

**LANGUAGE LEARNING STYLES OF THE ELEVENTH GRADE
STUDENTS OF MADRASAH ALIYAH NEGERI PALOPO**



IAIN PALOPO

A THESIS

Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program

Written by

SUTIAH

REG. NUMBER: 15.0202.0123

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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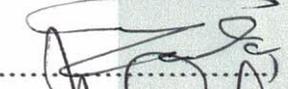
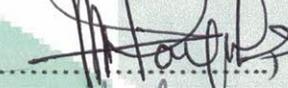
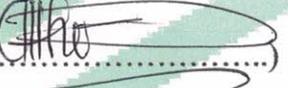
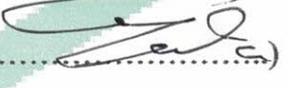
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

THESIS APPROVAL

This thesis, entitled “**Language Learning Styles of The Eleventh Grade Students of Madrasah Aliyah Negeri Palopo**” written by **Sutiah, Reg. Number 15 0202 0123**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday, September 20th 2019 M**, coincided with **Muharram 20st 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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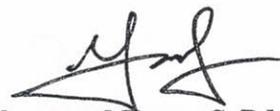
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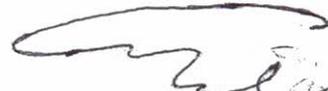
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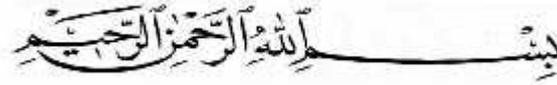
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The Researcher

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ABSTRACT

SUTIAH, 2019. “Language Learning Styles of the Eleventh Grade Students of Madrasah Aliyah Negeri Palopo” Thesis English Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo (IAIN), Under Supervision (1) Wahibah, S.Ag.M.Hum (2) Syamsudarni, S. Pd.I., M.Ed

Key words: Learning Style; Visual, Auditory and Kinesthetic

This research deals language learning styles of the eleventh grade students of Madrasah Aliyah Negeri Palopo. The problem statement are : (1) Which language learning style is the most dominant used by the eleventh grade students of Madrasah Aliyah Negeri Palopo? The objective of the research is to find out the most dominant language learning style used by the eleventh-grade students of Madrasah Aliyah Negeri Palopo. (2) Do the students' language learning styles influence their English achievement? The objective of the research is to find out the students' language learning styles influences their English achievement.

The type of the research is descriptive quantitative. The research samples were 29 students. Then they were classified into three categories of learning style through learning style test: visual, auditory and kinesthetic learning style. In collecting the data, the researcher used a questionnaire and documentation.

The result of the quantitative data through the questionnaire showed that Visual learning style was the most dominant language learning style used, and the visual learning style has the highest value in achievement, students' language learning style has influenced their achievement. The learning style gives a contribution of about 69.698 or 67.5% through students' English learning style achievement influenced by students' learning style and 32.5% is influenced by other factors. The data was collected through documentation used to students' language learning styles influences their English achievement based on their semester value.

CHAPTER I

INTRODUCTION

A. Background

Learning is very important to add insight or knowledge. Illeris states the learning is commonly defined as a process that brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views.¹ Meanwhile, for others learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes. Many researchers worked on the way individuals learn or understand, later adjust new information and their preferred methods for learning. It has also been the focus of some studies in the second language acquisition field in recent years. It has been claimed that learning styles are insignificant component in the learning process.

Studies on learning styles have provided different views of student learning and the way to apply it in the classrooms and lives. Wilson states educators and researchers have developed several instruments to assess students' learning styles, but literature regarding this topic is full of unresolved issues; both theoretical and practical.² According to Husain states that learning styles describe a students in terms of those educational conditions under which he/she is most

¹ Obralic, "Students Preference on Perceptual Learning Style," Acta Didactica Napocensia, Vol.5 No.3 (11 February 2012), Accessed on (20 September 2018), P.31

² Obralic, *Op.Cit*, p.31

likely to learn.³ According to Dornyei states learning style is the concept represents a profile of individual's approach to learning, a blueprint of the habitual or preferred way of the individual perceives, interacts with and responds to the learning environment.⁴

Students have different characteristic strengths and preferences in the ways they take in and process information. Their learning styles will be influenced by their genetic make-up, their previous learning experiences, their culture and the society they live in. Some students may focus on facts and data; others are more comfortable with theories and mathematical models. Some respond strongly to visual forms of information, like pictures, diagrams, and schematics; others get more from verbal forms like written and spoken explanations.

The students' success in learning style can be measured by their achievement in the subject. The achievement itself derives from students' comprehension, understanding, and mastery about certain information or skills which is taken from some tests which are given to the students. According to Ellis, the different achievements are affected by individual differences such as motivation, aptitude, personality, cognitive style, learning strategies, and preferred learning style.⁵ Learning style refers to individuals' fastest and best way to learn. Every student absolutely has a different way of learning. They have their own way of receiving information from the outside.

³ Husain, Djamiah, "*Fostering Autonomos Learning Inside and Outside the Classroom in Language Learning*," Badan Penerbit UNM (201), Accessed on (20 September 2018).

⁴Dornyei, "*The Psychology of the Language Learner Individual Differences in Second Language Acquisition*," Lawrence Erlbaum Associates Publisher (2005), New Jersey, Accessed on (20 September 2018), p.134

⁵Rod Ellis, "*Second Language Acquisition*," (Oxford: Oxford University Press, 2003), Accessed on (20 September 2018), p.73.

Learning style is one of the main factors that help determine how and how well the students learn a second language or foreign language which can influence their comprehension both in reading, writing, listening and speaking.⁶ It means that learning styles have a relationship through English skills comprehension. Some researches on learning styles and language learning performance show that there is a relationship between the learning styles of the students and the success of the students in language learning.⁷ Language learning includes English language skills comprehension such as reading, writing, speaking, and listening.

Learning style is important in the teaching-learning process as it is a part of students' characteristics, and each student brings their style to the classroom. For this reason, a teacher has to be able to identify students' learning styles to provide an appropriate teaching methodology for each student. Learning style is about the way students learning and understanding information delivered by their teacher in the classroom.

The researcher found some problem at Madrasah Aliyah Negeri Palopo, students' interest in learning in English is still lacking because they feel learning English is very boring, students also do not know the learning styles that must be used to improve their learning styles and the environment creates differences in the learning process affect their learning style. That some students felt that their friends and the environment did not encourage them to learn English; however,

⁶Rebecca L. Oxford, "*Language Learning Styles and Strategies: an Overview*," (Oxford: GALA, 2003), Accessed on (20 September 2018), p. 1.

⁷Nabiollah Sadeghi et al., "*Learning Styles, Personality Types and Reading Comprehension Performance*," *English Language Teaching*, 5, 2012, Accessed on 9210 September 2018),p. 120

the researcher recognized that the students' ability in English is quite good. On another hand, some students felt boring during the teaching-learning class because the teacher did not use various methods in teaching. Thus, the researcher wants to find out the most dominant language learning style used by the eleventh-grade students of Madrasah Aliyah Negeri Palopo

Based on the discussion above, the researcher will investigate the learning style by the title Language Learning Styles of the Eleventh Grade Students of Madrasah Aliyah Negeri Palopo.

B. Problem Statement

Based on the explanation in the background above, the researcher formulates the research question:

1. Which language learning style is the most dominant used by the eleventh grade students of Madrasah Aliyah Negeri Palopo?
2. Do the students' language learning styles influence their English achievement?

C. Objective of Research

The objective of the research are:

1. To find out the most dominant language learning styles used by the eleventh grade students of Madrasah Aliyah Negeri Palopo.
3. To find out the students' language learning styles influences their English achievement.

D. Significant of the Research

The significant of the research are:

1. For the teacher, this research is expected to give information for English teachers about models of learning style in an English classroom that makes students easy to study.
2. For students, this research is expected to give information about students' preference for language learning style in English classrooms.
3. The further researcher, this research is expected to give information and know kinds of students' preference for language learning style in English classroom and also it will be useful as references for the next researcher who wants to conduct research about students learning styles.

E. Scope of the Research

In this case the researcher, research of students at Madrasah Aliyah Negeri Palopo. This research will focus on the students' learning style at the eleventh grade of MAN Palopo, in this research are based on the characteristics of visual, auditory, and kinesthetic learning styles developed by Joy M. Reid.

F. Operational Definition

The following definition is intended to make the reader have the same term use in the research. It is also intend to avoid ambiguity or interpretation.

1. A learning style is a student's consistent way of responding to and using stimuli in the context of learning.
2. Language learning style is the way students prefer to concentrate, save and remember new or difficult information. Learning style is the ways in

which an individual approaches a range of tasks and learning styles encompass feeling, thinking, doing, and watching to varying degrees depending on learner maturity.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are some previous studies that similarity with this research, these are:

Arifin (2015) focused on analyzing the learning styles of junior high school students and the implication to English teaching: a case study at SMPN I Dagangan Madiun. The results of this study indicated that there was a difference in learning styles used by the high-level competence students, middle-level competence students and low-level competence students of SMPN 1 Dagangan Madiun. The difference between this research and Arifin's research is: this research discusses the language learning style of the eleventh-grade students of Madrasah Aliyah Negeri Palopo. Meanwhile, the research above discussed the language learning style, this study shows that language learning style is used by students such as visual learning style, auditory learning style, and kinesthetic learning style.⁸

Mulalic (2017) focused on the learning-style preference of ESL students, the results of the research has shown the importance in determining students' learning styles, and that differences do exist in learning styles among students from different ethnic backgrounds and students of a different gender. Many

⁸ Zainal Arifin, "Analyzing The Learning Styles of Junior High School Students and The Implication to English Teaching: A Case Study at SMPN I Dagangan Madiun," *Jurnal Penelitian Humaniora*. Vol. 16, No. 1 (February 2015), Accessed on (29 September 2018), p. 53.

factors influence students' achievement at all levels. Learning styles of the students are one of the many factors that need to be considered when researching students' attitudes and achievement. The difference between this research and Mulalic's research is: this research discusses the language learning style of the eleventh-grade students of Madrasah Aliyah Negeri Palopo. Meanwhile, the research above discussed language learning style, this study shows that language learning style is used by students such as visual learning style, auditory learning style, and kinesthetic learning style.⁹

Jumahir (2018) focused on identifying students learning style preferences at IAIN Ternate. The result is the major perceptual learning styles preference of the first-year students of IAIN Ternate is visual learning style (mean=40.2), while the minor learning style preferences are kinesthetic (mean=37.0), individual (mean=36.7), tactile (mean=36.3), auditory (mean=35.8), and group learning style (mean=33.9). The difference between this research and Jumahir's research is: this research discusses the language learning style of the eleventh-grade students of Madrasah Aliyah Negeri Palopo. Meanwhile, the research above discussed language learning style, this study shows that language learning style is used by students such as visual learning style, auditory learning style, and kinesthetic learning style.¹⁰

⁹ Almasa Mulalic, "Learning-Style Preference of ESL Students," AJTLHE, Vol.1, No.2. (18 July 2017), Accessed on (29 September 2018), p.14.

¹⁰ Jamulia, J. (2018). Identifying students learning style preferences at IAIN Ternate. International Journal of Education, Accessed on (4 July 2019).

In this study, researchers examined the learning styles and also the same in the field of research in education as did previous researchers. Discussing learning styles, the researchers focused on students from high school and college or university as the object of their research, and also use a questionnaire for collecting data. The difference between this research comes from instruments to collect data and object research. Researchers will use the Learning style questionnaire as an instrument for collecting data created by DePorter, B & Hernacki. An object of the research is the eleventh-grade students of Madrasah Aliyah Palopo. The research findings will be to investigate the most dominant language learning styles used and find out the language learning styles that influence their English achievement.

