

A THESIS
THE ANALYSIS OF STUDENTS' LEARNING STYLES IN
LEARNING ENGLISH AT SMPN 2 PATAMPANUA
KAB.PINRANG



By

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Reg. Num: 17.1300.017

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE PAREPARE

2024

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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 for the Degree of
Sarjana Pendidikan (S.Pd.)

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Thesis

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Submitted by:

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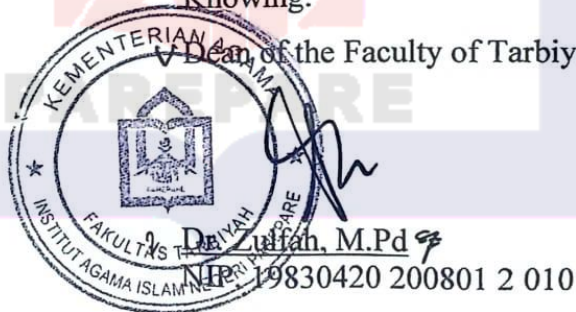
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ABSTRACT

Irma Yanti. *The Analysis of Students' Learning Style in Learning English at SMPN 2 Patampanua.*(Supervised by Mujahidah and Munawir).

Learning style in general can be defined as the force used by an individual to learn, Differences learning style of each students 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 style by students after experiencing learning activities. The purpose this research was to find out the analysis of students learning style in learning English at SMPN 2 Patampanua.

The samples of this study were 60 students simple random technique. The researcher conducted the research by quantitative descriptive. The data collecting technique by questioner with descriptive and inferential analysis.

The data analyzed by describing teacher answer and students answer, In David Kolbs theory there are seven learning styles but based on this research the researcher as find that there 4 students learning style at SMPN 2 Patampanua, namely: 1) Visual learning style, 2) Auditory learning style, 3) Verbal learning style, and 4) Kinesthetic learning style. Based on the result of data analysis, the researchers found that: there are 14 students (24%) visual learning style, there are 16 students (26%) auditory learning style, there are 15 students (25%) verbal learning style, and there are 15 students (25%) kinesthetic learning style. In conclusion, the auditory learning style is the more dominant learning style in learning English for class VIII students at SMPN 2 Patampanua.

Keyword: learning style, learning English.

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CHAPTER I INTRODUCTION

A. Background

Training is a growing experience that we are doing in the school, as instructive foundations. Instruction is all impacts that are strived to have amazing mental and mental capacities and are valuable for them to go into society to construct social connections and take on their obligations as people and as friendly creatures. Schooling takes as significant job in making HR, as such with great of HR empower individuals to tackle their concerns. The things that we trust change, for example, Behaviors of knowing, feeling, and acting¹

Language is a main thing in communication, for example as a tool in conveying thoughts, ideas, concepts or feelings to other people. At this time many languages spread in the word that function as international language that we can also use to communicate other than mother tongue, one of which is French. In general, understanding French is still considered difficult for a language learner at the beginner level.

Conveying is method of individuals convey their longing. They do such thing through language. They produce language for correspondence into a few

¹ Nurani Soyomukti, *Teori-Teori Pendidikan*, (Yogyakarta: Arruz Media, 2016), p.5.

structures like posing inquiry, mentioning something, accusing, thinking, and numerous others. " According to Yule, "language is a natural means of enabling communication between people, a living entity that is a living entity that is capable of developing a system of contracts whose foundation was laid in time unknow, and a social institution interwoven with sounds" The function of language that is involved in expressing social relationships and personal attitudes is called interactional, whereas the function of language that is involved in expressing content is called transactional. Additionally, language serves a variety of purposes, the majority of which are transactional. It is the language used to convey information that is factual or propositional. Yule, nobody talks the same way constantly. Instead, they use language for a wide range of reasons. There to communicated as per his own particular manner and way.²

It's critical for teacher and students alike to comprehend different learning styles. Students might have a stronger understanding of the learning process and more learning awareness if they dare aware of the sort of learner they are. This study intends to investigate how students learn and what types of learning styles are found in the English class for eighth graders at SMPN 2 Patampanua. The descriptive quantitative method was employed in this investigation. The findings demonstrate that students learn English in class

² Griffiths Carol and Wenden, *School of Foundation "Language Learning Strategies Theory and Research"*. (AIS st.Helens Auckland, New Zealand, 1975), p.75

through a variety of activities, including making bullet point lists, writing in a descriptive style, underlining words, expressions, and sentences with various colored pens, using body language to convey meaning, reading books (visually), giving presentations, writing down the material on their notes using bullet points, listing the findings or keywords from the group discussion, and looking up words in the dictionary (read/write), actively participating in a group discussion by practicing the expression, sentences, and pronunciation (kinesthetic), and listening to the material delivered by the teacher (aural). Understudies have various exercises in English language learning, yet it demonstrated their styles in learning was the manner by which they adjusted to follow the study hall. Then, at that point, the other outcome has likewise shown the majority of the students are distinguished as aural students and visual students.

However, kids' reading comprehension is still not at its best for a variety of reasons. One of them is the teacher's lack of skills for teaching pupils to read texts, which results in students being less engaged in the learning process and understanding not developing. In addition to the teacher's lack of tactics, the students' low reading proficiency may also be a result of their lack of interest or drive.

Piaget's hypothesis that at the pinnacle of cognitive structure development, students are able to think rationally for all types of verbal

problems, utilizing scientific reasoning and acceptable viewpoints of others in the formal era (11-0 adults) supports maturity and ability to think. The best learning outcomes cannot, of course, be separated from every human being's functioning brain, which has distinct left-right brain and left-right brain characteristic. While the left hemisphere is categorized as having short-term memory, the right brain is known for having long-term memory.

In learning style at SMPN 2 Patampanua, Teacher are influenced by some reason. In general, there are three learning styles, auditory, visual, and kinesthetic. But according to the ministry of education and culture, there is one more addition, namely reading and writing learning style. In order for the learning proses to be more affective, you must be know which learning styles are suitable for use in learning English. In the proses of learning English, several styles must be combined and used so that students can easily understand the proses of learning English.

From the explanation above, the researcher wants to conducts research untitled: *"The Analysis of Students Learning Styles in Learning English at SMPN 2 Patampanua Kab.Pinrang"*

B. Research Questions

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

1. What is students' learning styles in learning English at SMPN 2 Patampanua?
2. What is the dominant students' learning styles in learning english at SMPN 2 Patampanua?

C. Objective of the Research

In view of the issue articulation over, the goal of the examination is :

1. To find out students' learning styles in learning English at SMPN 2 Patampanua
2. To find out of the dominant students' learning styles in learning english at SMPN 2 Patampanua

D. Significant of the Research

The critical of the examination is supposed to give the information and some benefit

1. Viable huge for the educator, the aftereffect of this examination is supposed to furnish them with a functioning to realize learning styles in study hall for learning English cycle.
2. For the understudy's, the aftereffect of this examination is give rouse, instruction, experience and new information to learning English interaction.
3. The study's findings provide the researcher with new information and experience regarding the learning styles of English learners.

4. This study's theoretical significance makes a useful and referential contribution to our understanding of how to identify students' learning styles during English instruction.



CHAPTER II REVIEW OF RELATED LITERATUE

A. Previous Research Findings

The main past exploration finding has been stopped by Yulfi postulation entitled “ students’ english learning style in lubuklinggau “ in 2022 this research aimed to explain the students' English learning style of eighth-grade students of MTs Negeri 1 Lubuklinggau. The method applied in this research was the descriptive quantitative method. All the eighth-grade students of MTs Negeri 1 Lubuklinggau in the academic year of 2018/2019 were this research's subject. The population was 244 students. Whiles sample of this research was taken by using simple random sampling. There were 30 students in class VIII as the sample result To get the data, the researcher used a questionnaire and interview. The data were analyzed by describing students' answers and dividing students' English learning styles into three categories: 1) Visual Learning Style, 2) Auditory Learning Style, and 3) Kinesthetic Learning Style. Based on the result of data analysis, the researchers found that: 1) 10 (33.33%) students as visual learners, 2) 13 (43.33%) students as auditory learners, and 3) 7 (23.33%%) students as kinesthetic learners. In conclusion, the auditory learning style was the most frequently used style by the students. Whereas the least frequently

learning style used by VIII.6 class of MTs Negeri 1 Lubuklinggau was kinesthetic.³

The second previous research finding has been come by Muhammad Rafiq thesis entitled “ an analysis of students learning style in learning english in sekolah indonesia kuala lumpur, malaysia” in 2023 this study aimed to identify the learning styles employed by students and the dominant learning style in use at *Sekolah Indonesia Kuala Lumpur, Malaysia* for learning English. The study utilized a descriptive quantitative research method and collected data from 28 participants. The findings revealed that students in the ESL context tended to use a combination of unimodal and bimodal learning styles, with the kinesthetic learning style being the most dominant. These findings suggest that ESL teachers should design English learning activities that align with students' preferred learning styles, particularly by emphasizing hands-on, experiential learning that allows students to engage directly with the material. Furthermore, a student-centered approach to teaching should be prioritized to help students reach their language learning objectives more effectively. Future research could investigate how individual differences in learning styles impact ESL learning outcomes and identify effective teaching strategies for diverse learning styles in the ESL context.⁴

³ Yulfi, *Students' english Learning Style in Lubuklinggau*, Vol.5,no.2,januari-juni 2022, h.207

⁴ Muhammad Rafiq, *An Analysis of Students Learning style in Learning English in Sekolah Indonesian Kuala Lumpur,Malaysia* Vol.7,no.1,**April** 2023, h.145.

The third previous research finding has been come by Nurul Dewi Fadillah thesis entitled “ an analysis of students’ learning styles in learning English at the second grade of MTSN Parak Lawas Padang” in 2016 this research was to describe students’ learning styles in learning english at the second grade of MTsN Parak Lawas Padang. The design of this research was descriptive. The subject of this reseach was the second grade students of MTsN Parak Lawas Padang 2015/2016. The total number of the population was 209 students. They were divided into five classes;class 8.1 (41 students), class 8.2 (41 students), class8.3 (43 students), class 8.4 (42 students) and class 8.5 (42 students). The writer used cluster random sampling technique to choose the sample, and class 8.1 had been chosen to be sample of this research. This instrument used to get the data was questionnaire. The reliability of the questionnaire was 0,81. It means the instrument was reliable. Based on the result of the data analysis, it was found tha 6 studentas (14.64%) had high level to use the learning style in learning English. They are cognitive, sensory and personality learning style. It means that most students always or often use three kinds of learning style. There were 33 students (80.49%) had middle level. It means that students sometimes use three kinds of learning style. There were 2 students (4.88%) had low level. It means that the students rarely and never use three kinds of learning style. The finding of this research leads the researcher to

conclude that students sometimes use learning style in learning English. Based on the conclusion, it is suggested to the teacher to motivate students.⁵

The learning style, according to De Porter and Hernacki (2000), is a variant of how a person absorbs and then organizes and processes knowledge. Learning styles are not only aspects of interacting with information, seeing, listening, writing, and speaking, but also when reacting to something about the learning environment (absorbed abstractly and concretely).⁶

The three studies that have been described above, the previous research explains research on student learning styles with three types of learning style, whereas the ones I studied were seven types, but in the school where I researched there were only four types, namely visual, auditory, verbal and kinesthetic. The researcher concluded that there are many learning styles to the students' use in the class, and then to analysis students' use of learning styles especially to the students' at SMPN 2 Patampanua Kab.Pinrang.

