THE INFLUENCE OF LEARNING STYLES ON THE LANGUAGE ABILITY OF KINDERGARTEN CHILDREN

Azizah Amal, Andi Sri Wahyuni Asti, St. Nurhidayah Ilyas
Pendidikan Guru Pendidikan Anak Usia Dini, Universitas Negeri Makassar
Jalan Tidung Tamalate, Makassar, Sulawesi Selatan
azizah.amal@unm.ac.id

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Abstract: This research is a experimental research that aims to know: the interaction effect between REA and learning style on language ability. The population in this research is all kindergarten children in Makassar City. The research sample was done by random technique and kindergarten that was chosen there are two kindergarten that is TK Teratai UNM that consists of 20 people and Rahma Kindergarten with 20 children. This research analysis the findings using descriptive analysis techniques and inferential test analysis. The result of this research show that language ability of children who have a field dependent learning style is higher than children who have field independent. So based on this explanation, improving language skills in children requires paying attention to the child’s learning style so that the learning activities provided are appropriate and able to stimulate the child’s development, it must be considered factor learning style of children.

Keywords: Reggio Emilia approach, learning style, language ability

Early childhood education, especially kindergarten, so far runs learning programs that still rely on teachers as educators who know everything. All knowledge in children only comes from the teacher. Learning in kindergarten (TK) so far has focused more on cognitive abilities, such as children who are expected to be able to read and write and even count after graduating from kindergarten. This happens because of parents’ demands that their children be accepted into their favorite elementary school after graduating from kindergarten, so that learning in kindergarten is more of a teaching nature. This can be seen from the learning approaches that use more teacher-centered approaches and use exercise books that have been provided by teachers and schools.

Early childhood education must be based on the needs of the child, adapted to the values espoused in the surrounding environment, according to the stage of the child's physical and psychological development, carried out in a fun playing atmosphere and designed to optimize the child’s potential. This is in line with Permen 137 of 2014 Article 13 which states that the implementation of learning in kindergarten is carried out through playing interactively, inspiring, fun, contextual and child-centered to participate actively and provide freedom for initiative, creativity and independence in accordance with talents, interests, and physical and psychological development of children.

One area of development in the growth of basic abilities in kindergarten is language
development. Language allows children to translate experiences into symbols that can be used to communicate and think. Language is closely related to cognitive development. Language is a tool to express ideas and ask questions. Language also produces concepts and categories for thinking.

The results of research (Dougherty, 2003) have proven that developing the ability to use language is an important step for developing the ability to practice and think so that it has a real impact on the entire early childhood educational experience. This is possible because the ability to use language is necessary in order to learn important skills in other disciplines which will also support achievement in school. When a child enters the school environment, he must be able to understand other people and to be able to express his personal opinion orally so that later the child is able to achieve success in doing school assignments such as reading and writing. But the fact proves that kindergarten children who have just attended kindergarten do not all have a good ability to understand other people's speech. Likewise with the child's ability to express opinions to others. Some children have not been able to properly understand the conversations of other people around them and some have not been able to express their opinions to others.

In accordance with its function, language is a communication tool used by a person in his association or relationship with other people. Language is a social tool. Therefore, the use of language becomes effective since someone needs to communicate with others. Since a baby begins to communicate with other people, since then language is also needed. In line with the development of social relations, the development of a person's language begins with groping and is followed by one-syllable, two-syllable language, composing simple sentences, and so on socializing using complex language according to the level of social behavior.

Language skills in early childhood are divided into the ability to understand other people's speech (receptive language) and the ability to express opinions (expressive language). According to Husna & Eliza, (2021) the ability to understand other people's speech in children aged 4-5 years, that is the child can understand everything he hears at home and at school and begins to enjoy a story he hears and answer simple questions about the story, while the ability to express opinions in children aged 4-5 years, namely children can speak clearly and pronounce letters perfectly. Children are able to tell stories and use complete sentences. Children's language skills can be stimulated through various activities such as role playing and telling stories.

According to Anis et al., (2020) that "in this game, children imitate the behavior of certain people and life situations or mass media which are used as themes for dramatic games with amazing accuracy". Through play activities, children can improve their language skills by listening to various sounds, pronouncing syllables and speaking according to Indonesian grammar. Role playing activities can provide opportunities for children to release emotions, practice language, develop social skills and express themselves creatively in real life (Rogers & Evans, 2008).