B. Some Pertinent Ideas

1. Individual Differences

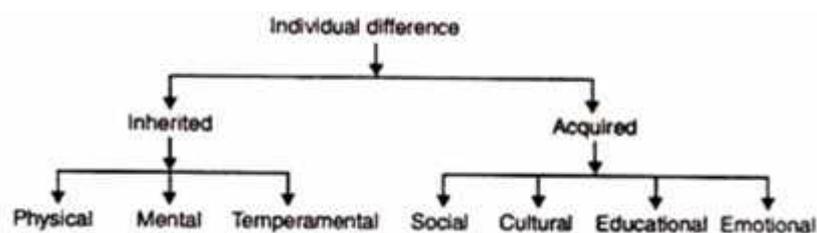
Dissimilarity is a principle of nature. No two people are alike. How and why they differ is less clear and is the subject of the study of Individual differences (IDs). Although to study individual differences seems to be to study variance, how are people different, it is also to study central tendency, how well can a person be described in terms of an overall within-person average. Indeed, perhaps the most important question of individual differences is whether people are more similar to themselves over time and across situations than they are to others and whether the variation within a single person across time and situation is less than the variation between people. A related question is that of similarity, for people differ in their similarities to each other. Questions of whether particular

groups are more similar within than between groups are also questions of individual differences.

Personality psychology addresses the questions of shared human nature, dimensions of individual differences and unique patterns of individuals. Research in IDs ranges from analyses of genetic codes to the study of sexual, social, ethnic, and cultural differences and includes research on cognitive abilities, interpersonal styles, and emotional reactivity.¹¹

This change is seen in physical forms like in height, weight, color, and complexion strength, etc., the difference in intelligence, achievement, interest, attitude, aptitude, learning habits, motor abilities, and skill. Each man has an intellectual capacity through which he gains experience and learning.

The broadly individual difference may be classified into two categories such as inherited traits and acquired traits:



¹¹ Brody, N. and Ehrlichman, H. (1997) *Personality Psychology: Science of Individuality*. Prentice-Hall Press; A thoughtful introduction to the broad field of personality. Cooper, C. (1997) *Individual Differences*: London: Arnold A broad overview of the field that includes a review of measurement methodologies. Accessed on (1 July 2019)

There are various causes which are responsible for bringing individual differences:¹²

a. Heredity

Some heretical traits bring a change from one individual to another. An individual's height, size, shape, and color of hair, the shape of face, nose, hands, and legs so to say the entire structure of the body is determined by his heretical qualities. Intellectual differences are also to a great extent influenced by hereditary factors.

b. Environment

The environment brings individual differences in behavior, activities, attitude, and style of life characteristics. Personality etc. The environment does not refer only to physical surroundings but also refers to the different types of people, society, culture, customs, traditions, social heritage, ideas, and ideals.

¹² Tirti shrive, "Individual Differences: Meaning and Causes Educational Psychology", <http://www.psychologydiscussion.net/individual-differences/individual-differences-meaning-and-causes-educational-psychology/1841>, Accessed on (1 July 2019)

c. Race and Nationality

Race and Nationality is one cause of the individual difference. Indians are very peace-loving, Chinese are cruel; Americans are very frank due to race and nationality.

e. Age

Age is another factor that is responsible for bringing individual differences. Learning ability and adjustment capacity naturally grow with age. When one grows in age can acquire better control over our emotions and better social responsibilities. When a child grows then this maturity and development go side by side.

f. Education

Education is one major factor that brings individual differences. There is a wide gap in the behaviors of educated and uneducated persons. All traits of human beings like social, emotional and intellectual are controlled and modified through proper education.

g. Gender

Gender refers to the concept of male and female based social-cultural and psychological dimensions. Santrock stated gender is distinguished from gender (sex), which involves the biological dimension of male or female. Gender roles are social expectations that determine how men

are and women should think, act and feel.¹³ Lippa in Santrock explains that one the cause of the difference between male and female lies in their sex chromosomes.¹⁴ He added that males and females through different stages of fetal development have differences in sex hormones at a critical stage in development. According to him, pit causes differences in the brains of men and women in structure and in the background of its functions.

Educational implications of Individual differences are listed below:¹⁵

- a. Aims of education, curriculum, and method of teaching should be linked with individual differences considering the different abilities and traits of individuals.
- b. The curriculum should be designed as per the interest, abilities, and needs of different students.
- c. The teacher has to adopt different types of methods of teaching considering individual differences related to interest, need, etc.
- d. Some co-curricular activities such as Drama, music, literary activities (Essay & Debate Competition) should be assigned to children according to their interests.

¹³ John Santrock W, "*Perkembangan Anak (edisi kesebelas). (terjemahan Mila Rachmawati an Anna Kuswanti)*". Jakarta: Penerbit Erlangga. (2007). Accessed on (23 July 2019), p.17.

¹⁴ John Santrock W, Op, Cit, p. 98.

¹⁵ Trito shrive, "Individual Differences: Meaning and Causes Educational Psychology", <http://www.psychologydiscussion.net/individual-differences/individual-differences-meaning-and-causes-educational-psychology/1841>, Accessed on (1 July 2019)

- e. The teacher uses certain specific teaching aids that will attract the children towards teaching considering their interest and need.
- f. Various methods such as playing method, project method, Montessori method, storytelling methods are to be used considering/discovering how different children respond to a task or a problem.
- g. The division of pupils into classes should not be based only on the mental age or chronological age of children but the physical, social and emotional maturity should be given due consideration.
- h. In the case of vocational guidance, the counselor is to plan the guidance technique keeping in view the needs and requirements of the students.

2. Learning Style

People's ability to understanding and absorbing information is definitely different from each other. Some are fast, some are moderate, and some are slow. Therefore, they have to use different learning styles according to the easiest way to understand the same information or lesson. These people's different learning styles are their specific way of learning. People's specific ways of learning are affected by subject matter, context, age, prior knowledge, gender, motivation, and

ethnicity.¹⁶ According to Hilliard stated "Learning style is the characteristic ways in which an individual acquires, perceives and processes information."¹⁷

Different learning styles indicate individuals' fastest and best way to absorb and comprehend information from the outside. Understanding learning style is key to develop individuals' abilities in their work, school, and environment. By understanding it, they are able to learn easily, communicate easily, and get maximum results in learning.

Learning style is a way of learning that is used to receive a well-executed learning process that can be easily accepted by students, making it easier to get information and learning experiences. Keefe in Sabatova defines learning style as the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to the learning environment.¹⁸ According to Felder and Bren sate learning styles are seen as characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment. The concept of learning styles has been applied to a wide variety of student attributes and

¹⁶ Maria Hsueh-Yu Cheng and Kingsley Banya, "Bridging the Gap between Teaching Style and Learning Style", in Joy M. Reid (ed.), *Understanding Learning Styles in the Second Language Classroom*, (New Jersey: Prentice-Hall, Inc., 1998), p. 80

¹⁷ Hilliard, in Zainal Abidin Naning and Rita Hayati, "*The Correlation between Learning Style and Listening Achievement of Education Study Program Students of Sriwijaya University*, Jurnal Holistic (2011), Accessed on (18 June 2018), p.4

¹⁸Bc.Jarmila Sabatova, *Unpublished Thesis: Learning Style in ELS*, (Masaryk University Brno:2008), Accessed on (18 June 2018)

differences.¹⁹ Learning style refers to an individual's habitual and preferred way of absorbing, processing and retaining new information and skills.

According to Brown state the learning styles as the way in which someones perceive the information or knowledge in a learning situation. He further explained that learning preference as the aspect of learning style and refers to the choice of one learning situation and condition over another.²⁰ It means that learning styles are the way students feel and receive when processing information in the learning community.

In the process of learning the language, there are many variables that determine the success of a language learner. According to sharp, language learning success is associated with a range of factors including age, gender, motivation, intelligence, anxiety level, learning strategies, and language learning styles.²¹ According to Dunn and Dunn in Dunn and Griggs, learning style is the beginning way of students to focus on, process, absorb, and remember new and difficult information in which it is derived from biological and developmental characteristics.²² It means that the style at the time of learning is partly less attention to what they learn, but rather to what they prefer to learn. Learning styles

¹⁹Maria Rezaeinejad," *The study of learning styles and its relationship with educational achievement among Iranian high school students*," *Procedia - Social and Behavioral Sciences* (2015), Accessed on (21 September 2018),p. 219.

²⁰ Rauf Tetuko Barruansyah, "*The Correlation Between Learning Styles, Language Learning Strategies, and English Learning Motivation of the Sixth Semester Students of STIBA Persada Bunda*," *J-SHMIC*, Vol. 5, No. 1 (February 2018), Accessed on (21 September 2018), p. 52.

²¹ Nurul Amilin Razawi, "*Students' Diverse Learning Styles In Learning English as A Second Language*," *International Journal of Business and Social Science*, Vol. 2 No. 19 (October 2011), Accessed on (21 September 2018), p. 179.

²² Rita Dunn, "Capitalizing on College Students' Learning Styles: Theory, Practice, and Research", in Rita Dunn and Shirley A. Griggs (ed.), *Practical Approaches to Using Learning Styles in Higher Education*, (Westport: Bergin & Garvey, 2000), Accessed on (21 September 2018), p. 8. 3

can also be described as a set of ways, factors, behaviors, and attitudes that affect learning for an individual in a given situation.

The concept of style will be first put forward by cognitive psychologists. According to Brown defines style as a term that refers to consistent and rather enduring tendencies or preferences within an individual. Therefore, style is those general characteristics of intellectual functioning (and personality type, as well) that especially pertain to one as an individual, that differentiate one from someone else.²³ According to Kolb, “learning style²³ is characterized by the degree to which the learner emphasizes abstractness over concreteness in perceiving information and the degree to which he or she emphasizes action over reflection in processing information in a learning situation.²⁴ It means that style makes another person better.

From the definition above, it can be concluded that students' learning style is a term used to describe the students' beginning way to receive any information. It also refers to the students' easiest, fastest, and preferred way to receive and understand any information in the learning activity. It is possible for every student to have a combination of learning styles, but every student usually has a dominant learning style or their own preferred style.

²³H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco:2002) p. 112

²⁴David Kolb, in Doris B. Matthews, "*An Investigation Of Learning Style And Perceived Academic Achievement for High School Students*", Taylor and Francis Group, 69, (1996), Accessed on (20 December 2018), P, 249

3. The Characteristics of Learning Style

According to Adi Gunawan in his book “Genius Learning Strategy”, there are seven general approaches in classifying types and characteristics of learning style; they are:²⁵

- a. The approach based on information processing; determining a different way of processing new information. This approach is developed by Kagan, Kolb, Honey and Umford Gregorc, Butler, and McCharty.
- b. The approach based on personality; determining different types of personal characters. This approach is developed by Myer-Briggs, Lawrence, Keirsey & Bartes, Simon & Byram, Singer-Loomis, Grey-Whellright, Holland, dan Geering.
- c. The approach based on perceptual modality; determining the dependency level through certain sensory perceptions. The approach is developed by Bandler and Grinder and Messick.
- d. The approach based on the environment; determining different responses through the physical, psychological, and social condition, and instructional. This approach is developed by Witkin and Eison Canfield.
- e. The approach based on social interaction; determining different ways of connecting with others. This approach is developed by Grasha-Reichman, Perry, Mann, Furmann-Jacobs, dan Merrill.