B. Some Pertinent Ideas

1. Definition of analysis

According to gorys keraf, analysis is a process for breaking things into interrelated parts of another while, the relationship of each other and their

⁵ Nurul Dewi Fadillah, *An Analysis of Students' Learning Styles in Learning English at the Second Grade of MTsN Parak Lawas Padang*, Vol.5, no.1, 2016

⁶ DePorter, Bobbi & Hernacki, Mike, *Quantum Learning*, (Bandung: Kaifa, 2000), hlm.110-112.

respective functions in a unified whole. According to Robert J. Schreier said that analysis is reading the text, by placing signs in the dynamic interaction and message delivered. From some understanding of the above analysis can be concluded that the analysis is a set of activities, activities and processes are interrelated to solve problem or solve the components into more detail and recombined the drawn conclusions.⁷

According to Dwi Prastowo Darminto and Rifka Julianty said analysis is defined as: “The decomposition of the product over its various parts and a review the parts itself, as well as the relationship between the un parts proper understanding and understanding of the whole meaning,” meanwhile, according to Syahrul and Mohammad Afdi Nizar the intent to analyze is: ”Conducting an evaluation of the condition of the post-post or paragraph the verse associated with accounting and reasoning-possible reasons about the differences that arise. For example, an auditor (auditor) will perform an estimated expenditure analysis to determine whether the expenditure to determine whether the expenditure has charged against the right post, tested or verified with documents. Another example, a financial health assessment of a company by doing analysis of its financial statements as basic investment or credit decisions.

⁷ Keraf Gorys, Komaruddin, “ The Definition of Analysis in Research”, (New Zealand, 1995).

According to Gorys Keraf, the word style is come from latin words and “stilus” this is such a tool to write in a candle plaque. The skill in using this tool will influence the clearness of writing in the plaque. By the time rh “style” change to be a skill in use or write words attar actively because of that development language style or style become a part of diction or word choice which is dealing with the appropriatness of using words, certain phrase or clause in facing a certain occasion.⁸

From the explanation above, the researcher can concludes that analysis is a process of breaking something into interrelated parts while the relationship between each other and their respective functions are in one unified whole. The analysis is reading the text, by placing signs in dynamic interactional the messages conveyed. From some of the meanings of the analysis above it can be concluded that analysis is a series of activities, activities and processes that are interrelated to solve problems or solve components into more detail and recombine the conclusions that have been drawn.

2. Definition of Learning

According to De Porter & Hernacki in Nihayah (2011: 5), learning is a flowing, dynamic, and full of risk. Another definition of learning by Slameto

⁸ Keraf Gorys, Komaruddin “The Definition of Analysis of Foundation Research, (1995)”.

in Nihayah (2011: 5) is a process of one's efforts to obtain a change in the new behaviour overall, as a result of his own experiences in interaction with the environment. The changes that occur in a person include a lot of things like characteristic and etc, therefore, not all the changes in a person is a the result of the learning process. According to Surya in Kyuna (2011), there are six characteristics of behaviour changes in learning definition as follows:

a. Changes occurs consciously

Means that someone who is learning to be aware of the occurrence of that change or at least have a sensed a change in him.

b. Changes in learning are continue and functional

As a result, a changes takes place continuously and not static, it's mean than one changes will cause the next change and it will useful for life or the next learning process.

c. Changes in learning are positive and active

In learning, a changes will increase to obtain one thing that is better than before.

d. A changes is not temporary

Its mean that a changes that occur because if the learning process are settled or permanent. The behaviour after learning is settled.

e. Changes in learning are aims and purposeful

Changes in behaviour result of learning is something which is purposeful and have a goal to be achieved before.

f. Changes include aspects of behaviour

A changes that someone achieved after pass through a learning process envelop changes the overall behaviour.

In addition, someone who was learning also requires technique and a certain skill that make it easier to absorb the information or knowledge being studied. According to De Porter and Hernacki in Nihayah (2011: 6) there were five skills that affect the learning till more quickly and effectively, as follow:

- a. Focused Concentration
- b. How to record
- c. Organization and test preparation
- d. A quick reading
- e. Remember technique

From the explanation above, the researcher can concludes that learning is the process of acquiring new understandings, knowledge, behaviors, skills, values, attitudes and preferences. The ability to learn is owned by humans, animals, and some machine; there is also evidence of some sort of learning in certain plants. Some learning occurs directly, triggered by a single event, for example (being burned by a hot stove), but much skill and knowledge is accumulated from repeated experiences. Changes caused by learning often last a lifetime.

3. Definition of Learning style

a. Learning style

Learning styles demonstrate the difference in the individual's preferences in the knowledge acquisition process (Kafadar, 2013). In another description, the learning style is an individual's cognitive, sentimental and physiological education that has reasonably clear measures of how individuals view the learning environment, how they communicate with others and how they respond (Keefe, 1979). Learning style refers to the consistent way a student responds to and uses stimuli in terms of learning or learning style, a consistent way in which a student captures stimuli or data, how to recall, think, and solve issues. Learning style are the ways in which each student learns from their peers differently.

The degree to which each person can take in and comprehend the lesson varies greatly. As a result, they frequently use diverse approaches to comprehend the same knowledge or instruction. Learning style (learning style) is a procedure that puts a student's behavior, appreciation, and learning preferences into motion so they can learn or gain knowledge on their own.⁹

⁹ Joko, Susilo, *Sukses Dengan Gaya Belajar*, (Yogyakarta : PINUS, 2009), hlm,15.

The learning style, according to De Porter and Hernacki (2000), is a variant of how a person absorbs and then organizes and processes knowledge. Learning styles are not only aspects of interacting with information, seeing, listening, writing, and speaking, but also when reacting to something about the learning environment (absorbed abstractly and concretely).¹⁰

In summary, learning styles are a consistent way that doing by the students in capturing stimuli or information, how to remember, think, and solve the problem. Everyone do not have the same style. Each shows a difference but the researchers can categorize it. This learning style is closely related to a personality, which is influenced by his education and history of development. As the Garcia, et al. (2008: 560) state that new students who have not received training and lessons from teachers have different background styles.

The learning style described by James and Gardner is a sophisticated method that students views as being the most effective and efficient for processing, storing, and recalling what they have learned.¹¹

According to Kolb (1984), this learning style is characterized by combining individual orientations that give differential emphasis to the

¹⁰ DePorter, Bobbi & Hernacki, Mike, *Quantum Learning*, (Bandung : Kaifa, 2000), hlm.110-112

¹¹ Nur Gufron, dkk, *Gaya Belajar*, (Yogyakarta: Pustaka Pelajar, 2013), hlm.42.

four fundamental learning styles postulated in the theory of experiential learning, as a result of inherited equipment, past experience, and the requirements of the current environment.

From the explanation above, the researcher can conclude that learning styles as the general approaches—for example, global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject. Learning style is simply your preferred way of learning.

b. Types of learning style

Since the 1970s, researchers have theorized models to describe individual differences in learning. Everyone has a mix of preferred learning style. These preferences guide the way we learn. They determine the way an individual mentally represents and recalls information. Research shows that different learning styles involve different parts of the brain. Unfortunately, there is no universally accepted model of learning style. Rather there are dozens of competing models. The most widely recognized model, “The Seven Learning Styles”, as well as David Kolb’s and Neil Fleming’s models are discussed below.

At every level of education, people have their preferences and methods which work best for them. To be able to maximize your learning abilities, it helps to understand what learning style is most efficient on an individual level. More often than not, people identify themselves as either auditory or visual learners. But if you were to ask, "what are the seven different learning styles?" You will discover that you can acquire skills in multiple styles.

Learning styles are the way by which understudies like to learn. A person's desired learning style is influenced by their cognitive ability, emotions, and environment.

As a matter of fact, many individuals really tend to learn in comparative ways, as in by seeing something by and by or paying attention to bit by bit guidelines. As a result, some experts are less likely to classify learning into styles and more likely to present it as a variety of options from which students can select the one that best suits their needs.

This is the most widely accepted model of learning styles, which is simply referred to as "The four Learning Styles." It is referred to by specialists and educators the same. To figure out which of the four learning styles concern you, finish up this survey. This is an informal

stock of the seven learning styles given by emetics (care for the pop-ups!).

Despite the fact that instructors have known for quite a long time that understudies have their own singular learning styles, it was only after the 1970s and 1980s that these started to be deliberately perceived and perceived. In 1987, instructive scholar Neil Fleming's embarked on a mission to assist understudy and educator with adjusting their practices to all the more likely assist them with holding the data. Thus, he made the VARK learning style.

The following types of learning styles are proposed by David Kolb's and Neil Fleming's: The VARK Theory

1) Visual

To understand concepts, visual learners prefer to see things drawn out or in graphs. On the off chance that you like to doodle, draw, or make mind maps, it's possible that you're a visual student. Visual learners can see relationships between ideas by connecting them with images and symbols. Normal for individuals become planners, fashioners, specialists, and task chief to favor this way of learning.

As the name recommends, visual students get it and hold data best by seeing. Instead of reading text, they'd rather see information presented in a way that makes it easy to see. People that learn in this

manner will generally give close consideration to detail and non-verbal communication, and frequently envision circumstances to them to assist them with handling the data better.

- a) Paper hand outs with bunches of pictures
- b) Charts, outlines, charts, and graph
- c) Animated recordings, narratives, and other learning shows
- d) Demonstration
- e) Colour-coded notes, integrated with a lot of blank area.

Tips:

- 1. Use pictures, pictures, and other visuals to learn
- 2. Focus on color, design, and spatial association
- 3. Utilize 'visual words' while expressing
- 4. Use 'mind guides' (charts used to arrange data outwardly)

2) Aural/Auditory

Another name for this style is aural or auditory-musical. Such students like to tune in and hear data to ideally deal with it. Aural learners are able to distinguish between tone and pitch in fine detail. A few callings the look good for hear-able students include: musicians, audiologists, speech pathologists, and language teachers.

Aural or auditory learners typically learn best by hearing the formation. As opposed to getting effectively engaged with class or working out notes, they like to stand by listening to others present the data and afterward are typically ready to recount that back to them.

Aural learners can produce and appreciate music and prefer to learn through sounds and music. They will quite often think in rhythms and examples, and especially delicate to sounds in the quick climate.