Purnama et al., (2022) suggests the notion of storytelling for kindergarten children is one of providing learning experiences for kindergarten children by telling stories to children orally. The story that the teacher tells must be interesting, and invite children's attention and cannot be separated from the purpose of education for kindergarten children. In early childhood education (PAUD), stories are very necessary and help students a lot in understanding the material. This is because most children like stories, tales or fairy tales. Stories are one way to attract children's attention.

Johnston (2010) explains that language can be defined as a socially accepted code or conventional system for conveying concepts through the use of desired symbols and combinations of symbols regulated by provisions. Language allows children to translate experiences into symbols that can be used to communicate and think. Language is closely related to cognitive development. According to Vygotsky (Alatalo & Westlund, 2021), that: “language is critical for cognitive development. Language provides a means for expressing ideas and asking questions and it provides the categories and concepts for thinking.” Language is a tool for expressing ideas and asking questions, and language also produces concepts and categories for thinking. The theory of cognitive development by Lev Vygotsky (Saida, 2018.) reveals that the increasing development
of language abilities in children can also stimulate children's cognitive abilities. The development of children's abilities is largely determined by the individual himself, one of which is the child's learning style.

Learning style is a child's style or way of receiving and processing information. The learning style that children have is certainly a style that feels comfortable, appropriate and calm so that it makes them happy in learning. Bedel, (2015) say that learning styles are influenced by four main factors, namely the learning environment, motivation, interpersonal aspects, the learning environment and the circumstances or characteristics of the person concerned. This is the same as what was expressed by Anita Wolfolk. Individual learning styles differ depending on the learning environment.

According to Nugroho et al., (2021) learning styles are learning styles for children who learn to use their abilities. What is right for one child may not be right for another. Children's learning styles are different from other children. This difference refers to children's differences in seeing, thinking, solving problems, learning and relating to other children. Learning styles usually develop slowly following experience. Learning styles cannot change because of certain exercises or certain teaching, but change according to maturity or maturity.

Children's learning styles are considered influential on children's intelligence in learning and socialization. Learning style is a child's way of processing information. Learning styles according to Brown are grouped into field dependent and field independent learning styles. This learning style shows the best way for individuals to be able to absorb information from outside themselves and how to interact with their social life. Thus, learning styles are considered to have an effect on children's language skills. This will be proven true in this research.

Based on the various opinions that have been stated above, learning styles are specific steps used by each child in dealing with and adopting learning strategies, which include how to collect information, process information, and make decisions that are comfortable, appropriate, and appropriate, so that children students are more happy to learn.

The learning styles put forward in this study are limited to field dependent learning styles and independent field learning styles. Children with a field dependent learning style accept something globally and have difficulty separating themselves from their surroundings, they tend to recognize themselves as part of a group so that their social orientation tends to be more perspective and sensitive.

Individuals with a field dependent learning style tend to accept a pattern as a whole, they find it difficult to focus on aspects of one situation into different parts. Based on a longitudinal study conducted by Witkin (Razmyar & Reeve, 2013), it is stated that children who have a field dependent cognitive style are: (1) highly influenced by the environment or dependent on the environment, depend a lot on education as a child, (2) are educated to always pay attention to other people, (3) remember things in an interpersonal context, (4) speak slowly so that others can understand, (5) have extensive interpersonal relationships, (6) need more instructions to understand something, and (7) are more sensitive to criticism, need to get encouragement and avoid personal criticism.

Another opinion was expressed by Charles, that people who have a field dependent learning style: (1) need strong support from other people around them, (2) tend to be timid and anxious, and (3) find it difficult to take initiative and work alone, tend to be obedient/submitting to others, especially in positions of authority. The characteristics of people who have a field dependent learning style are that they tend to view a pattern as a whole and are often oriented towards fellow human beings and interpersonal relationships. Children who belong to this group, quickly get global impressions and easily remember information related to interpersonal relationships, but have difficulty processing unstructured subject matter and are more sensitive to negative criticism.

