A THESIS

THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND STUDENTS' LEARNING OUTCOMES IN ENGLISH AT SECOND GRADE OF SMP NEGERI 3 PAREPARE

By

ANITA
Reg. Num: 16.1300.114

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
Forthe Degree of SarjanaPendidikan (S.Pd)

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Thesis

As Partial Fulfillment of the Requirement for the Degree

Of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted by:

ANITA
Reg. Num: 16.1300.114

To

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

In the name of Allah, The Beneficent and The Merciful

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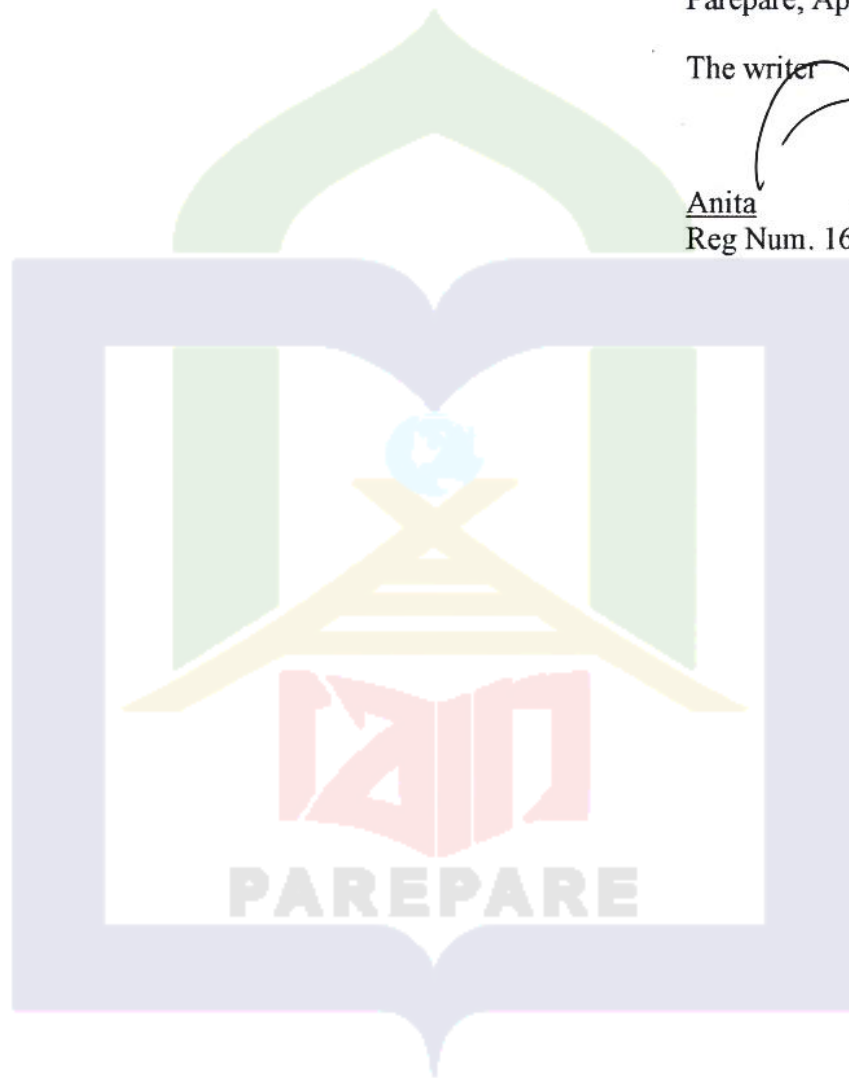
Finally, the writer realized that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, hopefully, the skripsi will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, April 1nd 2021

The writer

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DECLARATION OF THE RESEARCH AUTHENTICITY

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    Stated that herself conducted their skripsi, if it can be proved that is copied, duplicated or complied by other people, The degree that has been gotten would be postponed.

Parepare, April 1nd 2021

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ABSTRACT

Anita. *The Correlation Between Students Learning Style and Students' Learning Outcomes in English at Second Grade of SMP Negeri 3 Parepare.*(Supervised by Nurhamdah and Nanning).

Learning styles in general can be defined as the force used by an individual to learn, Differences learning style of each student can be measured in terms of self-concept, strength, physical, emotion, and the way of accepting and also information processing that depends on student's capability while learning outcomes is a change in behavior obtained by students after experiencing learning activities. The purpose of this research was to find out find out the correlation between students' learning style and learning outcomes in English at the second grade of SMP Negeri 3 Parepare

The samples of this study were 30 students by simple random technique. The researcher conducted the research by Quantitative correlation. The data collecting technique by questioner with descriptive and inferential analysis.

The data was analyzed by used descriptive analysis showed students learning style in visual style 16 students, auditory style 8 students and kinestatik 6 students, while students learning outcomes in categorized very good performing, inferential analysis which showed that there is positive correlation which value of (sig = Ho Significant), it can be sum that, there is positive correlation between learning style and learning outcomes as categorized as strong correlation.

Keyword: learning style, learning outcomes, correlation

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CHAPTER I

INTRODUCTION

A. Background

Learning is a relatively permanent change in a behavioral tendency and is the result reinforced practice[1]. So, the component of the learning such as learning is acquisition or getting, retention of information or skill, and a change in behavior. And there are two kinds of learning in our life, those are everyday learning and school learning. In everyday learning has real context, as the first hand, come easily and is self-motivating and come from cooperation and sharing. But in school learning, it has contextualized, as the second hand, doesn't come easily and needs motivating and tends to be individualistic.

The success of teaching-learning process is not only determined by how the teachers teach, but also, most importantly and principally is determined by how the students learn. Language learning style is one of the main factors that help determine how the students learn a second or foreign language. However, the students have different personalities so they learn in many ways or styles.

According to James and Gardner learning styles is the conditions that enables learners to percept, to process, to storage, and recall the learning contents. In the lastfew decades, there has been a surge of interest in the effects of learning styles in education what also resulted in various criteria and categorization of learning styles.[2]

The most popular learning style are three; Visual learning style, Auditory learning style, and Kinesthetic learners. Visual learner learns by reading or seeing pictures. Understand and remember things by sight and then learn best by using methods that are

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[1]Kimbe and Garmezy, *Principles of Language Learning and Teaching* 3rd edition, p. 7.

[2]James, W. B., And Gardner, D. L. (1995) Learning *Styles: Implications for Distance Learning* . *New Directions for Adult Continuing Education*. No.67

primarily visual. You like to see what you are learning and may have difficulty with spoken directions and may be easily distracted by sounds. Auditory learner learn by hearing and listening. Understand and remember things they have heard. They store information by the way it sounds, and you have an easier time understanding spoken instructions than writer ones. Kinesthetic learner, learn by touching and doing. Understand and remember things trough physical movement.

Students learning style have effect of their own academic achievement.[3]Learning achievement is an indicator of the quality and quantity of knowledge that students have mastered is feedback for the teacher in carrying out the teaching and learning process.

Learning achievement is the result obtained by a person during the learning process, efforts to learn, understanding knowledge, and application of skills in a subject that is tested through tests. There are 9 factors that can affect the learning achievement of students, namely; students, teachers, learning objectives, subject matter, learning facilities, student interaction with subjects, teacher interactions with students, interactions between students, and the teaching environment.

This kind of research identified the correlation of the students learning style and their learning outcomes, it assumed that, it should be correlated which several visual students showed very active at class while kinestatic learners not, by that differentiate, the researcher interested conducting study which identify the correlation both which tittle of The correlation between students learning style and students learning outcomes"

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[3] Dorris B. Matthews,*An Investigation of learning and Perceived Academic Achievement for High School Students* (Taylor and Francis Group,69,1996), p. 249.

B. Research Questions

Based on the statement above, the writer state that the problems of the research as follow;

1. How is the student learning style in learning English at the second grade of SMP 3 Parepare?

2. How is the student learning outcomes in learning English at the second grade of SMPN 3 Parepare?

3. Is there any correlation between students learning style and learning outcomes in learning English at the second grade of SMPN 3 Parepare?

C. Objective Of the Research

Based on the problem statement above, the objective of the research is :

1. To describe students' learning style in English at the second grade of SMP Negeri 3 Parepare.

2. To describe the students' learning outcomes in English at the second grade of SMP Negeri 3 Parepare.

3. To find out the correlation between students' learning style and learning outcomes in English at the second grade of SMP Negeri 3 Parepare.

D. Significance of the Research

1. For the teacher

The teachers can understand that learning styles can improve the educational experience.

2. For the students

The students can understand kinds of their learning style well. By   understanding their learning style, the students will be easy to decide learning strategy that related to their learning. It can also make students faster when learning English.