Due to the requirement for hear-able students to listen eagerly to talks or data, it's imperative that they can concentrate on in a calm climate, away from interruptions and whatever other commotions which could occupy or disturb their learning. However, once they have found some quiet time to study, some of the best ways for auditory learners to study are as follows:

- a) Singing and whistling
- b) Playing instruments
- c) Writing music
- d) Recognizing tunes and apparent examples
- e) Understanding mood and construction of music

Tips:

1. To remember new concepts, employ mnemonics, rhyme, and
2. Encompassing accounts can increment focus
3. Certain emotions and mental states can be sparked by music. Use music to keep your feelings in check.

3) Verbal (reading/writing)

On the off chance that you love words and composing, you're logical a verbal student. Students of linguistics enjoy word play and reading and writing. Role playing and using mnemonic devices are two methods that verbal learners use to communicate information. Verbal learners are more likely to work in the hospitality industry, the media, or politics and administration.

Those with an inclination for perusing and composing learning style will more often than not take in new data best when it's shown as word and text. They enjoy summarizing information in ways that make the most sense to them, read definitions, and frequently produce lists.

Verbal students have a capacity to utilize words and language. These students think in words, whereas many people think in images. They will quite often be rich speakers, with profoundly foster hear-able abilities.

Along these lines, perusing and composing students will quite often comprehend and remember new data best by:

- a) Writing notes in class
- b) Reading textbooks
- c) Explaining
- d) Listening
- e) Storytelling
- f) Persuasion
- g) Analyzing language

Tips:

1. Peruse content so anyone might hear, and attempt to make it emotional and shifted to help review
2. Verbal pretending can help with figuring out ideas
3. Utilize methods like affirmation and prearranging
4. Record your contents and tune toward the rear

4) Physical/kinesthetic

Kinesthetic or actual students are involved. As opposed to watching a demo or standing by listening to bearings, actual students like to play out the errand. Among the caresses that are ideal for kinesthetic learners are: working in the entertainment industry as a singer or actor, EMTs, or physical education.

In this way, kinesthetic learners typically enjoy and thrive in more practical subjects like design and technology, sports, art, and sports. They are generally drawn in while moving, in this manner it's a good idea to attempt to integrate an action into considering, regardless of whether it's for a subject that requires a more conventional note-adopting strategy.

Actual students favor learning with their body and feeling of touch. They are skilled at manipulating and controlling their bodies. Data is handled by cooperating with the space around them. Most people have good balance and hand-eye coordination.

- a) Physical coordination
- b) Working with hands
- c) Using non-verbal communication
- d) Sports
- e) Dancing
- f) Acting

Tips:

1. Utilize involved exercises to learn
2. Utilize verbs and adverbs to describe an experience's physical sensations.

3. Utilize actual items however much as could be expected, including streak cards and little models
4. Because they are physical activities, writing and drawing diagrams may be helpful.

5) Logical

Logical learners have a mathematical brain. They can recognize patterns easily and connect concepts. To understand ideas, they prefer to group them into categories. Logical learners are most often found in math-related professions, like accounting, bookkeeping, computer science, or research.

Logical learners are able to use reason, logic, and numbers. They think in terms of systems, patterns, and concepts. These learners also seek to understand the reasoning or the “why” behind each new concept and like to experiment.

1. Categorization
2. Problem solving
3. Complex mathematical calculations
4. Connecting concepts
5. Making logical conclusions from long chains of reasoning
6. Geometry
7. Experimentation

Tips:

1. Focus on exploring connections between ideas
2. Make lists of key concepts from material
3. Think in terms of procedures
4. Think in terms of system
5. Thinking in terms of systems may help you understand the “big picture”
6. Create diagrams that outline entire systems

6) Social

Social learners are known as interpersonal learners. They can communicate well both verbally and non-verbally. Social learners have a distinctive sensitive and an empathetic nature. This is why they often work in social fields that help others, like counseling, coaching, or teaching. Social learners tend to also thrive in a sales environment because it relies on interpersonal connections.

Social learners have an ability to relate to and understand others. These learners are good at sensing the feelings, intentions, and motivations of others. They are also able to see things from multiple perspectives. These learners are often good at encouraging

cooperation, but sometimes their abilities enable them to manipulate others.

1. Empathy
2. Listening
3. Communication, both verbal and non-verbal
4. Conflict resolution
5. Establishing relations with others
6. Building trust
7. Noticing the feelings, moods, intentions, and motivations of others

Tips:

1. Work with others as much as possible
2. Use one-on-one or group role playing
3. Share what you have learned with others, including associations and visualizations you have made
4. Learn from others' practices, associations, visualizations
5. Learn from others' mistakes

7) Solitary

Intrapersonal learners like their solitude. When you think of this type of learners, you can imagine an author or researcher

who spends a lot of time with their own thought and works best with the least distractions.

As you can see from learning about these styles, you may find yourself fitting into more than one of the above. As mentioned, most people do align as visual or auditory learners, but there are certain situations in which one learning style can help maximize the ability to process new information.

These learners like to introspect and self-reflect. This gives them a keen awareness of their own inner state of being. They understand their own inner desires, motivations, feelings, strengths, and weaknesses.

1. Self-awareness
2. Self-analysis
3. Evaluating one's own thoughts and emotions
4. Understanding one's role in relationship with others

Tips:

1. Study in private
2. Try to invest your self personally in your work
3. Adjust your goals to fit your personal values. This maximizes motivation.
4. Keep a journal to record thoughts and observations

5. Focus on what you would be feeling or thinking about when you associate or visualize
6. Train your brain cognitively, with training programs such as cognitive which is a leading company in cognitive brain training programs. You can register here.

c. The benefits of understanding learning style

Understanding learning styles is the most effective way to boost learning in the homeroom. After found a learning style and knowing the best strategy to help yourself in learning through that style, then somebody can create and perform well in the study hall even in the subjects that is considered troublesome.

Understudy learning styles might not be changed, however after understudies at any point comprehend the learning style the instructor expected to the understudies can expand their own learning style that relating with each learning style. A portion of these advantages by unknown in Nihayah (2011: 11) incorporate.

1. Academic Benefits

- a) Maximize learning potential
- b) Achieving at all degrees of instruction
- c) Understanding how to learn best and get better grades on
- d) Exams and tests

- e) Overcome the limits of learning in the homeroom
- f) Reduce understudies' disappointment and feelings of anxiety
- g) Develop a productive and powerful learning technique

2. Personal Benefits

- a) Enhance confidence and self-esteem
- b) Learn how to best utilize the predominance of the mind
- c) Gain knowledge into your assets and shortcomings
- d) Learn how to appreciate learning all the more profoundly
- e) Develop inspiration to learn
- f) Learn how to expand your abilities and abilities regular

3. Professional Benefits

- a) Stay forward-thinking on proficient subjects
- b) Superior in contest/rivalry
- c) Manage the group in a more compelling manner
- d) Learn how to really give introductions more
- e) Improving abilities in selling
- f) Increase efficiency

Remember that there is no correct method for learning. There are advantages and disadvantages to each and every learning style. Understanding your own learning style can assist with learning and work all the more productively.

d. The Advantages of learning style

A teacher can support students in utilizing their preferred learning method in a number of ways. First, let them (the students) know that there are several ways to learn and all of them are worthwhile. Additionally, each approach enables pupils to recognize their own learning style.

The advantages of a learning style include a greater sense of self-assurance, which results in learning that is more productive and improved working relationships both now and in the future. This is due to the fact that knowing your learning style means knowing what works best for you and being able to adjust your education accordingly. For instance, compared to students who prefer to learn through reading and writing, some students may find lectures more challenging. In this understudies realized they learn best while perusing and composing, they can then peruse their notes to build up their learning.

There are many benefits of adjusting data to our own learning style. These are the absolute generally huge:

1. More effective learning

The greatest benefit that an understanding provides for students is that it will result in more efficient learning. Customizing your review will mean you can ingest data faster and simpler, speeding up

your schooling, prompting further developed grades and a seriously improving college experience.

2. Better self-understanding

Too working on our review, finding our favored learning style can prompt a superior self-understanding. While going to college is instrumental to a fruitful profession, it is likewise a developmental time where we get to realize ourselves better. Understanding how we best process information can frequently assist us in comprehending some of our previous shortcomings, such as exam failure or underperformance. This can assist us in overcoming feelings of inadequacy and enable us to proceed with our education, life, and career with greater preparedness.

3. Confidence

As well as understanding how you learn best, knowing your learning shortcomings is a strength in itself. As you adapt challenges in life to suit your own learning style, you'll gain confidence despite setbacks. Remember your learning style as you approach another task or errand will mean you won't feel overpowered or terribly lost yet, rather competent and sure that you will actually want to convey.

4. Better career decisions

In the event that you comprehend your favored learning style, you additionally comprehend your ideal workplace as well. Realizing

your favored learning style will assist you with distinguishing your optimal vocation way and try not to seek after decisions that might demonstrate unsatisfactory for you.

5. Collaborate better

This is especially helpful when working on a group project, which can help you become a more valuable contributor or a better team member later in your career.

e. Different learning style

It is many times perceived that there are contrasts in the ways people learn. Particularly early on, a youngster will incline toward specific subjects and educators over others. They may be energized at their presentation on a number related assignment, however invest their energy in history or girl doodling. On the other hand, a youngster might be an excited workmanship understudy under the direction of one educator, and afterward lose interest when that instructor is supplanted. These are the results of a kid's special learning style.

In the homeroom, educators will see that understudies change surprisingly in the speed and way by which they get novel thoughts and data. The same idea applies in the workplace, where employees observe

that employers perform better and learn from different situations. On the other hand, every instructor has their own favored technique for educating. Every educator has their specific style and afterward so does every student. When students and teachers don't get along, things can go wrong.

f. Learning Style In Learning English

English is a universal language used for international communication. As a result, English is regarded as crucial to the spread of science, technology, and cultural arts across borders. So English is a requirement for students to have the option to impart in various circumstances in English.

The acquisition of language skills by students is the ultimate goal of language instruction. Reading, listening, speaking, or writing between two or more people can result in communication. Additionally, mastery of vocabulary, language structure, and accurate pronouncing are necessary for using the four modes of communication.

In learning language, especially English, understudies frequently experience hardships. Hardships experienced by students in learning an unknown dialect, particularly English is exceptionally different. The distinction in understudies' language authority can be influenced by the

different learning style of understudies. Keefe states in Astuti (2017: 337) characterizes learning style as a composite of qualities of a few mental, successful and mental variables that become marks of how an individual makes insight and collaborates and answers the normal environmental factors.