Witkins quoted (Karaçam & Digilli, 2015) identified that the characteristics of the field dependent learning style are as follows: (1) accept globally, (2) make global differences between concepts, (3) have an interpersonal orientation, (4) require external factors namely goals and reinforcement, and (5) motivated either by verbal praise, teacher assistance, external rewards, and by seeing the value of other people's assignments.
Effectively, children with more dominant field dependencies generally tend to socialize, integrate themselves with those around them, and are usually more empathetic and understand the feelings and thoughts of others. Based on some of the opinions above, field dependent learning styles are steps taken by students in collecting information, processing information, and making decisions in learning activities that are influenced by the environment or depend on the environment.

Explanation of the characteristics of field independent learning styles, Willingham, et al. (2015) explained that children who have field independent learning styles are: (1) do not care about other people's norms, (2) speak fast without paying attention to other people's comprehension, (3) are less concerned with relationships interpersonal, (4) does not require detailed instructions, and (5) can accept criticism for improvement. Giancola, et al. (2022) suggests that the characteristics of children who have a field independent learning style are: (1) focusing on the material in detail, (2) focusing on facts and principles, (3) rarely having physical contact with the teacher, (4) interactions interaction with the teacher is limited to the tasks being done-seeking non-interpersonal praise, (5) likes working alone, (6) likes competition, and (7) can organize himself.

In line with Winkel's opinion that the characteristics of children who have a field independent learning style tend to pay more attention to the parts and components in a pattern and are often more oriented towards completing tasks rather than broad interpersonal relationships. Children belonging to this group find it easier to analyze a problem and rearrange its parts and are more diligent in finding solutions on their own, but are less sensitive to subject matter that contains interpersonal complications.

Measuring learning styles to find out if a child is a field independent or field dependent type is used the PRS (Play Rating Scale) instrument compiled by Saracho. This instrument contains sixteen items which are notes of children's play in four different play areas (physical, block, manipulative and dramatic), in each play area, various behaviors are observed, recorded, and scored, including: (1) frequency of play, (2) ability and creativity to communicate ideas, (3) level of interpersonal participation in play, and (4) capacity to lead in play activities.

Early Childhood (AUD) has different characteristics from adults in behavior. This in terms of learning AUD also has characteristics that are not the same as adults. The characteristics of AUD learning methods are phenomena that must be understood and used as a reference in planning and implementing learning for AUD. For this reason, it is necessary to understand children's learning characteristics in order to bridge children's needs with their developmental stages. Witkin (Kuswandi & Fadhli, 2022) revealed that cognitive learning styles in children can have an influence on the continuity of development in children. Every teacher must face obstacles in communicating and interacting with students. This is indeed very reasonable, because what is faced in the classroom is not children who have similarities in various ways. Every child, of course, is unique in learning. The differences in the uniqueness of each individual must be appreciated by the child, because it is an expression of the uniqueness of personality. With the uniqueness of different Children it is very appropriate if the teacher knows more deeply about the various learning styles of children, so that the teaching and learning process becomes easier.

METHOD

This research was conducted with an experimental design according to the 2x2 factorial design. The treatment given is to present two learning activities, namely role playing activities and storytelling activities which are applied with Reggio Emilia Approach, which then become independent variables. While the moderator variable is the child's learning style, this variable is divided into two categories, namely the field dependent learning style and the independent field learning style.

This research requires two kinds of main data, namely data on children's language skills as the dependent variable and data on children's learning styles as a moderator variable that acts as a simple effect. To reveal these two data instruments are needed, namely instruments to measure children's language skills and to classify children based on the learning style that children have. The learning style group in question is the
field dependent and field independent learning styles. The population in this study were all kindergarten children in Makassar city. The research sample was carried out using a random sampling technique and two kindergartens were selected, namely Teratai UNM Kindergarten with 20 people and Rahma Kindergartens with 20 children who were selected through a simple random sampling technique. From this technique, 2 kindergartens were selected for the research site by taking into account the characteristics of kindergartens which had similarities such as teacher educational background, curriculum used, infrastructure, social and geographical environment of the school, family characteristics such as parents’ educational background, family’s socioeconomic status.

The instruments used in this study are: 1) Questionnaire. Questionnaires are used to collect data about children’s language skills. This questionnaire was given to teachers who made observations on students who were sampled in the study to be answered as they were. This questionnaire uses a Likert scale model consisting of 30 statement items; 2) Treatment test. Treatment tests are used to collect data about children’s learning styles. This treatment test consists of four parts, namely physical play, block play, manipulative play and drama play, each part consisting of 4 statement items.