3. For the researcher

This research is expected to be a useful input in English teaching process. Besides it can build up the understanding about the influence of learning style toward students' achievement and can be used as reference to the next researcher who wants to conduct a research related to this research.
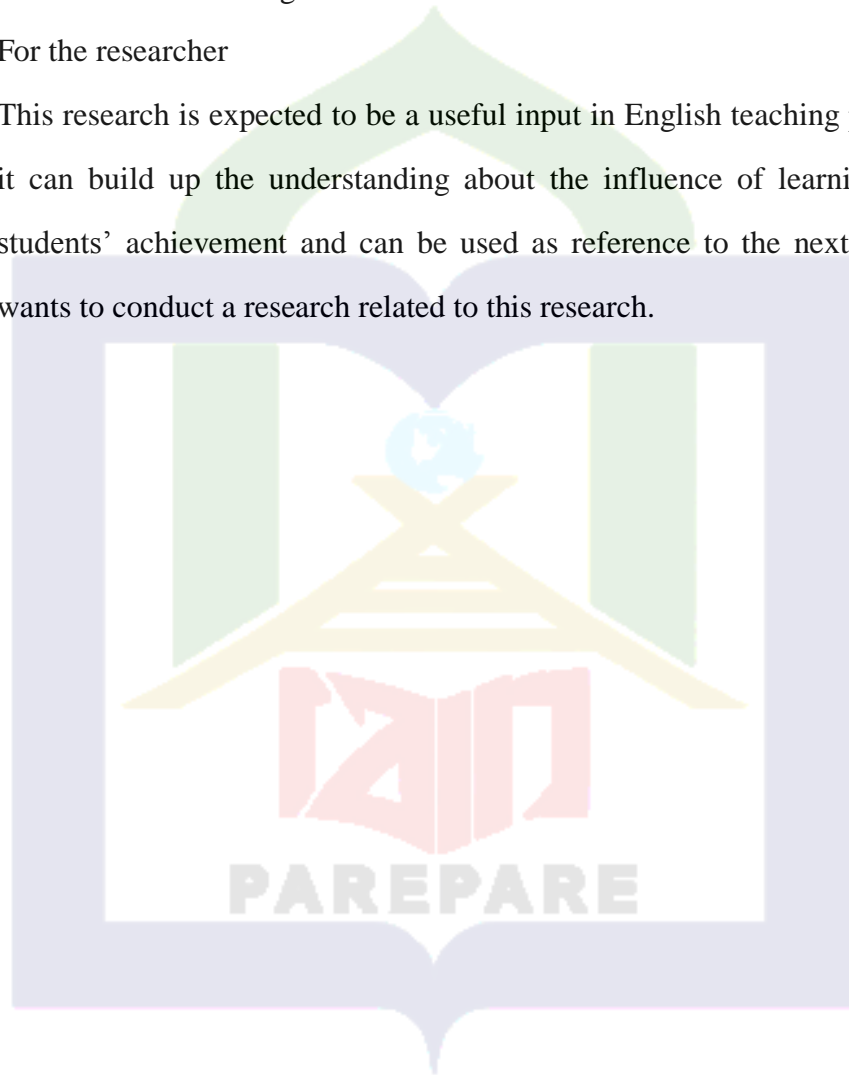
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

1. The Concept of Learning

a. Definition of learning

The meaning of the word study in the General Dictionary book Indonesian is trying to acquire intelligence or knowledge. The manifestation of trying is in the form of activities so that learning is a activities. English Dictionary describes learning or to learn (verb) means:

1) Again knowledge, comprehension, or mastery of through experience or study;

2) Fix in the mind or memory; memorize;

3) Acquire through experience;

4) Become in for me of to find out.

So, there are four kinds of meanings according to learning English dictionary, namely gaining knowledge or mastering knowledge through experience, remembering, mastering through experience, and get information or find.[1]

Mulyono Abdurrohman argues learning is a process of individual striving achieve learning goals or what is commonly called the result learning, which is a form of behavior change relatively sedentary.[2]

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[1]Purwa Atmaja Prawira, *Psikologi Pendidikan Dalam Perspektif Baru* (Jogjakarta: Ar-Ruzz Media,2013), p. 224.

[2]Mulyono Abdurrahman, *Pendidikan Bagi Anak Kesulitan Belajar*(Jakarta: PT Rineka Cipta, 1999), p. 28.

According to Syaiful Bahri Djamarah[3], to know the indicators of learning success can be seen from: "student absorption and visible behavior in students."

1) Absorption power, namely the level of mastery of the subject matter delivered by the teacher and mastered by students either individually or in groups.

2) Changes and attainment of behavior according to the ones outlined in basic competencies or indicators learning to teach from not knowing to knowing, from cannot become able, and from incompetent to be competent.

Shah states that there are three kinds of factors that influence student learning, namely:

    a) Internal factors

    b) Physiological Aspects

The general condition of the body and tone (muscle tension) which indicates the level of fitness of the organs and joints can affect the enthusiasm and intensity of students in following lessons. Changes in eating-drinking and resting patterns will cause negative tonic reactions and harm the mental spirit of the students themselves. The condition of the students 'special organs, the level of the listener's senses and the sense of sight greatly affect the students' ability to absorb information and knowledge, especially those presented in class.

To overcome the possibility of eye and ear problems, it is better if as a professional teacher should cooperate with the school to get routine checkup assistance from the local health offices. Another tip is to place them in the front row of seats wisely without having to convey the shortcomings of these students in front of the class. Do not let the child mentally.

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[3]Djamarah Syaiful Bahri, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2011)

a. Psychological Aspects

1) Students' intelligence

Intelligence in general can be defined as the psycho-physical ability to react to stimuli or adapt to the right environment.JP Chaplin (Mujib) formulates three definitions of intelligence, namely:[4] The ability to face and adapt to new situations quickly and effectively, the ability to use abstract concepts effectively, which includes four elements such as understanding, arguing, controlling and criticizing, and the ability to understand link ages and learn very quickly.

The level of intelligence or IQ of students will determine the level of student learning success. The higher a person's IQ level, the greater his chance of being successful, and vice versa. Among students with normal intelligence, there may be children who are classified as gifted or talented children, namely children who are bright and very gifted.

As a professional teacher, he must be able to read the condition of the intelligence of his students. So that there are no gaps in learning. Smart children are also not hindered by friends who are slow in thinking.

2) Attitude of Students

Attitude is an internal symptom with an affective dimension in the form of a tendency to react or respond in a relatively constant way to objects of people, goods, etc., both positively and negatively. To anticipate students' negative attitudes, teachers are required to first show a positive attitude towards

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[4]Abdul Mujib, *Nuansa-nuansa Psikologi Islam* (Jakarta: Raja Grafindo Persada) , 2002. p.318

themselves towards the subjects they are assigned to. By believing in the benefits of a particular field of study, students will feel a need for it, and from that feeling of need it is hoped that a positive attitude will emerge towards that field of study as well as towards the teacher who teaches it.

3) Student Talent

In general, talent is the potential ability that a person has to achieve success in the future. In subsequent developments, talent is then defined as the individual's ability to perform certain tasks without relying much on educational and training efforts. In this connection, talent will be able to influence the level of learning achievement in certain fields of study. Therefore, it is very unwise for parents to force their children to choose majors of expertise without knowing their children's talents. This will have a negative impact on academic performance or learning achievement. Every learner, of course, has certain peculiarities that are different from other learners, therefore, in learning a learner must develop the characteristics he has. Personal skills that are typically owned by learners. Learners will develop optimally according to the characteristics or characteristics that exist in him.

4) Interest

In simple terms, interest means a tendency and high excitement or a great desire for something. A student who has a strong interest in science subjects will focus his attention more than other students. Then because of that concentration, the students became more active and finally got good achievements. Teachers in this case should arouse the interests of their students.

According to Aunurrahman internal factors influencing the student learning process, including:[5]

a) Characteristics of students

Internal learning problems, related to conditions student personality, both physical and mental. Problem learning related to the dimensions of students before learning regarding interests, skills and experiences. Students have common interests high for learning can be seen from the willingness of students to record lessons, prepare books and stationery.

b) Attitude towards learning

Attitude is a person's tendency to act. Actual attitudes are different from actions, because of that action is the implementation or the real form of attitude, one's attitude will be reflected through his actions.

c) Motivation to learn

Motivation in learning activities is a powerful force can be a driving force for students to utilize the potential that exists in him and potential outside of itself to achieve goals learn.

d) Concentration on learning

Concentration on learning is a psychological aspect which is often not so easy for them to know other than the learning individual.

e) Processing learning materials

Processing learning materials can be defined as a process think someone to process information received so that it becomes meaningful.

[5]Aunurrahman.. *Belajar dan Pembelajaran*. Bandung : Alfabeta, 2009

f) Exploring learning outcomes

In learning activities we find it difficult back into the learning results that have been previously we find. A process of reactivating stored messages is called extracting results learn.

g) Self-confidence

Self-confidence is a psychological condition someone who influences physical activity and mentally in the learning process.

h) Study habits

Study habits are someone's learning behavior has been embedded in a relatively long time so provide characteristics in learning activities did.

2. **The Concept of Learning Style**

1) The Definition of Learning Styles

Learning styles in general can be defined as the force used by an individual to learn. Generally, learning style is the way an individual's learn a lesson by his own impulse[6]. Each student has a learning style that differs from each other. Differences learning style of each student can be measured in terms of self-concept, strength, physical, emotion, and the way of accepting and also information processing that depends on student's capability. Learning style is the way a person's practice of learning and every student has a different way of learning styles and may be changed by experience and surroundings. Based on a

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[6]Noorhasliza Binti Mohd Nordin, *Rangsangan dan Gaya Pembelajaran Sejarah Pelajar Cemerlang* (Latihan Ilmiah Sarjana. Bangi : UKM. 2015). p. 10.

study carried out by Orhun.[7], learning style has been defined as the way of a learner collecting and processing information. According to him again, learning style also is the ideal development, problem solving, and the interest of a student. A learning style refers method or how one learns, receive information, process information, and develop the information learned. Understanding learning styles is very important for a student to give strength and motivation for their success in academics. Although students practice varying learning styles, but the important art is the output or result obtained after the learning process. To ensure a quality learning process for students in the classroom, teachers should play a role to their teaching methods to the students learning styles. Teaching methods and learning styles should be complement to make the learning process a quality, effective, objective achieving, and can attract students to learn more about a studies.[8]

Based on Selmes, L.P.[9] past studies comprehend that the learning style of each student are different from each other, teachers should play an important role and are wise in adjusting their teaching method with the students learning styles to attract students interests in a particular subject, in a study that was conducted by Dunn in Noorhasliza. Stated that the outcomes of a learning process can be maximized id the teacher teaching method befit with the students learning style.