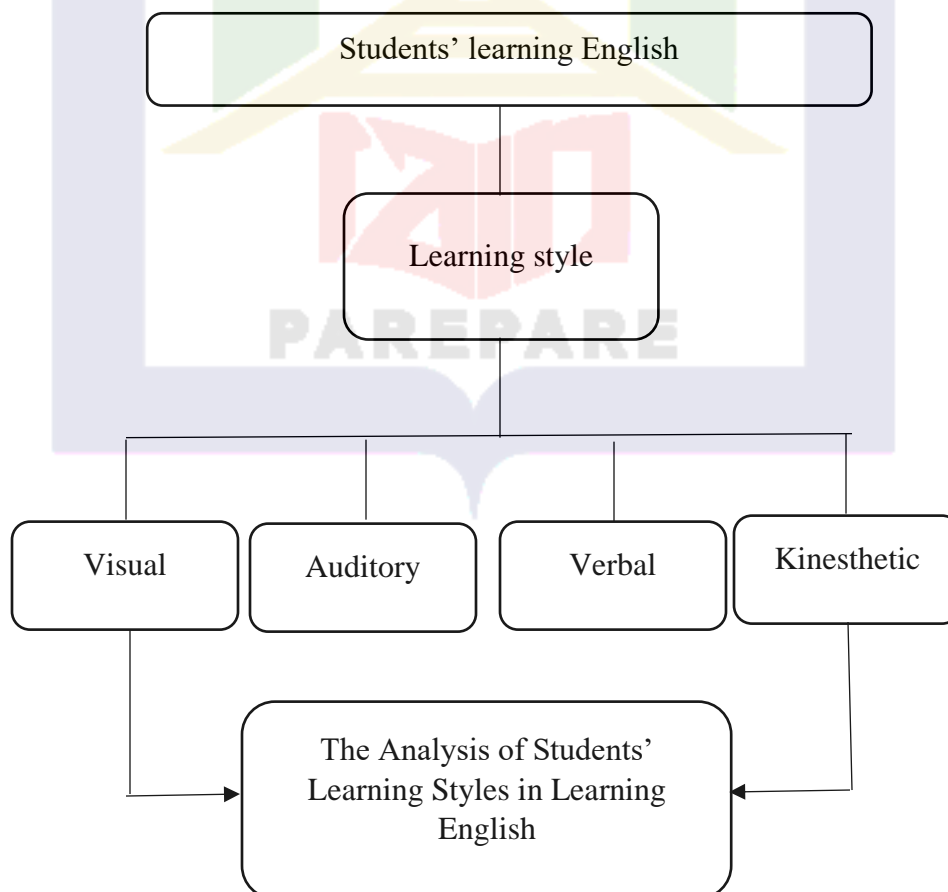
As instructors and educators, teachers must have a thorough understanding of their students. Every instructor can not liken the same treatment to every student, given the different learning style of students. In order for the teaching and learning process to be effective, teachers must be able to comprehend each student's learning style so that the subject matter can also reach students with different characteristics and learning styles. Learning style is the inclination of an individual to utilize a specific approach to realizing with the goal that it can learn well.

The significance of understudy's learning style saw in the English educational experience is that assuming the showing style of educator matches the understudy's inclining style, the aftereffect of their learning will be better Pennant and Rainer in Arsyad (2018: 28). With a similar tone, Oxford in Arsyad (2018: 28) adds that students will be more likely to succeed, have greater self-confidence, and experience less "anxiety" if their learning style and method complement the teacher's

teaching methods and materials; what's more, then again assuming there is inadmissibility between the learning style and the learning procedure of understudies with the showing technique and the showing materials of instructor, the understudies' learning result will be poor and they won't have fearlessness and will encounter critical nervousness.

C. Conceptual Framework

This study's primary objective is to learn more about classroom learning styles. The explanation or concept of the subordinate topic is the core of the ideas that make up the framework. The diagram below depicts the theoretical foundation of this study:



Reasonable system is a model calculated about certain speculations connecting with the recognized variables of an exploration issue. This exploration is led to examination the understudies' learning style and afterward depiction how is the understudies' learning style to use in English learning compositions.



CHAPTER III RESEARCH METHOD

A. Design

The plan of this exploration utilized in this examination is quantitative with spellbinding methodology, enlightening examination is scientist that is coordinated to give side effects, realities or occasions in a deliberate and precise way, in regards to the qualities of a specific populace or region.¹² This method can be used to determine the value of the independent variable without comparing or connecting any other variables.

B. Location and Duration of research

The area of this exploration is have a spot SMPN 2 Patampanua, it is one of the middle school which situated in Kabupaten Pinrang. Before conducting this study, observation was carried out to determine whether or not the school's students were suitable participants. The study lasted for as long as one month.

C. Population and Sample

1. Population

¹² HARDANI, Andriani H., et al. *Metode Penelitian Kualitatif & Kuantitatif*. CV. Pustaka Ilmu Group. Yogyakarta, 2020. P.45.

This exploration was directed in the second long stretches of SMPN 2 Patampanua which incorporates 6 classes. However, VIII, with 164 students, is the focus of this study. Population is the entirety of all value in relation to a specific achievement involving a mass of clear, complete, and learned objects.¹³

The number of inhabitants in this examination was taken from class VIII at SMPN 2 Patampanua.

Table the population of the students of SMP Negeri 2 Patampanua.

NO	CLASS	TOTAL	TOTAL OF POPULATION
1	VIII.1	27	164
2	VIII.2	28	
3	VIII.3	28	
4	VIII.4	28	
5	VIII.5	26	
6	VIII.6	27	

(Source: administrasi office of SMPN Pinrang, 2019)

2. Sample

¹³Nana Sujana, *Metode Statistik*, Cet III, (Bandung: Persit, 1984), p.3

Samples are often defined as a part of the population.¹⁴ Therefore, it is not done the research as a whole but only the representative of the population as an object of research. The study sample is an important factor that should be noted in the studies that are carried out. Research samples reflect on and determine how much they can benefit from them. The sample is part of the population. This includes several selected members of the population. Therefore, part of the element of the population is a sample. In this research, random sampling was used in this study to take 60 samples from 164 populations.

D. Data Source

As indicated by Moleong, recording of the information sources through meetings or perception is the outcome, recording of a mix of survey, tuning in and inquiring. In quantitative examination, these exercises are led deliberately, coordinated and consistently pointed toward acquiring the essential data, different wellspring of information to be used in this concentrate as follows:

1. Primary data

The following are examples of primary data that were gathered directly from the source for this investigation:

¹⁴Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan*, Cet, I, h.119

- a. Information from the teachers' of English at SMPN 2 Patampanua.
 - b. Information from the students' in library at SMPN 2 Patampanua.
2. Secondary data

Optional information in this research, acquired not straightforwardly from sources. The study's written data came from secondary sources like books, staff documents, and SMPN 2 Patampanua's teacher.

E. Instrument of the Research

The instrument of the research is an interview and questionnaire. The interview is one of the instruments used to find out student's learning styles from one of the English teachers at school, an instrument is crucial to the study's data collection process since it serves as a measuring tool and provides information about the factors we take into account. Accurate information is gathered via a genuine and trustworthy tool. A questionnaire is a method of gathering data in which the respondents are given a list of questions or a written statement to respond to. And questionnaires were given to the students to complete. Questioner is a question or a statement that is used to obtain information from respondents in terms of personal statements or related matters.¹⁵ The questionnaire was distributed to the sample about the students' learning style characteristics in statement form. The purpose of

¹⁵Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktek*, h.151

questionnaire was to find out in which type of learning style the students were. The questionnaire was based on the characteristics of each learning style (visual, auditory, kinesthetic, reading/writing learning style).

Table 1.1 Likert Scale Rating

Option	Score			
	Visual	Aural/auditory	Reading/writing	Kinesthetic
Sangat setuju	5	5	5	5
Setuju	4	4	4	4
Netral	3	3	3	3
Kurang setuju	2	2	2	2
Tidak setuju	1	1	1	1

F. Procedure of Collecting Data

In this research, the researcher uses the quantitative to analyze the data.

1. The researcher goes to observation in the school, such as the students, the teacher and the situation and condition of the class.
2. The researcher gives the students questionnaire to know the learning styles kind is dominant among studying English.
3. The researcher explain to the students how to fill out the questionnaire.

Survey is the most ideal choice to be disseminated to the understudies in a brief time frame. In noting the poll, the understudy are asked the pick one choice by giving imprint (\surd). The researcher counted the mean score for each

learning style (visual, auditory, verbal, and kinesthetic) to determine the students' learning style. The understudies' most elevated mean score of not set in stone where type they were.

G. Technique of Data Analysis

The technique is descriptive method as follow:

The questioner will answer which is ti find out the dominant students learning style in learning English. The data of the questioner will be analyzed by technique as follow:

- a. Scoring the students' answer of the questionnaire.
- b. Classifying the students' rate percentage.

$$P = \frac{F}{N} \times 100$$

Description: P = Percentage
F = Frequency
N = Total respondent.¹⁶

¹⁶ Kadir, Statistika Terapan, (Jakarta: PT Rajawali Pers, 2015), 26.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter comprise of two areas, to be specific the finding of the examination and conversation of the exploration. The purpose of this finding is to address the research question of how students learn English at SMPN 2 Patampanua. The conversation area manages the clarification and translation of the discoveries.

A. Findings

The data analysis of learning styles in English learning at SMPN 2 Patampanua includes this section. To take the information, the interview were used to find out student's learning style and the questionnaire were used to find out the dominant student's learning styles. The researcher distributed the questionnaire to the students in SMPN 2 Patampanua Kab. Pinrang. The questionnaire were distributed to the students to know the dominant students' learning styles. In this research, the researcher takes a score for the students' visual learning style by using 10 item questionnaire, for the students' auditory learning style by using 10 item questionnaire, for the students' verbal learning style by using 10 item questionnaire, and for the students' kinesthetic learning style by using 10 item questionnaire.

1. The students learning style at SMPN 2 Patampanua

In view of the consequence of interview in the educator at SMPN 2 Patampanua(21 November 2023) show that, when the specialist asked the instructor what realizing style understudies utilized during the time spent learning English, she expressed that there were really have 4 sort of learning styles utilized by understudies in learning English, there are 7 conventional learning style, however what I saw in the understudies were just 4 learning styles utilized. Specifically: visual, auditory, verbal and kinesthetic. This learning style frequently shows up in understudies when I educate, a few understudies will quite often be visual and there are likewise a few understudies who are more auditory, and some others are verbal and kinesthetic. For the learning expositions to be more emotional, you should be realize which learning styles are reasonable for use in learning English. In the expositions of learning English, a few styles should be consolidated and utilized so understudies can undoubtedly figure out the compositions of learning English.