Data analysis techniques used for this research data include: descriptive analysis techniques and inferential analysis. Descriptive Analysis: Descriptive analysis was performed to describe and communicate the raw data in the form of frequency distribution tables and their visualization in the form of histogram graphs. From the processing of the raw data, it is known that the mean, median, mode, standard deviation, and theoretical range of each variable are known. Inferential Analysis: Inferential analysis is used to analyze sample data and the results are applied to the population. This analysis is used to analyze data by making generally accepted conclusions.

Inferential analysis, among others, as follows: a) This Normality Test aims to find out whether the data to be analyzed is normally distributed or not. The data tested for normality amounted to 2 classes. The technique used to test normality is the Kolmogorov Smirnov test. The decision making guideline is if the significance value (sig) < 0.05 then the data is normally distributed and vice versa if the significance value (sig) > 0.05 then the data is declared not normally distributed; b) Homogeneity test aims to ensure the data group taken comes from a homogeneous population. The technique used is SPSS 20. The decision making is the same as the normality test, namely the data is said to be homogeneous if the significance value (sig) is > 0.05; c) Hypothesis Testing aims to determine whether the proposed hypothesis is accepted or rejected. Testing the hypothesis in this study used a two-way analysis of variation with a 2 x 2 factorial design. In testing this hypothesis, a two-way analysis of variance (ANOVA) technique was used with the help of SPSS 20 software for windows. To test the hypothesis used ANOVA statistics with the following criteria for testing the hypothesis. The statistical hypothesis: H0 : μ1=μ0 H1 : μ1 ≠ μ0 The test criteria is that H0 is accepted if ttable ≤ tcount ≤ table and in other cases H0 is rejected at the alpha level = 0.05 and dk = n-1. The analysis of variance test (ANAVA) used in this analysis is a two-way ANOVA or often termed two-way ANOVA. This analysis aims to test statistical hypotheses using SPSS 20 for windows software.

The hypothesis to be tested is an assumption about something that can be true or not true. The selection of the sample in the study will have the consequence that the conclusions made later cannot prove unequivocally whether the hypothesis made is true or not. This is because conclusions about the population are made only from a few sample data. So, there is a possibility that these conclusions could be wrong. Therefore, research that uses sample data does not use the term hypothesis is true or the hypothesis is wrong. Instead in statistics, we use the terms hypothesis accepted or hypothesis rejected.

RESULTS AND DISCUSSION

Research Results

The research data uses three types of variables, namely dependent variables, independent/treatment variables, and attribute variables. The dependent variable in this study is the child’s language skills. The independent variables/treatment in this study regressed Reggio Emilia Approach in role playing and Reggio Emilia Approach in storytelling activities.
Attribute variables in this study are learning styles consisting of field dependent learning styles (B1) and field independent learning styles (B2). After going through the treatment, namely Reggio Emilia Approach in role playing and Reggio Emilia Approach in storytelling activities, the results of language proficiency were obtained. Furthermore, from each research group can be described more fully as follows.

**Groups of Children with Field Dependent Learning Styles (B1)**

Based on data that has been collected from 20 students as respondents, data is obtained on the group of children who have a field dependent learning style with the highest score of 100, the lowest score of 70, the average is 85.05; median value 84.65; mode value 92.5; and standard deviation of 9.67. Furthermore, a summary description of the group data is presented in the frequency distribution table as follows.

**Table 1. Frequency Distribution of Language Ability Scores for Children with Field Dependent Learning Styles (B1)**

<table>
<thead>
<tr>
<th>Interval Class</th>
<th>Absolute Frequency</th>
<th>Cumulative Frequency</th>
<th>Relative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 75</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>76 – 81</td>
<td>2</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>82 – 87</td>
<td>10</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>88 – 93</td>
<td>8</td>
<td>20</td>
<td>30%</td>
</tr>
<tr>
<td>94 – 100</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The frequency distribution of the language ability scores of children who have a field dependent learning style. The frequency distribution of language skills scores of children who have a field dependent learning style is that there are two children who have poor language skills or 10%, ten other children have quite good language skills or 60% and eight other children have good language skills or as much as 30% of the total number of children.