²⁵ Adi W. Gunawan, *Genius Learning Strategy*, (Jakarta: PT. Gramedia Pustaka Utama, 2004), 2nd Edition, p. 140, (accessed on July 4, 2019).

- f. The approach based on intelligence; determining different talents. This approach is developed by Gardner dan Handy.
- g. The approach based on the cerebral area; determining relative domination of the cerebral area, such as the left hemisphere and right hemisphere.

This approach is developed by Sperry, Bogen, Edwards, and Herman. In Indonesia, the most well-known approach to classify learning style is the approach based on perceptual modality.²⁶

4. Various Perspective of Learning Style

Students have different characteristic strengths and preferences in the ways they take in and process information. It distinguishes between the way learners sense, think, solve problems, and remember information. Kolb's in Putintseva, Learning Style includes²⁷:

a. Information personalities

1. Diverging (feeling and watching)

People with diverging styles are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tend to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints. Kolb called this style 'Diverging' because these people perform better in situations that require ideas-

²⁶ Ibid., p. 142.

²⁷ Tatyana Putintseva. *The Importance of Learning Style in ESL/ESL*. (<http://iteslj.org/Articles/Putintseva-LearningStyle.html>, (accessed on July 4, 2019).p.1

generation, for example, brainstorming. They have broad cultural interests and like to gather information. They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. They prefer to work in groups, to listen with an open mind and to receive personal feedback.

2. Assimilating (watching and thinking)

The Assimilating learning preference is for a concise, logical approach. Ideas and concepts are more important than people. These people require a good clear explanation rather than a practical opportunity. They excel at understanding wide-ranging information and organizing it in a clear logical format. They are less focused on people and more interested in ideas. People with this style are more attracted to theories than practice. Informal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think.

3. Converging (doing and thinking)

People with a Converging learning style use their learning to find solutions to practical issues. They prefer technical tasks and are less concerned with people. They can solve problems and make decisions. A Converging learning style enables specialist and technology abilities.

4. Accommodating (doing and feeling)

The Accommodating learning style is 'hands-on' and relies on intuition rather than logic. These people use other people's analyses and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on the 'gut' instinct rather than logical analysis. Also, they tend to rely on others for information. This learning style is prevalent and useful in roles requiring action and initiative.

b. Personality Patterns

These focus on attention, emotion, and values. Understanding these differences allows predicting the way learners react and feel about different situations. The Myes-Briggs Type Indicator and the Keirsey Temperament Sorter are two of the most well-known personality pattern evaluations. They are classified according to their preference for²⁸

1. Extraversion/Introversion

Extroverts get recharged by being around people. They are action-oriented. Introverts can be sociable but need to recharge by having quiet reflective time in their inner world of abstract thinking, conceptualization, and brainstorming ideas.

²⁸ Tatyana Putintseva, *Op. Cit*, p.3

2. Sensing/Intuition

Sensing learners rely on factual information. They are detail-oriented and prefer linear, organized, and structured lectures. Intuitive students rely on their sixth sense of intuition in order to receive and integrate information into a "big picture."

3. Thinking/Feeling

Thinking learners process information logically and through analysis. They value justice. Feeling students rely on human values to make decisions. They value harmony and tend to be great negotiators and persuaders.

4. Judging/Perceptive

Decisive, self-disciplined learners, who plan things out are judging learners. These students are task-oriented and committed to deadlines. Perceptive students tend to wait until the last minute to get their assignments in.

5. The Types of Learning Styles

According to Joy M. Reid, there is three learning style, students learn in many different ways, visual, auditory, kinesthetic learning style (VAK). Some students learn primarily with their eyes as visual learns or with their ears as auditory learners and some students prefer to learn by experience and practice as

kinesthetic learners.²⁹ Thus, types of learning styles are visual, auditory and kinesthetic learning styles.

a. Visual Learning Style

Visual is related to sight or everything can see. According to Young, the visual learning style refers to a preference for learning through vision and visual learning rely on their sight to take the information. They organize the knowledge in terms of spatial interrelationships among ideas and store them graphically. There are some characteristics of the student's visual learning style, they can memorize the material better when it is presented by using visual media such as powerpoint presentations, videos, pictures, diagrams, and graphs. Visual learners typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding.³⁰

Furthermore, Myra Pollack stated that students learn best by seeing and they will find the information when it is explained by the aids of the textbook, charts, pictures, course outlines, and graphics. Visual learners like to keep their eyes on their teacher by sitting in front of the class and watching the teacher closely.

Moreover, Portehé and Harnacki were covering the characteristics of visual learners, visual learners are tidy and order, talkative, good planner and manager, detail and attentive, good performing in appearance and presentation, good speller, good in remembering what they see, good in memorizing using

²⁹ Joy M. Reid, *Understanding Learning Style in the Second Language Classroom*, (New Jersey: Prentice-Hall Regents, 1998), Accessed on (21 November 2018), p.162.

³⁰ Yong, F. L, "A Study on Cultural Visual, Perceptual Learning Style, and Attitudes Toward Oracy Skills of Malaysian Tertiary Students, *European Journal of Social Sciences*, Vol. 13, (2010), Accessed On (21 November 2018), P.481.

visual associations, not easy to be disturbed by noisy, bad in memorizing verbal instructions, good in reading and diligent, good in learning by reading than listening to someone, need whole vision and objective, good in taking notes during in phone call, easy to forget sending a verbal message to others, always give short answer for each question, prefer doing demonstration to speech, prefer art then music, good in knowing what need to be said but difficult to choose the diction, and easy to lost their concentration when they want to get focus.³¹

It can be comprehended that visual learning style is students' preference way to acquiring, using, and thinking of knowledge on the visual sense. Visual learners tend to talk active, reader speed and diligent and tidy. Thus, they learn best by seeing and tend to less in verbal things.

The characteristics of visual learning styles according to Ricky Linksman are:³²

1. It's easier to remember by looking
2. Visual learning styles learn by focusing on the sharpness of vision where concrete evidence must be shown in advance so that it is easier to understand.
3. Prefer to read rather than read aloud

Reading activities carried out visually so that the visual style will feel easy and comfortable if you have to learn by reading if you

³¹Bobby De Porter and Mike Hernacki, "*Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan*", Terj. From Quantum Learning Unleashing He Genius In You By Alwiyah Abdurrahman, (Bandung: Kaifah PT. Mizan Pustaka, 2005), Accessed on 22 November 2018), p. 116.

³²Muh. Arief Sumantri, "*Profile Learning Style for Learning Strategy Development*", Airlangga University Researcher of Psychological Science. Accessed on 31 July 2019).

have to remember what is learned then the visual style will be easier to remember by reading from what is written in the book rather than read by others.

4. Neat and orderly

Visual learning styles think in a gradual, detailed manner and save data in a systematic way, even alphabetically, sequentially numerically or chronologically. Because it is very organized, the material will usually be arranged regularly.

5. Usually not disturbed by the noise

Visual learning styles can be studied either accompanied by music or not. Noise and the surrounding sound will not be able to shake concentration because it is more focused on what is seen rather than what is heard.

6. Having problems with remembering verbal information

Many of the visual learning styles are less sensitive to verbal instruction responses and will easily forget what others say until they are given visual instructions accompanied by writing, pictures, diagrams or charts.

b. Auditory Learning Style

Auditory learning is a learning style in which a person through listening. Based on Myra Pollack and David Miller, auditory learners learn best through hearing, this type of student can remember the detail of conversations and they also have strong language skills. Auditory learners should be given the

opportunity to recite the main points of a book or teacher's statement and let them say out loud the meaning of the illustration and main subject headings and recite any new vocabulary words. It can be helpful for them to comprehend the material of the subject matters.

Abbas Pourhossein Gilakjani pointed out "auditory learners discover information through listening and interpreting information by the means of pitch, emphasis and speed."³³ Deborah Daiek and Nancy Anter said that the auditory learning style is learning through hearing lectures or audiotapes. Daiek and Anter elaborated features of auditory learners are listening to tapes, watching documentaries, speaking about subject, sounding out words, using rhymes, having discussions, explaining notes, using word links, taping-recording studying, using oral directions, talking and listening with a partner, using rhythmic sounds, listening carefully, talking to own selves and reading aloud.³⁴

Auditory learning style preferences are the result of processing auditory learners' brains to receive and to process knowledge. There is proverb said that to be fond learning is to be near the knowledge. But to be near the knowledge, auditory learners involve in the teaching-learning process through their sense of hearing and their brain.³⁵

Here are the characteristic of auditory learner, elaborated by Bobby DePorter and Mike Hernacki, they pointed that auditory learners talking to own

³³ Abbas Pourhossein Gilakjani, "Visual, Auditory, Kinesthetic Learning Styles and Their Impacts on English Language Teaching", *Journal of Studies in Education*, Vol.2, No.1, (2012), Accessed On 23 November 2018), P.106.

³⁴ Deborah Daiek and Nancy Anter, "Critical Reading for College and Beyond", New York: McGrawHill (2004), Accessed On 23 November 2018), p. 12-13.

³⁵ Susan Shreen, "Self Access", (Oxford: Oxford University Press, 1989), Accessed On 23 November 2018), p. 5.

self when working, getting easy to be disturbed by noisy, making lips move when they are reading a book, prefer reading aloud and listen, felling difficult to write, but great in telling story, speaking in the good rhythm, used to be a fluent speaker, listening to music rather than art, learning by listening and remembering what they discussed rather than seeing, speaking, discuss and telling story completely, having a job problem which commits to visualization, spelling loudly rather than to write, making a joke than to read comic.³⁶

To sum up the theories above, the auditory learning style is the students' preference way to get information by hearing. The best learning way for auditory students to absorb and comprehend the knowledge use their sense of hearing rather than reading.

The characteristics of auditory learning style (Ricky Linksman, 2004) namely:³⁷

1. It is easier to remember by listening than to see

The learning style of auditory learning and easier to remember information by listening to each explanation given in the form of sentences or numbers, absorbing the meaning of verbal communication quickly without having to pour it into the form of images. Auditory learning prefers listening rather than reading.

2. Easily distracted by the noise

Auditory learning styles are usually very sensitive to auditory disorders because of the difficulty of ignoring these sounds like a

³⁶ Bobby DePorter and Mike Hernacki, op. cit., p. 118.

³⁷ Muh. Arief Sumantri, op .cit.

visual type, so they program themselves to only listen to the teacher or lecturer or their own thoughts (Robert Steinbach, 2002).

3. Likes to talk, discuss, and explain things at length

In daily life, auditory learning always requires continuous auditory stimuli. If the situation is too quiet it will cause discomfort so try to break the silence like humming. Auditory learning also likes to open conversations and discuss everything at length.

4. Nice to read aloud and listen

The things that are done by auditory learning to speed up the learning process, namely having to read in passing first, necessary to imagine existing texts like a film with sound effects, accents and tone of voice, feelings, and music to make the material come alive.