2.The Dominant learning styles of students at SMPN 2 Patampanua

From the learning style of the students' respond, we can see the result of counting respond in percentage from the questionnaire of students' visual

learning style the table: the options bellow are strongly agree (SA), agree (A), neutral (N), disagree (DS), and don't agree (DA) as follow:

Table 4.1 The result from the questionnaire of students' visual learning style

The number of statement	SA	A	N	DS	DA	Indikator	%
1	5%	22%	73%	0%	0%	Visual	24%
2	28%	47%	15%	0%	0%		
3	5%	23%	47%	20%	5%		
4	8%	17%	45%	23%	7%		
5	18%	33%	42%	7%	0%		
6	17%	33%	40%	10%	0%		
7	23%	28%	37%	12%	2%		
8	13%	40%	27%	18%	2%		
9	7%	17%	60%	12%	55%		
10	22%	42%	18%	10%	7%		

In light of the table above, the author broke down that of the 60 respondents there were level of four learning styles there are 14 students' (24%) who have visual learning style. The proportion of students with an auditory learning style (26%), a verbal learning style (25%), and a kinesthetic learning style (25%).

Table 4.2 The result from the questionnaire of students' Auditory learning style

The number of statement	SA	A	N	DS	DA	Indikator	%
11	43%	42%	15%	0%	0%	Auditory	26%
12	10%	38%	50%	7%	5%		
13	36%	30%	28%	3%	2%		
14	33%	50%	15%	2%	0%		
15	3%	20%	48%	27%	2%		
16	25%	36%	22%	15%	2%		
17	15%	18%	40%	22%	5%		
18	10%	33%	35%	20%	2%		
19	20%	33%	28%	13%	5%		
20	28%	30%	28%	13%	0%		

The author looked at the data in the table above and found that 16 students' (26%) of the 60 respondents had an auditory learning style, which is one of the four learning styles. The proportion of students with a visual learning style (24%), a verbal learning style (25%), and a kinesthetic learning style (25%).

Table 4.3 The result from the questionnaire of students' Verbal learning style

The number of statement	SA	A	N	DS	DA	Indikator	%
21	18%	38%	40%	3%	0%	Verbal	25%
22	20%	50%	22%	5%	3%		
23	22%	36%	38%	2%	2%		
24	8%	22%	55%	15%	0%		
25	10%	22%	53%	13%	2%		
26	13%	7%	45%	7%	5%		
27	18%	42%	32%	8%	0%		
28	2%	20%	67%	12%	0%		
29	8%	40%	47%	5%	0%		
30	79%	20%	40%	23%	12%		

In light of the table above, the essayist dissected that of the 60 respondents there were level of four learning styles there are 15 students' (25%) who have verbal learning style. The proportion of students with a visual learning style (24%), an auditory learning style (26%), and a kinesthetic learning style (25%).

Table 4.4 The result from the questionnaire of students' Kinesthetic learning style

The number of statement	SA	A	N	DS	DA	Indikator	%
31	22%	30%	36%	7%	3%	Kinesthetic	25%
32	32%	23%	38%	3%	2%		
33	13%	25%	42%	20%	0%		
34	8%	32%	42%	15%	3%		
35	22%	30%	38%	3%	7%		
36	12%	27%	32%	17%	13%		
37	17%	17%	50%	13%	3%		
38	5%	20%	57%	17%	2%		
39	13%	42%	33%	8%	3%		
40	25%	42%	25%	3%	5%		

The author looked at the data in the table above and found that out of 60 respondents, 25% had a kinesthetic learning style, with 15 students using it. The proportion of students with a visual learning style (24%), an auditory learning style (26%), and a verbal learning style (25%).

Using the following formula, the writer determines the visual learning style of the students by incorporating the total score from the questionnaires 1-10:

$$P = \frac{2049}{8330} \times 100 = 24\%$$

Using the following formula, the researcher determines the auditory learning style of the students by incorporating the total score from questionnaires 11 to 20:

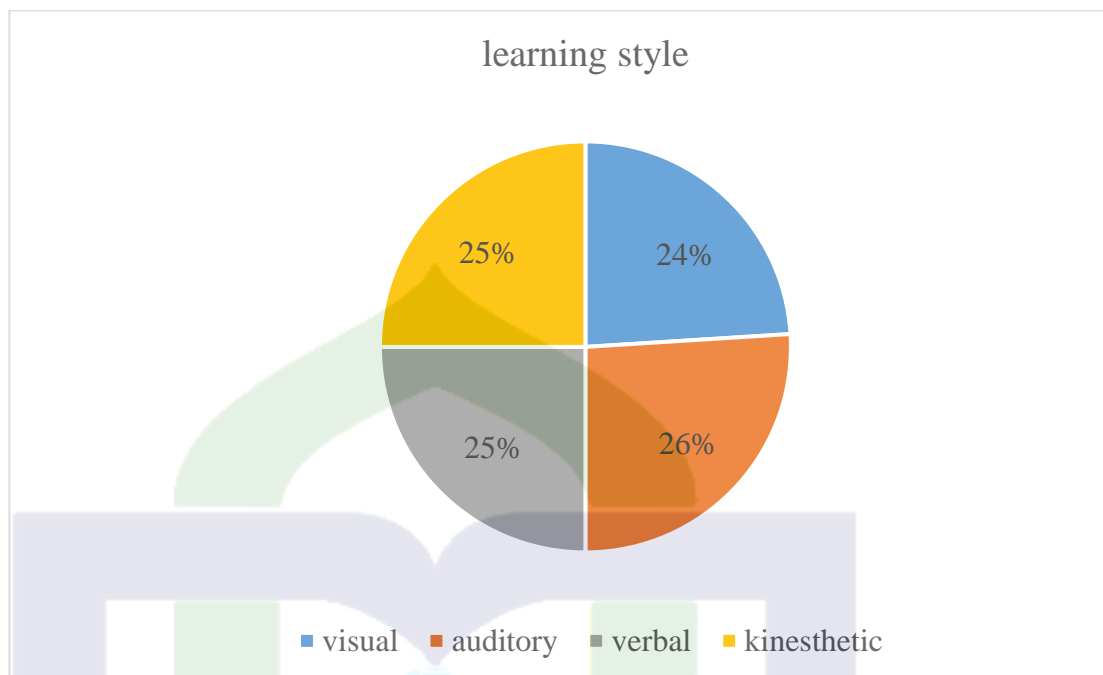
$$P = \frac{2164}{8330} \times 100 = 26\%$$

The researcher calculates the students' Verbal learning style by including the total score from the questionnaire number 21-30 in to the formula as follow:

$$P = \frac{2063}{8330} \times 100 = 25\%$$

The specialist computes the understudies' Sensation gaining style by including the complete score from the poll number 31-40 in to the recipe as follow:

$$P = \frac{2054}{8330} \times 100 = 25\%$$



The figure 1. Percentage of learning styles

The figure 1 shows the aftereffect of learning styles in concentrating on English. From these information above, it showed that visual learning style has a score of 24%, auditory learning style has a score of 26%, verbal learning style has a score of 25%, and kinesthetic learning style has a score of 25%.

B. Discussion

After collecting all of the respondents' data, the writer collected the data from a questionnaire and a document that was identified in precious terms. In this discussion, we will focus more on the clear explanation of the research question, which referred to the predominant students' learning style and the students' learning style in learning English.

1. Kind of Students' Learning Styles at SMPN 2 Patampanua

Learning style is the circumstances that empowers students to percept, to process, to capacity, and review the learning contents. In the many years, there has been a flood of interest in the impacts of learning style in schooling what likewise brought about different standards and order of learning styles.

The most famous learning style are four; visual learning style, auditory learning style, verbal learning style, and kinesthetic learning style. Visual learners learn by looking at pictures or reading. Comprehend and recall things by sight and afterward learn best by utilizing strategies that are principally visual. You like to see what you are realizing and may experience issues with spoken headings and might be quickly flustered by sounds. Hear-able student advances by hearing and tuning in. Comprehend and recall things they have heard. They store data by the manner in which it sounds, and you make some simpler memories grasping spoken guidelines than essayist ones. Verbal student advances by perusing and composing. Comprehend and recollect things they have perused and compose. Sensation student, advance by contacting and doing. Comprehend and recall things box actual development.

One more impact of the understudies performing alludes to the demeanor, it is an inner side effect with an emotional aspect as propensity to respond or answer in a generally consistent manner to objects of individuals, products, and so on., both emphatically and adversely. To expect understudies'

negative mentalities, instructors are expected to clench hand show an inspirational perspective towards themselves towards the subject they are doled out to. By putting stock in the advantages of a specific field of study, understudies will arise towards that field of concentrate as well as towards the educator who educates it.

Students' confronted learning style in their homeroom exercises which truly pertinent to their learning propensity, that's what it expressed, understudies required gaining style relative from the understudies propensity towards their exercises which likewise impacted from their mentality.¹⁷

Learning style can decide kids' learning accomplishment. A child can grow up to be a better person if they are given a strategy that fits their style of learning. Programmed learning style contingent upon the individual research. That is, everybody have different learning styles.¹⁸

As indicated by De Watchman and Hernacki (2000), The learning style is a variation of how an individual retains and afterward puts together and processes information. Learning styles are not just parts of communicating with data, seeing, tuning, recorded as a hard copy, and

¹⁷ Baharom Mohamad & Ilyas Hasyim, *Gaya Pengajaran dan Pembelajaran* (Kuala Lumpur: PTS Profesional, 2010).

¹⁸ 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*

talking, yet additionally while responding to something about the learning climate (ingested uniquely and solidly).¹⁹