**Groups of Children with Field Independent Learning Styles (B2)**

Based on the data collected from 20 students as respondents, data were obtained on the group of children who have a field independent learning style with the highest score of 100, the lowest score of 70, the average is 85.82; median value 88.5; mode value 89.25; and standard deviation of 9.73. Furthermore, a summary description of the group data is presented in the frequency distribution table as follows.

**Table 2. Frequency Distribution of Language Ability Scores for Children with Field Independent Learning Styles (B2)**

<table>
<thead>
<tr>
<th>Interval Class</th>
<th>Absolute Frequency</th>
<th>Cumulative Frequency</th>
<th>Relative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 75</td>
<td>1</td>
<td>1</td>
<td>13,64%</td>
</tr>
<tr>
<td>76 – 81</td>
<td>5</td>
<td>6</td>
<td>22.27%</td>
</tr>
<tr>
<td>82 – 87</td>
<td>7</td>
<td>13</td>
<td>27,73%</td>
</tr>
<tr>
<td>88 – 93</td>
<td>6</td>
<td>19</td>
<td>22,73%</td>
</tr>
<tr>
<td>94 – 100</td>
<td>1</td>
<td>20</td>
<td>13,64%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The frequency distribution of the language ability scores of children who have field independent learning styles there are one children who have less language skills or 13,64%. Five other children have deficient language skills or 22.27%, there are seven children have a quite
good language or 27.73% and six children have good language skill or much as 22.73%, there one Children have excellent language skill or 13.64 % of the total number of children.

Testing Data Analysis Requirements

Hypothesis testing in this study was carried out using a two-way Analysis of Variance (ANOVA). Before testing, the data requirements test was first carried out, namely the normality test and homogeneity test.

The data normality test was carried out to find out whether the sample came from a normally distributed population. Then the normality test was carried out using the Lilliefors test. The requirements for the data normality test are that H0 is accepted if $L_{count} < L_{table}$ and H0 is rejected if $L_{count} > L_{table}$. The formulation of the hypothesis is as follows: $H_0 = \text{Sample comes from a normally distributed population}$. $H_1 = \text{Samples come from non-normally distributed populations}$.

To determine the criteria for normality of the population with the Lilliefors test, a significance level ($\alpha$) of 0.05 was used. In this case: Reject H0 if the price of Lo is the largest ($Lo_{Max}$) > from Lotabel at $\alpha = 0.05$ where the price of Lotabel is Lo (0.05) (10) = 0.258. Based on the results of calculating the normality of the data in all study groups, it is known that Lcount for all groups is smaller than Ltable, this means that all study groups are normally distributed.

In this study, the homogeneity test of variance used the Kolmogorov-Smirnov test which was carried out on two groups of treatment variable data, namely the homogeneity test of variance in groups A1 and A2 (Reggio Emilia Approach type in role playing and storytelling activities), two groups of attribute variable data, namely the variant homogeneity test. in groups B1 and B2 (field dependent and field independent learning styles) and four groups of cell data in the experimental design, namely the variant homogeneity test from groups A1B1, A1B2, A2B1 and A2B2.

Normality Test and Homogeneity Test group of children who have a field dependent learning style (B1)

The group normality test is intended to test whether children who have a field dependent learning style come from a normally distributed population.

Table 3. Test of Normality

<table>
<thead>
<tr>
<th>Field Dependent</th>
<th>Kolmogorov-Smirnova</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Language Ability</td>
<td>1</td>
<td>.137</td>
</tr>
</tbody>
</table>

The test results obtained with a sample of 20 respondents at a significance level of $\alpha = 0.05$ showed $L_0 = 0.456$ and $L_t = 0.190$ and significance level 0.002 > sig. 0.05 which means $L_0 < L_t$, then H0 is accepted. The conclusion of the test results is that the sample in the group of children who have a field dependent learning style come from a normally distributed population.

