learning styles may have different grammar mastery. Effective grammar instruction should integrate a variety of activities that cater to different learning styles. To know more about it, the researcher intends to conduct research entitled 'Grammatical Mastery across Different Learning Style'.

## RESEARCH METHOD

This research is intended to investigate the learning style of the students who take Advanced English Grammar course, investigate the grammatical competence of the students and find out whether any significant differences on grammatical competence among the students with different learning styles. Thus, this research uses convergent mixed method research design. (Creswell, 2014) stated that convergent mixed method is a design that combines the quantitative and qualitative research data. Further, the quantitative and qualitative data in this research were analyzed separately, and then, the researcher analyze whether the result support or not support each other.

This research took the students of English Education Department of Universitas Bhinneka PGRI as the population of this study. However, since it is not feasible to access all of the population due to the very large data, the researchers used purposive sampling to

take sample. Therefore, the researchers purposively took second semester students of English Education Department as the sample.

There were 15 students who were taken as the sample of this research. They are the students who were officially registered on Advanced English Grammar course in academic year 2023/2024.

There are two kinds of research instrument that were used in this research, that is, learning style questionnaire and grammar test. The learning style questionnaire that was used to take the data on students' learning style is learning style questionnaire established by Merced Student Advising and Learning Center University of California. There were 24 sentences in the questionnaire and they were divided into three learning styles, namely auditory, visual and kinesthetics. So, each learning style was shown in 8 sentences. The students, further, should answer it with often, sometimes and seldom.

Meanwhile, grammar test used in this research was developed according to the material in Advanced English Grammar course. There were 18 questions to be answered by the students including the questions on Gerund and Infinitive, Passive Voice, Adjective Clause, and Noun Clause. The grammar test was done in the form of fill in the blank and essay questions.

After getting the data from the learning style questionnaire and the grammar test, the data then will be analyzed to answer the research problems. The data from the learning style questionnaire were analyzed to see the students' learning style, whether it is auditory, visual or kinesthetics. In addition, the data about the learning style was described using descriptive statistics to measure the frequencies, percentages and means. The result further interpreted and explained to gain the discussion.

Further, the data of the grammar test were scored using the scoring rubric and resulted on the data of grammatical competence. In line with the learning style questionnaire, the data from the grammar test was described using descriptive statistics to see the frequencies and means. Moreover, the data from the grammar test was categorized into each learning style.

The next step to be done was analyzed the data of the learning style and the students' grammatical competence. This was done to see whether any significant difference on students' grammatical competence across the learning style. Hypothesis testing was also conducted.

However, a classical assumption test of normality was done to see whether the data is normally distributed or not. Test of normality of variables can be conducted through SPSS

by using a descriptive statistic program in which measures of skewness are produced for distribution of variables. Kolmogorov-Smirnov and Shapiro-Wilks were employed in this research to find out the normality testing of the sample. Further, the hypotheses were formulated as follows:

Ho = The data follows the normal dispersion (parametric)

H1 = The data does not follow the normal dispersion (non-parametric)

If it is normally distributed, the data is analyzed using One-Way Anova statistical analysis to see whether there is significant difference on the students' grammatical competence across different learning style. This kind of statistical analysis enabled determination of variability of the data (Cronk, 2008).

## RESULT AND DISCUSSION

### A. RESULT

This research was aimed at investigating students' the learning style of the students who were officially registered on Advanced English Grammar course, investigating the grammatical competence of the students in Advanced English Grammar course and seeing whether any significant difference on students' grammatical mastery across different learning style. There are two main data taken that is the data from the learning style questionnaire and the data from the achievement test.

#### a) The Result of the Learning Style Questionnaire

There were 15 students who filled in the questionnaire of learning style which consisted of 24 questions. Each learning style was contained of 8 questions. In this research, the result of the learning style questionnaire can be seen in Table 1.

Table 1. The Mean of Each Learning Style

Learning Style	N	Xmin	Xmax	$\Sigma X$	Mean
Visual	15	18	38	412	27.50
Auditory	15	16	34	405	27
Kinesthetics	15	18	32	402	26.8

Based on the table of descriptive learning style above, it is known that the major learning style the students have is visual with the mean 27.50. The minor learning styles is auditory (mean = 27) and kinesthetics (mean = 26.8).