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[7]Orhun, N, An Investigation *Into The Mathematics Achievement and Attitude Toward Mathematics With Respect Toleaning Style According To Gender* (Internasional Journal of Mathematics Esucation In Science And Techology, 2007). p. 321- 333.

[8]Baharom Mohammad & Ilyas Hashim, *Gaya Pengajaran dan Pembelajaran* (Kuala Lumpur: PTS Profesional, 2010).

[9]Selmes, L.P, *Improving Study Skill (Charging Perspective in Education* (Great Britain: Hodder and Staughton Ltd, 1987).

This is in line with the opinion of Oxford. [10]the compatibility of the teaching method and learning styles can enhance the student achievement to improve their behavior and attitude in academics. A teacher skill in the students learning styles allows him to make preparations and selecting a correct teaching method with the students learning styles. Battroff, S.M.[11]states that the appropriate learning style is an important factor in determine the success of a student. Students need to be aware of what kind of learning style that is appropriate for them to be adopted by them in order to gained great achievements in the field of education Baharom Mohammad & Ilyas Hashim. Robiah Sidin.[12] For students who do not know what learning style that suits them, the students will give up and lose interest in studying a subject of study. Therefore, a student's learning style appropriate to the practice itself will get great achievements in the field of studies.

Some of the definitions of learning styles above can be concluded that eachhumans born into this world are always different from each other. Good shapephysical, behavior, character, and various other habits. None humans who have the same physical form, behavior and characteristics thoughtwins though. One thing we need to know together is thatevery human being has a way of absorbing and processing that informationreceived in different ways from one another.

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[10]Oxford R.L. & Ehman, M.E., dan Lavine, R, *Stylewars Teacher-Student Style Conflict In The Language Classromm* (Foreign Language Journal. 28 (1), 1991*)*, p. 22-31.

[11]Battroff, S.M, *The Impact of Group Versus Individualized Classroom Activities on The Levels of Achievement of Student.* In a Tenth-Grade Religion Corse (Group Activities Individualized Activities, Learning Style, Dissertation absctract EDD, La Siera University,1993)

[12]Robiah Sidin, *Kualiti Pengajaran dan Pembelajaran Universiti Tempatan* (Jurnal Akademik. 57(7), 1993), p. 25-40.

2) Various Learning Styles

Each students has the characteristic of their respective learning styles according to De Poter there are 3 the modalities (types) in learning styles are visual, auditory and kinesthetic. Visual learners learn by what they see. Auditory learning with ways of hearing and kinesthetic learn through motion and touching[13]. In fact, everyone has all three learning styles, however most people tend to use only one of the three styles that is more dominating.

1) Visual learning styles

Students with visual learning styles can be seen from the main characteristics namely using learning modalities with the power of the eye senses. Students who have a visual learning style easier to remember what they see, such as body language or facial expressions of the teacher, diagrams, textbooks pictures or videos, so that they can understand properly position or local, shape, number, and color.

The characteristics of students who have style. Visual learners tend to be neat and organized, speak rather quickly, attach importance appearance in presentation, not easily distracted by fuss, more remembering the word by looking at the letter order of the word, but hey have difficulty receiving verbal instructions. Visual acuity, more pronounced in some people, is very strong in depth self. The reason is that "there is more in the brain a device that serves to process visual information than all other senses "[14].

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[13]Tutik Rahmawati, Daryanto, *Teori Belajar dan Proses Pembelajaran Yang Mendidik*(Yogyakarta: Gava Media, 2015), p. 17.

[14]Dave Meier, terjemahan Rahmani Astuti, *The Accelerated Learning Handbook*(Bandung: Kaifa, 2002), p. 97.

Meanwhile, according to the object "problems in vision classified into three groups, namely the first, see form, second see in and the third see color".[15]This means that students are more quickly digest when information is in the form of images, colors, and shapes other arts are captured with the senses and stored in the brain and will more often remembered. According to De Porter and Hernacki explained that people are stylish visual learning is closer to traits such as prefer to scribble when talk on the phone, talk quickly, and would rather see a map from on hearing explanations.[16]

Generally, people who have a deep visual style absorb information describes a strong visual strategy with pictures and a visual expression. The characteristics of visual learning styles are as follows:[17]

a) Neat and orderly

Visual students pay more attention to their appearance, both in terms dress and environmental conditions around it. They like neatness and beauty too. They usually have notes neat lesson. A part from that they also don't like the place messy because it can interfere with their learning process.

b) Difficult to accept verbal instructions

Students who have a visual learning style often forget things delivered verbally and more often ask others for help repeat the verbal

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[15]Sumadi Suryabrata, *Psikologi Pendidikan*(Jakarta: PT Raja Grafindo Persada, 2004), p. 20.

[16]Tutik Rahmawati, Daryanto, *Teori Belajar dan Proses Pembelajaran Yang Mendidik*, (Yogyakarta: Gava Media, 2015), hal. 18

[17]Hariyanto dan Suyono*, Belajar dan Pembelajaran*, (Bandung: Remaja Rosdakarya, 2012), hlm. 149.

instructions. Many of the guys are visual less sensitive to responses to verbal instructions and will easily forget what others say until they are instructed regularly visuals accompanied by text, pictures, diagrams or charts.

c) Thoroughly detailed

Students are more careful and careful in observing the subject matter, and pay close attention to what students are doing.

d) Remember what was seen, rather than what was heard

Students put more emphasis on visual acuity. Concrete evidence must be exposed in advance so that they are easy to get to understand it. A child who has a visual learning style will find it easier to remember by seeing, for example reading books, seeing demonstrations conducted by teachers, see examples scattered over nature or natural phenomena by means of observation, it can also be seen lessons presented via TV or video tapes.

e) Usually not bothered by fuss

A person who has this visual learning style can learn well accompanied with music or not. The surrounding noise and noise will notable to shake their concentration because they are more focused on what they see rather than what they hear. If type these visuals are thinking, they'll be looking up at the ceiling, eye view to the right and left, because their brain processes the data by looking at each word or symbol. Indeed, everyone is sure will do the same when viewing pictures or symbols, but this visual type does it more often than other people.

f) Frequently answering questions with short yes or no answers

Students who have a visual learning style are not easy describe a thing, therefore they tend answer only in essence.

Strategies to Simplify Visual Learning Process for Children, A visual type, will quickly learn materials presented in writing, charts, graphs, pictures. Anyway easy to learn lesson material that can be seen with the tool her eyesight. On the other hand, it is difficult to learn when faced materials in the form of sound, or movement.[18]

From some of the above meanings, conclusions can be drawn that people use visual learning styles acquire information by using the eye senses. People with styles visual learning likes to follow illustrations, read instructions, observe pictures, and view events in person.

2) Auditory learning styles

This type of learning style is learning by means hear. People characterize with style Auditorial learning is:

a. Talking to yourself at work.

b. Easily distracted by commotion.

c. Move their lips and pronounce the writing in the book while reading.

d. Enjoys reading aloud and listening.

e. Can repeat and imitate notes, time and sound color.

f. They have difficulty writing, but are great at tell a story.

g. Speaking in a patterned rhythm.

h. Usually a fluent speaker.

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[18]Abu ahmadi dan Widodo Supriyono, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2008)

i. Prefers music over art.

j. Learning by listening and remembering what discussed rather than seen

k. Likes to talk, likes to discuss, and explain something at length.

l. Learning by listening and remembering what discussed rather than seen.

m. Likes to talk, likes to discuss, and explain something at length.

n. Having problems with jobs which involves visualization, such as cutting the parts so that they fit together.

o. Better at spelling out loud than write it down.

p. Prefer oral jokes than reading comics.

Strategies to Simplify Children's Learning Process Auditory:

1) Invite children to participate in discussions, both at in the classroom and in the family.

2) Encourage children to read subject matter with hard.

3) Use music to teach children.

4) Discuss ideas with children verbally.

5) Let the child record the lesson material on a cassette and encourage him to listen to it before bed.

A learner with inclinations auditorists can focus internally as well external. External auditors like to talk and will probably talk to themselves when currently studying. Meanwhile, learners with internal auditory tendencies will say on itself in its head, however, to see from the outside the only visible habit is the silence.[19]

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[19]Lou Russel, *The Accelerated Learning Field book: Panduan Belajar Cepat untuk Pelajar dan Umum* (Bandung: Nusa Media, 2012), p. 44.

Children who are auditive types, easy to learn ingredients presented in sound form(lecture), as soon as the teacher explained he quickly caught on lesson material, in addition to words from friends (discussion)or the sound of radio / cassette he easily catches it. Lessons are presented in the form of writing, touching, movements with which he is having difficulty.[20]

3) Kinesthetic learning style

It's characteristic is a downward glance when speaking, speaking more slow. Children who have a kinesthetic learning style learn through move, touch, and do. A child like this has a hard time sitting up silent for hours because of their desire to move and exploration is powerful. Students with this learning style learn it through motion and touch.