Table 4. Test of Homogeneity of Variances

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Mean</td>
<td>1.220</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>Based on Median</td>
<td>1.184</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>1.184</td>
<td>1</td>
<td>31.77</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>1.197</td>
<td>1</td>
<td>38</td>
</tr>
</tbody>
</table>
The homogeneity test needs to be tested statistically with a significance level of α = 0.05 and the results (ANOVA table): (1) the homogeneity requirements are not fulfilled using the Levene test with p-value = 0.346; (2) the calculated t-value used is the t-test which involves homogeneous requirements (Equal variances assumed) is 0.938 with a p-value (p-value) < 0.000 which is smaller than the significance level α = 0.05. From these two results it can be concluded that there is a significant difference between the language skills of the two groups.

### Table 5. Test of Annoa

<table>
<thead>
<tr>
<th>Language Ability</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1368.900</td>
<td>1</td>
<td>1368.900</td>
<td>34.991</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>1486.600</td>
<td>38</td>
<td>39.121</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2855.500</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Meanwhile, it needs to be tested statistically with a significance level of α = 0.05 and the results (Table ANOVA): (1) the homogeneity requirements are not fulfilled using the Levene test with p-value = 0.067; (2) the calculated t-value used is the t-test which involves homogeneous requirements (Equal variances assumed) is 1.093 with a p-value (p-value) = 0.310 which is greater than the significance level α = 0.05. From these two results it was

### Normality Test and Homogeneity Test For Groups of Children Who Have Field Independent Learning Styles (B2)

This group normality test is intended to test whether children who have field independent learning styles come from populations that are normally distributed.

### Table 6. Test of Normality

<table>
<thead>
<tr>
<th>Field Dependent</th>
<th>Kolmogorov-Smirnova</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Ability</td>
<td>2</td>
<td>.243</td>
</tr>
</tbody>
</table>

The test results obtained with a sample of 20 respondents at a significance level of α = 0.05 show L0 = 0.002 and Lt = 0.816 which means L0 < Lt, then H0 is accepted. The conclusion of the test results is that the sample in the group of children who have a field independent learning style comes from a normally distributed population.

### Table 7. Test of Homogeneity of Variances

<table>
<thead>
<tr>
<th>Levene Statistic</th>
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<th>df2</th>
<th>Sig.</th>
</tr>
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<td>1</td>
<td>38</td>
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<tr>
<td>Based on Median</td>
<td>1.184</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>1.184</td>
<td>1</td>
<td>31.77</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>1.197</td>
<td>1</td>
<td>38</td>
</tr>
</tbody>
</table>

### Table 8. Test of Annoa

<table>
<thead>
<tr>
<th>Language Ability</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1368.900</td>
<td>1</td>
<td>1368.900</td>
<td>34.991</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>1486.600</td>
<td>38</td>
<td>39.121</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2855.500</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
concluded that it could not be said that there was a significant difference between the language abilities of the two groups.

**Discussions**

The results showed that the average language skills of the group of children with field independent learning styles and field dependent learning styles were almost the same. Even so, it appears mathematically that the field dependent learning style group is better than the field independent learning style group in language ability. This can be concluded that it cannot be said that there is a significant difference between the language skills of the two groups considering that the field dependent and field independent are almost the same.

The results of the study show that the language skills of children with a field dependent learning style are better, this is because children prefer to do activities together with their friends or play together. In the learning process, children who have the characteristics of a field dependent learning style will tend to focus on general descriptions; only follow existing information; but can work well together, because of its social orientation.

The need for social interaction stimulates humans to relate to other people, and with interaction teaches us beliefs, values and behaviors that are acceptable to those around us, because since birth we have interacted with other people. The field dependent learning style allows children to experience positive consequences during social interactions. With a field dependent learning style, a child's language skills will experience positive consequences during social interactions. For children the field dependent learning style is the child's way of interacting with other people, both in terms of behavior and in terms of communicating with teachers, parents or their peers. The field dependent learning style also makes children easily accepted by other children because they are able to demonstrate language skills and behave appropriately according to the expectations of their environment. Likewise, children who are given the opportunity to play and interact with their peers will make friends and friendships that will make them sensitive to the feelings of other children and allow them to develop language skills. Language skills, namely 1) being able to understand other people's speech, namely activities and signs or movements; 2) children's vocabulary continues to increase as they get older; 3) the ability to compose words by translating the sounds or words heard; 4) children are able to pronounce words clearly.