Further, each learning style can be described based on the statements in the questionnaire for each learning style. The degree of the statements, then, is also seen. The following degree of the statements is taken from Muhidin and Abdurahman in (Jamulia,

2018) which can be used to give elaboration on the statements.

Table 2. The Description Analysis Criteria

Score Category Range	Description Analysis
1.00 – 1.79	Strongly Low
1.80 – 2.59	Low
2.60 – 3.39	Sufficient
3.40 – 4.19	High
4.20 – 5.00	Strongly High

### 1. The Description of Visual Learning Style

Visual learning style is categorized into major learning style for the second semester students of English Education Department who were officially registered on Advanced English Grammar course. The following table showed the mean score of the visual learning style.

Table 3. The Description of Visual Learning Style

No.	Statements on Visual Learning Style	N	$\Sigma X$	Mean
2.	I prefer to see information written on the board and supplemented by visual aids and assigned readings.	15	67	4.47
3.	I like to write things down or take notes for visual review.	15	55	3.67
7.	I am skillful with and enjoy developing making graphs and charts.	15	33	2.2
10.	I can easily understand and follow directions on a map.	15	57	3.8
14.	I can understand a news article better by reading about it in the newspaper or online rather than by listening to a report about it on the radio or internet.	15	43	2.87
16.	I think the best way to remember something is to picture it in my mind	15	47	3.13
19.	I am good at working and solving jigsaw puzzles and mazes.	15	47	3.13
22.	I prefer obtaining information about an interesting subject by reading about it.	15	63	4.2

From table 3 above it can be seen that statement number 2 *'I prefer to see information written on the board and supplemented by visual aids and assigned readings'* and number 22 *'I prefer obtaining information about an interesting subject by reading about it'* were the highest preferences on the visual learning style because they were categorized into strongly high criteria with 4.47 and 4.20 points. Statement number 3 and number 10 were categorized into high criteria, statement number 14, 16, and 19 were categorized into sufficient and statement number 7 was categorized into low criteria. Thus, it can be concluded that those with visual learning style tends to learn by reading about a subject or seeing the visual information.

## 2. Auditory Learning Style

Auditory learning style was the major learning style of second semester of IT Education Department students who were registered on English for Profession Course. The following table presents the mean score of the statements in auditory learning style.

Table 4. Description of Auditory Learning Style

No.	Statements on Auditory Learning Style	N	$\Sigma X$	Mean
1.	I can remember best by listening to a lecture that includes information, explanation and discussion.	15	59	3.93
5.	I require explanation of diagram, graphs or visual direction.	15	45	3
8.	I can tell if sounds match when presented with pairs of sounds.	15	38	2.53
11.	I do best in academic subjects by listening to lectures or tapes.	15	45	3
13.	I learn to spell better by repeating words out loud than by writing the words on a paper.	15	61	4.07
18.	I would rather listen to a good lecture or speech than read about the same material.	15	57	3.8
21.	I prefer listening to the news on the radio or online rather than reading about it in a newspaper or on the internet.	15	53	3.53
24.	I follow oral directions better than written ones.	15	47	3.13

From the result of the questionnaire above, statement number 1,13,18 and 21 *'I can remember best by listening to a lecture that includes information, explanation and discussion'*, *'I learn to spell better by repeating words out loud than by writing the words on a paper.'*; 1 would rather listen to a good lecture or speech than read about the same material.' and *'I prefer listening to the news on the radio or online rather than reading about it in a newspaper or on the internet.'* is categorized into high preference. Meanwhile, statement number 5,11 and 24 were categorized into sufficient criteria. Further, the statement number 8 was categorized into low criteria. Therefore, it can be concluded that those with auditory learning style tend to learn by listening to the materials. They do not really like reading or writing.

### 3. The Description of Kinesthetics Learning Style.

Kinesthetics learning style is the minor learning style preference of the second semester students of English Education Department who took Advanced English Grammar course. The following table showed the mean score of the kinesthetics learning style.