Characteristics of Kinesthetic Learning Styles:

a. Speak slowly

b. Neat appearance

c. Not easily distracted by situations of need

d. Learning through manipulation and practice

e. Memorizing by walking and seeing

f. Using fingers as a guide when reading

g. Finding it difficult to write but great at telling stories;

h. Loves books and they reflect the action with body movements when reading;

i. Likes busy games

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[20]Abu Ahmadi dan Widodo Supriyono, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2013), p. 85.

j. Cannot remember geography, unless they are indeed been in that place;

k. Touching people to get their attention.

Strategies to Simplify Children's Learning Process Kinesthetic:

1) Don't force your child to study for hours.

2) Encourage children to learn while exploring environment (for example: invite him to read while cycling, use real objects to learn new concepts).

3) Allow the child to chew gum at times study.

4) Use light colors to mark the important things in reading

5) Allow the child to learn while listening to music.

Learning styles can determine children's learning achievement. If given a strategy in accordance with their learning style, child can develop better. Automatic learning style depending on the person studying. That is, everyone have different learning styles.[21]

3. **The Concept of learning Outcomes**

a. Definition of Learning Outcomes

According to Rifa'i and Anni learning outcomes is a change in behavior obtained by students after experiencing learning activities.[22] The acquisition of these aspects of behavior change depends on what students learn. Therefore if students learn knowledge of a concept, then change its behavior obtained is in the form of mastery of the concept. In learners, change behavior that must be achieved by students after carrying out activities learning is formulated in the

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[21]Aprilia Erawati, *Skripsi Pengaruh Gaya Belajar Terhadap Prestasi Belajar Sejarah Kebudayaan Islam Pada Siswa Kelas X Man 1 Kabupaten Magelang Tahun Pelajaran (2017/2018)* IAIN SALATIGA

[22]Rifa'i, A dan Anni, C.T. *Psikologi Pendidikan*. (Semarang: UPT UNNES) 2012

objectives of students. The objective of the learners is a description of the desired behavior change or description products that demonstrate that learning has occurred.

Learning outcomes include: cognitive, affective, and psychomotor abilities. After doing the process learning learners are expected to have the ability to channel and direct their own cognitive activity like rules of solving problem. Affective abilities such as acceptance, response, value, organization and characteristics. While psychomotor abilities such as the ability to carry out a series of physical movements in affairs and coordination, social and intellectual.

According to Sudjana student learning outcomes are essentially behavior changes. Behavior as a result of learning in that sense broadly covers the cognitive, affective and psychomotor fields. Hence, deep assessment of learning outcomes, the role of instructional objectives that contain formula as the ability and behavior that the student wants to control becomes an element important as a basis and reference for assessment. Assessment of the learning process is an effort give value to teaching and learning activities carried out by students and teachers in achieving teaching goals. Hence, an assessment of the result sand the learning process is related to each other because results are effects of the process. [23]

According to Sudjana affective and psychomotor learning outcomes exist which were seen during the teaching-learning process and some were only later (after teaching is given) in practice life in the family, school, and community. That is why affective and psychomotor learning outcomes are broader in nature, more difficult to monitor but has a very meaningful value for student life because

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[23]Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya). 2006

it can be directly affects his behavior. While the cognitive realm is seen in terms of the learning process, which requires a memorizing and memorizing process in order to be able to mastered as a basis for knowledge or understanding of concept.

Based on the explanation of learning outcomes, it can be concluded that learning outcomes is a change in the behavior of students after participating in activities learning that includes three domains (cognitive, affective, and psychomotor).In the cognitive realm, the process of memorizing and remembering is needed, the realm of affective and psychomotor are more difficult to monitor but have a very significant value for them student's life because it can directly affect their behavior.[24]

b. Characteristics of Learning Outcomes

According Daryanto there are many changes that occur in a person very good in nature and type because it is certainly not every change in a person is a change in the meaning of learning. Someone who has experienced the learning process will experience changes.[25] Behavioral changes as a result of learning have the following characteristics:

1. Change occurs consciously. A person who learns will be aware of the change or at least he felt there had been a change in himself.

2. Changes in learning are continued or functional; Changes that occur in a person take place gradually continuous is not static. One change that occurs

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[24]Shofia Nur Widayah, *Skripsi Pengaruh Gaya Belajar Siswa Terhadap Hasil Belajar Pendidikan Kewarganegaraan* (2016)

[25]Daryanto, *Teori Belajar dan Proses Pembelajaran Yang Mendidik* (Yogyakarta: Gava Media) 2015

will cause the next change and will be of use to life or the next learning process.

3. Changes in learning are positive and active; Actions in learning are changes that always increase and aim to get something better than previous. Thus the more learning efforts are made, the more and the better the changes that are obtained.

4. Changes in learning are not temporary; changes that are temporary or temporary occur only for a few moments, such as sweating, tears, sneezing, crying and so, cannot be classified as a change in the meaning of learning. Changes that occur because the learning process is permanent. This means that the behavior that occurs after learning will be stay.

5. Changes in learning aimed or directed; Changes in behavior occur because there are goals to be achieved. Learning actions lead to real changes in behavior realized.

6. Change covers all aspects of behavior; Changes that a person gets after going through a learning process includes changes in overall behavior if a person learns something, as a result he will experience a change in behavior thorough in attitude skills, knowledge, and so on.

Based on the explanation regarding the characteristics of learning outcomes, it can be concluded when students do the learning process there are characteristics that need to be considered if students have experienced the learning process that will change their behavior, namely from who doesn't know becomes to know. Students who have carried out the learning process marked by the characteristics of learning, namely the necessary changes

realized, change is permanent, change is positive and active, and changes in purposeful or directed learning.

B. Previous Research findings

Several researches already been conducted by several researchers which had related to this research showed below:

The first study which related to this research was from Rahayu which tittle "*the* influence of learning style and their achievement at class VIII majoring SKI at Mts Sunan Giri Kabupaten Kediri Tahun Ajaran 2018/2019 results of the descriptive study revealed that the learning styles of class VIII students of MTs Sunan Giri tended to use visual learning styles, with a percentage of 88.13% and an average value of learning achievement was 86.50. So with this it can be concluded that the learning achievement of class VIII students in the SKI subject at MTs Sunan Giri is in the medium category. The results of the regression analysis that have been carried out show that the learning style has no influence on the learning achievement of class VIII students on the SKI subject at MTs Sunan Giri, Kediri Regency. Learning styles only contribute 3.4%, this means that learning styles do not have a significant effect on learning achievement.[26]

Second study from Aprilia study resulted in the findings that (1) the learning style variables of 84 respondents who were in the good category were 19 students or 22.61%, the moderate category was 35 students or 41.67%, and in the low category were 30 students or 22.61. %. (2) The learning achievement variables of the 84 respondents who were in the high category were 35 students or 41.67%, the moderate

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[26]Rahayu, Mita Dwi Putri, *Pengaruh Gaya Belajar Terhadap Prestasi Belajar Siswa Kelas VIII Pada Mata Pelajaran Ski Di Mts Sunan Giri Kabupaten Kediri Tahun Ajaran 2018/2019.* Undergraduate (S1) thesis, IAIN Kediri.

category were 29 students or 34.57%, and in the low category were 20 students or 23.80%. There is a significant relationship between the influence of learning styles on learning achievement of SKI class X MAN 1 Magelang Regency 2017/2018 academic year. Thus, the hypothesis which says "there is a significant influence between the influence of learning styles on student achievement of class X MAN 1 Magelang Regency Academic Year 2017/2018" can be accepted. This is evidenced by the value r_xy count is greater than r xytabel at the 5% significance level, namely r_ (count) = 0.815> r_ (table) = 0.213.[27]

Another study from Faridah on her study found that the relation between learning style and students achievement in listening skill which there was no significant relationship between students leaning style and their achievement, it stated found that obtained X= 0.310 is smaller than x value table which level 0,005 = 5,591 in sums that, the students leaning style doesn't influence any achievement toward students performing.[28]

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[27]Erawati, Aprilia, *Pengaruh Gaya Belajar Terhadap Prestasi Belajar Pada Siswa Kelas X MAN 1 Kabupaten Magelang Tahun Pelajaran 2017/2018.* Other thesis, IAIN SALATIGA.

[28]Nurul Faridah, the relationship between learning style and students achivment in listening skill, (English education of Univ. Hidayatullah: Thesis)

C. Conceptual Framework

Conceptual Framework is overview of the pattern of relationship between variable in a coherent whole which is a description of the focus of research.[29] These frameworks was intended as the basis of systematic thinking and reduce the problems discussed in this research.