5. Love music or something that is pitched and rhythmic

Auditory learning styles love music, voices, rhythms, voice tones and have very strong word sensor capabilities. Being sensitive to sounds that may be meaningless to others at all. Able to remember subject matter with mental films, sound effects, imaginary music, and dialogues. This kind of association technique helps auditory types in studying abstract subjects such as the structure of language, spelling, vocabulary, foreign languages or algebra, and others.

c. Kinesthetic Learning Style

Kinesthetic learning style is the way people absorb information through physical, likely they use their body or sense of touch to learn and understand the world around them. Joy M Reid stated, “Kinesthetic learning: experimental learning, that is, total physical involvement with a learning situation.”³⁸

According to Zainal Abiding Naning and Rita Hayati's research, students who have kinesthetic learning styles prefer to think out issues, ideas, and problems while the teacher giving exercise. These learners typically use large hand gestures and other body language to communicate. They learn best through a hands-on approach and many find it hard to sit still for long periods and many become distracted by their need for activity and exploration.³⁹

Meanwhile, Bobby DePorter and Mike Hernacki claimed the characteristic of kinesthetic learners are speaking slowly, responding to physical gestures, touching people for getting their attention, standing closer when talking with someone else. Orienting to physics and much made moving, learning through manipulation and practice, memorizing by walking while seeing, using fingers to point when reading, using body language intensively. Never staying quiet for a long time, bad to remember Geography, excluding if they have ever visited the place, using much action verbs, a reading book which oriented to the plot, having untidy characteristics, tend to do everything, playing games much.⁴⁰

³⁸Joy M Reid, “*The Learning Style Preference of ESL Students*,” TESOL QUARTERLY, Vol. 21, No.1, (1987), Accessed on (24 November 2018), p. 89.

³⁹Zainal Abiding Naning and Rita Hayati, *op. cit.* pp. 1-10.

⁴⁰Bobby DePorter and Mike Hernacki, *op. cit.* pp. 118-120.

Further, H. Douglas Brown asserted, “kinesthetic learners will show a preference for demonstrations and physical activity involving bodily movement.”⁴¹ Additionally, kinesthetic learners usually called hepatic (Greek for "moving and doing"). This type of learner learns best by doing. They will catch the idea easily when it is explained by the instructional aides of skits and role-play. Kinesthetic learners will move or go around along the learning and teaching process. Thus, the teacher should provide them to do the movement in class for it also can enhance their memorizing information.

In addition, as stated by Deborah Daiek and Nancy Anter, "kinesthetic learning is preferred learning by touching and doing, practicing techniques, drawing maps, creating outlines or making models. The characteristic of that learning style is always better in learning by doing physically, better involving in role-play, good in pretending to teach subject, writing list repeatedly, better in using note cards, prefer to do project and create pictures, prepare pointing with finger when reading, prefer practicing by repeated motion, good intake notes and create picture, prefer stretching and moving from chair, prefer reading stationary bike while reading, prefer putting feet in a tub of sand while reading, good in dancing, and prefer selecting project-driven courses."⁴²

It can be concluded that the kinesthetic learning style is students' preferred way of acquiring knowledge by moving or using their physical body movement and demonstration.

⁴¹H. Douglas Brown, “ Principle of Language Learning and Teaching 5th Edition, (San Francisco: Logman, 2007) Accessed on (4 November 2018), p.129.

⁴²Deborah Daiek and Nancy Anter, op .cit.

The characteristics of kinesthetic learning (Ricky Linksman, 2004), namely:⁴³

1. Always physically oriented and move a lot

Kinesthetic learning styles learn by moving motor muscles imaginatively, creatively, flowing, structured, not thinking in the description of words but gathering information intuitively.

In terms of memory, it is also better precisely when moving a lot, when moving can be more relaxed and concentrated.

2. Slowly talk someone with a learning style

Kinesthetic learning is not a type of listener or a digester of words, the rhythm of music can stimulate the muscles to move to the music. Although individuals with kinesthetic learning styles respond more to physical attention and move a lot, but tend to speak slowly.

3. Learning through manipulative as well as practice

The kinesthetic learning style is goal-oriented, likes tensions in the game, and motivation is increasingly driven in a competitive environment. Nice to compete with yourself and with others. This type requires manipulative equipment, organized games, supporting materials, sports equipment, scientific projects, paper, blackboards, computers, musical instruments, models, equipment and movable real objects.

⁴³ Muh. Arief Sumantri, op .cit.

4. Unable to sit still for long periods of time

The kinesthetic learning style has to move a lot of it is difficult to just sit still in one place, feel restless and may shake your legs or even leave the seat spontaneously if forced to sit for long hours. But if given the opportunity to move his muscles, he can become very concentrated.

5. Many use body cues

For individuals with kinesthetic learning styles, material that is real and manipulative is very important because in this way the whole body part can be used, not only moving the hands but also the other limbs. In addition, it will better understand the subject matter if given an explanation as well as practice.

6. The Difference between Learning Style and Learning Strategies

According to Reid that a distinction between learning style and learning strategies by focusing on what way they are distinct from each other. She refers to learning styles as internally based characteristic, often not perceived or consciously used by learners, for the intake and comprehension of new information. While learning strategies are defined as external skills often used consciously by students to improve their learning.⁴⁴ It means that we can deduce from these two definitions because learning styles are the means used to transfer knowledge in learning situations, which work well and can change over time.

⁴⁴ Reid, *The Relationship Between Learning Style and Language Learning Strategies of Pre-Intermediate Eap Students*, (Middle East Technical University: 2013), p.22

Learning strategies can be confusing in the selection of the learning process. This view is also supported by Oxford who states that some learner characteristics such as learning styles and personality traits are difficult to change. Learners abandoned their own learning styles and they adjusted themselves according to the teaching style they were exposed to.⁴⁵

Learning strategies are particular habits or patterns espoused when engaged in the learning process. The proficiency of different learners in learning, reasoning and problem-solving varies widely, and so do the strategies they evolve to carry out these activities. Hayes raises the possibility that there may be several hundred plausible learning and thinking strategies and identifies at least fifty different strategies that he himself presents in a basic learning-strategies course for students.⁴⁶

Learning strategy can be said as an external skill, which shows they can interact with the environment. Learning styles and strategies have a correlation and influence on each other. Students, who understand their learning styles, will find specific strategies in studying a particular subject and use it in an effective way. It helps them to improve their achievements.

7. Achievement

The influence of learning styles on achievement according to Slameto in Dahlan stated that learning is a process of one's efforts to acquire new behavior changes as a whole, as a result of his own experience in interaction with their

⁴⁵ Oxford, R. L. *Language Learning Strategies: What Every Teacher Should Know*. (Boston: Heinle and Heinle:1990), p.23

⁴⁶ Pat Paterson & John Rosbottom, " *Learning Style and Learning Strategies an A Multimedia Environment*," ALT, Vol.3 No. I, Accesses on (21 September 2018), p.15.

environment.⁴⁷ In simple terms of understanding learning as propounded by the above opinion, can take an understanding of the nature of learning activity is a change that occurs within the individual. Meanwhile, according to Nurkencana in Dahlan suggests that learning achievement is the result had been achieved or acquired in the form of the subject child.⁴⁸ It added that learning achievement is the result of which resulted in changes within the individual as a result of activity in learning.

That learning is an activity that has a purpose to make a change of behavior, attitude, habitual, knowledge, skill, etc as a result of individual experience with the environment. Rane stated that learning achievement is the change that is happened in students' self after following a learning process.⁴⁹ The learning result is a response given by students. The learning result that is found is not only knowledge but also students' behavior. Child in Aminah stated that learning achievement is knowledge mastery or skill that is developed by subject and it is used to be shown by mark (grade) that is given by a teacher.⁵⁰ We can say that achievement is one of the parameters that is used to measure the level of the students. If the students show good learning achievement, it means that the

⁴⁷ Dahlan. "Definition of Learning. Achievement", Retrieved on September 16, 2010, from (<http://lantaitanah.blogspot.com/2009/10/definition-of-learning-achievement.html>), Retrieved on September 16, 2010, Accessed on 19 August 2019.

⁴⁸ Dahlan, Op. Cit.

⁴⁹ Rane. Z. A. "[Factors That Influence Students Learning Achievement](http://rumahanthares.blogspot.com/2010/09/factors-that-influence-students.html)". <http://rumahanthares.blogspot.com/2010/09/factors-that-influence-students.html> (2009), Accessed on 19 August 2019.

⁵⁰ Aminah, st. A study of motivation and attitudes and their correlation between Motivation and English Learning Achievement of the First Year Students of SMA Negeri 2 Pangkajene. *unpublished Thesis*. Makassar (2013): PPs UNM, Accessed on (21 August 2019), p.30

learning process is a success. But when the students show bad achievement, it means that the learning process has failed.

8. Stages of Language Learning

Individuals learning a second language use the same innate processes that are used to acquire their first language from the first days of exposure to the new language in spite of their age. They reach similar developmental stages to those in first language acquisition, making some of the same types of errors in grammatical markers that young children make, picking up chunks of language without knowing precisely what each word means, and relying on sources of input humans who speak that language-to provide modified speech that they can at least partially comprehend.⁵¹ Second language learners are usually observed developing a new language system that incorporates elements from the native language and elements from English they recently learned.

Inter-language actually helps second language learners test hypotheses about how language works and develop their own set of rules for using language.

a. Pre-production

This is the silent period. Beginners only listen but rarely speak. English language learners may have some words in their receptive vocabulary but they are not yet speaking. Some students will be able to repeat only everything that someone says. They are not really producing language but are imitating.

⁵¹ Mariam Bashir, "Factor Affecting Students' English Speaking skill," *British Journal of Arts and Social Sciences*, Vol.2. No.11(2013), Accessed on (27 August 2018), p.36

b. Early production

At this stage, students try to speak some words. Students can use short language chunks that have been memorized although these chunks may not always be used correctly. Learner listens more to their talkative classmates and extends their vocabulary.

c. Speech emergence

At this stage, Students have a good vocabulary of words and use simple phrases and sentences in his communication with others. They are able to ask simple questions, which may be grammatically correct or wrong. Students try to initiate short conversations with classmates. They are able to read and understand easy stories.

d. Intermediate fluency

At the stage of intermediate fluency, English language learners able to use more complex sentences in speaking and writing to express opinions and share their thoughts. They are able to ask questions to clarify what they are learning in class. Learners are able to work with some teacher support. Comprehension of all subjects' content is increasing. At this stage, students are able to use different strategies to learn content in English. Teachers have to focus on learning strategies. Students in this stage can understand more complex concepts.