Table 5. The Description of Kinesthetics Learning Style

No.	Statements on Kinesthetics Learning Style	N	$\Sigma X$	Mean
4.	I prefer to use posters, models, or actual practice and other activities in class	15	61	4.07
6.	I enjoy working with my hands or making things	15	63	4.2
9.	I can remember best by writing things down several times.	15	51	3.4
12.	I play with coins or keys in my pocket	15	43	2.87
15.	I chew gum, smoke or snack while studying	15	45	3
17.	I learn the spelling of words by "finger spelling" them	15	31	2.07
20.	I grip objects in my hands during learning periods	15	59	3.93
23.	I feel very comfortable touching others hugging, handshaking, etc	15	49	3.27

From the table description of kinesthetics learning style above, one statement is categorized into strongly high preference. It is the statement number 6 *'I enjoy working with my hands or making things'*. Meanwhile statement number 4, statement number 9 and statement number 20 were categorized into high preference. Further, statement number 12, statement 15 and statement 23 were categorized low preference. Finally, statement number 17 *'I learn the spelling of words by "finger spelling" them'* are categorized into very low preference. Thus, it can be concluded that those who have kinesthetics learning style usually

learn using body movement like writing down the material or making somethings.

Further, based on the learning style preference, the second semester students were categorized into the three learning styles as can be seen in the following Table.

Table 6. The Students' Learning Style Categorization

		Learningstyle			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	visual	6	40.0	40.0	40.0
	auditory	4	26.7	26.7	66.7
	kinesthetics	5	33.3	33.3	100.0
	Total	15	100.0	100.0	

From table 6 above, it can be seen that the students of English Education who took Advanced English course were mostly visual learners. There were 6 students or 40% of the students categorized as visual students, 5 students or 33.3% of the students categorized into auditory students and 4 students or 26.7 % of the students categorized into kinesthetics students. This is in line with table 1 that showed that visual learning style is the major learning style preference of the students.

#### b) The Result of Grammar Competence

Grammatical Competence was assessed using a grammar test that used all of the material in Advanced English Grammar course including passive voice, gerund and infinitive, adjective clause and noun clause. There were 18 questions to be done by the students. Further, the students' grammatical competence was categorized from A to E as in the score categorization in table 7.

Table 7. Score Categorization

Score	Category
91-100	A
84-90	A-
77-83	B+
71-76	B
66-70	B-
61-65	C+
55-60	C
41-54	D
≤40	E

## 1. The Result of Grammar Test

There were 15 students who took the grammar test and the results are as followed:

Table 8. Grammar test result

Students	Score	Category
1	90	A-
2	90	A-
3	100	A
4	80	B+
5	88	A-
6	74	B
7	78	B+
8	92	A
9	100	A
10	88	A-
11	90	A-
12	66	B-
13	74	B
14	80	B+
15	100	A
$\Sigma X$	1290	
Mean	86	A-

Table 8 showed that from 15 students who did the grammar test, 4 students gained A, 5 students gained A-, 3 students gained B+, 2 students gained B and students gained B-. Thus, it can be concluded that the grammatical competence of the second semester students at English Education Department were varied. However, since the average score was 86, it can be stated that the grammatical competence of the class were in A- that is range from 84 – 90.

## 2. The Result of Grammar Test of Visual Learners

There were 6 students who were categorized into visual learners. In detail, the achievement test score categorization was as followed:

Table 9. Grammar Score of Visual Learners

Students	Score	Category
1	90	A-
2	90	A-
3	100	A

4	80	B+
5	88	A-
6	74	B
$\Sigma X$	522	
Mean	87	A-

Table 9 showed that from 6 visual learner, the average score of the visual learner was A-. In detail, 1 student gained score A, 3 students gained A-, 1 student gained B+ and 1 student gained B.

### 3. The Result of Grammar Test of Kinesthetics Learners

There were 5 students who were categorized into kinesthetics learners. The result of the achievement can be elaborated as follow:

Table 10. Achievement Score of Kinesthetics Learners

Students	Score	Category
1	90	A-
2	66	B-
3	74	B
4	80	B+
5	100	A
$\Sigma X$	410	
Mean	82	B+

Table 10 above showed that from 5 kinesthetics learner, the grammatical competence ranged from A to B-. Each student has different score. 1 student gained A, 1 student gained A-, 1 student gained B+, 1 student gained B and 1 student gained B-. Moreover, the average score of the kinesthetic learners were on B+ since the average score was 82.

