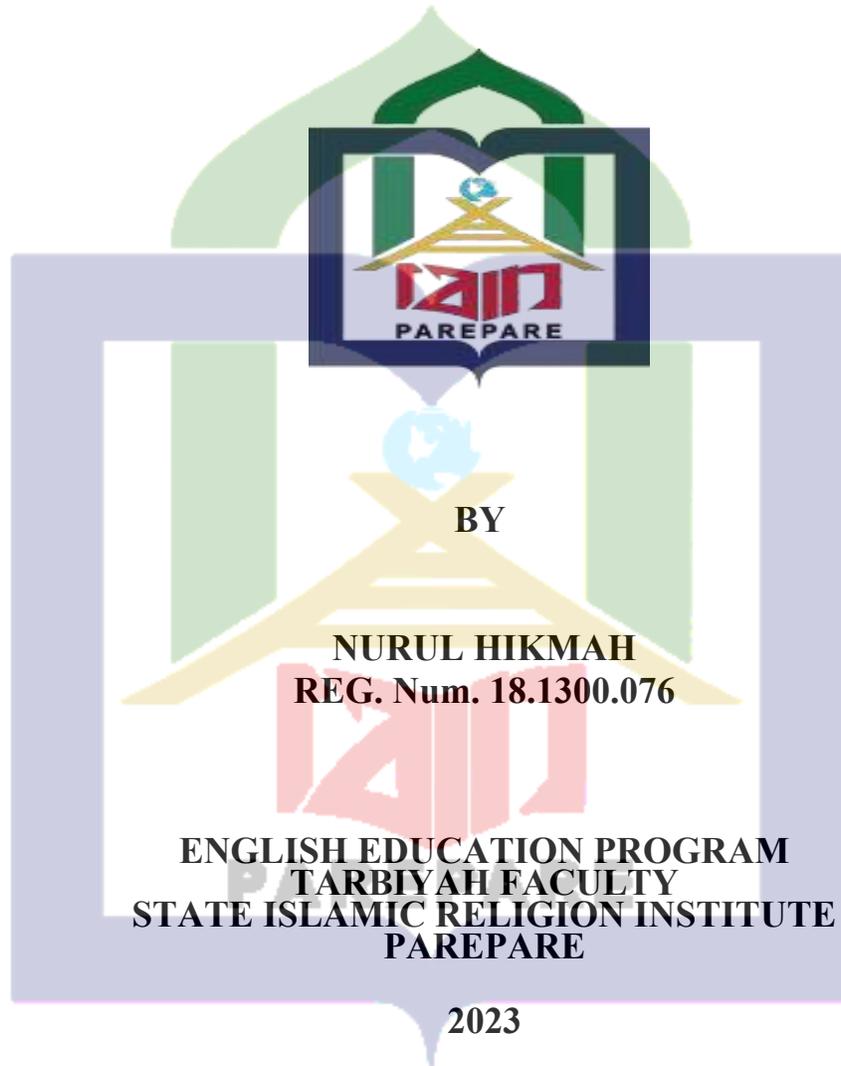


A THESIS
THE ANALYSIS OF STUDENTS' LEARNING STYLES IN
THE PROCESS OF LEARNING ENGLISH AT SMP NEGERI 3
PINRANG



BY

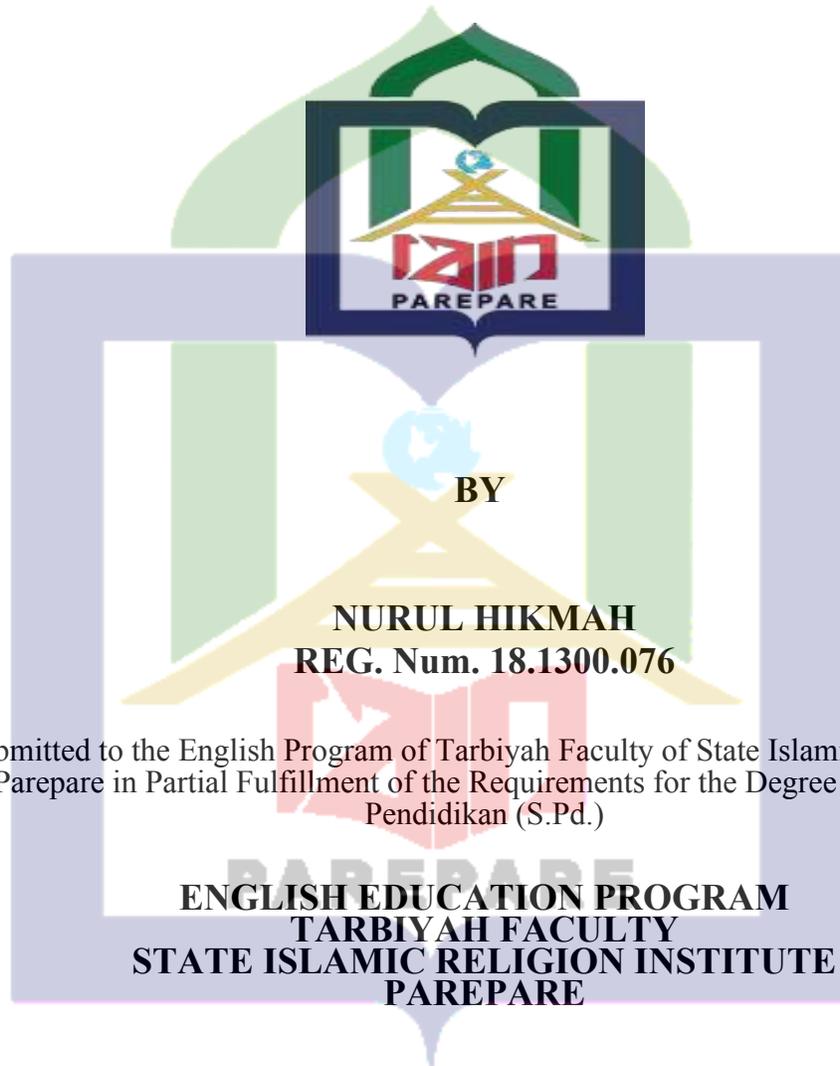
NURUL HIKMAH
REG. Num. 18.1300.076

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE
PAREPARE

2023

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THE PROCESS OF LEARNING ENGLISH AT SMP NEGERI 3
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BY

**NURUL HIKMAH
REG. Num. 18.1300.076**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM
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2023

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ABSTRACT

Nurul Hikmah. *The Analysis of Students' Learning Styles in the Process of Learning English at SMP Negeri 3 Pinrang* (Supervised by Hj. Nurhamdah and Muh.Yusuf).

Learning style is a learning model to help students develop learning processes to improve their strategies for understanding learning. This research is useful so that students can understand the learning material and so that students better know the learning style that suits each individual.

This study used a quantitative approach. The sample used in this study was class VIII. The data analysis technique used is the normality test, one sample test hypothesis test.

From the results of the research that has been carried out obtained: (1) the results of data analysis show that the learning style in the English learning process is in the very low category which is at the level of 0.03 or 3%.

Keywords : *learning style, English learning*

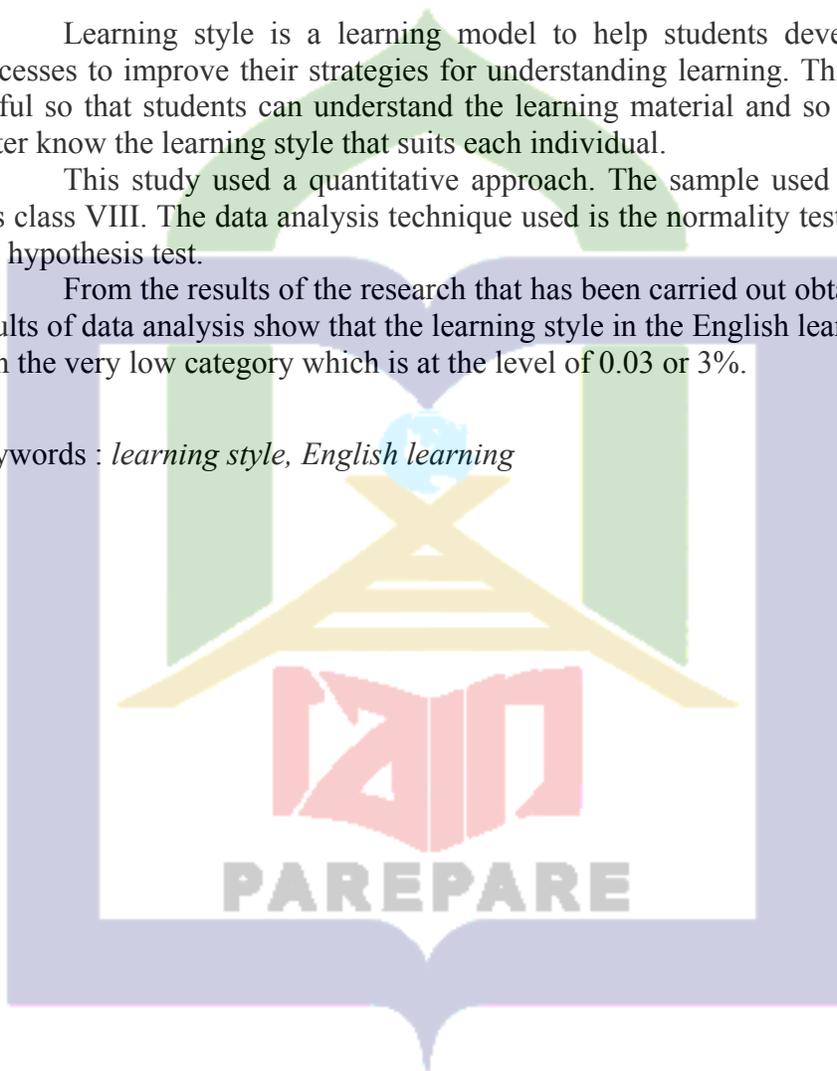


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8	Author Biography

CHAPTER I

INTRODUCTION

A. Background

Learning styles are very important to be researched to know the quality of learning possessed by each student. This research will help students to find a learning style that they are good at so that when students learn according to their abilities, it will create a pleasant learning atmosphere. This research helps learners find a learning style that suits them. Learning styles are very important to be studied so that the learning process can run effectively and efficiently to improve the quality of good learning.

From hidayana's research, student learning outcomes are influenced by learning style variables consisting of visual, auditory, and kinesthetic learning styles. While others can be influenced by other factors that were not studied in the study.

To know an effective learning style learners should know a learning style that matches their personality. Learning styles are methods used by each individual to obtain and absorb learning materials easily. The preparation of this proposal explains the existence of student learning styles. learning difficulties are experienced by most students because they fail to understand their learning styles.¹

A learning style is a collection of personal characteristics that make learning effective for some people and ineffective for others. This means that the conclusion of this understanding can be concluded that learning style is the way students learn using the method they like. A teacher can apply the right learning

¹ Englishvit Team, *Macam-Macam Gaya Belajar Bahasa Inggris* (Yogyakarta: Englishvit, 2021), <https://englishvit.com/artikel/macam-macam-gaya-belajar-bahasa-inggris-4884>(13 Agustus 2022).

strategies when the teacher can understand and know the learning style of each student.²

Many learners have different learning abilities due to their different learning styles. As is known, not all learners have the same thing because each of them will learn based on what is desired. The most comfortable learning style for students will certainly use a comfortable learning style approach. To assist learners in realizing their learning style, they need to know what learning style is suitable and follow what they like.

English has become a language that has an important role in human life. Among them, many people make English in obtaining, learning, and using language as a means of communication. By using language, a person is biased to obtain information related to the facts in this era of globalization, as well as being able to express their ideas, feelings, and information through communication. By using language, a person is biased to obtain information related to the facts in this era of globalization, as well as being able to express their ideas, feelings, and information through communication. English has become a language that has an important role in human life. Among them, many people make English in obtaining, learning, and using language as a means of communication.

Learning style is also a tendency of students to adopt certain strategies in their learning as a form of their responsibility to get a learning approach that is following the demands of learning in the classroom at school as well as the demands of the subject. According to Barbara Prasnig, the appropriate learning style when doing learning will have a positive impact. Barbara Prasnig also revealed that the role of the teacher in the student learning process is very important and greatly affects the success of a student in the learning process. Understanding the learning style must use strategies that are not monotonous, but rather there are variations and innovations of the teacher in the classroom learning

² Slameto, *Belajar dan Faktor-faktor yang mempengaruhinya*, (Jakarta: Rineka Cipta, 2003).

so that when teaching the teacher is more effective and students will become learners who can be confident and more satisfied with their learning progress.³

Ghufran stated that a learning style is an approach that explains how students learn or the way they go through to concentrate on the process and also master information through different perceptions. Students' learning styles are very influential to determine how individuals receive and absorb knowledge so that students can master a lesson they learn.