To further facilitate readers to understand this researchers made a chart of conceptual framework in accordance with the title of "The Correlation between students' learning style and students' learning outcomes at Second Grade of SMP Negeri 3 Parepare" this research was providing the following diagram:

Learning Style (X)	Correlation	Learning Outcomes (Y)

1. Visual Learning Style
2. Auditory Learning Style
3. Kinesthetic Learning Style
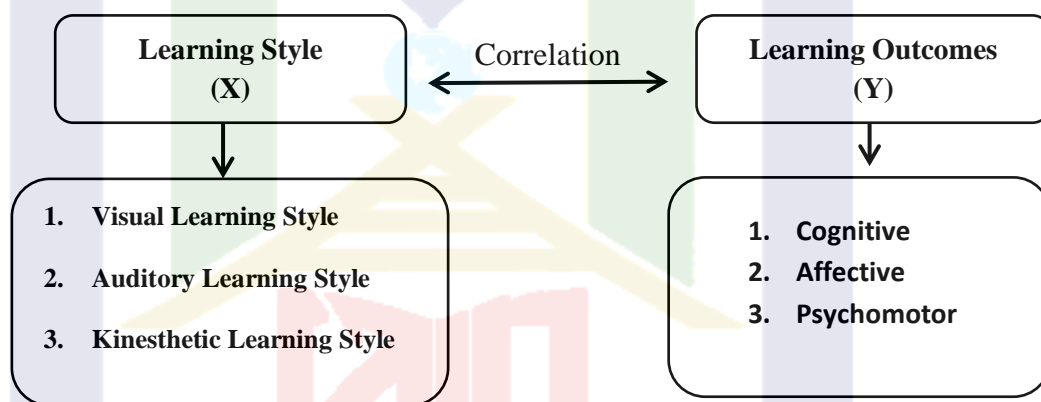
1. Cognitive
2. Affective
3. Psychomotor

Figure 2.1 Conceptual Frameworks

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[29]Tim penyusun, *Pedoman Penulisan Karya Tulis Ilmiah*, (Makalah dan Skripsi, Parepare: STAIN, 2013), p. 26.

D. Hypothesis

The researcher formulated the hypothesis as follow:

Ho : There is no significant positive correlation between Students' Learning style and Students' Learning Outcomes At the second grade of SMP Negeri 3 Parepare.

H_1 : There is significant positive correlation between Students' Learning Style and Students' Learning Outcomes At the second grade of SMP Negeri 3 Parepare.

E. Operational Definition of Variable

1. Learning style

Learning style is the conditions that enables learners to percept, to process, to storage and recall the learning contents. Learning style is the way an individual's learn a lesson by his own impulse. This research identified the students learning style while correlate it to the learning outcomes of the students.

2. Learning outcomes

Learning outcomes is a change in behavior obtained by students after experiencing learning activities. Learning outcomes include: cognitive, affective, and psychomotor abilities.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research used quantitative correlation, quantitative analysis techniques in data collection.[1] This research is aimed find out the correlation between students' learning style and students' learning outcomes at the second grade of SMP Negeri 3 Parepare. This research is basically a field research since the data of this research was on the field.

Based on the title of this research, there were two variables of this research, namely, variable "X" and Variable "Y". Variable X of this research was students' learning style while variable Y was students learning outcomes as illustrated below:

$$ \boxed{X} \longrightarrow \boxed{Y} $$

Where:

X: Learning style

Y: Students learning outcomes

B. Location and Duration of the Research

The location of this research was at SMP Negeri 3 PAREPARE . It one of the junior high school located in Bacukiki Barat, Parepare. The duration of this research was 45 days for finishing this research.

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[1]L. R. Gay, *Educational Research*: Competencies for Analysis & Application. (USA: Charles E Merill Publishing Company, 1976), p.138

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C. Population and Sample

1. Population

Population of this research was the whole students of the second grade of SMP Negeri 3 Parepare, where the number of classes was nine classes. The number of population can be seen as the table follow:

Table 3.1 Population of the students

CLASS	NUMBER OF STUDENTS
VIII.1	30
VIII.2	29
VIII.3	27
VIII.4	27
VIII.5	32
VIII.6	29
VIII.7	26
VIII.8	29
VIII.9	28
Total	**258**

Source: Administration of SMP Negeri 3 Parepare

2. Sample

The sample was a part or representative of the population under study. Assessment against the sample basically intended to find the top generalizations population or population characteristics (parameters), so that it can be done inference (inference) about the universe. As for the samples in this study were the students at VIII 1 which consist of 30 students by followed simple random.

D. Instrument of Collecting Data

1. Questionnaire

   Questionnaire is a data collection technique that is done by giving a set of questions or written statement to the respondent to be answered. The questionnaire is an efficient data collection technique when researchers know with certainly the variables to be measured and know what can be expected from the respondents.[2]

The questionnaires used five alternative based on the Likert's Scale Types. Likert's Scale is used to measure attitude, opinion, perception based on the certain object or phenomena.[3] The indicators of the questionnaire were explained as follows:

   A: Sangat Setuju (Strong Agree)

   B: Setuju (Agree)

   C: Ragu-ragu (Doubtful)

   D: Tidak setuju (Disagree)

   E: Sangat Tidak Setuju (Strong Disagree)

   The questionnaires were given to the students consist of many indicators. Indicators are taken from De Porter and Hernacki about the learning style aspects. The following table present the indicators use by the writer in the questionnaire.

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[2]Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif,* R & D. (Cet. 20 Bandung: Alfabeta, 2014), p 50.

[3]Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif*, (Jakarta: PT Bumi Aksara 2013), p.50.

Table 3.2 Learning style indicators by De Porter and Hernacki

Aspects learning style	Indicator	Item numbers
Visual	- Understand something with visual associations	1,2,3,4,5,16,19,22, 25
Auditory	- Learn by listening - Good at oral activity	6,7,8,9,10,17,20,23
Kinesthetic	- Learn through physical activity - Always physically oriented and moving a lot - Like trial activities	11,12,13,14,15,18, 21,24

2. Document (Students Final Score)

Document used in this research was students' final score at English subject at class which the accommodation of all learning aspect. Documents provided valuable information which helped the researcher to understand central phenomena in quantitative studies. The researcher analyzed the documents for the accuracy, completeness, and used fullness in answering the research questions.[5] In this case, the researcher took students' English score from the teacher. Then researcher analyzed the final score to identify the students' outcomes.

E. **Technique of Data Analysis**

The technique data analysis in this research used descriptive statistical techniques and inferential statistics to facilitate the analysis of the research data, the researcher will use SPSS. The writer calculated the perquisite testing requirement analysis such as validity, reliability, linearity, and normality test before calculating the statistical testing

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[5]John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition (USA: Pearson Education) p. 223

Pearson Product Moment Correlation. The technique data analysis of the research as follows:

1. Descriptive Statistics

       Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

Table 3.3 The interpretation of English learning outcomes

Interpretation	Score
A	90-100
B	80-89
C	70-79
D	61-69
E	50-59

2. Inferential statistics

a. Test Requirements Analysis

    Test requirements analysis is needed to determine whether data analysis for hypothesis testing can be continued or not. This section is discussed various test requirements analysis, such as normality, homogeneity, and linearity.

b. Data Normality Test

       The purpose of conducting a normality test on a series of data is to know whether the data population is normally distributed or not. When data normally

distributed, it can be used a parametric type statistical test. Meanwhile, if the data is not normally distributed, then a statistical test is used nonparametric.

The normality test was carried out by the Kolmogorov-Smirnov test on SPSS Statistic 21 for Windows. With the following test rules

If Probability (sig) > 0.05, then the data is normally distributed

If Probability (sig) < 0.05, then the data is not normally distributed

c. Data Linearity Test

The purpose of the linearity test is to determine whether between dependent variable (Y) and independent variable (X) have a linear relationship. Test this usually used as a perquisite in applying the linear regression method.

Linearity test using the IMB SPSS statistic 21 for Windows with the test criteria, namely if the probability value > 0.05, then relationship between variables X and Y is linear. If the probability value < 0.05, then the relationship between variables X and Y is not linear.

d. Statistical Hypotesis

The calculating of the correlation coefficient of the result of both of test was analyzed by applying the formula of product moment correlation as follow:

$$r_{xy} = \frac{N \sum xy - \sum x . \sum y}{\sqrt{(N \sum x^2 - \sum x^2)^2 (N \sum y^2 - \sum y^2)^2}}$$

Where

r_{xy} : Correlation Coefficient

N :The number of students/subjects participating in the test

$\sum x$:The sum of score in learning style

$\sum y$:The sum of score in learning outcomes and analytical exposition test.[4]

To find out the correlation between X and Y, significant or not, used the definition of the refuse or accept hypothesis as follows:

Ho = refuse if R-value ≤ r-table

Ha = accept if R-value ≥ r-table

Table 3.4 Guidelines for interpretation of correlation coefficients

Coefficient Interval	Level relationship
0, 00 – 0, 199	Very low
0, 20 – 0, 399	Low
0, 40 – 0, 599	Medium
0, 60 – 0, 799	Strong
0, 80 – 1, 000	Very strong[5]

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[4]Suharsimi Arikunto, *Prosedur Penelitian*(Jakarta: RinekaCipta 2002), p. 146.

[5]Sugiono, *MetodePenelitianPendidikanPendekatan Kuantitatif Kualitatif, R & D*. p. 257.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The research findings below were the result of the findings which referred to problems statements that formulated in the first chapter. This research identifying the students leaning style while students learning outcomes, learning style referred to the three types while learning outcomes accumulate of learning aspect which cognitive, affective, psicomotoric, moral and all the aspect which attempt in scoring regulation on educational curriculum.

The data was conducted from the questioner which consisted of 24 items regarded for learning style as variable X and document which took English score selected based on sample as variable Y.