### 4. The Result of Auditory Learning Style

Table 11. Grammar Score of Auditory Learners

Students	Score	Category
1	78	B+
2	92	A
3	100	A
4	88	A-
$\Sigma X$	358	
Mean	89.5	A-

Table 11 above showed that the average score of the auditory learners were 89.5 or

A-. In detail, 2 students gained A, 1 student gained A- and 1 student gained B+.

In short, the result of those three learning styles can be seen in table 12.

Table 12. The Result of Grammar Test

Learning Style	N	Min	Max	Mean
Visual	6	74	100	87
Kinesthetics	5	66	100	82
Auditory	4	78	100	89.5

From table 12 above, it can be seen that the auditory students gained the highest mean score among others. The mean score of auditory students were 89.5. Meanwhile, the kinesthetics students which consisted of 4 students gained 82 as the mean score. The lowest mean score was gained by the kinesthetics students. While visual learners as the majority of the learning style possessed by the students gained 87 as the average score. From the result of the achievement test of those three learning styles, it can be seen that kinesthetics and visual learners were categorized into A-. While the kinesthetics learners with the lowest mean score were categorized into B+.

Further, the following figure showed the difference of the mean score of each learning style.

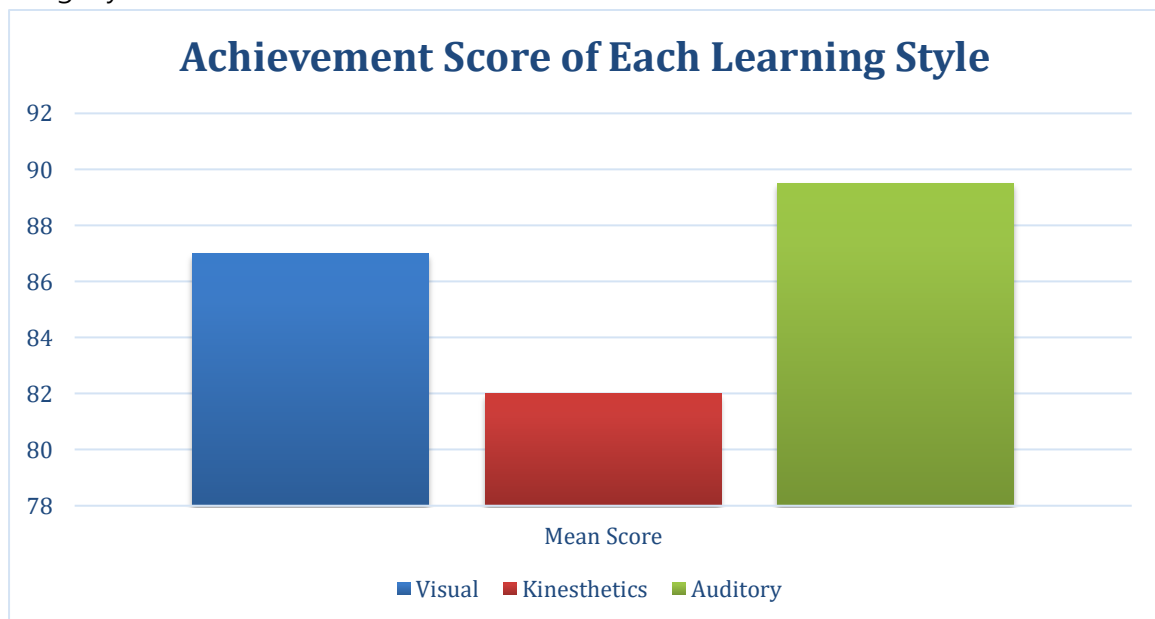


Figure 1. Differences of Mean Score

The figure 1 above showed that the differences of mean score among the learning styles are varied. It is shown that the auditory learning style has the highest mean score in grammar test and the kinesthetics learning style has the lowest mean score in grammar test.

c) The Achievement Score Differences Across the Learning Styles

After getting data of the students' learning style and their achievement in English for Profession course, the next step is testing the hypothesis. The hypotheses in this research were formulated as follow:

Ha = There is a significant difference on students' grammatical competence of different learning styles of auditory, visual and kinesthetics.

H0 = There is no significant difference on students' grammatical competence of different learning styles of auditory, visual and kinesthetics.