This study will discuss three learning styles, namely a visual learning style that focuses on visual acuity, an auditory learning style that focuses on hearing to understand and remember, and a kinesthetic learning style that requires learners to touch something to absorb information.⁴

B. Research Question

From the background description above, the problems of this research need to be raised in the form of questions to facilitate operations in the research. The research problem can be formulated as follows:

1. What is the student's learning style in the English learning process at SMP Negeri 3 Pinrang?

C. Research objectives

Based on the formulation of the problem above, the purpose of this study is as follows:

1. To find out how the learning style of students at SMP Negeri 3 Pinrang.

D. Research Uses

This research can provide both theoretical and practical benefits.

³ Ali Murfi dan Noneng Siti Rosidah, 'Analisis Gaya Belajar Siswa Berprestasi Studi Komparasi Siswa Berprestasi SMAN 1 dengan MAN 1 Yogyakarta Kelas XI', *Jurnal Pendidikan Madrasah*, (2016).

⁴ A. Kurniawati, Fransiska, A.W. Sari I *Jurnal Pendidikan Dasar Perkhasa* 5 (2) April 2019, 87-90

1. Theoretical Benefits

- a) For readers, providing information and adding insight into student learning styles and how they are applied at SMP Negeri 3 Pinrang.
- b) For researchers, it is hoped that it can provide usefulness as a contribution of input and references, especially regarding the learning styles of students at SMP Negeri 3 Pinrang. For researchers, it is hoped that it can provide usefulness as a contribution of input and references, especially regarding the learning styles of students at SMP Negeri 3 Pinrang.

2. Practical benefits

- a) For Students
increase knowledge and experience about the implementation of how to apply student learning styles
- b) For lecturers
Can be input and guidelines so that in the future can know the learning style of students, especially at IAIN Parepare
- c) For Researchers
Provide input to other researchers to deepen research studies on student learning styles at SMP Negeri 3 Pinrang.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Based on the results of the review that the author conducted, several studies discuss learning styles related to the author's research.

The first research was the work of Letri Olpita Sari with the thesis title "Student Learning Styles in the Learning Process of Indonesian in Class V of SD Negeri 113 South Bengkulu". The thesis has a discussion point about the learning styles of students based on the modalities used by individuals in absorbing, organizing, and processing learning information. The research was motivated by students who were slow in the learning process such as students who could not remember and did not understand the material presented by the teacher. The results of the study analyzed interview data from students that in class V the most preferred learning style was the visual learning style. because students are happier when they see their teacher explaining in front of the learning moment.⁵

There are also differences in the location, object, and type of research from the previous researcher with the author, namely the research of Letri Olpita Sari conducted research in south Bengkulu while the author conducted research in Pinrang. The research object of the previous researcher was class V while the author's research object was grade 1 junior high school As the previous type of research owned by Letri Olpita Sari is the type of Field Research. Meanwhile, the author uses a type of case study research. There are also differences in the location, object, and type of research from the previous researcher with the author, namely the research of Letri Olpita Sari conducted research in south Bengkulu while the author conducted research in Pinrang. The research object of

⁵ Retri Olpita Sari, "Gaya Belajar Siswa Dalam Proses Pembelajaran Bahasa Indonesia Pada Kelas V SD Negeri 113 Bengkulu Selatan" (Skripsi; Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah Dan Tadris, Institut Agama Islam Negeri Bengkulu, 2020)

the previous researcher was class V while the author's research object was grade 1 junior high school As the previous type of research owned by Letri Olpita Sari is the type of Field Research. Meanwhile, the author uses a type of case study research.

The second relevant research is a work from Nurul with the title of the thesis "Analysis of Learning Styles of Students in Thematic Learning in Class 2 C MI Development UIN Jakarta". The results of the research obtained showed that students of grade 2 C MI Pembangunan UIN Jakarta prefer visual and kinesthetic learning styles characterized by remembering what is seen compared to what is heard and always oriented towards the physical and a lot of movement.⁶ The previous equation of the researcher with the author is to use qualitative methods. The qualitative method is a strategy inquiry that focuses on finding meaning, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon, focus and multi-methods are natural and holistic, prioritize quality, are used in several ways, and are presented narratively.⁷ where the method is very effective for obtaining information about the values, opinions, behaviors, and social contexts of a population.

The third relevant research is the work of Sutriani Asma with the title of the Thesis "The Influence of Student Learning Styles on the Development of English in MIN Bontolangkasa, Minasa Te'ne District, Pangkep Regency". Based on the results of the study, there was no significant influence on English learning outcomes. One of the factors is the same learning method for all students even though everyone's learning style is different.⁸ There is also an equation, namely

⁶ Nurul Fadhilah, "Analisis Gaya Belajar Siswa Peserta Didik Dalam Pembelajaran Tematik di Kelas II C MI Pembangunan UIN Jakarta" (Skripsi; Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah Dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2018)

⁷ A Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, dan Gabungan*, (Jakarta: Prenada Media Grub,2018)

⁸ Sutriani Asma, "Pengaruh Gaya Belajar Siswa Terhadap Perkembangan Bahasa Inggris di MIN Bontolangkasa Kecamatan Minasa Te'ne Kabupaten Pangkep" (Skripsi; Jurusan Pendidikan

examining students' learning styles towards English language learning. As for the difference, that is. Researchers previously used a quantitative method in which the data was presented in data that could be calculated and paid attention to the collection and analysis of data in numerical form.⁹

The results of the research from Retri Olpita sari are related to the research that the researcher will conduct because it discusses the learning style of students in the learning process. From the results of his research, there are still students who do not understand a good learning style for themselves, so in the learning process, students are less able to remember and understand the material presented by the teacher. Therefore, researchers want to know and explore information about the learning style owned by each student, especially at SMP Negeri 3 Pinrang.

E. Some Pertinent Ideas

1. Understanding Learning

Learning is a permanent real change in behavior as a result of experience and being able to carry it out on other knowledge and be able to communicate it to others. In another sense, learning is the process of an activity and not an outcome or goal. Learning is not about remembering but more broadly than that which is experience.¹⁰

Learning is an activity to master a piece of knowledge, ability, habits, skills, and attitudes through mutual relationships between the learning person and his environment.¹¹ According to the psychological sense, learning is a process of change, namely changes in behavior as a result of interaction with his environment in meeting the needs of his life.¹²

Bahasa Inggris, Fakultas Tarbiyah Dan Keguruan, Universitas Islam Negeri Alauddin Makassar, 2015)

⁹ Syafnidawaty, *Penelitian Kuantitatif* (Universitas Raharja, 2020), <https://raharja.ac.id/2020/10/29/penelitian-kuantitatif/> (23 Agustus 2022)

¹⁰ Oemar Hamalik. *kurikulum dan pembelajaran*. (Jakarta: PT. bumi Aksara. 2010). hlm. 36

¹¹ E.P. Hutabarat. *cara belajar*. (Jakarta: PT. Gunung Mulia. 1995). hlm. 1

The definition of learning can be concluded that learning is a process of change experienced by the individual both in terms of experience, knowledge, skills, and habits the individual to become a better person, which lasts throughout the age of the individual in his environment.

2. Definition Of Learning Style

Learning style is a way for a person to feel easy, comfortable, and safe when learning, both in terms of time and in the senses. Learning style is the style that a person chooses to obtain information or knowledge in a learning process. A person, in general, will find it difficult to process information in a way that is inconvenient for them because everyone has their own learning needs. Therefore, everyone's learning needs are different, and the way they learn and process information is different.

According to the psychological sense, learning is a process of behavior change as a result of interaction with his environment to meet the needs of his life. The change is evident in all aspects of behavior. Learning is the process of a person acquiring a new overall change in behavior, as a result of his own experience and interaction with his environment.¹³

According to Dr. Rita and Dr. Kenneth Dunn, learning styles are the way humans begin to concentrate, absorb, process, and accommodate new and difficult information. Meanwhile, according to Sarasin in his book entitled Learning Style Perspective, impact in the Classroom, learning style is a specific pattern of behavior in receiving new information, developing new skills, and the process of storing new information and skills.¹⁴

¹² Slameto. *Belajar dan faktor-faktor yang mempengaruhinya*, (Jakarta:PT. Rineka Cipta,2010). hlm.2

¹³ Slameto, *Belajar dan faktor-faktor yang mempengaruhinya*, Jakarta: Rineka cipta (2010)

¹⁴ Nina Subini, *Rahasia Gaya Belajar Orang Besar*,Jogjakarta: Javalitera (2011)

According to Fleming and Mills, learning style is a student's strategy in learning as an effort to be responsible for obtaining a learning approach that is to the demands of learning in school.¹⁵

3. Various learning styles

According to Bobby DePotter, there are two things to note in the learning style. The first is the way a person absorbs information easily which is often referred to as a modality. Second is the way people process and organize information.¹⁶ In addition Mark Dunford state in his book that there are eleventh types of learning style.¹⁷

1. Visual Learning

Visual is a learning style in which all information is processed and obtained in the form of drawings and techniques. Students who have a visual type learning style have a high tendency when shown pictures, graphs, graphics, and other visual illustrations. There are several techniques used in this visual learning namely, improving the ability to think, and focusing the eyes as a vision so that they prefer to take notes to get more detailed information.¹⁸ In this case, visualization techniques can train the brain to be able to visualize things, starting from describing scenes, objects, and others so that they can get something they want.

The characteristics of visual learning are that they tend to pay attention to every movement of the teacher who is teaching, do not become a good listener when communicating, seem passive in discussions, are unable to

¹⁵ Sulis Prianto. *Pengaruh kemandirian dan gaya belajar siswa terhadap prestasi belajar matematika*, (Surakarta:Skripsi, 2013), hlm.3

¹⁶ Bobby Deporter, *Membiasakan belajar Nyaman dan Menyenangkan*, Makassar: Quantum Learning (kaifa, 2008)

¹⁷ Mark Dunford, *The Toefl Book A Manual For The New TOEFL Teacher (TEFL Scotland And TEFL England*,

¹⁸ Rusman, *Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2017), hal 135

remember and absorb the information given orally, prefer when practiced directly rather than explained orally.¹⁹

Some obstacles are usually faced by visual study groups, namely, not liking to talk in front of the group, do not like to hear other people speak, they know what to say but cannot express it in words, and usually do not remember the information provided, because it is too reactive, usually visual learners have obstacles to dialogue directly.

Visual learning styles include learning styles that greatly affect student learning achievement. The results showed that visual learning styles have a positive relationship with learning achievement. The visual learning coefficient is 0.127 which indicates that the higher the use of visual learning styles, the higher the student's learning achievement.²⁰

Some examples of visual learning are learning through videos, reading books that have illustrations, and making notes to rewrite the material that has been delivered by the teacher.

2. Auditory Learning

The auditory learning style is a learning style that focuses more on hearing. Usually learning success tend to rely more on the sense of hearing to achieve learning success. For example, by listening to lectures, radio, dialogue, and discussion. Students with this learning style can digest information conveyed through verbal symbols or sounds.²¹

The characteristics of auditory learners are remembering the explanation of teachers with good abilities, mastering advertising materials or songs on television/radio, tending to talk a lot, not liking when told to read,

¹⁹ Deni Febrini, *Psikologi Pembelajaran*, (Yogyakarta: Pustaka Belajar, 2017), hal 142

²⁰ Arylien Ludjie Bire, 'pengaruh gaya belajar visual, auditorial, dan kinestetik terhadap prestasi belajar siswa', *jurnal kependidikan*, 44 (2014)

²¹ Rusman, *Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2017), hal 135-136

and also not being included in the category of good readers, lacking mastery when given the task of composing / writing, happy to communicate with others, good at talking and telling stories, not being able to for a long time, likes to work on group tasks.²²

As for the obstacles in learning auditory learning, namely, usually talk a lot, do not like the noisy or noisy learning atmosphere, are very lacking in remembering what they just read, and are not good readers.

Il existe de nombreuses caractéristiques dans l'apprentissage en utilisant des types auditifs:

- Good memory for spoken information
- Good public speaking abilities
- Eloquent
- Strong listening skill
- Excel in oral presentations and exams
- Good at telling stories
- Good ability to read aloud and retain information
- Distracted by background noises
- Distracted by silence
- Enjoys conversations
- Unafraid to voice their thoughts
- Good member in study groups and collaboration projects
- Able to understand and process changes in tone
- Works through complex problems by talking out loud
- Able to explain ideas well
- Solid communication abilities

²² Deni Febrini, *Psikologi Pembelajaran*, (Yogyakarta: Pustaka Belajar, 2017), hal 143-144.