2.The Dominant Learning Styles of Students' at SMPN 2 Patampanua

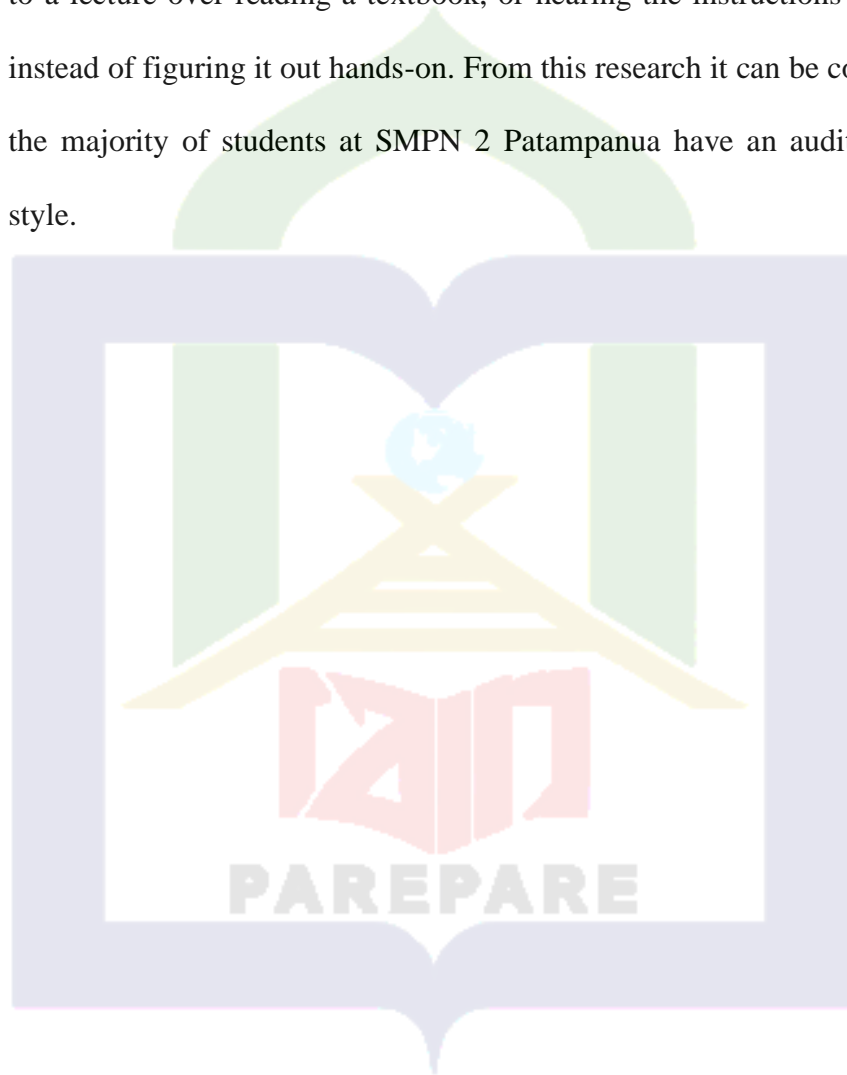
The findings above also revealed a very distinct pattern: auditory style became the predominant style encountered by students, mostly as auditory characteristics in instrument results; verbal style was followed by 25% of students as verbal style at all; kinesthetic style was followed by 25% of students as kinesthetic style at all; and visual style was followed to by 24% of students. Manalu and Hasanah (2019) expressed that understudies who know or streamline their learning styles could zero in more on getting and handling data in learning, so they can deal with questions and get great learning results. In the event that understudies realize their learning style, they will be more straightforward to learn.

All of the statements made by the expert above substantiate the findings of the data, which demonstrated that the auditory learning style has emerged as the predominant learning style among students and that learning style can influence students' achievement in class.

It seems that some students prefer to learn by listening, most of them prefer when teachers teach by explaining the lesson directly. I often notice

¹⁹ DePorter, Bobbi & Hernacki, Mike, *Quantum Learning*, (Bandung : Kaifa, 2000), hlm.110-112

that students at SMPN 2 Patampanua prefer to hear audio in the form of English songs, many of them are interested in learning English with songs and also listening to conversations in English videos. They would prefer listening to a lecture over reading a textbook, or hearing the instructions for a project instead of figuring it out hands-on. From this research it can be concluded that the majority of students at SMPN 2 Patampanua have an auditory learning style.



CHAPTER V CLOSING

A. Conclusion

In view of the discoveries and the consequence of the information examination in the past part, the end can be drawn as follows:

1. Students' Learning Style

In David Kolbs' theory, there are seven types of learning, but the findings of this study show that four types of learning are used by students at SMPN Patampanua: 1) Visual learning style, 2) Auditory learning style, 3) Verbal learning style, and 4) Kinesthetic learning style. Four learning styles are the most common: visual learning style, auditory learning style, verbal learning style, and kinesthetic learning style. Visual learners learn by looking at pictures or reading. Comprehend and recall things by sight and afterward learn best by utilizing strategies that are principally visual. You like to see what you are realizing and may experience issues with spoken headings and might be quickly flustered by sounds. Auditory student advances by hearing and tuning in. Comprehend and recall things they have heard. They store data by the manner in which it sounds, and you make some simpler memories grasping spoken guidelines than essayist ones. Verbal student advances by perusing and

composing. Comprehend and recollect things they have perused and compose. Sensation student, advance by contacting and doing. Comprehend and recall things box actual development.

2. The Dominant learning styles

Analyst aggregate that hear-able style become the predominant style which experienced by the understudies which 26%, for the most part they felt as auditory trademark at instrument result, one more style followed verbal style which 25% felt as verbal style by any means, kinesthetic style which 25% felt as kinesthetic style by any stretch of the imagination, and last style alluded to the visual style which 24%. The findings of the data analysis revealed the following: there are 14 students' (24%) visual learning style, there are 16 students' (26%) auditory learning style, there are 15 students' (25%) verbal learning style, and there are 15 students' (25%) kinesthetic learning style. All in all, the auditory learning style is the more prevailing learning style in learning English for class VIII understudies at SMPN 2 Patampanua.

B. Suggestion

In light of the exploration and conversation, specialist propose three marks of suggestions meant to the educator and scientists. Postulations focuses were depicted as follow:

1. For the educator, the educators are individual who can impact the students' in plan learning style as compelling as could really be expected, so the educator ought to give more extraordinary media in showing process, it reason for adjusting the students' learning style.
2. The writer hopes that the students will continue to improve their approach to learning English and make it a habit whenever possible. The most crucial requirement is that they must have a strong desire to learn English. They also hope that their parents will encourage their children to study harder and help them understand that English is an important language in this day and age and for their future.
3. For the following specialist, the consequence of this research can be utilized for the exploration to distinguishing the understudies' learning style and furthermore for the following scientist who needs to doing a trial class, by perusing and comprehend the aftereffect of this exploration, they can improved research than this exploration.

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APPENDICES

Appendix 1: Instrumen Penelitian Kuantitatif.

	<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>

NAMA : IRMA YANTI
 NIM : 17.1300.017
 FAKULTAS : TARBIYAH
 PRODI : PENDIDIKAN BAHASA INGGRIS
 JUDUL : THE ANALYSIS OF STUDENTS LEARNING STYLES IN
 LEARNING ENGLISH

PETUNJUK PENGISIAN

1. Pernyataan yang ada, mohon dibaca dan dipahami dengan sebaik-baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban yang Bapak/Ibu/Saudara/i pada kolom yang telah disediakan. Pilihlah jawaban yang sesuai pendapat atas pernyataan. Dengan Keterangan di bawah ini:

SS	: Sangat Setuju	= 5
S	: Setuju	= 4
N	: Netral	= 3
KS	: Kurang Setuju	= 2
TS	: Tidak Setuju	= 1

3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.

4. Terima Kasih atas partisipasi Anda

1. Visual

No	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Saya lebih suka melihat pengumuman ditulis diatas papan tulis dan ditambah dengan alat visual lain.					
2.	Saya suka menulis sesuatu tentang bahasa inggris di atas kertas supaya saya mudah melihatnya dan mudah bagi saya memahaminya.					
3.	Saya suka dalam menggambar grafik dalam belajar bahasa inggris					
4.	Saya bisa membaca dan mengikuti arahan dari peta yang berbahasa inggris					
5.	Apabila materi pelajaran bahasa inggris diajarkan dalam bentuk gambar, saya mudah mengingatnya					
6.	Cara terbaik bagi saya dalam mengingat pelajaran bahasa inggris adalah dengan menggambarkannya dalam fikiran saya.					
7.	Saya sangat suka melengka					
8.	Saya suka mencari berita tentang bahasa inggris yang saya ingin tahu dengan membaca tentangnya.					
9.	Untuk mudah faham,saya memerlukan penerangan menggunakan grafik dan					

	diagram.					
10	Jika membaca buku bahasa inggris yang menggunakan gambar, saya lebih senang memperhatikan gambarnya daripada tulisannya.					

2. Aural/auditory

No.	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Cara paling mudah saya mengamati apa yang saya pelajari adalah dengan mendengar apa yang diajarkan dalam kelas dan penjelasan dari guru.					
2.	Ketika belajar di internet saya suka saluran audio tempat saya dapat mendengarkan podcast atau wawancara tentang bahasa inggris					
3.	Saya mudah terganggu oleh keributan ketika saya sedang belajar bahasa inggris					
4.	Saya lebih mudah menguasai dan memahami pelajaran dengan mendengar guru mengajar dalam kelas					
5.	Saya lebih mudah mengajar mengeja dengan menyebut perkataan itu dengan kuat dibandingkan dengan menulisnya di atas kertas					
6.	Saya lebih suka ketika seorang teman menjelaskan kepada saya materi pembelajaran					
7.	Saya lebih suka mendengar berita dari radio daripada membacanya di surat kabar					
8.	Saya lebih mudah mengikuti					

	arahan lisan dibandingkan dengan arahan menulis					
9.	Saya suka menjelaskan apa yang saya pahami kepada teman ketika belajar					
10.	Saya lebih suka mendengar guru mengajar dari membaca tentang hal yang sama dari buku teks					

3. Verbal (reading/writing)

No.	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Saya memiliki ketertarikan dengan kata-kata dan dapat mempelajari kata-kata baru dengan mudah					
2.	Saya lebih giat dalam kegiatan membaca dan menulis					
3.	Saya lebih suka permainan yang melibatkan permainan kata seperti teka-teki scrable dan teka-teki silang					
4.	Berbakat dalam belajar bahasa baru					
5.	Sering bertanya dan memiliki ekspresi verbal yang sangat baik					
6.	Suka membaca, baik itu untuk mereka sendiri atau orang lain					
7.	Tidak suka diam dan senang berpartisipasi dalam kelompok belajar					
8.	Dapat menguasai kosakata yang kaya					
9.	Suka berbicara tentang apa yang mereka baca, dan dengan mudah mengingat kutipan dan permainan kata-kata					
10.	Sulit dalam mengeja atau memvisualisasikan informasi					

4. Kinesthetic

No.	Item	Sangat setuju	setuju	netral	Kurang setuju	Tidak setuju
1.	Saya lebih suka menggunakan poster, model dan aktivitas apapun di kelas					
2.	Saya suka kerja tangan atau menghasilkan sesuatu dengan tangan saya					
3.	Saya lebih mudah menghafal jika saya tulis berulang-ulang kali					
4.	Saya suka bermain dengan uang koin atau kunci yang ada dalam saku saya					
5.	Saya suka membuat sesuatu dari tangan saya					
6.	Saya belajar mengeja perkataan dengan menggerakkan jari saya seperti saya sedang menulisnya					
7.	Saya suka memegang sesuatu semasa saya sedang belajar					
8.	Saya lebih suka ketika belajar menggunakan benda-benda/alat peraga dari guru.					
9.	Saat saya belajar dari internet saya suka video yang manunjukkan cara melakukan atau membuat sesuatu					
10.	Saya suka belajar tentang proyek baru dan saya akan meminta contoh di mana proyek telah berhasil digunakan					

Setelah mencermati instrumen dalam penelitian skripsi mahasiswa sesuai dengan judul di atas, maka instrumen tersebut dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 18 oktober 2023