Before conducting a hypothesis testing, a classical assumption test of normality test was done to know whether the data was normal or not. Here, the researchers choose the Kolmogorov-Smirnov normality test. In the normality test, hypothesis of the data were made as follows:

Ha = The data is not normally distributed.

H0 = The data is normally distributed.

The following table is the result of the Kolmogorov-Smirnov Normality Test

Table 15. Normality Test

		Shapiro-Wilk		
	Learningstyle	Statistic	df	Sig.
Grammar	visual	.956	6	.788
	auditory	.993	4	.971
	kinesthetics	.983	5	.951

From the test of normality above, it was found that the sig. value of all of the learning style were higher than 0.05. Thus, it can be concluded that the data was normally distributed. Since the data was normally distributed, the researcher used One Way Anova analysis to test the hypothesis. (Cronk, 2008) stated that one-way Anova compare the means of several groups that have different independent variable. Here, the learning style of the students were different, that is, auditory, visual and kinesthetics. The result of the one-way Anova is as follow:

Table 16. One-Way Anova Analysis

ANOVA					
Grammar					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	135.000	2	67.500	.592	.569
Within Groups	1369.000	12	114.083		
Total	1504.000	14			

Before taking the conclusion, the research made some criteria in deciding the result of the hypothesis testing.

a. If  $F_{\text{count}} \leq F_{\text{table}}$ , it means that  $H_0$  is accepted.

From table 13 above, it can be seen that  $F_{\text{count}}$  is .592. Meanwhile, the  $F_{\text{table}}$  for  $df (2,14)$  is 3.739. Therefore,  $.335 < 3.739$ . So, it can be concluded that  $H_0$  is accepted.

b. If  $\text{Sig} > \alpha$ , it means that  $H_0$  is accepted.

Further, table 13 also showed that the sig. is .569 while the  $\alpha$  is .05. Thus, it can be seen that  $.569 > .05$  or it can be concluded that  $H_0$  is accepted.

## B. DISCUSSION

The research findings showed that the learning style preference possessed by the second semester students of English Education Department on Advanced English Grammar course was the visual learning style. From the grammar test, however, the visual learners gained score in the middle range. The highest score was gained by the auditory learners and the lowest score was gained by the kinesthetics students.

In addition to descriptive statistics on grammar test and learning style questionnaire, the researcher also conducted hypothesis testing using One-way Anove. The result showed that  $H_0$  is accepted. Thus, it can be stated that there is no significant difference on students' grammatical competence among auditory, visual and kinesthetics learning styles.

The findings, therefore, support the findings of some previous research such as (Jaya, 2019) and (Septiana & Hanafi, 2023). Learning styles may affect on how they learn grammar but there is no significant different on the result of learning. Learning styles usually only show how learners react on the environment (Kaminska, 2014). Yet, learning styles may differ on different situation and stage of life. Since it is not permanent depend on the environment, learning style may change and therefore affect how they get the learning result.

The findings of this research, further, disprove the result of some researches (Rachman et al., 2019) and (Syafrizal et al., 2020). Both researches showed that learning styles have significant correlation with English achievement. The researchers argued that learning style is preference and it is become the tendency of how people learn.

However, Stenberg in (Kaminska, 2014) believes that learning styles cannot be determined by birth. Reinforcement from the environment will shape the learning style. Thus, learning style is one of the learners' differences that is complex. In addition, in doing the questionnaire on their learning style, someone may not realize yet their tendency in learning preferences (Jaya, 2019). As a result, the learning style may vary from time to time based on how they prefer in doing the questionnaire of learning style. If students have

awareness on their learning style preferences, they may adjust their learning needs with their learning style that further may bring a good result on their learning.

## CONCLUSION

This research was aimed at investigating the students' grammatical competence across different learning style of visual, auditory and kinesthetics learners. From the results and discussion, it can be concluded that the major preference of the students' learning style was visual. Further, the grammar test showed that the students' grammatical competence was A- in average because the mean score of the 15 students was 86. From the grammar test, however, the visual learners gained score in the middle range. The highest score was gained by the auditory learners and the lowest score was gained by the kinesthetics students. Further, based on the statistical analysis of One-way Anova on IBM SPSS 26, it was found that there is no significant difference on students' grammatical competence among auditory, visual and kinesthetics learning styles.

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