A strategy that can be used for auditory learners is to record the teacher's explanation of the material presented and then listen back to it when they are free or at home. The second strategy is to read the book aloud.²³

In auditory learning, listening is a learning activity, because when information is conveyed, the ear must also listen. After all, when it is not functioning properly, the information will not be received properly.

A learner with auditory can focus on internal and external situations. An external auditory learner likes to talk to himself while in a state of learning. While the learner with the internal auditorial type will talk to himself in his day and head.²⁴

3. Kinesthetic Learning

Kinesthetic learning is a learning style that focuses learners on obtaining information by conducting experiences. Kinesthetic learning styles rely on learning through movement, touching, and action. This kind of learning style is difficult to follow for hours because his desire to explore is very strong. In addition, kinesthetics relates to hands-on learning practices and experiences.²⁵

Kinesthetics is intelligence related to ability in motion and motor. The kinesthetic type is the ability to use body language to express ideas and feelings. It is also common to use its hands to receive and provide information as a sign that the ability is capable of establishing a connection between the

²³ Deny Purbowaty, *tipe auditory yang istimewa* (Jakarta barat: grand slipi tower, 2019) <https://akupintar.id/info-pintar/-/blogs/tipe-auditory-yang-istimewa> (18 januari 2023)

²⁴ Muchlisin Riadi, *Model Pembelajaran AIR (Auditory, Intellectually, Repetition)*. (kajian pustaka 2020) <https://www.kajianpustaka.com/2020/10/model-pembelajaran-air.html> (18 januari 2023)

²⁵ Rusman, *Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2017), hal 136.

mind and the body, which allows the body to manipulate objects to create movement.

Kinesthetic intelligence usually has expertise in experimenters, sportsmen, dancers, acrobats, or even jugglers. The benefits of this intelligence are:

- 1) Improves psychomotor abilities
- 2) Social Skills and Sportsmanship
- 3) Increase self-confidence and of course, can improve health

4. Syllabus Bound

Syllabus bound is usually very fond of language lessons to explore a lesson.

5. Syllabus Free

Individuals who do not care about learning outcomes.

6. Field Dependent

Field dependents are learning styles that tend to accept a pattern as a whole, they are difficult to focus on an aspect of a situation or analyze patterns into different parts. An example of a field-dependent is if the individual does not feel disturbed when reading in a noisy or rowdy place, then the individual can be said to tend toward the Field Dependent cognitive style.

A student who has a field-dependent learning style will be able to do a good job if given instructions or guidance extra, the characteristics of field dependent tend to be easily influenced by the environment. Based on their learning style, students who use a learning style with a field dependent include the following:

- Designing what to do and how to do it

- Global Acceptance
- Learning more social material
- Good material is material related to his experience
- Need outside help to achieve your goals
- More about organizing

A special feature of the dependent field is that cognitive styles are influenced by the environment, their extroverted nature, require outside motivation and are difficult to be influenced by outsiders.

7. Field Independent

Field independents are more accepting of the problem-solving theory parts of the overall pattern and can analyze patterns into their components. For example, when the individual gets on the bus and wants to read a book. If the individual is disturbed and lacks concentration with the noisy and rowdy atmosphere on the bus, the individual can be said to tend toward an independent cognitive style.

The characteristics of the dependent field are introverted, self-motivation, ability to learn on their own, love to compete, and structured activity. The difference between the dependent field and the independent field can be seen in the table below;

Field dependent	Field independent
Mastering social learning	Need help to focus on social content material
Have a good memory of social information	It needs to be taught in using context to understand social information
Critical nature	Undefined self-purpose
Difficult to understand structured material	Unaffected by criticism

Accept a given organization but are unable to reorganize	Developing its structure
Need clearer instructions on how to solve the problem	Able to solve problems without implicit instruction and guidance

8. Introvert

Introverted types of learning styles, in general, are only self-learning and are also more aloof in learning such as doing writing and reading activities than interacting in groups. In learning, sometimes individuals go to the library or to the park to study.

The extroverted learning style is the first element of the learning style dimension theory of Jungian personality, which shows how learners interact when in the outside world.

Students who have an extroverted learning style prefer to generate ideas together with others. Prefers socialization and works in groups. Someone who has an extroverted learning style enjoys teaching others, participating in groups, and learning from experience.

The characteristics of extroverted learning styles are as follows:

- Make experiences lessons
- Enthusiastic and always passionate about various things
- Interacting and socializing with others is fun.
- Easy to get along with even with new people
- usually speaks spontaneously
- Good at breaking the ice
- Happy when being the one being noticed or being the center of attention
- Being a speaker is what he loves more than being a listener

- Have good self-confidence
- Swiftly and decisively
- Likes working in group form rather than alone
- Gather ideas from outside
- Ready to lead, participate, and provide opinion input.

Extroverts will usually show their friendly nature and always show a familiar attitude to people he has known. a person who has an extrovert style tends to make firm decisions and dare to put himself in a leadership position. excited when learning together is a character possessed by an extrovert. The extrovert type is also very enthusiastic about carrying out activities at one time even though it still does not disturb their minds so that it can be completed properly.

9. Extrovert

The learning type extroverted people in general has a high social personality and they like to discuss or like to ask questions and answers in learning. In addition, extroverted learning styles tend to be like kinesthetic learning styles, namely learning styles involving interactional movement styles. Such as group study, sports, etc. This learning style is effective for extroverted type learners who like motion and imaginary images based on motion.

Students with introverted personalities have a trait subjectively mental. Introverted learners prefer calmness, solitude, and reflection on what they do. Introverts tend to stay away from interacting with new things and like to do activities that are done alone without the help of others. The activities that introvert like are writing, reading, operating a computer, watching movies, and fishing.

The personality traits of introverts are:

- Quiet and more often aloof
- Love uncomplicated discussions
- Dislikes crowds
- Usually long in replying to messages
- Less comfortable gathering with many people
- Observe the surroundings carefully
- Love to write
- Sometimes able to guess someone's state
- Think before you speak
- Dislike when being the center of attention

Hall and Lindhey (1998) add that introverted characteristics are shy, introspective, like books rather than people, aloof, and unfriendly except for friends they consider close friends. Plan things carefully before moving and do not easily believe in the heart, always hide their feelings, are rarely aggressive, and do not easily lose patience.

10. Holistic

The holistic style tends to use a global approach, examine the interrelationships of various topics from the beginning of the learning process, and concentrate on building a comprehensive picture of an issue at the beginning of the learning process.

Holistic is a type of learning style of people who struggle in the world of education. Holistic thinking means thinking thoroughly by considering all aspects.

11. Serialistic

Serialistic styles tend to use a local approach and concentrate on different topics separately first, before establishing linkages between topics. Serialistic learners usually seek to understand each aspect separately, before

looking for a link. On the contrary, holistic learners from the beginning have tried to go back and forth between theory and reality.

The obstacles in the kinesthetic learning style are, not liking to read and discuss topics in the classroom for a long time, difficulty staying silent, difficulty to learn abstract things such as mathematical symbols and maps, and the energy capacity is high enough that if it is not channeled, it will affect the concentration of learning.

4. Factors Affecting Learning Style

The factors that can affect students' learning styles are as follows:

a. physique

The health condition of the senses of hearing and sight is certainly very influential for students to be able to absorb and receive information properly. To be able to learn well, students must have a healthy body.

b. emotional

Human emotions are divided into two parts, namely positive emotions, and negative emotions. Positive emotions can speed up a good learning process so that they can get good results as well. Meanwhile, negative emotions will make students slow in obtaining and receiving information to obtain poor learning outcomes.

c. Sociology

Sociological factors are defined as learning that can understand problems and techniques to solve those problems. Such as family problems, friendship problems, and other problems in the group.

d. Environment

The environmental factors in question are the school building and its location, the house and its location, learning tools, and weather conditions. For example, most of the participants will feel comfortable when the atmosphere and place of study are neat and clean.²⁶

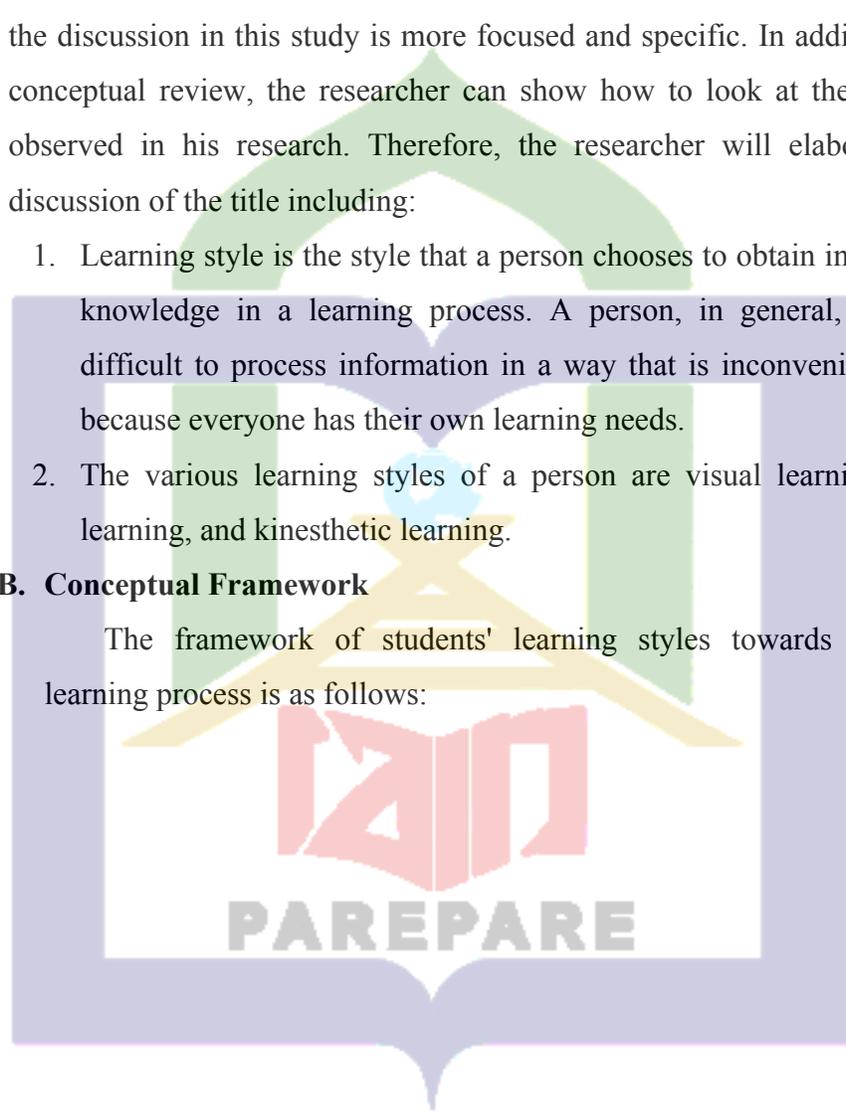
A. Conceptual Review

The title of this thesis is "the analysis of Student's learning style in the Process of Learning English at SMP Negeri 3 Pinrang". The title contains points of discussion that need to be limited in terms of understanding so that the discussion in this study is more focused and specific. In addition, using a conceptual review, the researcher can show how to look at the phenomena observed in his research. Therefore, the researcher will elaborate on the discussion of the title including:

1. Learning style is the style that a person chooses to obtain information or knowledge in a learning process. A person, in general, will find it difficult to process information in a way that is inconvenient for them because everyone has their own learning needs.
2. The various learning styles of a person are visual learning, auditory learning, and kinesthetic learning.