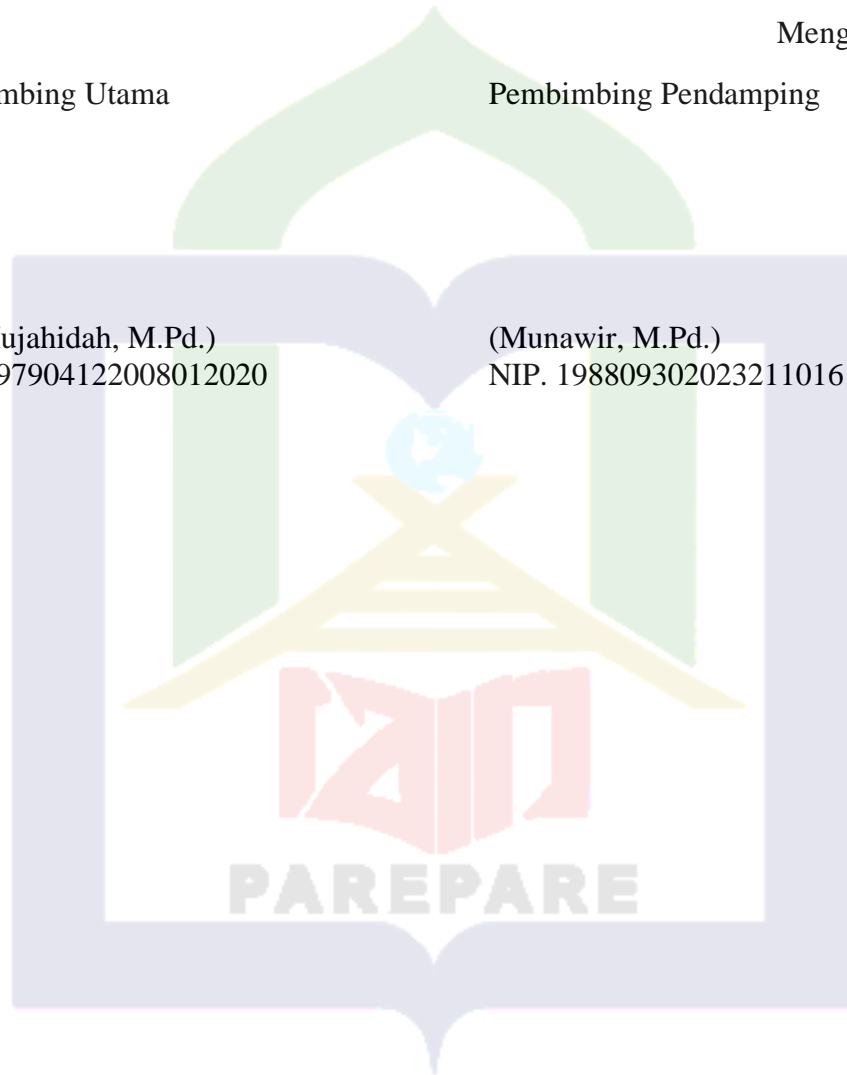
Mengetahui,

Pembimbing Utama

Pembimbing Pendamping

(Dr. Mujahidah, M.Pd.)
NIP. 197904122008012020

(Munawir, M.Pd.)
NIP. 198809302023211016



Nama responden

1. Nama = Arabata Ghaya
2. Alamat = urung
3. Jenis Kelamin laki-laki perempuan

PETUNJUK PENGISIAN

1. Pernyataan yang ada, mohon dibaca dan dipahami dengan sebaik-baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban yang Bapak/Ibu/Saudara/i pada kolom yang telah disediakan. Pilihlah jawaban yang sesuai pendapat atas pernyataan. Dengan Keterangan di bawah ini:

SS	: Sangat Setuju	= 5
S	: Setuju	= 4
N	: Netral	= 3
KS	: Kurang Setuju	= 2
TS	: Tidak Setuju	= 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terima Kasih atas partisipasi Anda

1. Visual

No	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Saya lebih suka melihat pengumuman ditulis diatas papan tulis dan ditambah dengan alat visual lain.			✓		
2.	Saya suka menulis sesuatu tentang bahasa inggris di atas kertas supaya saya mudah melihatnya dan mudah bagi saya memahaminya.			✓		
3.	Saya suka dalam menggambar grafik dalam belajar bahasa inggris			✓		
4.	Saya bisa membaca dan mengikuti arahan dari peta yang berbahasa inggris			✓		
5.	Apabila materi pelajaran bahasa inggris diajarkan dalam bentuk gambar, saya mudah mengingatnya		✓			
6.	Cara terbaik bagi saya dalam mengingat pelajaran bahasa inggris adalah dengan menggambarkannya dalam fikiran saya.			✓		
7.	Saya sangat suka melengkapi catatan dengan warna atau symbol	✓				
8.	Saya suka mencari berita tentang bahasa inggris yang saya ingin tahu dengan membaca tentangnya.		✓			
9.	Untuk mudah faham,saya memerlukan penerangan menggunakan grafik dan diagram.			✓		
10	Jika membaca buku bahasa inggris yang menggunakan gambar, saya lebih senang memperhatikan gambarnya daripada tulisannya.		✓			

2. Aural/auditory

No.	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Cara paling mudah saya mengamati apa yang saya pelajari adalah dengan mendengar apa yang diajarkan dalam kelas dan penjelasan dari guru.			✓		
2.	Ketika belajar di internet saya suka saluran audio tempat saya dapat mendengarkan podcast atau wawancara tentang bahasa inggris			✓		
3.	Saya mudah terganggu oleh keributan ketika saya sedang belajar bahasa inggris			✓		
4.	Saya lebih mudah menguasai dan memahami pelajaran dengan mendengar guru mengajar dalam kelas		✓			
5.	Saya lebih mudah mengajar mengeja dengan menyebut perkataan itu dengan kuat dibandingkan dengan menuliskannya di atas kertas			✓		
6.	Saya lebih suka ketika seorang teman menjelaskan kepada saya materi pembelajaran	✓				
7.	Saya lebih suka mendengar berita dari radio daripada membacanya di surat kabar		✓			
8.	Saya lebih mudah mengikuti arahan lisan dibandingkan dengan arahan menulis			✓		
9.	Saya suka menjelaskan apa yang saya pahami kepada teman ketika belajar			✓		
10.	Saya lebih suka mendengar guru mengajar dari membaca tentang hal yang sama dari buku teks			✓		

3. Verbal

No.	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Saya memiliki ketertarikan dengan kata-kata dan dapat mempelajari kata-kata baru dengan mudah			✓		
2.	Saya lebih giat dalam kegiatan membaca dan menulis			✓		
3.	Saya lebih suka permainan yang melibatkan permainan kata seperti teka-teki scrabble dan teka-teki silang			✓		
4.	Berbakat dalam belajar bahasa baru		✓			
5.	Sering bertanya dan memiliki ekspresi verbal yang sangat baik		✓			
6.	Suka membaca, baik itu untuk mereka sendiri atau orang lain			✓		
7.	Tidak suka diam dan senang berpartisipasi dalam kelompok belajar			✓		
8.	Dapat menguasai kosakata yang kaya		✓			
9.	Suka berbicara tentang apa yang mereka baca, dan dengan mudah mengingat kutipan dan permainan kata-kata		✓			
10.	Sulit dalam mengeja atau memvisualisasikan informasi		✓			

4 Kinesthetic

No.	Item	Sangat setuju	setuju	netral	Kurang setuju	Tidak setuju
1.	Saya lebih suka menggunakan poster, model dan aktivitas apapun di kelas			✓		
2.	Saya suka kerja tangan atau menghasilkan sesuatu dengan tangan saya		✓			
3.	Saya lebih mudah menghafal jika saya tulis berulang-ulang kali			✓		
4.	Saya suka bermain dengan uang koin atau kunci yang ada dalam saku saya			✓		
5.	Saya suka membuat sesuatu dari tangan saya		✓			
6.	Saya belajar mengeja perkataan dengan menggerakkan jari saya seperti saya sedang menulisnya		✓			
7.	Saya suka memegang sesuatu semasa saya sedang belajar		✓			
8.	Saya lebih suka ketika belajar menggunakan benda-benda/alat peraga dari guru.			✓		
9.	Saat saya belajar dari internet saya suka video yang menunjukkan cara melakukan atau membuat sesuatu			✓		
10.	Saya suka belajar tentang proyek baru dan saya akan meminta contoh di mana proyek telah berhasil digunakan		✓			

Nama responden

1. Nama = Naurah Izzah
2. Alamat = Jl. Bendungan
3. Jenis Kelamin laki-laki perempuan

PETUNJUK PENGISIAN

1. Pernyataan yang ada, mohon dibaca dan dipahami dengan sebaik-baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban yang Bapak/Ibu/Saudara/i pada kolom yang telah disediakan. Pilihlah jawaban yang sesuai pendapat atas pernyataan. Dengan Keterangan di bawah ini:

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3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terima Kasih atas partisipasi Anda

1. Visual

No	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Saya lebih suka melihat pengumuman ditulis diatas papan tulis dan ditambah dengan alat visual lain.			✓		
2.	Saya suka menulis sesuatu tentang bahasa inggris di atas kertas supaya saya mudah melihatnya dan mudah bagi saya memahaminya.	✓				
3.	Saya suka dalam menggambar grafik dalam belajar bahasa inggris		✓			
4.	Saya bisa membaca dan mengikuti arahan dari peta yang berbahasa inggris	✓				
5.	Apabila materi pelajaran bahasa inggris diajarkan dalam bentuk gambar, saya mudah mengingatnya		✓			
6.	Cara terbaik bagi saya dalam mengingat pelajaran bahasa inggris adalah dengan menggambarannya dalam fikiran saya.	✓				
7.	Saya sangat suka melengkapi catatan dengan warna atau symbol			✓		
8.	Saya suka mencari berita tentang bahasa inggris yang saya ingin tahu dengan membaca tentangnya.	✓				
9.	Untuk mudah faham,saya memerlukan penerangan menggunakan grafik dan diagram.			✓		
10	Jika membaca buku bahasa inggris yang menggunakan gambar, saya lebih senang memperhatikan gambarnya daripada tulisannya.			✓		

2. Aural/auditory

No.	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Cara paling mudah saya mengamati apa yang saya pelajari adalah dengan mendengar apa yang diajarkan dalam kelas dan penjelasan dari guru.	✓				
2.	Ketika belajar di internet saya suka saluran audio tempat saya dapat mendengarkan podcast atau wawancara tentang bahasa inggris			✓		
3.	Saya mudah terganggu oleh keributan ketika saya sedang belajar bahasa inggris		✓			
4.	Saya lebih mudah menguasai dan memahami pelajaran dengan mendengar guru mengajar dalam kelas	✓				
5.	Saya lebih mudah mengajar mengeja dengan menyebut perkataan itu dengan kuat dibandingkan dengan menulisnya di atas kertas			✓		
6.	Saya lebih suka ketika seorang teman menjelaskan kepada saya materi pembelajaran	✓				
7.	Saya lebih suka mendengar berita dari radio daripada membacanya di surat kabar			✓		
8.	Saya lebih mudah mengikuti arahan lisan dibandingkan dengan arahan menulis			✓		
9.	Saya suka menjelaskan apa yang saya pahami kepada teman ketika belajar		✓			
10.	Saya lebih suka mendengar guru mengajar dari membaca tentang hal yang sama dari buku teks	✓				