e. Advanced Fluency

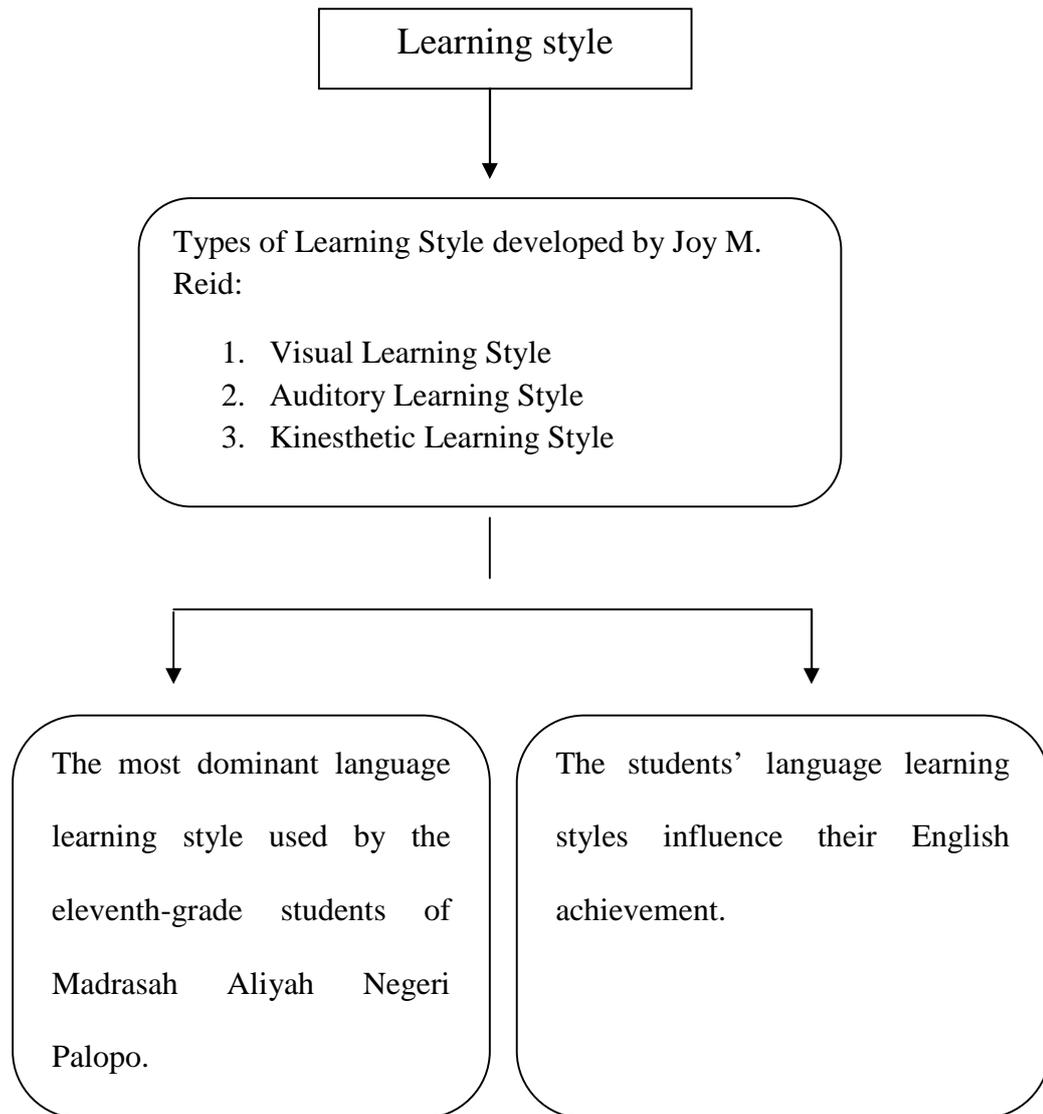
Students at this stage will be near-native in their ability to perform in content area learning. Students have needed continuous support from the classroom in reading the writing and speaking.

9. Conceptual Framework

This research applied descriptive quantitative was collected from a questionnaire developed by DePorter; there three types learning style, they are visual, auditory and kinesthetic learning style, In addition, took the value of students are needed to know their achievement. Language learning style developed by Joy M. Reid; there three types of learning style, they are visual, auditory and kinesthetic learning style.

This research aimed to find out the most dominant language learning style used by the eleventh-grade students of Madrasah Aliyah Negeri Palopo and to find out the students' language learning styles influences their English achievement. It was to find out the effect of learning styles on student achievement by seeing the final value of students.

The conceptual framework of this research is presented by showing the following figure:



10. Research Hypothesis

Based on the theories above, it is formulated hypotheses as follows:

1. H_0 (Null Hypothesis)

There is no significant difference in students' achievement based on their learning style; visual, auditory and kinesthetic.

2. H_a (Alternative Hypothesis)

There is a significant difference between students' achievement based on their learning style; visual, auditory and kinesthetic.

It can be concluded that the hypothesis related to theories from some experts above is H_a . It can be said that there will be a significant difference in students' achievement based on their learning styles. Hence, it means that learning style is one factor affected students' achievement.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the research use descriptive quantitative research. Quantitative approach according to Arikunto is a research that is required to use numbers starting from data collection, interpretation of data and also results.⁵² Whereas descriptive research according to Jalaluddin Rahmat is a study that aims to describe or to examine facts relating to certain facts or specific fields that are accurate and accurate in this study that do not seek or explain relationships that do not generate hypotheses or make prediction.⁵³

The quantitative data was collected through questionnaire which was aimed to identify students' language learning style. The learning style questionnaire developed by DePorter, B & Hernacki was used in this research. The questionnaire was distributed to all participants in this research and to find out the students' language learning styles influences their English achievement by taking the final grade a meter to see student achievement about students' language learning style.

⁵² Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta Bobbi De, Accessed on (05 July 2019).

⁵³ Rakhmat Jalaludin. (2000). *Metode Penelitian Komunikasi*. Bandung: PT. Remaja Rosdakarya, Accessed on (05 July 2019).

B. Time and Place of the Research

The research conducted at Madrasah Aliyah Negeri Palopo, Kecamatan Bara, Kota Palopo. The researcher chose the eleventh grade students of Madrasah Aliyah Negeri Palopo to obtain the data which is used as object of the research.

C. Population and Sample

1. Population

The population in this study was the eleventh grade of Madrasah Aliyah Negeri Palopo in the 2018/2019 academic year and consisted of 99 students from three classes, class IIK 1, IIK 2 and IIK 3.

2. Sample

In this research, the researcher applied purposive sampling. The researcher was taken one class that is class IIK 1: this class consisted of 29 students. The sample is part of population that could be representative for all. The researcher chose this class because the class represented several classes, various kinds of learning styles used by students in the class could represent other classes and the students of this class had good appreciate and support to this research.

D. Instrument of the Research

1. Questionnaire

The questionnaire is list of questions used by writer give to students to get the data indirectly. Questionnaire is a group or sequence of questions designed to obtain information on a subject from a respondent.⁵⁴ According to Oxford (1990) state making use of questionnaires in a research study is one of the most

⁵⁴ Statistic Canada, *Survey Methods and Practices* (Canada:2010) p.3

commonly used techniques to collect data since they “can be objectively scored and analyzed”.

Based on theories above, the researcher conclude that questionnaire is data collecting technique that using set of written question to answer in writing also. In this questionnaire, it discusses several learning styles including Visual, Auditory and Kinesthetic. Each learning style consists of several kinds of questions related to learning styles, from which I can find out the students learning styles. They adopted it from De Porter, Reardon and Singer-Nourie in Quantum teaching book. The questionnaire consists of 36 items.⁵⁵ The researcher gives questionnaire to the students in order to obtain information and to find out language learning style use.

2. Documentation

The researcher would analysis of students in learning process to collect the data which related with this research. Documentation is used for obtain data about the final value of English in the list of values which is in the subject matter teacher and the take a picture.

E. Research Procedure

In this research, the researchers use the procedure of the research as follows:

1. Finding the subject the research. The researchers determine the class which becomes the subject of the research. The subject of this research

⁵⁵ DePorter, B & Hernacki, M. 1999. Quantum Learning. Bandung: Penerbit Kaifa

was the students at Madrasah Aliyah Negeri Palopo. While the sample is students of the eleventh grade.

2. The researcher distributed questionnaire to students and completes them during the learning process, aims to make students reflect on their learning and increase awareness of learning styles. The students were informed that this research aims to investigate their learning style.
3. The researcher took the data about students' grade achievement from the teacher of the eleventh grade students of Madrasah Aliyah Negeri Palopo. It aims to identify the students' language learning styles influences their English achievement.

F. Technique of Collecting the Data

The data was processed by statistical package for social sciences (SPSS)

20. Descriptive statistics was used to find out the most dominant language learning style used by the eleventh grade students of Madrasah Aliyah Negeri Palopo and to find out the students' language learning styles influences their English achievement. The result of questionnaire and students achievement where the researcher analysis the students' language learning style in learning English.

The answers of the questionnaire were scored by using the following numbers for the chosen items:

Never = 1 Point

Mostly never = 2 Point

Sometimes = 3 Point

Often = 4 Point

Very often = 5 Point

CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

The researcher took the scores of students learning style using 36 items questionnaire from 29 students at the eleventh grade of Madrasah Aliyah Negeri Palopo and students' English achievement using students' semester values.

a. Students Learning Style

In this research, students' learning style was determined by collecting the data from the questionnaire. Students learn in many different ways. Learning style showed how well students learn the material. The questionnaire was aimed to assess which way students prefer to learn. It was described the characteristics of those students in 3 styles; Visual, Auditory, Kinesthetic. For gaining a better understanding of themselves as a student, each of them needs to evaluate the way student prefer to learn or process information. By doing so, the student would be able to develop strategies that would enhance students learning potential.

The description of the questionnaire gave information to the students about ways in which students learn best in simple methodology. The students' learning style score can be seen on the table below:

Table 4.1
The Scores and Classification of Students' Learning Style

| Respondent | Learning Style |
|------------|----------------|
| 1 | Auditory |
| 2 | Kinesthetic |
| 3 | Visual |
| 4 | Auditory |
| 5 | Kinesthetic |
| 6 | Visual |
| 7 | Kinesthetic |
| 8 | Visual |
| 9 | Kinesthetic |
| 10 | Auditory |
| 11 | Visual |
| 12 | Visual |
| 13 | Kinesthetic |
| 14 | Visual |
| 15 | Auditory |
| 16 | Visual |
| 17 | Kinesthetic |
| 18 | Auditory |
| 19 | Auditory |
| 20 | Kinesthetic |

| | |
|----|-------------|
| 21 | Visual |
| 22 | Visual |
| 23 | Kinesthetic |
| 24 | Visual |
| 25 | Kinesthetic |
| 26 | Kinesthetic |
| 27 | Visual |
| 28 | Visual |
| 29 | Auditory |

Based on the questionnaire result, after calculating learning style score, 12 students has a visual learning style, 7 students who have an auditory learning style and 10 students who have a kinesthetic learning style.

Table 4.2

Distribution of Students' Learning Style Frequency

| No | Students' Learning Style | F | %f |
|--------------|----------------------------|-----------|------------|
| 1 | Visual Learning Style | 12 | 41 |
| 2 | Auditory Learning Style | 7 | 24 |
| 3 | Kinesthetic Learning Style | 10 | 35 |
| Total | | 29 | 100 |

Based on the table 4.2 above there are 3 Learning Styles (learning styles) for students namely Visual, Auditory, and Kinesthetic where Visual Learning is accepted by 12 students with a percentage of 41%, Auditory Learning 7 students with a percentage of 24%, then Kinesthetic Learning requires 10 students with a percentage of 35%. This shows that visual and kinetic learning styles have more and more debate on auditory learning styles. It can be concluded that most dominant students have a high visual learning style.

In the analysis, the data obtained from the classroom were therefore analyzed by using descriptive statistics with SPSS 20 program and the analysis was followed by applying correlation coefficients. The data about learning style which indicate frequently the learner use learning style.

Table 4.3
Learning Style Categories Employed by Students

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 69.698 | 9.782 | | 7.125 | .000 |
| 1 Visual | 1.040 | .170 | .170 | 6.115 | .000 |
| Auditory | -.225 | .134 | -.191 | -1.675 | .106 |
| Kinesthetic | -.626 | .135 | -.539 | -4.642 | .000 |

The table 4.3 shows that the highest frequently used learning is Visual learning style is 1.040. This learning style is also the highest level of usage. These

learning styles help students to coordinate their learning and plan language learning in an efficient way. The most dominant learning style used by students in learning English was Visual learning style.

Learning style based on gender can be divided into two, namely male and female. Description of respondent based on gender can be seen on the table below:

Table 4.4
Learning Style on Gender

| No | Gander | Learning Style | F | % | Total |
|----|--------|----------------|---|----|------------|
| 1. | Male | Visual | 4 | 31 | 13 100% |
| | | Auditory | 4 | 31 | |
| | | Kinesthetic | 5 | 38 | |
| 2. | Female | Visual | 8 | 50 | 16 100% |
| | | Auditory | 3 | 19 | |
| | | Kinesthetic | 5 | 31 | |

From the table 4.4 shows that the Learning Style for the male gender, amounting to 13 students, consists of Visual 4 students with a percentage of 31%, Auditory 4 students with a percentage of 31%, Kinesthetic 5 students with a percentage of 38%. This shows that the Male gander is dominated by Kinesthetic learning style. Learning style for the female gender, 16 students are consisting of

Visual as many as 8 students with a percentage of 50%, Auditory as many as 3 students with a percentage of 19%, and Kinesthetic as many as 5 students with a percentage of 31%. This shows that the female gender is dominated by Visual learning style.

b. Students' English Learning Achievement

The researcher took students' documents for making her research more consistent. The purpose of taking documents was to determine their learning style using semester value. Learning styles greatly affect student achievement; each student has a different learning style to improve.