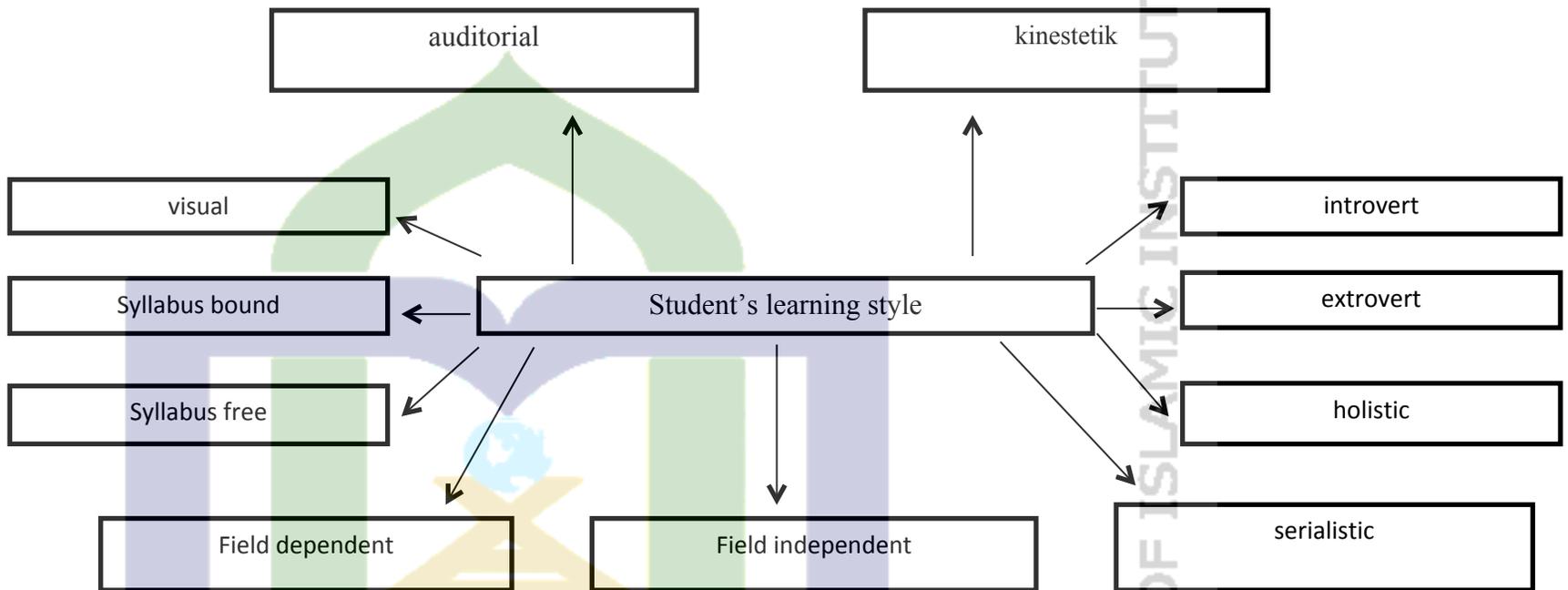
B. Conceptual Framework

The framework of students' learning styles towards the English learning process is as follows:



²⁶ Nyanyu Khodijah, *Psikologi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2014), hal 143

Figure 2.1 conceptual framework



CHAPTER III

RESEARCH METHOD

A. Type and Research Design

This study used quantitative type research. Quantitative research is objective and quantitatively studied phenomena carried out using numbers, statistical processing, structure, and controlled experiments. Thus the research will obtain objective, valid, and reliable data.

F. Location And Duration Of The Research

This research was conducted at UPT SMP NEGERI 3 PINRANG Jln. Poros Rappang Km. 7 Kampung Baru, Mattiro Deceng, Kec. Tiroang, Kab. Pinrang Prov. South Sulawesi. The data collection process will be carried out for 1 month.

G. Instrument Of The Research

Here is a research instrument in the form of a questionnaire, which can be used to find out the learning style of students.

H. Population and sample

1. Population

A population is a collection of objects that have the same characteristics, from which conclusions will be drawn from the population. According to Arikunto, the population is the entire object of research where researchers research all elements in population research. Thus the researcher concludes that the population is a collection of several objects to be studied.

The population in the study was class VIII of SMP Negeri 3 Pinrang. as many as 15 people in class VIII.1 and 15 people in VIII.2. The details of the population can be seen in the table below:

Table 3.1 of Number of Students in Class VIII SMPN 3 Pinrang

No	Class	Students		Number of Students
		Male	Female	
1	VIII.1	12	18	30
2	VIII.2	11	19	30

2. Sample

The sample is the part that gives a general picture of the population. The study sample has the same characteristics as the population characteristics, so the sample used can be representative of the observed population. So the sample of the population taken must be truly representative. In this study, researchers have determined the sample, namely in the form of random sampling. Random sampling is a sampling that is carried out randomly regardless of the level that exists in the population.

I. Technique Of Collecting Data

The data collection technique is a step in formulating a study because the main objective of the study is to obtain data and produce data from the collection that has been carried out. There are several ways used to collect research data, including questionnaires, interview observations, tests, and document analysis.²⁷

Therefore, researchers will use several data collection methods that are used as guidelines for data collection, namely as follows:

1. Observation

Observation is observing an object to be studied both directly and indirectly to produce data collected in the research. Previously, researchers had made preliminary observations by observing the conditions of the research site to find out what problems were in place.

However, researchers will make further observations as data checks to obtain valid data to support the research.

2. questionnaire

The questionnaire is a data collection technique by provides several written questions to respondents so that they can be answered without having to ask directly between the researcher and the respondent. Therefore, in the preparation of the questionnaire, it is necessary to pay attention to several things. First, before questions and statements should be an introduction or filling instructions. Secondly, use not very long sentences with popular words. Third, for each open and structured question or statement, the column is adjusted to write down the answers or responses of the respondents to taste.²⁸

The questionnaire in this study used a Likert scale with 5 alternative answers:

²⁷ Widoyoko dan Eko Putro, *Teknik Penyusunan Instrumen Penelitian*(Yogyakarta: Pustaka Pelajar, 2014)

²⁸ Ahmad Kurnia, *Teknik Penelitian Data Dalam Penelitian Kualitatif* (Bekasi: 2014), <https://skripsimahasiswa.blogspot.com/2014/03/metode-dan-teknik-pengumpulan-data.html?m=1> (26 Agustus 2022)

Table 3.2 Likert Scale Rating

alternative	Weight
Strongly agree	5
agree	4
disagree	3
Don't agree	2
Strongly disagree	1

J. Operational Definition of variables

An operational definition is a definition that is observed and measured. The existence of an operational definition of variables is intended to avoid the occurrence of misinterpretation of titles and to be observed and measured.²⁹ The existence of an operational definition of variables is intended to avoid misinterpretation of the title and to facilitate understanding of the meaning contained in this study. The operational definition of this research variable is:

1. The learning process is a process in which there are interactive activities between teachers and students so that communication takes place in the learning process in achieving learning goals.
2. Learning style is a way for students to obtain information in the learning process. The understanding of learning styles according to what is concluded by researchers is how to absorb or gain knowledge later in the process and regulated.

A. Instrument of the Research

An instrument is a measuring instrument used to determine a situation.

²⁹ Sumadi Suryabata, *Metodologi Penelitian* (Jakarta: PT Raja Grafindo Persada,2008).

Table 3.3 Research Instrument

1. Research Instrument Grille

Research Variables	Indicators	Statement Item Number	Total
Learning Style	Visual	1,2,3,4	4
	Auditory Learning	5,6,7,8	4
	Kinesthetic Learning	9,10,11,12	4
	Syllabus Bound	13,14,15,16	4
	Syllabus free	17,18,19,20	4
	Field Dependent	21,22,23,24	4
	Field Independent	25,26,27,28	4
	Introvert	29,30,31,32	4
	Ekstrovert	33,34,35,36	4
	Holistic	37,38,39,40	4
	Serialistic	41,42,43,44	4

2. Test the Validity of the Instrument

The validity test serves to measure the validity or absence of an instrument to be used. The questionnaire used by the researcher was first tested on students in different schools. This is done by researchers to maintain the authenticity of questionnaires when given to students.

Table 3.4 Test Validity of Instrument

Items	r	Captions
1	0,438	Valid
2	0,584	Valid
3	0, 553	Valid
4	0,492	Valid
5	0,207	Unvalid
6	0,047	Unvalid
7	0,185	Unvalid
8	0,142	Unvalid
9	0,332	Unvalid
10	0,585	Valid
11	0,263	Unvalid
12	0,663	Valid
13	0,226	Unvalid
14	0,459	Valid
15	0,394	Valid
16	0,556	Valid
17	0,502	Valid
18	0,043	Unvalid
19	0,302	Unvalid
20	0,739	Valid
21	0.201	Unvalid
22	0,287	Unvalid
23	0,363	Valid
24	0,759	Valid
25	0,056	Unvalid

Continues...

Items	r	Captions
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26	0,245	Unvalid
27	0,408	Valid
28	0,512	Valid
29	0,540	Valid
30	0,460	Valid
31	0,016	Unvalid
32	0,752	Valid
33	0,459	Valid
34	0,413	Valid
35	0,652	Valid
36	0,005	Unvalid
37	0,017	Unvalid
38	0,355	Unvalid
39	0,472	Valid
40	0,108	Unvalid
41	0,721	Valid
42	0,757	Valid
43	0,504	Valid
44	0,522	Valid

Based on the results of the questionnaire validity test, 44 questions will be tested but 18 questions are declared invalid, therefore, researchers discard invalid items and take 26 valid statement items, which will be used in the research sample.

3. Reliability Test

After knowing the results of data validity, then it will be continued with data reliability tests, which are carried out with IBM SPSS statistical software version 2. In increasing the level of reliability of an instrument using the Alpha Cronbach formula, the criteria of the research instrument are said to be reliable if the reliability coefficient > 0.60 .

Table 3.5 Reliability Test

Cronbach's Alpha	N of Items
.849	44

K. Technique Of Data Analysis

Data analysis techniques are actions to manage data into information, which is presented in the form of numbers and narratives that are useful for answering problems and subproblems in a scientific study.

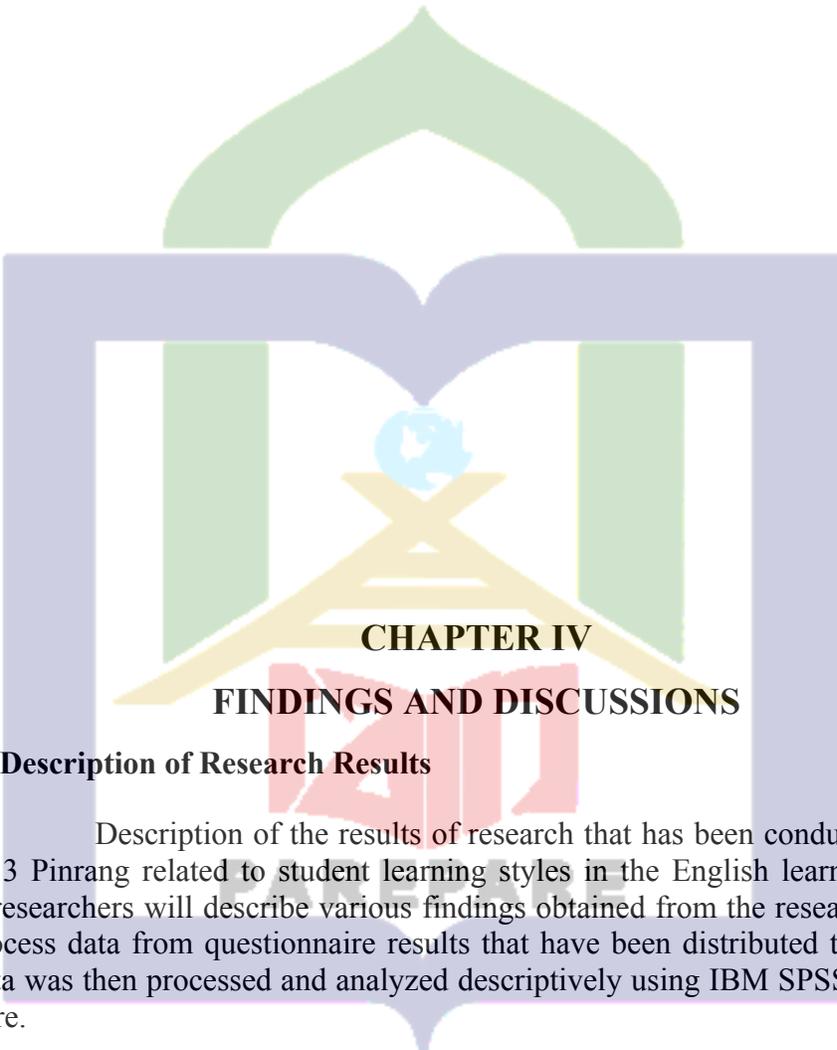
1. Normality Test

The normality test is used to determine whether the sample under study is normally distributed or not. If the test value is significant >0.05 , it can be said that the data is normally distributed.

2. Test the Hypothesis

Test the hypothesis using IBM SPSS Statistics 26 software using a one-sample t-test used to see the learning style of students.

The basis for making a hypothetical decision is if \leq then accepted and rejected, whereas if \geq then rejected and accepted. And the basis of decision-making uses a sig (2-tailed) 0.05. If the sig (2-tailed) value < 0.05 then the is rejected and accepted, otherwise if the sig (2-tailed) value > 0.05 then the accepted dan rejected.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Description of Research Results

Description of the results of research that has been conducted at SMP Negeri 3 Pinrang related to student learning styles in the English learning process, where researchers will describe various findings obtained from the research location, and process data from questionnaire results that have been distributed to class VIII. The data was then processed and analyzed descriptively using IBM SPSS Statistic 26 Software.