This research found that stimulating language skills in children who have a field dependent learning style through role playing activities showed very high developmental achievements, namely 97.9. Meanwhile, language abilities in children who have a field independent learning style show developmental achievements with a value of 81.5. This description shows that the development of language skills in children who have a field dependent learning style through role playing activities is very high.

This research also found that stimulating language skills in children who have a field dependent learning style through storytelling activities showed low developmental achievements, namely 73.6. Meanwhile, language abilities in children who have a field independent learning style show higher developmental achievements with a score of 86.6. This description shows that the development of language skills in children who have a field independent learning style through storytelling activities is high.

The result of this research are supported by a study Onyekuru, (2015) on “cognitive styles and performance on the National Council of State Boards of Nursing Licensure Examination”, using a sample of 400 students, performed better than field dependent ones on all subjects. They concluded that field dependence/field independence cognitive style was related to overall academic achievement. The result of the research on “student cognitive styles showed that field independent subjects achieved significantly higher mean grades than their field dependent counterparts.

Winkel (Yusuf & Sukestiyarno, 2022) explained that the characteristics of people who have a field dependent learning style are that they tend to see a pattern as a whole and are often oriented towards fellow human beings and interpersonal relationships, children who belong to this group quickly get global impressions and easily remember information related to interpersonal relationships, but it is difficult to process subject matter that is not structured and is more sensitive to negative criticism. Thus the field dependent learning style is very necessary
in developing children's language skills so that parents, teachers and the environment around the child are needed to be good examples for children, as well as providing opportunities for children to establish relationships with friends who are a medium for children to try and develop abilities. their language.

Furthermore, the results of the study showed that the language skills of the field independent learning style group were as good as the field dependent learning style group. This is because children look happy when doing activities with their friends and so do we when they do activities independently or on their own they also look happy to do them. The independent field learning style requires that a child be able to make choices that he thinks are right, besides that he has the courage to make his choices and is responsible for the risks and consequences resulting from these choices. To be able to develop naturally, a person needs the help of others to guide and direct the development of this potential, including the development of children's language.

Field independent learning style behavior is indicated by the ability to take initiative, the ability to solve problems and the desire to do things without the help of others. The development of children's language with a field independent learning style as one of the aspects to be achieved will not appear suddenly, but needs to be trained and requires a long process. One effort to achieve this is to create a conducive atmosphere that allows children to develop these language skills. Field independent learning style is not just independent in a narrow sense, but also in a broad sense, namely how children experience and carry out activities while still paying attention to the surrounding environment.

Wahyuningtyas (2022) suggests that the characteristics of children who have a field independent learning style are: (1) focusing on the material in detail, (2) focusing on facts and principles, (3) rarely having physical contact with the teacher, (4) interaction interaction with the teacher is limited to the tasks being done-seeking non-interpersonal praise, (5) likes working alone, (6) likes competition, and (7) can organize himself.

Thus the different characteristics of the two learning styles are not a difference that is strictly owned by each child, meaning that all the characteristics of learning styles are not always found in full/complete in a child, but it is a tendency which is more dominant in the child. Each learning style tendency has advantages and disadvantages or brings advantages and disadvantages in learning according to the conditions encountered. Therefore, teachers who truly know a child's personality can assist him in taking advantage of his strengths and overcoming his weaknesses.

CONCLUSION

Testing the hypothesis in research can all be tested. Based on the result of the research found that the language skills of children who have a field dependent learning style are higher than children who have a field independent learning style. Improving the language skills of kindergarten children must take into account the child's learning style factors. The language skills of children in role playing are higher than children in storytelling activities in groups of children who have a field dependent learning style. Improving the language skills of kindergarten children in children with a field dependent learning style makes it more appropriate in role playing. The language skills of children in role playing are lower than children in storytelling activities in groups of children who have a field independent learning style.

Improving the language skills of kindergarten children in children with a field independent learning style makes it more appropriate in storytelling activities. The language skills of children who have a field dependent learning style are higher than children who have a field independent learning style in the group of children in role playing. Improving the language skills of kindergarten children in children with a field dependent learning style makes it more appropriate in role playing. The language skills of children who have a field independent cognitive style are lower than children who have a field independent learning style in the group of children in storytelling activities. Improving the language skills of kindergarten children in children with a field independent learning style makes it more appropriate in storytelling activities.
REFERENCES