For further detail can be seen in Table 4.5 below:

Table 4.5

Students' Achievement and their Learning Style

| Respondent | Students' score | Learning Style |
|-------------------|------------------------|-----------------------|
| 1 | 75 | Auditory |
| 2 | 79 | Kinesthetic |
| 3 | 93 | Visual |
| 4 | 77 | Auditory |
| 5 | 78 | Kinesthetic |
| 6 | 83 | Visual |
| 7 | 74 | Kinesthetic |
| 8 | 82 | Visual |

| | | |
|----|----|-------------|
| 9 | 79 | Kinesthetic |
| 10 | 74 | Auditory |
| 11 | 86 | Visual |
| 12 | 86 | Visual |
| 13 | 79 | Kinesthetic |
| 14 | 80 | Visual |
| 15 | 75 | Auditory |
| 16 | 85 | Visual |
| 17 | 76 | Kinesthetic |
| 18 | 69 | Auditory |
| 19 | 73 | Auditory |
| 20 | 76 | Kinesthetic |
| 21 | 82 | Visual |
| 22 | 82 | Visual |
| 23 | 79 | Kinesthetic |
| 24 | 84 | Visual |
| 25 | 75 | Kinesthetic |
| 26 | 76 | Kinesthetic |
| 27 | 84 | Visual |
| 28 | 88 | Visual |
| 29 | 68 | Auditory |

Based on table 4.5 the students' scores, students' English learning achievement in odd semester values have three qualifications. Students with visual learning styles are more dominant with 12 students while auditory is only 7 students and finally kinesthetic 10 students. The value of students with visual learning styles is higher than other learning styles. It is mean the learning style influences achievement

It can be seen in table 4.6 below:

Table 4.6

Distribution of Students' English Learning Achievement

| Coefficient Interval | Qualification | F | % |
|-------------------------|---------------|-----------|------------|
| 80 – 100 | Excellent | 12 | 42 |
| 70 – 79 | Good | 15 | 51 |
| 60 – 69 | Average | 2 | 7 |
| 50 -59 | Bad | | |
| 0 – 49 | Poor | | |
| Total | | 29 | 100 |

Based on table 4.6 and the diagram drawing above, it can be stated that student's English learning achievement in odd semester values at eleventh grade in Madrasah Aliyah Negeri Palopo is good. It can be seen from the range score 80-100 is an excellent qualification. There are 12 students or 43% of students who get an 80-100 score. On another hand, there are 14 students or 50% who get a 70-79

score. The last there are 2 students or 7% who get a 60-69 score. The score awesome qualification is 12 students or 43% of students get 80-100 score.

Description of the influence students' learning style on their English achievement:

Table 4.7
Coefficients Result

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-----------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 69.698 | 9.782 | | 7.125 | .000 |
| 1 Visual | 1.040 | .170 | .170 | 6.115 | .000 |
| Auditory | -.225 | .134 | -.191 | -1.675 | .106 |
| Kinestheti c | -.626 | .135 | -.539 | -4.642 | .000 |

From table 4.7 above, it shows that influence of students' learning style on their English achievement in semester values can be described whit regression formula bellow:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

English Learning Achievement in odd semester values (Y) = 69.698 + 1.040 Visual (X₁) + 225 Auditory (X₂) + 626 Kinesthetic (X₃)

From the formula above, it shows that simultan $b_1 = 1.040$, $b_2 = -225$ and $b_3 = -626$. It can be interoperated that if students' learning style (visual, auditory, kinesthetic) are constant or is no increasing and decreasing so the total of students learning style is about constant score 69.698.

A coefficient score of Students' visual learning style for the X_1 variable is 1.040. This means that if the total of students' visual learning style increases each unit so students' English achievement will increase 1.040 but another independent variable is constant.

A coefficient score of Students' auditory learning style for the X_2 variable is -225 and it has a negative sign. This shows that the average score of students' auditory learning style has an opponent relationship with students' English achievement. So that if the average score of students' auditory learning style increases, so the total of students' English achievement (Y) will decrease about -225 but another independent variable is still constant.

A coefficient score of Students' kinesthetic learning style for the X_3 variable is -626 and it has a negative sign. This shows that the average score of students' kinesthetic learning style has a relationship with students' English achievement. So that if the average score of students' kinesthetic learning style increases, so the total of students' English achievement (Y) will increase about -626 but another independent variable is still constant.

The students' visual and kinesthetic learning styles correlate with students' achievement and the coefficient score has a positive sign, but the dominant learning style is visual. The students' auditory learning style does not correlate with students' English learning achievement and the coefficient score has a negative sign.

Moreover, constant a score is = 69.698 R = 67.5%. It means that students' English achievement in odd semester values as simultan is influenced by students learning styles about 67.5%.

The influence of students' learning style on their English achievement is visual learning style, T = 6.115 P = 000 indicates that the three learning style categories. It means there is an influence of students' visual learning style on their English achievement. Moreover, constant a score is = 69.698 it means that students' English achievement in semester values is influenced by students learning style about 69.698.

Table 4.8
Mean Square, Frequency and Significant

| Mode | | Sum of Squares | Df | Mean Square | F | Sig. |
|------|------------|----------------|----|-------------|--------|------|
| 1 | Regression | 590.035 | 3 | 196.678 | 17.328 | .000 |
| | Residual | 283.758 | 25 | 11.350 | | |
| | Total | 873.793 | 28 | | | |

Table 4.8 shows, F = 17.328, P = 000 indicates that the three learning style categories differ significantly based on their grade point average. It means there is an influence on students' learning styles on their English learning achievement in semester value.

B. DISCUSSION

The researcher held research to find the most dominant language learning style used and to find out the students' influence on their achievement based on the learning style. Based on the research at Madrasah Aliyah Negeri

Palopo, all of the students their learning style which is distinguished into three categories such as visual, auditory and kinesthetic learning style. Students of eleventh grade as research sampling have a majority learning styles.

1. Students learning style

Learning style is the easiest way for someone in a meeting and receiving various new information he received. In the learning process, a student will have his way so that he understands and always does given the material obtained. Joy M. Reid (1998), there is three learning style, students learn in many different ways, visual, auditory, kinesthetic learning style (VAK). Some students learn primarily with their eyes as visual learns or with their ears as auditory learners and some students prefer to learn by experience and practice as kinesthetic learners.

Based on the results of research conducted known that the tendency eleventh grade student learning styles on English subjects are known visual learning style percentage of 42% or 12 students in the medium category, auditory learning style percentage of 24% or 7 students in the medium category and kinesthetic learning style percentage of 35% or 10 students in the medium category and the highest frequency used learning is Visual is 1.040.

These results indicate the existence variations in learning styles at school. Determination of the type of learning style in this study was obtained with the highest score of three kinds of characteristics of each learning style using a questionnaire. From the third score the characteristics of each student's learning style it was revealed that the score selection of each average style was not much

different, this shows that each student can absorb knowledge with various styles learning, but there is one more dominant learning style. So it is actually a student able to absorb material delivered by the teacher with any method, but if the method used is not in accordance with the dominant learning style students have the results will not be maximal, but on the contrary, if the method the teacher uses according to the dominant style of each student the results will be more leverage. So, that it can be concluded that the eleventh-grade students in Madrasah Aliyah Palopo the most dominant learning styles used with visual learning styles which are 42% or 12 students.

The level of seriousness in implementing the visual learning style can be seen from the following indicators: always make notes to remember information, often make symbols, pictures, tables, graphs and concept maps, enjoy learning by reading, in studying books, happy to read the summary first before reading in more detail, often reading while marking with striking colors, when spelling while looking at the word spelled, like to sit in the front seat and write an explanation neatly and in order.

The level of seriousness in carrying out auditory learning styles can be seen from several indicators, namely remembering through listening, always trying to follow lectures, happy to hold discussions with friends and lecturers, often recording lecturer explanations with a recording device, often creating songs on some of their subject matter, reading books in a voice that is loud, happy speech / presentation.

The level of seriousness in implementing the kinesthetic learning style is shown by several indicators, namely happy learning through practice, reading while doing physical movements, not being able to sit for hours, happy learning with direct exploration in the field, memorizing while walking, always giving time to rest in between learning, always active in class, happy and brave to try.

Also, from the analysis of research results in the form of reasons that support in answering questionnaire questions, the results obtained that their reasons are by what they feel about the comfort in implementing the learning style. It means that most students have understood enough of their learning styles. In theory, understanding one's learning style is one of the best ways to maximize learning in the classroom. After finding a learning style and knowing the best method to assist oneself in learning through that style, a person can develop and perform well in the classroom, even in subjects that were previously considered difficult and unpleasant. By the opinion of De Porter & Hernacki (2004) that if someone is familiar with their learning style, a person can take important steps to help themselves learn faster and easier. This is very helpful for students who tend to study more demanding independent learning.

According to research finding that a students' majority learning style is visual. It is the same between the previous study from another researcher. They found out that dominant students' learning style is visual.

In addition, base on the research on 2018, the average of students learning style has collected by Jumahir, the major perceptual learning styles

preference of the first-year students of IAIN Ternate is visual learning style (mean=40.2), while the minor learning style preferences are kinesthetic (mean=37.0), individual (mean=36.7), tactile (mean=36.3), auditory (mean=35.8), and group learning style (mean=33.9).

According to the result of research, it can be that each student has a dominant learning style. It is based on the best way of themselves easier to comprehend or accept the information. Then, the dominant students learning style might differ in the word.

The comparison of students' language learning style based on students' gender.

The Learning Style for male and female gender. The comparison of students' language learning style based on students' gender. Based on gender showing male gender dominated by kinesthetic learning styles with a percentage of 38% or 5 students, auditory and kinesthetic with the same percentage of 31% or 4 students. Based on gender showing female gender is dominated by visual learning styles with a percentage of 50% or 8 students, auditory with a percentage of 19% or 3 students and kinesthetic with a percentage of 31% or 5 students.

According to Santrock (2007) stated gender is distinguished from gender (sex), which involves the biological dimension of male or female. Gender roles are social expectations that determine how males are and females should think, act and feel.

Based on the results of this research, the researcher found that whatever students learning style, they have their way to learn in the class. The language learning style also did not affect students' class level, because the learning style did not change but develop all the time.

2. The influence of students learning style towards their English achievement

The learning styles influence students' achievement. The learning achievement is the result of which resulted in changes within the individual as a result of activity in learning. Their achievement shows that most of the students have good achievements and some of them have an excellent achievement. All of the students whose excellent English learning achievements were those of visual learning style and 12 out of 29 students who have good English learning style achievement are also those of visual learning style.

It can be concluded that the result of the influence of students' learning style on their English achievement is visual learning style, $T = 6.115$ indicates that the three learning style categories. It means there is an influence of students' visual learning style on their English achievement. Moreover, the constant score is $= 69.698$. It can be interoperated that if students' learning style (visual, auditory, kinesthetic) are constant or is no increasing and decreasing so the total of students learning style is about constant score 69.698. So, it is known that learning style gives a contribution of about 67.5% through students' English learning style achievement at the eleventh grades of Madrasah Aliyah Negeri Palopo. Also, there is 32.5% influenced by other factors that need more study.