1. Student learning style in the English learning process of SMP Negeri 3 Pinrang

A summary of the results of descriptive statistics on student learning styles can be seen in the following table:

Results of descriptive analysis of the total score

Table 4.1 Statistics Learning Style

Statistics		
LEARNING STYLE		
N	Valid	30
	Missing	0
Mean		95.27
Median		97.00
Mode		92 ^a
Std. Deviation		10.442
Range		43
Minimum		72
Maximum		115
Sum		2858
a. Multiple modes exist. The smallest value is shown		

Data Source: IBM SPSS Statistics Version 26

Based on a descriptive analysis of the learning styles of SMP Negeri 3 Pinrang students totaling 30 samples, an average score of 95.27, a standard deviation of 10.442, a minimum total score of 72, and a maximum total score of 115 were obtained.

The table of the frequency distribution of English learning styles can be seen in the table below:

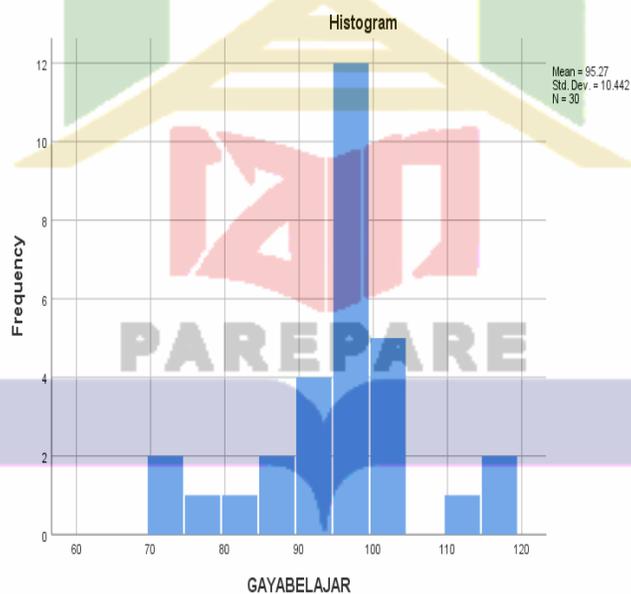
Table 4.2 Frequency Learning Style

Frequency learning style					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	1	3.3	3.3	3.3
	73	1	3.3	3.3	6.7
	75	1	3.3	3.3	10.0
	82	1	3.3	3.3	13.3

86	1	3.3	3.3	16.7
87	1	3.3	3.3	20.0
92	3	10.0	10.0	30.0
93	1	3.3	3.3	33.3
95	3	10.0	10.0	43.3
96	1	3.3	3.3	46.7
97	3	10.0	10.0	56.7
98	2	6.7	6.7	63.3
99	3	10.0	10.0	73.3
100	3	10.0	10.0	83.3
103	2	6.7	6.7	90.0
113	1	3.3	3.3	93.3
115	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Data Source: IBM SPSS Statistics Version 26

Figure. 4.1 histogram



1. The relationship between learning styles and learning outcomes of SMP Negeri 3 Pinrang students

A. Testing Data Analysis Test Requirements

1. Test Data Normality

The data normality test serves to test the data that has been obtained from the research sample and needs to be tested for normality. The normality test in this research data using the IBM SPSS Statistics Version 26 program with the formula One Sample Kolmogorov-Smirnov Test is as follows.

Table 4.3 One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		LEARNING STYLE
N		30
Normal Parameters ^b	Mean	95.33
	Std. Deviation	10.446
	Most Extreme Differences	
	Absolute	.175
	Positive	.161
	Negative	-.175
Test Statistic		.175
Asymp. Sig. (2-tailed)		.020 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Data source: IBM SPSS Statistics Versi 26

Based on the results of the normality test above, which is based on a probability value (sig) of > 0.05 , the data is normally distributed. Conversely, if the probability (sig) < 0.05 , it is not normally distributed. Known probability value or Asymp. Sig. (2-Tailed) of $0.20 > 0.05$, it can be interpreted that the data is normally distributed.

L. Hypothesis Testing

Descriptive hypotheses in the realm of learning styles in English language learning proposed in this study are:

$$H_0 = \mu \leq 75\%$$

$$H_1 = \mu \geq 75\%$$

The descriptive hypothesis was tested using a one-sample test using IBM SPSS Statistics Software. It can be seen in the table below.

Table 4.4 One-Sample Test

One-Sample Test						
Test Value = 0						
	T	df	Sig. (2-tailed)	Mean Difference	75% Confidence Interval of the Difference	
					Lower	Upper
LEARNING STYLE	49. 98 5	2 9	.000	95.333	93.09	97.57

Data Source: Software IBM SPSS 26 Statistics

Sig value. (2-tailed) the table above is 0.000 which means smaller than 0.05 so H_0 is accepted and H_1 is rejected. This means that the learning style of SMP Negeri 3 Pinrang students is lower than 75% of what was expected.

$$H_0 = \mu \leq 75\%$$

$$H1 = \mu \geq 75\%$$

Determine the value of μ_0 or the hypothesized value with the following steps.

The score obtained through data collection: 2858

Variable ideal score

$$\begin{aligned} &= \text{high score per item} \times \text{number of instrument} \times \text{number of respondent} \\ &= 115 \times 26 \times 30 \\ &= 89700 \end{aligned}$$

The value of learning styles in English language learning

$$\begin{aligned} &= \text{variable total score} : \text{variable ideal score} \\ &= 2858 : 89700 \\ &= 0.03 \text{ or } 3\% \text{ of desired} \end{aligned}$$

The variable ideal average value

$$\begin{aligned} &= \text{variable ideal score} : \text{number of respondents} \\ &= 89700 : 30 \\ &= 2990 \\ &= 0,03 \times 2990 = 89,7 \\ &= \\ &= \\ &= 2,93 \end{aligned}$$

The total English learning style score is 2858. Meanwhile, his ideal score referred to as criterium is 89700. Thus, the English learning style of SMP Negeri 3 Pinrang is $2858 : 89700 = 0.03$ or 3% of the established criteria. This 3% percentage falls into the very low category. So the conclusion is that the learning style in English learning is in the very low category.

Percentage	Criterion
------------	-----------

90% - 100%	Sangat Tinggi
80% - 89%	Tinggi
70% - 79%	Sedang
60% - 69%	Rendah
0% - 59%	Sangat Rendah

Sumber Data : Suharsimi Arikunto, Evaluasi Pembelajaran.

M. Discussion

The learning styles that are widely applied by students of SMP Negeri 3 Pinrang are visual and serialistic learning styles. Both learning styles have learning characteristics that are sometimes interrelated and sometimes contradictory. Among the contrasting examples are Visual types use learning style characteristics that tend to prefer reading when read aloud while serialistic types of learners prefer when read or told than when reading alone.

What the author means by interrelated is that visual and serialistic have characteristics where students are happier when using tools or media in learning so that it is easier to obtain the information conveyed. Another characteristic that has similarities between the two learning styles is that it is difficult to say or explain something so you will use your hand senses as an aid to explain.

Based on the results of the study, it is known that the learning style in the process of learning English is very low. This is evidenced by the survey results from several indicators including:

The application of learning styles in English subjects is the first step to being able to learn well and correctly. At the initial meeting, researchers distributed questionnaires for participants to fill out.

Based on what happened at SMP Negeri 3 Pinrang, the learning styles of students are very varied. Some are more active, excited, and have curiosity and students seem more active in observing, analyzing, and being able to express ideas from the results of their thoughts, and dare to appear in front of the class.

Based on statistical scores students reached an average of 95.27, with a median of 97.00, a mode of 92, and a standard deviation of 10.442. While the lowest value is 72 and the highest value is 115. Thus, the data shows an increase in learning styles in the English learning process at SMP Negeri 3 Pinrang. Based on the results of data analysis in this study, the author concludes that the use of learning styles in the English learning process is very varied and able to improve the learning process

CHAPTER V CLOSING

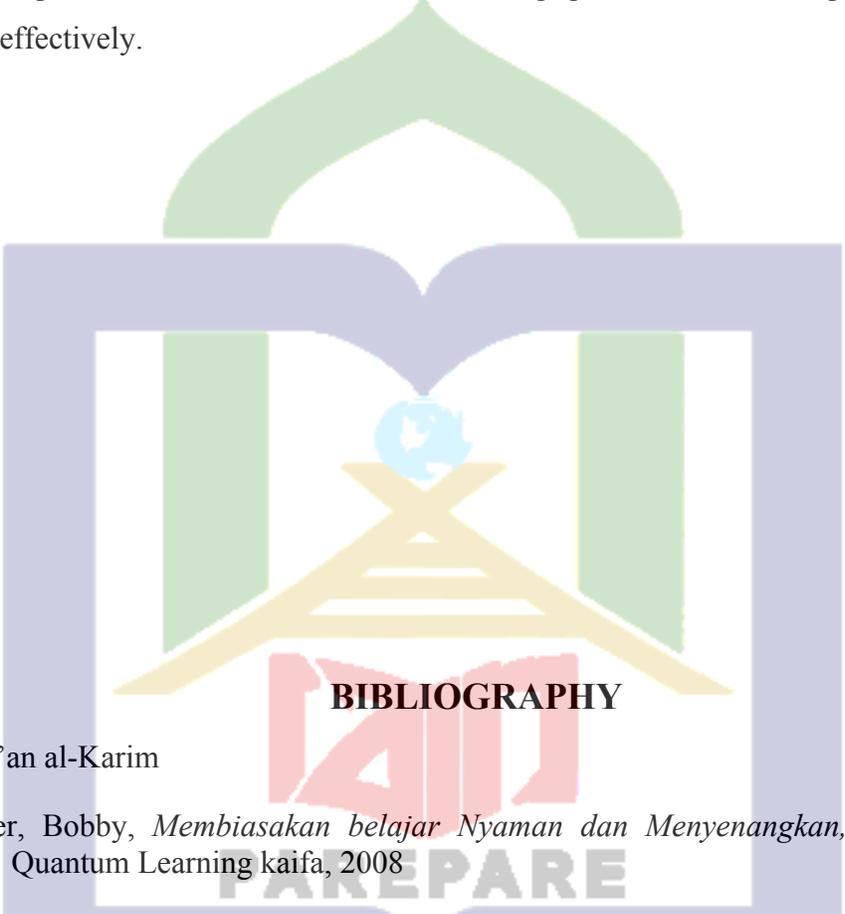
A. Conclusion

Based on the results of research that has been conducted, the analysis of learning styles in the English learning process at SMP Negeri 3 Pinrang can be concluded as follows:

The learning style in the English learning process is very low, by analyzing the test results distributed to 57 respondents. And the calculation result is obtained at 3%. It is proven that learning styles in the process of learning English need to be improved.

N. Suggestion

The results in results of this research study show that the learning style in the English learning process is very low. However, as a suggestion that the learning style in the English learning process is further improved so that students feel comfortable and easy to understand the material with their respective abilities so that the learning process can run optimally and effectively.