1. Description of Students Learning Style

Determining learning style (X) The following chart below was the description of students learning style which conducted from the questioner spreading by Google form, the students' learning style (X), the writer counted mean score for each type of learning style. The highest students' mean score determined what type they were (the process of the students' learning style mean score calculation could be seen in Appendix). From the calculation, it was obtained that the most dominant students' learning style was visual (16 students), followed by auditory (8 students), and the last was kinesthetic (6 students). The ratio of the student total of each learning style could be seen in Chart 4.1 below:
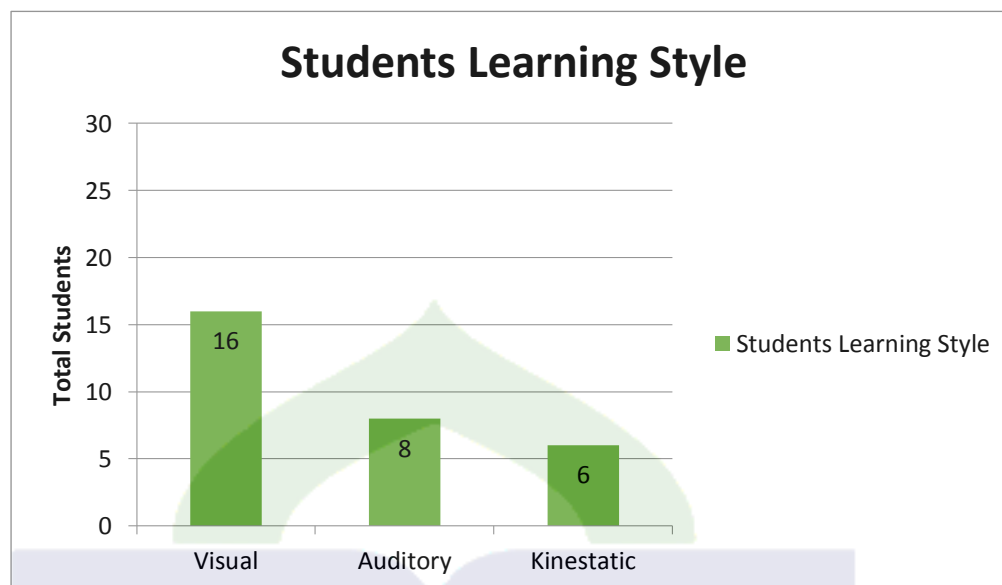
Chart 4.1
The Ration of Students Learning style

The table above is an explanation of the students learning style which consisted of visual, auditory and kinestatic, it showed that students learning style referred to visual style was the most dominant learning style which showed in 16 students, than auditory learning style was 8 students and kinesthetic was 6 students. It sums that visual learning style become the dominant learning style among the students.

2. **Description of Students Outcomes**

The researchers find out the students learning outcomes from the document (Students Score) which asked from the teachers, the score was the accumulation which really represents the students learning outcomes encountered by the students at class.

The following table below was the description of students' outcomes which conducted from the teacher as showed below:

Table 4.1 Description of Students Outcomes

Category	Range Score	Value	F	Percentage
A	80-100	Very Good	25	83%
B	66-79	Good	4	13%
C	56-65	Fair	1	3%
D	40-55	Poor	-	-
E	<39	Fail	-	-

Based on the table above, the result of students outcomes showed significant result which categorized as very good outcomes, it showed that interval 80-100 was very good which consisted of 25 students, interval 66-79 categorized as good consisted of 4 students and interval 56-65 categorized as fair consisted of 1 students.

The result of the students learning outcomes showed very great outcomes which really focuses on students result data in their learning process. The result which showed 25 students were very good category.

3. **Assumsion Test**

Before doing the test, the researcher must done the pra-syarat of the correlation test such normality test for both variables:

a) Normality Test

Table 4.2 Normality test for Learning Style

Uji Normal
One-Sample Kolmogorov-Smirnov Test

		X
N		30
Normal Parameters(a,b)	Mean	84.006
	Std. Deviation	23.00190
Most Extreme Differences	Absolute	.183
	Positive	.140
	Negative	-.183
Kolmogorov-Smirnov Z		1.1745
Asymp. Sig. (2-tailed)		.176

a Test distribution is Normal.
b Calculated from data.

Based on the table 4.3 the result data of learning style distributed normal (sig = 0.176 > 0.05). It called normal data.

Table 4.4 Normality Test for Learning Outcomes

One-Sample Kolmogorov-Smirnov Test

		Y
N		30
Normal Parameters(a,b)	Mean	86.5344
	Std. Deviation	1.41302
Most Extreme Differences	Absolute	.222
	Positive	.150
	Negative	-.222
Kolmogorov-Smirnov Z		1.213
Asymp. Sig. (2-tailed)		.164

a Test distribution is Normal.

b Calculated from data.

The table 4.4 shows that learning outcomes distributed normal which (sig= 0.164>0.05) It called normal data. So, The result of Kolmogorov-Smirnov Z is distributed normal.

4. Hypothesis Test

Pearson *Product Moment*

		X	Y
X	Pearson Correlation	1	**.673(**)**
	Sig. (2-tailed)		.000
	N	35	35
Y	Pearson Correlation	**.673(**)**	1
	Sig. (2-tailed)	.000	
	N	30	30

** Correlation is significant at the 0.01 level (2-tailed).

Based on the theory, it sums that, there is correlation between learning style and students outcomes because (Sig 0.00 < 0.05), H_1 is accepted which shows positive correlation because the score of Person Correlation in Positive Score. In identifying the coefficient of correlation, researcher referred to the source of Analyzing Result. According to the theory, the value of person Correlation in 0,673, it means that the category of correlation in strong correlation. In other word, the correlation between students learning style and learning outcomes is strong correlation.

B. DISCUSSION

The researcher did the data after conducting all the source of data from the respondents, the data was taken from the questioner and the document which identified in previous term, this discussion discussed more about the clear explanation of the research question which referred to the students learning style, students learning outcomes and the correlation between them.

1. Students Learning style

Learning styles is the conditions that enables learners to percept, to process, to storage, and recall the learning contents. In the decades, there has been a surge of interest in the effects of learning styles in education what also resulted in various criteria and categorization of learning styles.

The most popular learning style are three; Visual learning style, Auditory learning style, and Kinesthetic learners. Visual learner learns by reading or seeing pictures. Understand and remember things by sight and then learn best by using methods that are primarily visual. You like to see what you are learning and may have difficulty with spoken directions and may be easily distracted by sounds. Auditory learner learns by hearing and listening. Understand and remember things they have heard. They store information by the way it sounds, and you have an easier time understanding spoken instructions than writer ones. Kinesthetic learner, learn by touching and doing. Understand and remember things trough physical movement.

Another influence of the students performing refers to the attitude, it is an internal symptom with an affective dimension in the form of a tendency to react or respond in a relatively constant way to objects of people, goods, etc.,

both positively and negatively. To anticipate students' negative attitudes, teachers are required to first show a positive attitude towards themselves towards the subjects they are assigned to. By believing in the benefits of a particular field of study, students will feel a need for it, and from that feeling of need it is hoped that a positive attitude will emerge towards that field of study as well as towards the teacher who teaches it.

The findings above also found very unique result which identify that visual style become the dominant style which encountered by the students, mostly they felt as visual characteristic at instrument result, another style followed auditory style which 8 students felt as auditory style at all and last style referred to the kinestatic style which identify 6 students there.

Students faced learning style in their classroom activities which really relevant to their learning habit, It stated that, students required learning style proportional from the students habit toward their activities which also influenced from their attitude.[38]

It stated that students are more quickly digest when information is in the form of images, colors, and shapes other arts are captured with the senses and stored in the brain and will more often remembered. It caused very clearly that, mostly in this class, students most get visual learning style. It supported also that people are stylish Visual learning is closer to traits such as prefer to scribble when talk on the phone, talk quickly, and would rather see a map

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[38]Baharom Mohammad & Ilyas Hashim, *Gaya Pengajaran dan Pembelajaran* (Kuala Lumpur: PTS Profesional, 2010).

from on hearing explanations.[39] It proves that, students get close to learning style which refers to the visual style.

Learning styles can determine children's learning achievement. If given a strategy in accordance with their learning style, child can develop better. Automatic learning style depending on the person studying. That is, everyone have different learning styles.[40]

All the statement from the expert above really support the result of the data which showed visual learning style become the dominant learning style among the students while also found in general quality of the students, learning style can determine the students achievement among the students at class.

2. Learning Outcomes

Learning outcomes seen as behavior obtained by students after experiencing learning activities, the objective of the learners is a description of the desired behavior change or description products that demonstrate that learning have occurred.

The role of instructional objectives that contain formula as the ability and behavior that the student wants to control becomes an element important as a basis and reference for assessment. Assessment of the learning process is an effort give value to teaching and learning activities carried out by students and teachers in achieving teaching goals. An assessment of the results and the

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[39]Tutik Rahmawati, Daryanto, *Teori Belajar dan Proses Pembelajaran Yang Mendidik*, (Yogyakarta: Gava Media, 2015), p. 18

[40]Aprilia Erawati, *Skripsi Pengaruh Gaya Belajar Terhadap Prestasi Belajar Sejarah Kebudayaan Islam Pada Siswa Kelas X Man 1 Kabupaten Magelang Tahun Pelajaran (2017/2018)* IAIN SALATIGA

learning process is related to each other because results are effects of the process.

Learning outcomes can be concluded that a change in the behavior of students after participating in activities learning that includes three domains (cognitive, affective, and psychomotor). In the cognitive realm, the process of memorizing and remembering is needed, the realm of affective and psychomotor are more difficult to monitor but have a very significant value for them student's life because it can directly affect their behavior.