The result of by ANOVA shows, $F = 17.328$ indicates that the three learning style categories differ significantly based on their grade point average. It means there is an influence on students' learning styles on their English learning achievement in semester value. Therefore, there is cooperation in students learning styles to improve student achievement.

The method used in learning English still uses classics that have not fully accommodated student learning styles. The classic method that is often used and only with the help of a blackboard. Depends, with this method students who have a visual auditory and kinesthetic style can learn more optimally. One proof of success that varies, each student. Students who achieve achievements will receive students who excel less. The difference in the value obtained from the results of the pure semester value is also sufficient. The highest value obtained was 93 while the lowest value was 68. One of the causes of this is the teacher's ability to apply methods that can accommodate student learning styles. Can we look at the average variety of learning achievement, that is; students with 80 visual learning styles, auditory learning style is 69, kinesthetic learning style is 75.

These showing students who have visual and kinesthetic learning styles having achievement are highest. This is due to the method applied by more teachers' accommodation visual and kinesthetic learning styles. A mismatch between learning methods with learning styles will affect learning achievement. Proven students who have a visual learning style and kinesthetic have higher achievement than students who have Auditory learning styles. The teacher is expected to be able to use the learning method under student learning styles.

Because students have different learning styles so that each student can follow the learning process well and easily.

According to Slameto in Dahlan (2009) stated that learning is a process of one's efforts to acquire new behavior changes as a whole, as a result of his own experience in interaction with their environment. Aminah (2009) stated that learning achievement is knowledge mastery or skill that is developed by subject and it is used to be shown by mark (grade) that is given by a teacher. We can say that achievement is one of the parameters that is used to measure the level of the students. If the students show good learning achievement, it means that the learning process is a success.

However, the influence of students' visual and kinesthetic on their English achievement has a significant influence, but the dominant is a visual learning style.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research which has explained in chapter IV about the language learning style of the eleventh-grade students of Madrasah Aliyah Negeri Palopo. Student learning styles include visual, auditory, and kinesthetic learning styles, with the highest number of students being visual learning styles is 12 students or 41%. The most dominant language learning style used, the researcher found that 12 students or 41% of the population are visual learning style. Even the visual learning style was the majority, the researcher also discovered that students were able to receive the information when the teacher delivered the information in an auditory or kinesthetic way.

The students' language learning style influences their achievement in the eleventh grade of Madrasah Aliyah Negeri Palopo. The learning styles influence students' achievement. Their achievement shows that most of the students have good achievements and some of them have an excellent achievement. All of the students whose excellent English learning achievements were those of visual learning style and 12 out of 29 students who have the good and highest value in English learning style achievement.

Moreover, the result shows the more dominant students learning style used is visual and there is an influence on students' learning style on their English learning achievement. So, it can be concluded that students at the

eleventh grade of Madrasah Aliyah Negeri Palopo have or dominant with visual learning style.

B. Suggestion

1. Students

This result of this study is expected to help students to recognize their learning style. Students should know what they learning style and how the preferred way to get information and knowledge in the class. So they will enjoy and feel comfortable following the learning process.

2. Teacher

The teacher should be aware of students' different learning styles so they should apply various kinds of teaching methods to allow students to adapt their learning style. So it will improve their English achievement.

3. Others researcher

The result of this study is expected to be used as consideration or preview for the next researchers in doing the same filed of the study with the different objects of the research.

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A P P E N D I X E S

Appendix 1

ANGKET GAYA BELAJAR

(DePorter, B & Hernacki, M. 1999)

A. Data Respondent

Nama :

Usia :

Jenis kelamin :

Kelas :

B. Petunjuk Pengisian

Berilah tanda (√) pada kolom yang sesuai dengan keadaan yang paling menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembelajaran Bahasa Inggris. Isi setiap pertanyaan sesuai dengan dirimu sendiri.

Very often = SS

Often = S

Sometimes = K

Mostly never = HTP

Never = TP

| NO | PERTANYAAN | SS | S | K | HTP | TP |
|-----|--|----|---|---|-----|----|
| 1. | Apakah kamu rapi dan teratur? | | | | | |
| 2. | Apakah kamu berbicara dengan cepat? | | | | | |
| 3. | Apakah kamu membuat suatu rencana dan mengaturnya untuk acara jangka panjang dengan baik? | | | | | |
| 4. | Apakah kamu mengeja kata-kata dengan baik dan kamu bisa melihat serta membayangkan tulisan/kata-kata dalam pikiran kamu? | | | | | |
| 5. | Apakah kamu lebih ingat apa yang kamu lihat dari pada apa yang kamu dengar? | | | | | |
| 6. | Apakah kamu menghafal dengan cara melihat objek yang akan kamu hafalkan? | | | | | |
| 7. | Apakah kamu sulit mengingat perintah lisan kecuali jika dituliskan dan apakah kamu sering meminta orang untuk mengulang ucapannya? | | | | | |
| 8. | Apakah kamu lebih suka memberikan contoh dengan melakukan demonstrasi dari pada berpidato? | | | | | |
| 9. | Apakah kamu lebih menyukai kesenian daripada music? | | | | | |
| 10. | Apakah kamu tahu apa yang harus kamu katakan tapi kamu tidak terpikir kata tepat yang harus di gunakan? | | | | | |
| 11. | Apakah kamu suka mencoret-coret buku tulisan kamu | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| | ketika mendengarkan guru yang sedang menjelaskan didepan kelas? | | | | | |
| 12. | Apakah kamu lebih suka memberikan contoh dengan melakukan demonstrasi dari pada berpidato? | | | | | |
| 13. | Apakah kamu berbicara kepada diri sendiri saat melakukan sesuatu? | | | | | |
| 14. | Apakah kamu mudah terganggu oleh keributan? | | | | | |
| 15. | Apakah kamu bergumam/menggerakkan bibir saat membaca? | | | | | |
| 16. | Apakah kamu sukan membaca keras-keras dan mendengarkan? | | | | | |
| 17. | Dapatkah kamu menirukan suara-suara yang kamu dengar? | | | | | |
| 18. | Apakah kamu berbicara dengan pola berirama? | | | | | |
| 19. | Apakah kamu mersa lebih sulit menulis dari pada berbicara? | | | | | |
| 20. | Apakah menurut kamu, kamu pandai dalam berbicara? | | | | | |
| 21. | Apakah kamu lebih menyukai music daripada kesenian? | | | | | |
| 22. | Apakah kamu lebih senang belajar dengan cara mendengar dan mengingat apa yang telah kamu diskusikan dearipada dengan melihatnya? | | | | | |
| 23. | Apakah kamu lebih suka berbicara, berdiskusi dan | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| | menjelaskan panjang lebar? | | | | | |
| 24. | Apakah kamu lebih suka mengeja tulisan keras-keras daripada menuliskannya? | | | | | |
| 25. | Apakah kamu berbicara dengan lambat? | | | | | |
| 26. | Apakah kamu menyentuh atau mengganggu orang untuk mendapatkan perhatian dari orang lain? | | | | | |
| 27. | Apakah kamu berdiri dekat-dekat dengan orang saat kamu berbicara dengarnya? | | | | | |
| 28. | Apakah kamu lebih senang banyak bergerak dan melakukan latihan fisik? | | | | | |
| 29. | Apakah kamu lebih senang belajar dengan banyak praktik? | | | | | |
| 30. | Apakah kamu menghafal dengan cara berjalan-jalan dan melihat? | | | | | |
| 31. | Apakah kamu banyak menggunakan isyarat tubuh? | | | | | |
| 32. | Apakah kamu menggunakan jari untuk menunjuk kata-kata saat membaca? | | | | | |
| 33. | Apakah kamu tidak bisa duduk tenang dalam waktu lama? | | | | | |
| 34. | Apakah kamu memutuskan sesuatu berdasarkan perasaan kamu? | | | | | |
| 35. | Apakah kamu mengetuk-bgetuk pulpen, jari dan kaki saat mendengarkan? | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 36. | Apakah kamu meluangkan waktu untuk berolahraga dan berkegiatan fisik lainnya? | | | | | |
| | Subtotal | | | | | |
| | | | | | | |