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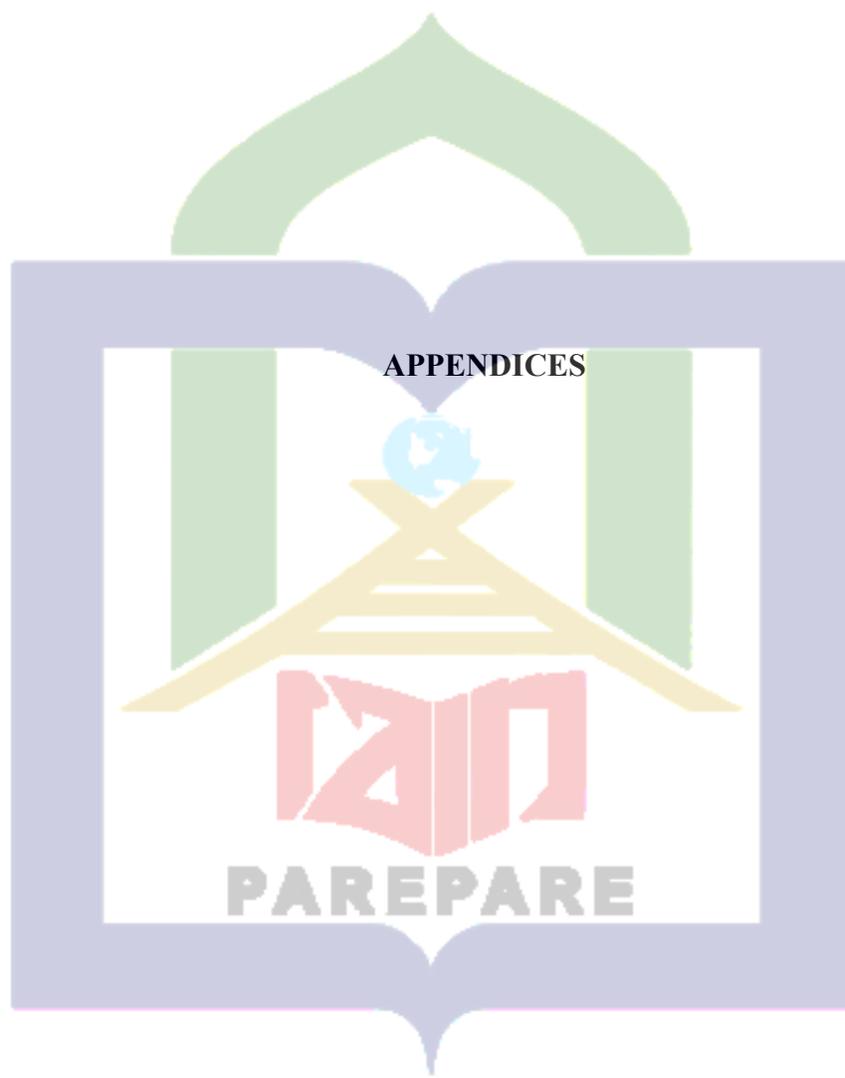
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APPENDICES

PAREPARE

Appendix 1 Supervisor's Decision Letter

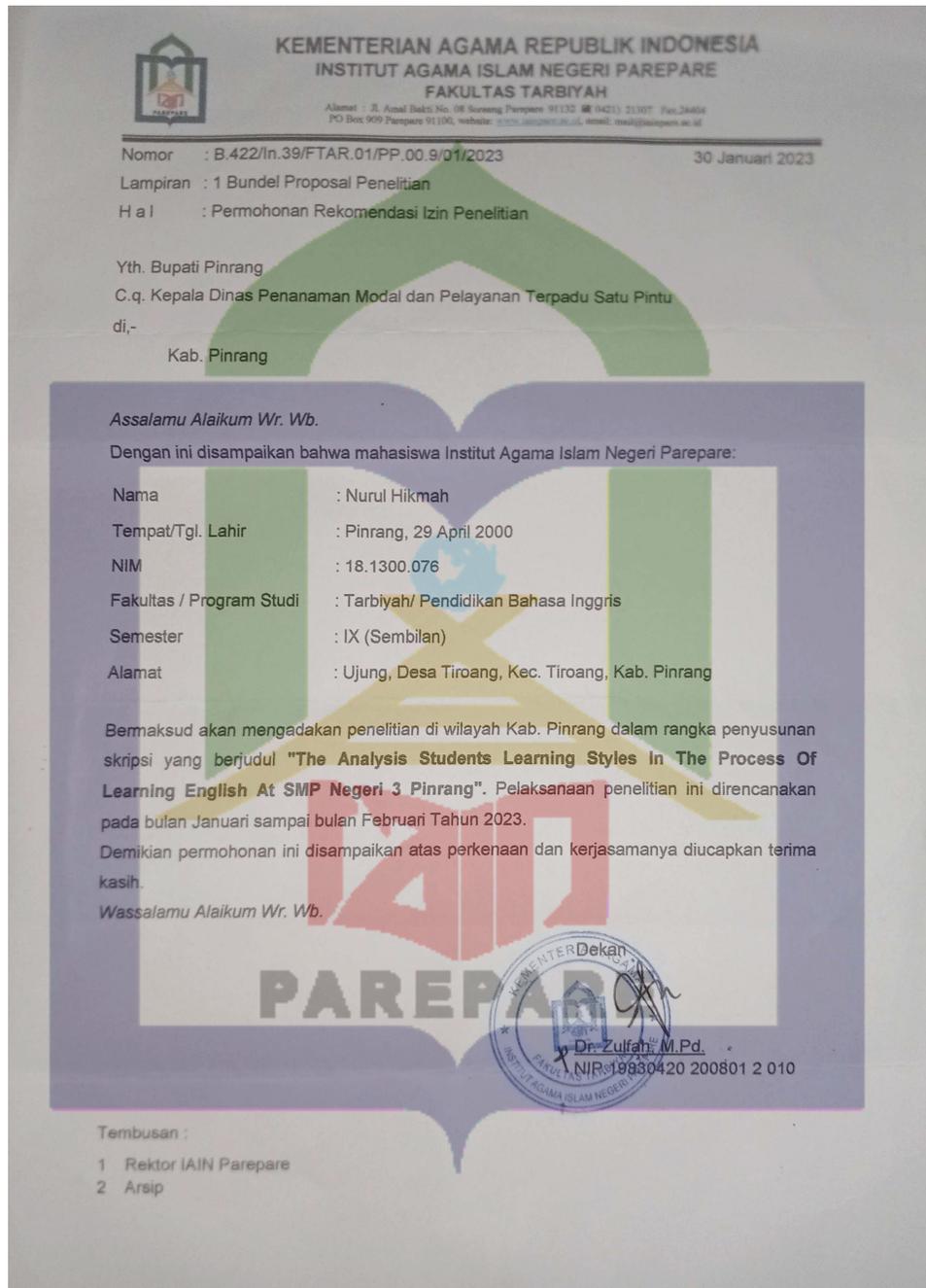

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3902 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

Menimbang	: a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
Mengingat	: b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa. 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan 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. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare;
Memperhatikan	: a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021; b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.
Menetapkan	: MEMUTUSKAN KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;
Kesatu	: Menunjuk saudara, 1. Hj. Nurhamdah, S.Ag., M.Pd. 2. Muh. Yusuf, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : Nurul Hikmah NIM : 18.1300.076 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Analysis Of Learning Management By Teachers In Adapting New Normal Era For Effectiveness Communication Skill At SMP 3 Pinrang
Kedua	: Tugas pembimbing utama dan pendamping adalah membimbing dan membimbing mahasiswa mulai pada penyusunan proposal penelitian sampai dengan penulisan skripsi yang berkualitas dalam bentuk skripsi;
Ketiga	: Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare.
Keempat	: Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
 Pada Tanggal : 05 Oktober 2021


 Y. H. Fauzudin

Appendix 2 recommendation letter from the Tarbiyah Faculty to conduct field



Appendix 3 letter of approval from PTSP

**PEMERINTAH KABUPATEN PINRANG**
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0107/PENELITIAN/DPMPTSP/02/2023

Tentang
REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 08-02-2023 atas nama NURUL HIKMAH, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat :
1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 0157/R/T,Teknis/DPMPTSP/02/2023, Tanggal : 09-02-2023
2. Berita Acara Pemeriksaan (BAP) Nomor : 0109/BAP/PENELITIAN/DPMPTSP/02/2023, Tanggal : 09-02-2023

MEMUTUSKAN

Menetapkan :
KESATU : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG, PAREPARE
3. Nama Peneliti : NURUL HIKMAH
4. Judul Penelitian : THE ANALYSIS STUDENTS LEARNING STYLES IN THE PROCESS OF LEARNING ENGLISH AT SMP NEGERI 3 PINRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : PESERTA DIDIK KELAS VIII
7. Lokasi Penelitian : Kecamatan Tiroang

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 09-08-2023.

KETIGA : Peneliti wajib menaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 09 Februari 2023


Biaya : Rp 0,-

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSI/EE

Appendix 4 Confirmation Letter From SMP Negeri 3 Pinrang



PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 3 PINRANG
Alamat : Jl. Rappang Km. 7 Kel. Mattirodeceng Kec. Tiroang
Kab. Pinrang Kode Pos 91256
Email : esempe.tiga@yahoo.co.id



SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor: 422 /33/ SMP.17 / 2023

Yang bertanda tangan dibawah ini :

N a m a : SITTI RAMLAHWATI,S.Pd.,M.Pd
NIP : 197111052008012016
Pangkat / Gol : Pembina IV/a
Jabatan : Kepala UPT
Unit Kerja : UPT SMP Negeri 3 Pinrang

Mencerangkan bahwa :

Nama : Nurul Hikmah
Nim : 18.1300.076
Jenis Kelamin : Perempuan
Mahasiswa : IAIN PAREPARE

Benar sudah Melakukan penelitian pada UPT SMP Negeri 3 Pinrang Mulai dari tanggal 10 februari - 13 februari 2023, dalam rangka menyelesaikan skripsi untuk memenuhi tugas akhir studi pada Institut Agama Islam Negeri (IAIN) Parepare Jurusan Pendidikan Tarbiyah/Pendidikan Bahasa Inggris dengan judul Skiripsi sebagai berikut.

"THE ANALYSIS LEARNING STYLES IN THE PROCESS OF LEARNING ENGLISH AT UPT SMP NEGERI 3 PINRANG"

Demikian Surat Keterangan ini diberikan kepada mahasiswa yang bersangkutan sebagai mana mestinya.

Kampung Baru, 14 Februari 2023

Kepala UPT



SITTI RAMLAHWATI,S.Pd.,M.Pd
NIP.197111052008012016

RESEARCH INSTRUMENT

	<p style="text-align: center;">KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p style="text-align: center;">Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307</p>
	<p style="text-align: center;">VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

NAME : NURUL HIKMAH
 REG. NUMBER : 18.1300.076
 FACULTY : TARBIYAH
 MAJOR : ENGLISH EDUCATION PROGRAM
 TITLE : THE ANALYSIS STUDENTS LEARNING STYLE
 IN THE PROCESS OF LEARNING ENGLISH AT
 SMP NEGERI 3 PINRANG

I. Pengantar
 Dalam rangka penulisan skripsi untuk memperoleh gelar Sarjana Pendidikan pada Institut Agama Islam Negeri (IAIN) Parepare, peneliti melakukan penelitian di SMP NEGERI 3 Pinrang.

- II. Petunjuk Pengisian Angket
- Sebelum mengisi angket silahkan Bapak/Ibu membaca petunjuk pengisian berikut:
1. Cermatilah secara keseluruhan angket yang telah dibagikan, kemudian isilah lembar angket dengan memberi tanda (√) sesuai dengan penilaian Bapak/Ibu.

2. Pedoman Penilaian

1. STS = sangat tidak sesuai
2. TS = Tidak sesuai
3. KS = kurang sesuai
4. S = Sesuai
5. SS = Sangat Sesuai

No	Pernyataan					
		STS	TS	KS	S	SS
1	Apakah anda lebih mudah mengingat informasi yang dilihat daripada yang didengar					
2	Apakah kamu lebih suka membaca atau dibacakan					
3	Apakah kamu termasuk orang yang sulit mengatakan tentang apa yang kamu pikirkan					
4	Kamu bisa menghafak hanya dengan melihat saja					
5	Kamu merasa bahwa menulis itu sulit tapi kamu pandai bercerita					
6	Apakah kamu lebih suka musik daripada seni rupa					
7	Apakah kamu lebih senang belajar ketika mendengarkan daripada melihat					
8	Apakah kamu berbicara menggunakan pola yang berirama					
9	Apakah kamu tipe orang yang berbicara dengan lambat					
10	Kamu termasuk orang yang banyak gerak ketika proses pembelajaram					
11						

	Kamu menggunakan jari untuk menunjuk saat membaca						
12	Kamu tidak bisa duduk dengan tenang dalam waktu yang lama						
13	Kamu mampu mengingat tentang materi kemarin						
14	Kamu mampu menjawab pertanyaan yang diajukan oleh guru						
15	Kamu menyukai inovasi dalam proses pembelajaran						
16	Kamu lebih suka ketika belajar di luar ruangan						
17	Kamu sangat menyukai pelajaran bahasa						
18	Apakah kamu mempunyai kemampuan dalam mengolah kata						
19	Apakah Kamu sangat suka menulis						
20	Apakah kamu termasuk orang yang bisa mendadak dan cerewet						
21	Apakah anda membaca soal secara berulang kali						
22	Apakah kamu cenderung tidak menuliskan semua informasi						
23	Kamu Lebih suka belajar dalam kelompok						
24	Kamu mampu menyampaikan kembali pelajaran dengan menggunakan bahasa sendiri						
25	Apakah kamu mampu membaca soal dalam sekali						

26	Kamu lebih suka belajar secara individu atau menyendiri					
27	Kamu cenderung mempunyai tugas yang dibuat sendiri					

28	Saya mandiri ketika mengerjakan tugas yang diberikan.					
29	Apakah kamu lebih senang dan lebih fokus ketika sendiri.					
30	Kamu memproses informasi secara matang terlebih dahulu sebelum bertanya					
31	Kamu memilih diam dibandingkan bertanya ketika ada hal yang belum dipahami					
32	Dalam situasi yang tenang kamu akan lebih fokus saat belajar					
33	Kamu menyukai belajar secara berkelompok					
34	Kamu senang mengerjakan tugas secara diskusi kelompok					
35	Kamu senang bertanya dan menyampaikan pendapat ketika dalam proses diskusi					
36	Kamu tidak memiliki jadwal belajar yang teratur					
37	Apakah kamu melakukan kegiatan belajar sambil melakukan kegiatan yang lain untuk mendapatkan informasi dengan baik					
38	Apakah kamu senang belajar ketika sesuai dengan pelaju saran yang kamu sukai					
39	Ketika bertanya kamu senang mengaitkan pertanyaanmu dengan pengalamanmu.					