Teaching methods and learning styles should be complement to make the learning process a quality, effective, objective achieving, and can attract students to learn more about a studies.[41] That statement proved that, students learning outcomes and their learning style must be relevant to get achievement.

Learning outcomes also called as learning result which showed in learning score after conducting learning process, the researcher found the document which representative of students learning result of study, this kind of document should be very various and valid for being references for students learning outcomes.

Students learning outcomes showed very great score, students mostly got very high score in their learning process; the data was taken valid from the teacher at school. The score was in category very good score.

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[41]Baharom Mohammad & Ilyas Hashim, *Gaya Pengajaran dan Pembelajaran* (Kuala Lumpur: PTS Profesional, 2010).

Based on the explanation regarding the characteristics of learning outcomes, it can be concluded when students do the learning process there are characteristics that need to be considered if students have experienced the learning process that will change their behavior, namely from who doesn't know becomes to know. Students who have carried out the learning process marked by the characteristics of learning, namely the necessary changes realized, change is permanent, change is positive and active, and changes in purposeful or directed learning.[42]

Basically, Learning outcomes include: cognitive, affective, and psychomotor abilities. After doing the process learning learners are expected to have the ability to channel and direct their own cognitive activity like rules of solving problem. Affective abilities such as acceptance, response, value, organization and characteristics. While psychomotor abilities such as the ability to carry out a series of physical movements in affairs and coordination, social and intellectual.[43] It really related to the data which become the result of the research conducted from three aspect of the learning achievement get from the class.

The explanation above is the prove of the data which really valid to be gotten in this research result. The researcher identified the students learning outcomes by identifying all the aspect which regarding in theory above.

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[42]Tutik Rahmawati, Daryanto, *Teori Belajar dan Proses Pembelajaran Yang Mendidik*, (Yogyakarta: Gava Media, 2015), p. 18

[43]Rahayu, Mita Dwi Putri, *Pengaruh Gaya Belajar Terhadap Prestasi Belajar Siswa Kelas VIII Pada Mata Pelajaran Ski Di Mts Sunan Giri Kabupaten Kediri Tahun Ajaran 2018/2019.* Undergraduate (S1) thesis, IAIN Kediri.

3. Correlation between Learning Style and Learning Outcomes

This section explained the correlation between learning style and learning outcomes. In this case the researcher used questioner and document for instrument of research.

This explanation answered the research question about the correlation of learning style and learning outcomes, the researcher conducted several tests before knowing whether there was a positive either negative correlation between learning style and learning outcomes, the researcher first carried out a regression test to determine whether there was a relationship between the dependent variable and the independent variable.

Furthermore, the researchers carried out the normality test where the normality test aims to determine whether the data is normally distributed or in other words the normality test was a test to determine whether the data obtained from the field or in accordance with a certain theoretical distribution.

Learning style which conditions that enables learners to percept, to process, to storage and recalls the learning contents. Learning style is the way an individual's learn a lesson by his own impulse. This research identified the students learning style while correlate it to the learning outcomes of the students. Learning outcomes in change in behavior obtained by students after experiencing learning activities. Learning outcomes include: cognitive, affective, and psychomotor abilities.

The researcher tried to test whether the data that the researchers get in the field really has a normal distribution. From the results of the normality test it was found that learning style score which (sig = 0.176> 0.05) and learning outcomes get score which (sig = 0.164> 0.05) can be said that the data normally distributed.

After the researcher tested the data normally status, Furthermore, the researcher conducted a hypothesis test either to identify the correlation of the variable.

The final result of analysis refereed to the correlation significant of person correlation which sum that, there is positive correlation between learning style and learning outcomes as categorized as strong correlation which conducted by inferential analysis.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows:

1. Students Learning style

    The most popular learning style are three; Visual learning style, Auditory learning style, and Kinesthetic learners. Visual learner learns by reading or seeing pictures. Understand and remember things by sight and then learn best by using methods that are primarily visual, auditory learner learns by hearing and listening. Understand and remember things they have heard. Kinesthetic learner, learn by touching and doing. Understand and remember things trough physical movement

    Researcher sum that visual style become the dominant style which encountered by 16 students, mostly they felt as visual characteristic at instrument result, another style followed auditory style which 8 students felt as auditory style at all and last style referred to the kinestatic style which identify 6 students there.

2. Students Learning Outcomes

    Learning outcomes also called as learning result which showed in learning score after conducting learning process, the researcher found the document which representative of students learning result of study, this kind of document should be very various and valid for being references for students learning outcomes.

Students learning outcomes showed very great score, students mostly got very high score in their learning process; the data was taken valid from the teacher at school. The score was in category very good score.

3. Correlation Students Learning style and students learning outcomes

The researcher sum that researchers get in the field really has a normal distribution. From the results of the normality test it was found that learning style score which (sig = 0.176> 0.05) and learning outcomes get score which (sig = 0.164> 0.05) can be said that the data normally distributed.

The final result of analysis refereed to the correlation significant of person correlation which sum that, there is positive correlation between learning style and learning outcomes as categorized as strong correlation which conducted by inferential analysis.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The teachers are person who can influence the students in design learning style as effective as possible, so the teacher should provide more great media in teaching process, it cause of balancing between the students learning style and outcomes

2. The result of this research can be used for the research to identifying the student's learning style and also for the next researcher who wants to doing

an experimental class, by reading and understand the result of this research, they can done better research than this research.

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APPENDICES

Appendix 01: Questioner Form

No.	Item	SS	S	RR	TS	STS
1.	Apabila materi pelajaran bahasa inggris diajarkan dalam bentuk gambar, saya mudah mengingatnya					
2.	Jika membaca buku bahasa inggris yang ada gambarnya, saya lebih senang memperhatikan gambarnya daripada tulisannya					
3.	Saya lebih suka membaca buku teks bahasa inggris sendiri daripada mendengar penjelasan dari teman atau guru					
4.	Saya lebih mudah mengingat materi bahasa inggris dengan mencatat apa yang telah diberikan oleh guru					
5.	Saya merasa kesal ketika saya tidak dapat mencatat apa yang dijelaskan oleh guru bahasa inggris					
6.	Saya mudah terganggu oleh keributan ketika saya sedang belajar bahasa inggris					
7.	Saya dapat memahami pelajaran bahasa inggris walaupun tanpa membaca buku asalkan saya mendengarkan penjelasan guru dengan baik					
8.	Saya senang memberikan penjelasan kepada orang lain tentang pelajaran bahasa inggris					
9.	Saya selalu berpartisipasi ketika ada diskusi kelompok dalam pembelajaran bahasa inggris					
10.	Saya lebih senang melaporkan tugas yang diberikan guru secara lisan daripada tertulis					
11.	Saya lebih senang mencoba-coba mengerjakan soal yang belum pernah saya kerjakan					
12.	Saya lebih senang cara belajar dengan melakukan sesuatu secara langsung atau mempraktekkannya sendiri					
13.	Saya merasa lebih mudah menghafalkan materi bahasa inggris ketika saya menghafalkannya sambil berjalan					
14.	Saya lebih senang ketika guru meminta saya untuk melakukan presentase bersama didepan kelas					
15.	Saya suka menggunakan jari saya untuk menunjuk kata atau kalimat ketika membaca buku bahasa inggris					
16.	Saya paling suka belajar dengan membaca dalam pelajaran bahasa inggris					
17.	Saya sangat suka berdiskusi atau bercerita dalam pelajaran bahasa inggris					
18.	Saya mudah mengingat dengan apa yang saya tulis ulang dalam pelajaran bahasa inggris					
19.	Saat belajar bahasa inggris, saya tidak mudah terganggu dengan keributan					
20.	Saya lebih suka music daripada seni rupa(gambar) dalam pelajaran bahasa inggris					
21.	Saya paling suka belajar dengan bergerak dalam					

No	Nama	FINAL SCORE
1	Muh.khutba	90
2	Azzahra zatil aqmar	80
3	TITIN SAFITRI	82
4	Naila Idrus	90
5	Naila Idrus	92
6	Naila Idrus	94
7	ARISTA FIRANI	78
8	ANDI ALISSIA SAFITRI	90
9	Naila Idrus	79
10	Tryanjani	80
11	MUHAMAD ADIANDRA RAHMAN	92
12	MELISAH	90
13	Nama Muhammad Alif satria	65
14	Dwi Mutia syahrani	80
15	ASPIANA PUTRI	87
16	FARAHDIBA RAMADHANI	82
17	Reifan Prasaja	80
18	Rasyaad Andika Darmanto	84
19	Muhammad Herik	74
20	Muhammad Herik	90
21	MUHAMMAD YASSER JUANDA	80
22	Arga Anugrah Pernanda	82

