

ABSTRACT

HAFIZHAH DINI NASUTION. Relationships between Student's Learning Styles and Student's Study Skills with Student's Visual Literacy Skills in Learning Cellular Biology Topic in Al-Azhar Medan High School Academic Year 2018/2019. Thesis. Medan: Biology Education Postgraduate Program Universitas Negeri Medan. November. 2019.

This research was conducted to find out: (1) if there is any significant relationship between student's learning styles and student's visual literacy skills in learning cellular biology topic; (2) if there is any significant relationship between student's study skills and student's visual literacy skills; (3) the contribution of student's learning styles to student's visual literacy skills; (4) the contribution of student's study skills to student's visual literacy skills; the contribution of student's learning styles and student's study skills to student's visual literacy skill, (5) if there is any significant differences of male and female in visual literacy skills, learning styles, and study skills. This research was descriptive quantitative correlation research. Population of this research was all 11th grader students in Al-Azhar Medan high school whom taken biology course in academic year 2018/2019 (6 classes, 159 students). By using Slovin's sampling methods, 114 students which taken from 5 classes were taken as sample. Student's visual literacy skills was measured by using multiple choices test about cell topic. Data of student's study skills was collected by using Congos's study skills questionnaire, student's learning styles was measured by Flemming's VARK questionnaire. Data was analyzed by using regression test, independent sample t-test and Mann Whitney U test. The results were: (1) there was very significant relationship between student's study skills with visual literacy skill ($r=0.628$, $P=0.00$); (2) there was significant relationship between student's learning styles with visual literacy skill ($r=0.044$, $P=0.641$); (3) learning styles gave 2% contribution to visual literacy ($R^2=0.002$); (4) study skills gave 39.4% contribution to visual literacy ($R^2=0.394$); (5) male and female students were significantly different in visual literacy ($P=0.003$), however they were not significantly different in learning styles ($P=0.863$) and study skills ($t_{count} = -1.223$, $P=0.225$). The results indicated that there are other bigger factors that influence student's visual literacy skills.

Keywords: visual literacy, biology cell, study skills, learning styles