X17	Pearson	.41	.25	.34	-.2	.20	.30	-	-.08	0	1	1	4	5	3	1	-.2	.4	2	-.56	.49	.07	-.04	.37	.3	.3	-.49	.34	.26	.29	-	-	-.24	-.20	.39								
	Correlation	.7*	.3	.4	0	.9	.3	.7	.2	.9	.8	.4	.7	.8	.3	.5	.3	.7	.7	.3	.0	.7	.4	.0	.3	.7	.9	.3	.0	.4	.9	.8	.6	.4	.1	.2	.4	.9	.7				
					.5	.1			.0	.9	.7	.2	.6	.3	.3	.5	.4	.1	.2	.6	.2	**	**	.5	*	.0	.6	.4	**			.2	.1	.2	.7	*							
					.1			.7	.5			*	*			.6	*	.3					.1	*	.4						.2	.0	.4	.3									
							.9				*	*		*			*	.0														*	.5										
	Sig. (2-tailed)	.02	.17	.06	.78	.1	.28	.09	.6	.11	.64	.6	.4	.3	.0	.0	.06	.1	.0	.2	.2	.00	.00	.69	.78	.82	.04	.0	.0	.81	.00	.05	.15	.11	.02	.5	.51	.19	.00	.26	.03		
		.2	.7	.3	.8	.1	.2	.9	.7	.4	.0	.4	.5	.5	.0	.0	.5	.1	.4	.0	.2	.1	.5	.9	.8	.2	.0	.3	.6	.8	.6	.9	.2	.2	.0	.8	.5	.7	.8	.8	.0		
					.9		.9				.7	.5	.3	.7	.2	.4	.8	.8	.9	.2								.3	.9							.2							
	N	30	30	30	30	3	30	30	3	30	30	3	3	3	3	3	30	3	3	3	3	30	30	30	30	30	30	3	3	30	30	30	30	30	3	30	30	30	30	30			
					.0		.0			.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0					.0	.0					.0					.0							
X18	Pearson	-	-.3	-.37	0	-	-.0	-	-.0	-	-.0	-	-.0	-	-	1	-	0	-	0	-.05	-	-.0	-.10	0	.3	.07	.12	.16	.01	.17	.34	.3	.32	-	.36	.11	-					
	Correlation	.2	.1	.0	.6	.2	.3	.4	.1	.3	.2	.0	.2	.0	.0	.1	-.5	.0	.7	.1	.1	.0	.7	.0	.8	.2	.1	.4	.0	.0	.8	.5	.6	.2	.9	.9	.1						
		.95	.3	.4	*	.2	.8	.5	.4	.5	.9	.2	.1	.5	.0	.6	.0	.3	.0	.6	.2	.7	.4	.0	.4	.0	.0					.5	.8	.	.0								
				.2	.2		.7	.9	.0	.1	.1	.3	.3	.1	.4	.4	.6	.4	.2	.6	.7	*									.0				.0								
	Sig. (2-tailed)	.11	.48	.82	.04	.9	.12	.05	.8	.42	.03	.2	.4	.8	.1	.0	.9	.0	.8	.9	.1	.7	.69	.76	.45	.57	.80	.57	.1	.0	.70	.52	.38	.96	.37	.05	.0	.07	.13	.04	.53	.59	
		.3	.7	.7	.1	.1	.4	.1	.1	.8	.3	.5	.7	.9	.0	.0	.5	.6	.2	.3	.6	.8	.6	.3	.3	.7	.7	.3	.0	.3	.4	.4	.5	.0	.0	.9	.5	.9	.4	.4	.0	.5	
					.0		.5			.2	.5	.4	.0	.0	.6	.1	.3	.4	.6	.6							.0	.8							.4								
	N	30	30	30	30	3	30	30	3	30	30	3	3	3	3	3	30	3	3	3	3	30	30	30	30	30	30	3	3	30	30	30	30	30	3	30	30	30	30	30			
					.0		.0			.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0					.0	.0					.0					.0							
X19	Pearson	.14	.31	.30	.12	-.14	.12	-	-.09	0	.3	-.0	.2	.2	.2	-.1	.4	.1	.1	.12	.23	-.18	-.37	.1	.0	-.18	.16	.18	.05	-	-	.12	.10	-	.24	.34							
	Correlation	.7	.5	.6	.8	.8	.5	.0	.7	.5	.2	.5	.0	.4	.7	.0	.2	.4	.3	.2	.9	.2	.7	.0	.9	.5	.0	.1	.1	.3	.3	.2	.4	.2	.4	.0	.6	.7					
					.0		.3	.2		.3	.9	.0	.6	.6	.7	.1	.4	.4	.4	.5	.0	.7	*	.9	.5	.0					.1	.1			.4								
					.5		.5			.0		.3	*			.3	*			.0	.0											.7	.5	.3									
					.8		.3			.1																																	
	Sig. (2-tailed)	.43	.09	.10	.50	.7	.43	.51	.0	.89	.61	.7	.0	.9	.7	.2	.1	.1	.82	.0	.4	.4	.52	.20	.28	.32	.71	.03	.4	.9	.58	.33	.39	.33	.78	.02	.4	.52	.58	.82	.19	.06	
		.8	.0	.0	.1	.6	.6	.1	.5	.7	.2	.8	.7	.9	.6	.7	.8	.4	.3	.2	.4	.7	.1	.4	.8	.2	.3	.9	.0	.8	.9	.8	.1	.3	.3	.2	.0	.1	.4	.3	.0	.0	
					.0		.6			.2	.5	.5	.8	.5	.8	.8	.0	.7	.8																								
	N	30	30	30	30	3	30	30	3	30	30	3	3	3	3	3	30	3	3	3	3	30	30	30	30	30	30	3	3	30	30	30	30	30	3	30	30	30	30	30			
					.0		.0			.0	.0	.0	.0	.0	.0	.0	.0	.0	.0																								

X20	Pearson	.03	21	50	32	0	02	18	0	-.27	-.4	0	4	2	4	4	01	4	1	1	0	20	56	-.53	37	66	6	5	-.64	34	08	40	-.0	25	54	-.48	60	60						
	Correlation	9	1	5	0	7	8	9	0	5	1	.8	9	3	3	2	7	6	2	2	7	8	3	1	5	6	8	3	9	0	3	2	5	4	1	2	1	4	1	2	1			
				**		8		0	0	0	0	2	3	5	6	2		4	9	7		**	0	**	*	**	8	3	8	**			*	1	9	**	4	**	**	**				
X21	Sig. (2-tailed)	.83	26	00	08	6	88	31	1.	00	14	8	0	6	0	2	0	0	93	0	4	6	26	00	56	00	04	00	0	0	65	00	06	65	02	53	8	18	00	44	00	00		
		7	3	4	5	8	1	6	0	4	7	7	0	3	1	1	1	0	4	2	9	8	9	1	9	2	0	0	0	1	0	4	4	7	4	7	1	2	7	7	0			
					1		0		0		8	7	1	7	1	9	8		0	8	6						0	1							8									
X22	N	30	30	30	30	3	30	30	3	30	30	3	3	3	3	3	3	30	3	3	3	3	30	30	30	30	30	3	3	30	30	30	30	30	3	30	30	30	30	30	30			
					0		0		0		0	0	0	0	0	0	0		0	0	0	0					0	0								0								
X20	Pearson	.30	25	50	-.1	-.1	-.1	-.15	30	2	0	2	0	1	-.2	-.1	1	1	0	39	11	-.1	-.1	-.08	1	-.08	51	32	00	-.1	-.1	-.00	01	03	15	15	15	15	15	15				
	Correlation	1	6	9	1	0	1	.9	6	8	1	3	0	7	.3	2	4	2	3	2	6	0	2	1	7	0	.0	0	5	8	0	2	.2	0	8	6	5	5	5	5	5	5		
				**	1	6	6	1	1		8	8	0	0	2	0	6	6	4	9	6	*	8	9	3	1	1	7	**			6	1	2										
X21	Sig. (2-tailed)	.10	17	00	56	5	37	56	4	40	10	1	9	2	1.	3	9	2	16	4	4	8	03	54	65	10	49	64	5	3	71	67	00	07	1.0	15	3	23	1.0	92	84	41		
		7	2	4	3	7	3	3	9	2	0	2	2	0	6	2	0	6	4	9	4	2	2	5	9	2	6	9	3	0	4	4	7	0	0	0	4	0	4	8	5	5	5	
					7		1		2	5	0	0	4	9	9		7	8	9								6	5						0	6	0								
X22	N	30	30	30	30	3	30	30	3	30	30	3	3	3	3	3	3	30	3	3	3	3	30	30	30	30	30	3	3	30	30	30	30	30	3	30	30	30	30	30	30	30		
					0		0		0		0	0	0	0	0	0	0		0	0	0	0					0	0									0							
X20	Pearson	.36	37	14	45	-.1	-.1	-.1	40	24	3	2	0	-.0	-.05	1	0	0	1	-.1	-.1	-.15	05	-.0	-.07	-.1	-.16	43	27	-.51	12	17	16	15	15	15	15	15	15	15				
	Correlation	3*	2	7	7	.0	0	3	7	5	8	0	3	.9	4	.2	3	7	3	2	0	2	4	1	1	0	.1	0	1	3	8	3	.5	3	7	6	6	6	6	6	6	6		
			*		*	2	6	7	4	*	3	7	5	4	8	6	2	5	7	6	9	6	7		7	0	3	3	4	*	1	**												
X21	Sig. (2-tailed)	.04	04	43	01	1	72	71	4	02	19	0	2	8	0	6	8	2	78	4	6	8	11	74	14	41	78	36	1.	0	71	84	43	38	01	14	5	00	51	34	38	41		
		9	3	7	1	1	6	1	7	6	1	3	7	5	2	0	0	2	6	7	8	4	6	8	8	5	9	3	0	6	1	8	2	9	6	5	6	4	9	9	0	0	0	
					6		9		7	2	3	6	7	8	2		8	6	9									0	6							2								
X22	N	30	30	30	30	3	30	30	3	30	30	3	3	3	3	3	3	30	3	3	3	3	30	30	30	30	30	3	3	30	30	30	30	30	3	30	30	30	30	30	30	30		
					0		0		0		0	0	0	0	0	0	0		0	0	0	0					0	0																