23	Muh ammar hidayatullah	90
24	MERY	92
25	Anisa Rustam	69
26	ANDI MUHAMMAD SIDDIQ	94
27	Muhammad Fakhri Kurniawan	90
28	Adnan mulki	82
29	Muhammad Alief Bani	80
30	Muhammad Syahrul abdillah	82
	AVERAGE	84.00
	MAX	94
	MIN	65
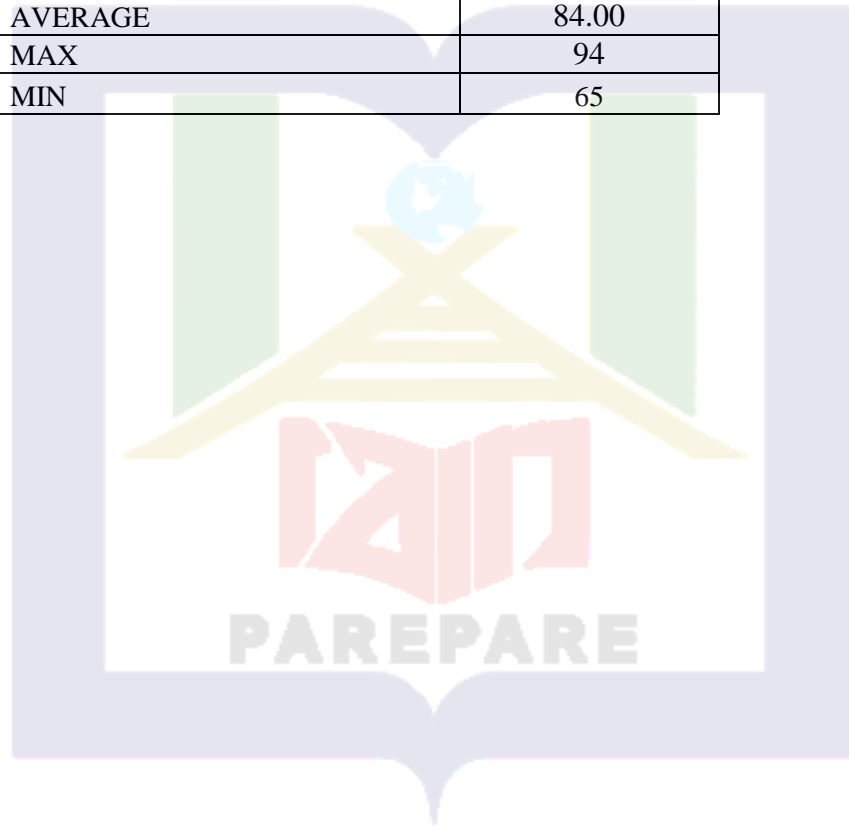
No	Nama	1	2	3	4	5	11	12	13	14	15	21	22	23	24	TOTAL
1	Muh.khutba	3	4	3	4	4	3	3	3	3	3	4	3	4	3	87
2	Azzahra zatil	4	4	4	5	5	3	3	5	3	4	3	3	4	4	91
3	TITIN SAFITRI	4	4	5	4	5	3	3	4	4	4	3	2	4	3	90
4	Naila Idrus	5	3	5	4	4	3	3	4	4	4	3	4	4	5	94
5	Naila Idrus	5	3	5	4	4	3	3	4	4	4	3	4	4	5	94
6	Naila Idrus	5	3	5	4	4	3	3	4	4	4	3	4	4	5	94
7	ARISTA FIRANI	4	4	4	4	5	5	5	5	4	4	5	4	5	4	106
8	ANDI ALISSIA	3	4	4	5	5	5	3	4	3	4	3	3	5	4	96
9	Naila Idrus	4	3	5	4	3	4	3	4	4	3	3	4	5	5	93
10	Tryanjani	4	4	4	4	4	4	3	4	3	2	4	4	4	3	92
11	MUHAMAD	3	5	3	5	5	5	4	4	4	4	4	3	4	3	92
12	MELISAH	5	4	3	2	2	3	3	3	3	3	4	3	3	3	83
13	Nama	2	4	4	1	4	2	3	4	4	2	2	2	4	2	72
14	Dwi Mutia	4	3	4	3	5	4	5	3	2	2	4	3	3	4	84
15	ASPIANA	3	5	4	4	2	5	5	3	2	1	3	2	4	4	90
16	FARAHDIBA	5	3	4	4	5	4	3	4	4	3	3	4	4	4	94
17	Reifan Prasaja	4	2	4	2	4	2	2	4	4	3	2	3	4	4	78
18	Rasyaad	4	2	4	2	4	4	3	5	4	4	3	2	4	3	87
19	Herik	4	5	3	4	4	5	4	5	4	4	3	3	4	4	100
20	Muhammad	4	5	3	4	4	5	4	5	4	4	3	3	4	4	100
21	MUHAMMAD	4	5	4	2	4	5	4	4	5	2	4	2	4	5	96
22	Arga Anugrah	3	2	4	4	2	3	1	5	2	3	2	3	4	4	77
23	Muh ammar	5	2	5	3	4	5	5	4	4	4	4	3	4	5	101
24	MERY	4	4	5	4	5	2	3	4	4	3	3	2	3	3	84
25	Anisa Rustam	4	3	4	4	4	4	3	3	4	4	3	2	4	4	86
26	ANDI	5	4	4	4	5	2	2	2	4	3	3	2	4	4	85
27	Muhammad	4	4	4	4	5	2	3	5	4	4	4	4	4	4	92
28	Adnan mulki	3	4	3	2	1	3	3	4	5	5	2	3	3	3	81
29	Muhammad	4	4	4	4	4	3	3	4	3	3	2	2	3	4	82
30	Muhammad	4	4	5	4	4	3	4	4	4	4	4	5	4	3	100

Appendix 02 : Document Form

Appendix 03 : Administration Letter

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2427 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
8. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
9. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pedoman Pendirian Perguruan Tinggi;
10. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

MEMUTUSKAN

Menetapkan : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
b. Menunjuk Saudara: 1. Hj. Nurhamdah, S.Ag., M.Pd.
2. Dra. Hj. Nanning, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:

Nama Mahasiswa : ANITA
NIM : 16.1300.114
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Penelitian : *THE STUDENT'S LEARNING STYLE AND THE EFFECT OF STUDENT'S LEARNING OUTCOMES IN ENGLISH IN CLASE VIII SMPN 1 CAMPALAGIAN KAB. POLEWALI MANDAR*

c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare
Pada Tanggal : 09 November 2020
Dekan,

H. Saepudin

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.665/In.39.5.1/PP.00.9/03/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

    Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Anita
Tempat/Tgl. Lahir	: Parabaya, 02 September 1998
NIM	: 16.1300.114
Fakultas / Program Studi	: Tarbiyah / Tadris Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Parabaya, Desa Buku, Kec. Mapilli, Kab. Polman

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"The Correlation Between Students' Learning Style And Students Learning Outcomes In English At The Second Grade Of SMP Negeri 3 Parepare "

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 01 Maret 2021

Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

SRN IP0000148

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 150/IP/DPM-PTSP/3/2021

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA	:	**ANITA**
UNIVERSITAS/ LEMBAGA	:	**INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan	:	**PENDIDIKAN BAHASA INGGRIS / TARBIYAH**
ALAMAT	:	**PARABAYA, KEC. MAPILI. POLEWALI MANDAR**
UNTUK	:	melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE CORRELATION BETWEEN STUDENT`S LEARNING STYLE AND STUDENTS LAERNING OUTCOMES IN ENGLISH AT THE SECOND GRADE OF SMP NEGERI 3 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN KOTA PAREPARE (SMPN 3 KOTA PAREPARE)**

LAMA PENELITIAN : **02 Maret 2021 s.d 02 April 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal :   **04 Maret 2021**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ANDI RUSIA, SH.MH
Pangkat : Pembina Utama Muda, (IV/c)
NIP   : 19620915 198101 2 001

Biaya : Rp. 0.00

PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 3 PAREPARE

Jl. Jenderal Sudirman No. 4 Telp. 22498 Parepare 91122, Email : smepti@Yahoo.com, Website :

SURAT KETERANGAN
Nomor : 422 / 025 / SMPN.03 /VI/ 2021

Yang bertanda tangan di bawah ini Kepala SMP Negeri 3 Parepare menerangkan bahwa :

N a m a	: ANITA
Tempat / tanggal Lahir	: PARABAYA, 2 September 1998
N I M	: 16. 1300114
Program Studi	: Bahasa Inggeris
Fakultas	: Tarbiyah
Alamat	: Jl. Parabaya
Sasaran Penelitian	: Kelas VIII

Telah melaksanakan Penelitian di UPTD SMP Negeri 3 Parepare dengan judul **Students' of VIII Grade at UPTD SMP Negeri 3 Parepare " The Correlation Between Students' Learning Style and Students Learning Outcomes In English At The Second Grade of SMP Negeri 3 Parepare "** yang berlangsung dari tanggal 02 Maret 2021 s.d 02 April 2021.

Demikian surat keterangan ini diberikan untuk dipergunakan seperlunya.

Parepare, 2 Juni 2021
K e p a l a,

JALALUDDIN, S.Pd,
NIP. 1966022 200003 1 007

CURRICULUM VITAE

ANITA was born on September 02th 1998 in Parabaya, Mapilli Polewali Mandar.. She is the fourth children from seven siblings, she has three sisters and three brothers.her father name is Kai and her mother name is Tija. Her educational background began 2003 in SDN 004 Buku and graduate on 2010. She continued her study in SMPN Katumbangan Lemo and graduate on 2013. At the same year, she registered in SMAN 2 Polewali and graduate on 2016. She continued her education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic College Institute (IAIN) Parepareand took English Program of Tarbiyah and Adab faculty as her major.

Finally, she graduated her study at Satate Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah and Adab Faculty on 2021. With the title of her skripsi "The Correlation Between Stufdents' Lerarning Style and Students' Learning Outcomes at the Second Grade of SMP Negeri 3 Parepare