Appendix 2

Distribution of Students' Learning Style Questionnaire

| NO | VISUAL | | | | | SCORE | AUDITORIA | | | | | SCORE | KINESTHETIC | | | | | SCORE | TOTAL OF QUESTIONNAIRE | LEARNING STYLE'S SCORE | LEARNING STYLE |
|----|--------|---|---|----|-----|-------|-----------|---|---|----|-----|-------|-------------|---|---|----|-----|-------|------------------------|------------------------|----------------|
| | SS | S | K | TP | STP | | SS | S | K | TP | STP | | SS | S | K | TP | STP | | | | |
| 1 | 2 | 5 | 3 | 2 | 0 | 43 | 3 | 3 | 5 | 1 | 0 | 44 | 2 | 3 | 4 | 1 | 2 | 38 | 36 | 125 | AUDITORIA |
| 2 | 1 | 1 | 8 | 1 | 1 | 36 | 2 | 2 | 5 | 3 | 0 | 39 | 1 | 5 | 5 | 1 | 0 | 42 | 36 | 117 | KINESTHET |
| 3 | 0 | 7 | 5 | 0 | 0 | 43 | 3 | 2 | 5 | 2 | 0 | 42 | 1 | 3 | 4 | 3 | 1 | 36 | 36 | 121 | VISUAL |
| 4 | 1 | 4 | 6 | 1 | 0 | 41 | 4 | 4 | 2 | 2 | 0 | 46 | 1 | 3 | 4 | 3 | 1 | 36 | 36 | 123 | AUDITORIA |
| 5 | 1 | 3 | 5 | 3 | 0 | 38 | 2 | 2 | 2 | 4 | 2 | 34 | 0 | 4 | 5 | 4 | 0 | 39 | 36 | 111 | KINESTHET |
| 6 | 1 | 5 | 3 | 0 | 3 | 37 | 1 | 2 | 3 | 2 | 4 | 30 | 1 | 2 | 3 | 2 | 4 | 30 | 36 | 97 | VISUAL |
| 7 | 3 | 6 | 1 | 0 | 2 | 44 | 1 | 3 | 4 | 3 | 1 | 36 | 6 | 2 | 2 | 0 | 2 | 46 | 36 | 126 | KINESTHET |
| 8 | 3 | 5 | 1 | 1 | 2 | 42 | 2 | 3 | 5 | 1 | 1 | 40 | 1 | 3 | 6 | 1 | 1 | 38 | 36 | 120 | VISUAL |
| 9 | 2 | 2 | 6 | 2 | 0 | 40 | 3 | 0 | 6 | 2 | 1 | 38 | 4 | 3 | 5 | 0 | 0 | 47 | 36 | 125 | KINESTHET |
| 10 | 1 | 4 | 5 | 2 | 0 | 40 | 2 | 4 | 5 | 1 | 0 | 43 | 1 | 3 | 5 | 1 | 0 | 34 | 36 | 117 | AUDITORIA |
| 11 | 5 | 4 | 3 | 0 | 0 | 50 | 1 | 3 | 6 | 2 | 0 | 39 | 5 | 3 | 2 | 1 | 1 | 46 | 36 | 135 | VISUAL |
| 12 | 5 | 2 | 5 | 0 | 0 | 48 | 1 | 1 | 7 | 3 | 0 | 36 | 4 | 0 | 8 | 0 | 0 | 44 | 36 | 128 | VISUAL |
| 13 | 1 | 4 | 7 | 0 | 0 | 42 | 1 | 5 | 6 | 0 | 0 | 43 | 5 | 3 | 3 | 1 | 0 | 48 | 36 | 133 | KINESTHET |
| 14 | 2 | 3 | 6 | 1 | 0 | 42 | 2 | 3 | 3 | 2 | 2 | 37 | 1 | 1 | 5 | 4 | 1 | 33 | 36 | 112 | VISUAL |
| 15 | 1 | 3 | 8 | 0 | 0 | 41 | 5 | 2 | 5 | 0 | 0 | 48 | 1 | 2 | 4 | 5 | 0 | 35 | 36 | 124 | AUDITORIA |
| 16 | 3 | 3 | 3 | 2 | 1 | 41 | 2 | 0 | 2 | 5 | 3 | 29 | 2 | 5 | 2 | 1 | 2 | 40 | 36 | 110 | VISUAL |
| 17 | 1 | 3 | 7 | 1 | 0 | 40 | 2 | 1 | 6 | 3 | 0 | 38 | 5 | 2 | 4 | 0 | 1 | 46 | 36 | 124 | KINESTHET |
| 18 | 0 | 6 | 6 | 0 | 0 | 42 | 3 | 3 | 6 | 0 | 0 | 45 | 0 | 5 | 6 | 1 | 0 | 40 | 36 | 127 | AUDITORIA |
| 19 | 2 | 4 | 3 | 0 | 3 | 38 | 5 | 2 | 4 | 0 | 1 | 46 | 2 | 2 | 5 | 3 | 0 | 39 | 36 | 123 | AUDITORIA |
| 20 | 1 | 2 | 6 | 2 | 1 | 36 | 0 | 4 | 7 | 1 | 0 | 39 | 1 | 6 | 3 | 1 | 1 | 41 | 36 | 116 | KINESTHET |
| 21 | 5 | 2 | 5 | 0 | 0 | 48 | 1 | 4 | 6 | 1 | 0 | 41 | 2 | 3 | 6 | 1 | 0 | 42 | 36 | 131 | VISUAL |
| 22 | 4 | 5 | 3 | 0 | 0 | 49 | 3 | 4 | 4 | 1 | 0 | 45 | 3 | 7 | 1 | 1 | 0 | 48 | 36 | 142 | VISUAL |
| 23 | 3 | 2 | 5 | 1 | 1 | 41 | 3 | 4 | 4 | 1 | 0 | 45 | 5 | 3 | 2 | 2 | 0 | 47 | 36 | 133 | KINESTHET |
| 24 | 2 | 5 | 5 | 0 | 0 | 45 | 4 | 2 | 3 | 1 | 2 | 41 | 0 | 5 | 5 | 2 | 0 | 39 | 36 | 125 | VISUAL |
| 25 | 0 | 5 | 6 | 1 | 0 | 40 | 0 | 1 | 9 | 2 | 0 | 35 | 0 | 5 | 6 | 1 | 0 | 40 | 36 | 115 | KINESTHET |
| 26 | 1 | 3 | 5 | 3 | 0 | 38 | 1 | 4 | 5 | 2 | 0 | 40 | 6 | 3 | 2 | 1 | 0 | 50 | 36 | 128 | KINESTHET |
| 27 | 4 | 3 | 5 | 0 | 0 | 47 | 1 | 3 | 6 | 2 | 0 | 39 | 1 | 1 | 6 | 2 | 2 | 33 | 36 | 119 | VISUAL |
| 28 | 4 | 4 | 3 | 0 | 1 | 46 | 2 | 1 | 6 | 3 | 0 | 38 | 2 | 2 | 4 | 3 | 1 | 37 | 36 | 121 | VISUAL |
| 29 | 1 | 3 | 8 | 0 | 0 | 41 | 2 | 6 | 4 | 0 | 0 | 46 | 2 | 4 | 3 | 2 | 1 | 40 | 36 | 127 | AUDITORIA |

Appendix 3

Students' English Achievement Score

| No | Code Respondent | Achievement | Learning Style |
|----|-----------------|-------------|----------------|
| 1 | RD 1 | 75 | Auditory |
| 2 | RD 2 | 79 | Kinesthetic |
| 3 | RD 3 | 93 | Visual |
| 4 | RD 4 | 77 | Auditory |
| 5 | RD 5 | 78 | Kinesthetic |
| 6 | RD 6 | 83 | Visual |
| 7 | RD 7 | 74 | Kinesthetic |
| 8 | RD 8 | 82 | Visual |
| 9 | RD 9 | 79 | Kinesthetic |
| 10 | RD 10 | 74 | Auditory |
| 11 | RD 11 | 86 | Visual |
| 12 | RD 12 | 86 | Visual |
| 13 | RD 13 | 79 | Kinesthetic |
| 14 | RD 14 | 80 | Visual |
| 15 | RD 15 | 75 | Auditory |
| 16 | RD 16 | 85 | Visual |
| 17 | RD 17 | 76 | Kinesthetic |
| 18 | RD 18 | 69 | Auditory |
| 19 | RD 19 | 73 | Auditory |
| 20 | RD 20 | 76 | Kinesthetic |
| 21 | RD 21 | 82 | Visual |
| 22 | RD 22 | 82 | Visual |
| 23 | RD 23 | 79 | Kinesthetic |
| 24 | RD 24 | 84 | Visual |
| 25 | RD 25 | 75 | Kinesthetic |
| 26 | RD 26 | 76 | Kinesthetic |
| 27 | RD 27 | 84 | Visual |
| 28 | RD 28 | 88 | Visual |
| 29 | RD 29 | 68 | Auditory |

Appendix 4

Variables Entered/Removed (b)

| Model | Variables Entered | Variables Removed | Method |
|-------|-------------------|-------------------|--------|
| 1 | x3, x2, x1(a) | . | Enter |

a. All requested variables entered.

b. Dependent Variable: Students Achievement

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | |
|-------|-----------------------------|------------|---------------------------|-------|--------|------|
| | B | Std. Error | Beta | | | |
| 1 | (Constant) | 69.698 | 9.782 | | 7.125 | .000 |
| | Visual | 1.040 | .170 | .170 | 6.115 | .000 |
| | Auditory | -.225 | .134 | -.191 | -1.675 | .106 |
| | Kinesthetic | -.626 | .135 | -.539 | -4.642 | .000 |

Model Summary (b)

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|---------|----------|-------------------|----------------------------|---------------|
| 1 | .822(a) | .675 | .636 | 3.36903 | 2.086 |

a. Predictors: (Constant), visual, auditory, kinesthetic

b. Dependent Variable: Students Achievement

ANOVA

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|------|
| 1 | Regression | 590.035 | 3 | 196.678 | 17.328 | .000 |
| | Residual | 283.758 | 25 | 11.350 | | |
| | Total | 873.793 | 28 | | | |

Process Data Collection















CURRICULUM VITAE

The researcher, Sutiah, was born on March 17st 1995 in Lambaru, Kecamatan Angkona Kabupaten Luwu Timur. She is the first child from three brothers. Her father's name is Supardi and her mother's name is Soimah. The researcher finished her study at MI AL- Falah DDI Angkona in 2009 and then she continued her study at MTs. Al- Falah DDI Angkona and finished in 2012. Next, she keeps going to continue her education at SMAN 1 Angkona finished on 2015. In 2015 she tried to continue her study at the statue Institute for Islamic Studies (IAIN) Palopo. She was accepted as a student at English study Program of Tarbiyah and Teacher Training Faculty.



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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor : 205/ In. 19/PBI/PP. 00. 9/06/2019
Lampiran : 1 (satu) lembar
Perihal : Permohonan Pengesahan Draft Proposal

Kepada Yth
Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di -
Palopo

Assalamu' Alaikum Wr. Wb.

Dengan Hormat, yang bertanda tangan di bawah ini:

Nama : Sutiah
NIM : 15 0202 0123
Jurusan : Ilmu Keguruan
Prodi : Tadris Bahasa Inggris
Judul : Language Learning Style of the Eleventh Grade Students of
Madrasah Aliyah Negeri Palopo

Mengajukan permohonan kepada bapak/ibu, kiranya berkenan mengesahkan
Draft Proposal yang termaksud di atas.

Demikian permohonan kami, atas perkenan bapak/ibu diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.

Pemohon

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PENGESAHAN DRAFT SKRIPSI

Setelah memperhatikan persetujuan para pembimbing atas permohonan saudara (i) yang diketahui oleh Ketua Jurusan Ilmu Keguruan Fakultas Tarbiyah dan Ilmu Keguruan, maka draft proposal yang berjudul **Language Learning Style of the Eleventh Grade Students of Madrasah Aliyah Negeri Palopo**, dan yang ditulis oleh : Sutiah NIM 15 0202 0123 dinyatakan sah dan dapat diproses lebih lanjut.

Palopo, Juli 2019

a.n Dekan

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18 Juli 2019

Lampiran : -

Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Badan Kesbangpol dan Linmas
Kota Palopo
di -
Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama : Sutiah
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Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Tahun Akademik : 2018/2019
Alamat : -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi Madrasah Aliyah Negeri Palopo dengan judul: **“Language Learning Style of the Eleventh Grade Students of Madrasah Aliyah Negeri Palopo”**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.



Dekan,

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**PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

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ASLI

IZIN PENELITIAN
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DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : SUTIAH
Jenis Kelamin : Perempuan
Alamat : Perumnas Kota Palopo
Pekerjaan : Mahasiswa
NIM : 15 0202 0123

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

LANGUAGE LEARNING STYLE OF THE ELEVENTH GRADE STUDENTS OF MADRASAH ALIYAH NEGERI PALOPO

Lokasi Penelitian : MADRASAH ALIYAH NEGERI PALOPO
Lamanya Penelitian : 19 Juli 2019 s.d. 19 Oktober 2019

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 22 Juli 2019

a.n. Kepala Dinas Penanaman Modal dan PTSP
Sekretaris



MUSLIMIN HASYIM, SE
Pangkat : Pembina
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2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN PENELITIAN

Nomor : 560 /Ma.21.14.01/TL.00/VIII/2019

Yang bertanda tangan dibawah ini :

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NIP. : 196708131993032001
Pangkat/Gol. : Pembina Tk.I, IV/b
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

Nama : SUTIAH
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
NIM : 15 0202 0123
Alamat : Perumnas Kota Palopo

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul "language Learning Style Of The Eleventh Grade Students Of Madrasah Aliyah Negeri Kota Palopo."

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 26 Agustus 2019

Kepala Madrasah,



M. Maida Hawa

Dra. Maida Hawa, M.Pd.I
NIP. 196708131993032001

CATATAN HASIL KOREKSI UJIAN SKRIPSI

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NIM : 15 0202 0113
Jurusan/Program Studi : Ilmu Keguru / Pendidikan Bahasa Inggris
Hari/Tanggal Ujian : Jumat / 20 September 2019
Judul Skripsi : Language Learning Style of the Eleventh Grade Students of Madrasah Aliyah Negeri Palopo

1. Misspelling words, ungrammatical sentences,
writing technique

2. Problem statement?

3. Conclusion should answer your
Research Question

4. COVER

5. Pronouncement

Pembimbing/Penguji,

NIP.

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Sutiah
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Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris
Hari/Tanggal Ujian : Jumat / 20 September 2019
Judul Skripsi : Language Learning Style of the Eleventh Grade Students of Madrasah Aliyah Negeri Palopo

1. Research problem, ~~and~~ objectives and significance

2. The organization of your ~~the~~ writing

3. ~~The~~ The research method

4. The technique of data analysis

Pembimbing/Penguji,



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