X23	Pearson	.09	39	43	-.4	-.18	-.21	30	24	01	5	-.1	23	-1	39	06	-.26	23	02	41	71	37	16	-.4	-.4	-.4	-.4	-.07	36															
	Correlation	9	5	2	0	6	8	3	1	0	1	5	1	5	8	6	0	2	0	9	.	9	2	3	1	0	2	8	3	3	9	1	5	4	.	4	0	2	8	8				
			*	*	3	5	6	2	2	4	2	2	2	7	7	0	7	2	8	2	2	*	4	4	2	0	*	**	*	4	0	1	1	3	*									
X24	Sig. (2-tailed)	.60	03	01	84	074	32	207	26	19	10	73	069	52	01	02	74	05	46	16	20	90	02	00	04	38	01	702	95	21	68	04												
		1	1	7	9	1	5	0	6	3	0	5	7	2	6	2	0	6	2	6	3	1	9	6	9	0	5	3	3	2	3	0	3	4	5	3	4	1	0	1	5			
					0	1	2	0	9	4	5	4	1	1	9	2	6			8	8																							
X25	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30				
					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
X26	Pearson	.32	49	29	22	310	20	1	-.34	-.40	41	64	05	25	1	-.39	108	22	16	54	55	-.70	36	47	53	-.1	-.42	-.58	71															
	Correlation	9	9	4	4	7	4	0	6	6	9	1	5	2	9	6	9	7	3	6	1	9	1	4	1	3	2	1	1	8	7	8	0	0	2	0	7	0	6	0				
			**		3	5	1	1	0	7	9	0	7	7	9	3	6	0	*			**	5	5	7	**	*	**	**	9	6	1	.	5	**	**								
X26	Sig. (2-tailed)	.07	00	11	23	058	28	300	05	30	70	30	076	20	57	02	67	23	39	00	00	36	00	04	00	00	63	595	01	76	00	00												
		6	5	5	4	4	6	8	8	0	9	4	2	6	1	1	0	0	3	0	0	4	4	9	2	4	5	2	0	0	7	0	6	8	3	8	0	4	8	9	1	0		
					2	2	7	4	7	8	4	0	5	4	1	2	8			3	4																							
X26	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30			
					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
X26	Pearson	.00	-.2	-.2	-.2	08	11	3	-.0	-.0	0	2	1	0	-.06	08	1	-.03	-2	11	02	-.1	-.1	-.1	-.1	-.1	-.08	-.1	-.1	-.08	-.1	-.1	-.1	-.1	-.1	-.1	-.1	-.1	-.1	-.1	-.1			
	Correlation	1	2	2	0	3	1	8	2	0	1	8	.9	9	1	8	7	1	.	.	.	2	1	0	2	3	1	8	5	2	0	2	1	4	1	2	7	2	3					
			3	1	9	6	5	3	2	9	0	8	5	8	6	4	4	2	1	0	2	6	5	2	7	0	7	7	5	0	4	4	7	4	8	9								
X26	Sig. (2-tailed)	.99	21	25	63	266	53	084	50	69	66	23	645	25	61	74	67	75	17	86	12	53	89	25	79	19	51	457	25	64	16	06												
		6	3	8	1	1	9	6	8	4	0	4	8	0	1	4	2	9	3	8	6	5	4	6	2	3	0	2	5	4	3	7	3	3	3	4	5	5	7	9	8	7		
					0	0	0	5	5	6	7	4	9	8	9	5	8			0	9																							
X26	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30		
					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X26	Pearson	-.00	03	00	108	08	1	-.21	-.2	-.2	-.2	-.2	-.1	5	-.1	-.22	-.1	28	33	31	01	24	-.1	-.1	12	15	019	64	00	23	17													
	Correlation	.2	7	8	9	2	7	8	2	2	3	.9	.	.	.	5	1	8	3	5	3	4	0	4	5	4	6	3	7	4	3	3	5	0	7	5	3	0	8					
		36			1	1	3	3	0	2	1	0	8	0	0	7	5	2	4	4	6	3	2																					

X36	Pearson	-	-	-	.15	-	-	-	.1	.13	.00	-	.1	-	-	-	-	.34	-	-	-	.2	-	-	-	.15	.29	.02	-	-	.24	-	-	-	.04	1	.4	.37	-	.09	.15	-				
	Correlation	.0	0	0	5	.0	4	9	2	0	.3	. . . . .	.8	. . . . .	.7	4	0	1	5	2	9	. . . . .	2	1	2	0	9	6	6	1	2	0	9	6	6	1	2	9	2		
		12	8	3	0	4	4	7			1	9	2	2	2	0	4	4	1	2	3	4	9	2			1	0	6	1	0	6	5	4												
X37	Pearson	-	-	.01	-	.0	.24	-	-	-	-	-	.1	-	-	.2	.35	-	.0	-	-	.12	.14	.00	.16	.27	.0	.2	.24	.09	-	.23	-	.46	1	.00	-	-	.01	-						
	Correlation	.0	2	3	1	9	2	2	.2	.2	.2	. . . . .	.0	.5	.2	. . . . .	.0	6	2	0	1	7	0	6	8	8	0	1	2	6	0	2	1	4	1							
		22	6	7	2	5	1	6	0	2	3	4	1	1	8	1	1	9	1	1	6	0	4			0	4	6	4	**	6	8	5													
X38	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1	0	7	0	9	8	9	0	6	3	0	0	0	0	0	0	0	0	0	0	0				
X39	Pearson	.51	.78	.21	.00	0	.13	.03	.2	.19	.65	.6	0	1	.6	.4	.9	.5	.07	.5	1	.2	0	.02	.95	.57	.29	.02	.68	.8	.5	.26	.43	.32	.62	.14	.04	1	.31	.50	.02	.46				
	Correlation	.7	3	0	1	2	6	4	0	5	7	8	4	7	4	5	5	1	9	2	8	3	0	4	4	5	6	9	5	8	6	3	4	4	4	6	2	1	0	0	4	4	7			
					4		1				5	5	9	2	4	3	5	1	1	4	4								4	8							0									
X40	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1	0	7	0	9	8	9	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X41	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1	0	7	0	9	8	9	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X42	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1	0	7	0	9	8	9	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X43	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1	0	7	0	9	8	9	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X44	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1	0	7	0	9	8	9	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X45	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1	0	7	0	9	8	9	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X46	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1	0	7	0	9	8	9	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X47	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1	0	7	0	9	8	9	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X48	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1	0	7	0	9	8	9	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X49	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1	0	7	0	9	8	9	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X50	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1	0	7	0	9	8	9	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X51	Pearson	.12	.05	.23	.58	-	-	-	.2	.24	.08	0	3	2	-	.1	-	.32	.1	2	-.5	-	-	-	.19	.39	-	-	.1	.21	.14	-	-	.27	.37	0	1	.19	.12	.41	.13					
	Correlation	.3	2	5	7	.2	3	4	3	4	7	6	5	.4	. . . . .	.6	2	5	.1	4	0	1	7	9	0	.0	1	8	1	0	5	6	0	2	7	0	8							
					**	4	7	8	0	7	8	2	0	2	0	1	2	1	2	5	1	1</																								

X42	Pearson	.28	.61	.49	.32	.00	-.24	-.00	-.51	-.51	.14	.23	.33	-.33	.61	.11	.36	.71	-.17	.35	.37	.63	-.66	.45	.36	.56	-.13	.53	-.58	1.4													
	Correlation	0	3	9	1	2	0	8	.5	2	.1	2	1	6	9	9	1	4	0	5	5	8	0	3	8	5	1	4	8	2	9	0	4	6	2	.8	0	1	3				
			**	**		4	4		0	1	**	0	7	5	2	1	1	7	0	7	1	5	6	*	**	3		*	4	4	1	**	*	*	**	4	1	**	6	**			
X43	Sig. (2-tailed)	.13	.00	.00	.08	.9	.81	.18	.7	.00	.00	.9	.0	.5	.0	.1	.0	.0	.59	.0	.0	.4	.4	.04	.00	.06	.34	.05	.04	.0	.0	.25	.00	.01	.04	.00	.19	.4	.46	.00	.38	.00	
		4	0	5	4	0	1	7	4	4	4	0	0	1	2	6	3	3	5	6	0	1	1	5	0	7	7	4	4	0	3	3	0	2	8	1	4	2	7	3	5	1	
					0		6		9	3	0	4	3	3	0	0	0	5	0	0	5	0							0	6							0						
X44	N	30	30	30	30	3	30	30	3	30	30	3	3	3	3	3	3	30	3	3	3	3	30	30	30	30	30	30	30	3	3	30	30	30	30	30	30	30	30	30	30	30	
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X44	Pearson	.28	.27	.17	.34	-.12	-.2	-.38	.14	.2	.3	.4	-.1	-.2	-.1	-.22	-.09	.53	-.0	.1	-.28	.09	.15	.31	.19	-.41	.42	-.47	.44														
	Correlation	1	4	8	4	.1	0	4	0	3	2	3	2	6	3	.2	1	.3	.9	0	6	2	4	4	0	8	5	0	5	5	4	3	7	.5	6	2	4	4					
					1		0	8	8	*	0	1	1	7	5	0	0	9	1	2	2	6	5	2	**	8	9	2	0														
X44	Sig. (2-tailed)	.13	.14	.34	.06	.3	.52	.97	.1	.66	.03	.5	.0	.2	.0	.8	.5	.30	.2	.2	.2	.77	.23	.23	.62	.00	.63	.6	.4	.96	.12	.61	.41	.09	.29	.6	.02	.01	.14	.00	.01		
		2	3	8	3	2	3	3	8	9	7	2	1	4	4	1	4	2	1	9	1	6	9	5	0	0	0	2	9	4	2	5	7	8	6	2	6	7	2	9	1	8	4
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X44	N	30	30	30	30	3	30	30	3	30	30	3	3	3	3	3	30	3	3	3	3	30	30	30	30	30	30	30	30	30	3	30	30	30	30	30	30	30	30	30	30	30	
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TOT AL	Pearson	.43	.58	.55	.49	.2	-.18	.1	-.58	.2	.6	.2	.4	.3	.5	.5	-.3	.7	.2	.2	.36	.75	-.24	.40	.51	.5	.4	.01	.72	.45	.41	.62	.00	-.35	.47	-.72	.75						
	Correlation	8*	4	3	2	0	0	5	4	3	5	6	6	2	5	9	6	0	0	3	0	8	3	9	0	5	8	2	4	6	6	5	9	3	5	5	.5	2	1	1	7		
		**	**	**	7	4	2	3	**	3	3	6	9	4	6	2	4	2	9	1	7	*	**	5	*	**	0	0	**	*	*	**	0	**	*	**	0	**	0	**			
TOT AL	Sig. (2-tailed)	.25	.33	.31	.44	.6	.71	.27	.4	.57	.00	.8	.0	1.	1	.0	.2	.3	.02	.7	.0	.5	.4	.49	.13	.40	.08	.00	.56	.0	.5	.67	.15	.87	.64	.13	.37	.7	.09	.00	.14	.02	.01
		8	6	6	0	5	4	7	7	2	8	9	1	0	0	3	3	1	5	5	0	7	2	8	4	3	0	8	6	9	7	1	5	7	6	7	0	2	1	5	5	0	
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TOT AL	N	30	30	30	30	3	30	30	3	30	30	3	3	3	3	3	30	3	3	3	3	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
					0		0		0	0	0	0	0	0	0	0	0	0	0	0																							
TOT AL	Pearson	.43	.58	.55	.49	.2	-.18	.1	-.58	.2	.6	.2	.4	.3	.5	.5	-.3	.7	.2	.2	.36	.75	-.24	.40	.51	.5	.4	.01	.72	.45	.41	.62	.00	-.35	.47	-.72	.75						
	Correlation	8*	4	3	2	0	0	5	4	3	5	6	6	2	5	9	6	0	0	3	0	8	3	9	0	5	8	2	4	6	6	5	9	3	5	5	.5	2	1	1	7		
		**	**	**	7	4	2	3	**	3	3	6	9	4	6	2	4	2	9	1	7	*	**	5	*	**	0	0	**	*	*	**	0	**	*	**	0	**	0	**			
TOT AL	Sig. (2-tailed)	.25	.33	.31	.44	.6	.71	.27	.4	.57	.00	.8	.0	1.	1	.0	.2	.3	.02	.7	.0	.5	.4	.49	.13	.40	.08	.00	.56	.0	.5	.67	.15	.87	.64	.13	.37	.7	.09	.00	.14	.02	.01
		8	6	6	0	5	4	7	7	2	8	9	1	0	0	3	3	1	5	5	0	7	2	8	4	3	0	8	6	9	7	1	5	7	6	7	0	2	1	5	5	0	
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TOT AL	N	30	30	30	30	3	30	30	3	30	30	3	3	3	3	3	30	3	3	3	3	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
					0		0		0	0	0	0	0	0	0	0	0	0	0																								

Sig. (2-tailed)	.015	.001	.002	.006	.027	.036	.048	.073	.001	.160	.203	.000	.000	.000	.821	.102	.121	.049	.000	.760	.192	.025	.004	.000	.093	.000	.013	.020	.000	.989	.054	.008	.571	.000	.000	
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

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CURRICULUM VITAE

Nurul Hikmah, the first child of Mr. Jumaing and Mrs. Sundusia, was born in Pinrang, Ujungnge Village, Tiroang District, Pinrang Regency, on April 2000. He first received his formal education at SDN 94 Pinrang and graduated in 2012. In the same year, the author continued his education to the junior high level at MTs Al-Urwatul Wutsqaa Islamic Boarding School and graduated in 2015. Determination to continue education at the same Islamic boarding school at the MA Al-Urwatul Wutsqaa Islamic Boarding School and successfully graduated in 2018.

The first child of 5 siblings decided to continue his education in college in 2018 and the choice was the State Islamic Institute (IAIN) Parepare, Faculty of Tarbiyah, English Language Education study program. The author completed his undergraduate education (S1) at the State Islamic Institute (IAIN) Parepare in 2023 with the title of his thesis "Analysis of learning styles on the English learning process at SMP Negeri 3 Pinrang".