3. Verbal

No.	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Saya memiliki ketertarikan dengan kata-kata dan dapat mempelajari kata-kata baru dengan mudah			✓		
2.	Saya lebih giat dalam kegiatan membaca dan menulis			✓		
3.	Saya lebih suka permainan yang melibatkan permainan kata seperti teka-teki scrable dan teka-teki silang		✓			
4.	Berbakat dalam belajar bahasa baru			✓		
5.	Sering bertanya dan memiliki ekspresi verbal yang sangat baik		✓			
6.	Suka membaca, baik itu untuk mereka sendiri atau orang lain			✓		
7.	Tidak suka diam dan senang berpartisipasi dalam kelompok belajar			✓		
8.	Dapat menguasai kosakata yang kaya			✓		
9.	Suka berbicara tentang apa yang mereka baca, dan dengan mudah mengingat kutipan dan permainan kata-kata		✓			
10.	Sulit dalam mengeja atau memvisualisasikan informasi		✓			

4. Kinesthetic

No.	Item	Sangat setuju	setuju	netral	Kurang setuju	Tidak setuju
1.	Saya lebih suka menggunakan poster, model dan aktivitas apapun di kelas		✓			
2.	Saya suka kerja tangan atau menghasilkan sesuatu dengan tangan saya			✓		
3.	Saya lebih mudah menghafal jika saya tulis berulang-ulang kali			✓		
4.	Saya suka bermain dengan uang koin atau kunci yang ada dalam saku saya			✓		
5.	Saya suka membuat sesuatu dari tangan saya			✓		
6.	Saya belajar mengeja perkataan dengan menggerakkan jari saya seperti saya sedang menulisnya		✓			
7.	Saya suka memegang sesuatu semasa saya sedang belajar	✓				
8.	Saya lebih suka ketika belajar menggunakan benda-benda/alat peraga dari guru.			✓		
9.	Saat saya belajar dari internet saya suka video yang manunjukkan cara melakukan atau membuat sesuatu		✓			
10.	Saya suka belajar tentang proyek baru dan saya akan meminta contoh di mana proyek telah berhasil digunakan		✓			

Nama responden

1. Nama = Suci rahmadani
2. Alamat =
3. Jenis Kelamin laki-laki perempuan

PETUNJUK PENGISIAN

1. Pernyataan yang ada, mohon dibaca dan dipahami dengan sebaik-baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban yang Bapak/Ibu/Saudara/i pada kolom yang telah disediakan. Pilihlah jawaban yang sesuai pendapat atas pernyataan. Dengan Keterangan di bawah ini:

SS	: Sangat Setuju	= 5
S	: Setuju	= 4
N	: Netral	= 3
KS	: Kurang Setuju	= 2
TS	: Tidak Setuju	= 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terima Kasih atas partisipasi Anda

1. Visual

No	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Saya lebih suka melihat pengumuman ditulis diatas papan tulis dan ditambah dengan alat visual lain.			✓		
2.	Saya suka menulis sesuatu tentang bahasa inggris di atas kertas supaya saya mudah melihatnya dan mudah bagi saya memahaminya.			✓		
3.	Saya suka dalam menggambar grafik dalam belajar bahasa inggris		✓			
4.	Saya bisa membaca dan mengikuti arahan dari peta yang berbahasa inggris		✓			
5.	Apabila materi pelajaran bahasa inggris diajarkan dalam bentuk gambar, saya mudah mengingatnya			✓		
6.	Cara terbaik bagi saya dalam mengingat pelajaran bahasa inggris adalah dengan menggambarannya dalam pikiran saya.			✓		
7.	Saya sangat suka melengkapi catatan dengan warna atau symbol		✓			
8.	Saya suka mencari berita tentang bahasa inggris yang saya ingin tahu dengan membaca tentangnya.			✓		
9.	Untuk mudah faham,saya memerlukan penerangan menggunakan grafik dan diagram.			✓		
10	Jika membaca buku bahasa inggris yang menggunakan gambar, saya lebih senang memperhatikan gambarnya daripada tulisannya.		✓			

2. Aural/auditory

No.	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Cara paling mudah saya mengamati apa yang saya pelajari adalah dengan mendengar apa yang diajarkan dalam kelas dan penjelasan dari guru.	✓				
2.	Ketika belajar di internet saya suka saluran audio tempat saya dapat mendengarkan podcast atau wawancara tentang bahasa inggris		✓			
3.	Saya mudah terganggu oleh keributan ketika saya sedang belajar bahasa inggris			✓		
4.	Saya lebih mudah menguasai dan memahami pelajaran dengan mendengar guru mengajar dalam kelas			✓		
5.	Saya lebih mudah mengajar mengeja dengan menyebut perkataan itu dengan kuat dibandingkan dengan menulisnya di atas kertas			✓		
6.	Saya lebih suka ketika seorang teman menjelaskan kepada saya materi pembelajaran	✓				
7.	Saya lebih suka mendengar berita dari radio daripada membacanya di surat kabar			✓		
8.	Saya lebih mudah mengikuti arahan lisan dibandingkan dengan arahan menulis			✓		
9.	Saya suka menjelaskan apa yang saya pahami kepada teman ketika belajar			✓		
10.	Saya lebih suka mendengar guru mengajar dari membaca tentang hal yang sama dari buku teks		✓			

3. Verbal

No.	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Saya memiliki ketertarikan dengan kata-kata dan dapat mempelajari kata-kata baru dengan mudah			✓		
2.	Saya lebih giat dalam kegiatan membaca dan menulis			✓		
3.	Saya lebih suka permainan yang melibatkan permainan kata seperti teka-teki scrable dan teka-teki silang		✓			
4.	Berbakat dalam belajar bahasa baru			✓		
5.	Sering bertanya dan memiliki ekspresi verbal yang sangat baik		✓			
6.	Suka membaca, baik itu untuk mereka sendiri atau orang lain			✓		
7.	Tidak suka diam dan senang berpartisipasi dalam kelompok belajar			✓		
8.	Dapat menguasai kosakata yang kaya			✓		
9.	Suka berbicara tentang apa yang mereka baca, dan dengan mudah mengingat kutipan dan permainan kata-kata		✓			
10.	Sulit dalam mengeja atau memvisualisasikan informasi		✓			

4. Kinesthetic

No.	Item	Sangat setuju	setuju	netral	Kurang setuju	Tidak setuju
1.	Saya lebih suka menggunakan poster, model dan aktivitas apapun di kelas		✓			
2.	Saya suka kerja tangan atau menghasilkan sesuatu dengan tangan saya		✓			
3.	Saya lebih mudah menghafal jika saya tulis berulang-ulang kali	✓				
4.	Saya suka bermain dengan uang koin atau kunci yang ada dalam saku saya		✓			
5.	Saya suka membuat sesuatu dari tangan saya		✓			
6.	Saya belajar mengeja perkataan dengan menggerakkan jari saya seperti saya sedang menulisnya	✓				
7.	Saya suka memegang sesuatu semasa saya sedang belajar	✓				
8.	Saya lebih suka ketika belajar menggunakan benda-benda/alat peraga dari guru.			✓		
9.	Saat saya belajar dari internet saya suka video yang manunjukkan cara melakukan atau membuat sesuatu		✓			
10.	Saya suka belajar tentang proyek baru dan saya akan meminta contoh di mana proyek telah berhasil digunakan		✓			

1. Visual

No	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Saya lebih suka melihat pengumuman ditulis diatas papan tulis dan ditambah dengan alat visual lain.			✓		
2.	Saya suka menulis sesuatu tentang bahasa inggris di atas kertas supaya saya mudah melihatnya dan mudah bagi saya memahaminya.	✓				
3.	Saya suka dalam menggambar grafik dalam belajar bahasa inggris		✓			
4.	Saya bisa membaca dan mengikuti arahan dari peta yang berbahasa inggris				✓	
5.	Apabila materi pelajaran bahasa inggris diajarkan dalam bentuk gambar, saya mudah mengingatnya	✓				
6.	Cara terbaik bagi saya dalam mengingat pelajaran bahasa inggris adalah dengan menggambarannya dalam pikiran saya.	✓				
7.	Saya sangat suka melengkapi catatan dengan warna atau symbol			✓		
8.	Saya suka mencari berita tentang bahasa inggris yang saya ingin tahu dengan membaca tentangnya.			✓		
9.	Untuk mudah faham,saya memerlukan penerangan menggunakan grafik dan diagram.					✓
10	Jika membaca buku bahasa inggris yang menggunakan gambar, saya lebih senang memperhatikan gambarnya daripada tulisannya.			✓		

Nama responden

1. Nama = *Yusuf Abu Isjah*
2. Alamat =
3. Jenis Kelamin laki-laki perempuan

PETUNJUK PENGISIAN

1. Pernyataan yang ada, mohon dibaca dan dipahami dengan sebaik-baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban yang Bapak/Ibu/Saudara/i pada kolom yang telah disediakan. Pilihlah jawaban yang sesuai pendapat atas pernyataan. Dengan Keterangan di bawah ini:

SS	: Sangat Setuju	= 5
S	: Setuju	= 4
N	: Netral	= 3
KS	: Kurang Setuju	= 2
TS	: Tidak Setuju	= 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terima Kasih atas partisipasi Anda

3. Verbal

No.	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Saya memiliki ketertarikan dengan kata-kata dan dapat mempelajari kata-kata baru dengan mudah		✓			
2.	Saya lebih giat dalam kegiatan membaca dan menulis				✓	
3.	Saya lebih suka permainan yang melibatkan permainan kata seperti teka-teki scrable dan teka-teki silang	✓				
4.	Berbakat dalam belajar bahasa baru			✓		
5.	Sering bertanya dan memiliki ekspresi verbal yang sangat baik				✓	
6.	Suka membaca, baik itu untuk mereka sendiri atau orang lain			✓		
7.	Tidak suka diam dan senang berpartisipasi dalam kelompok belajar	✓				
8.	Dapat menguasai kosakata yang kaya			✓		
9.	Suka berbicara tentang apa yang mereka baca, dan dengan mudah mengingat kutipan dan permainan kata-kata			✓		
10.	Sulit dalam mengeja atau memvisualisasikan informasi				✓	

4. Kinesthetic

No.	Item	Sangat setuju	setuju	netral	Kurang setuju	Tidak setuju
1.	Saya lebih suka menggunakan poster, model dan aktivitas apapun di kelas				✓	
2.	Saya suka kerja tangan atau menghasilkan sesuatu dengan tangan saya	✓				
3.	Saya lebih mudah menghafal jika saya tulis berulang-ulang kali	✓				
4.	Saya suka bermain dengan uang koin atau kunci yang ada dalam saku saya			✓		
5.	Saya suka membuat sesuatu dari tangan saya	✓				
6.	Saya belajar mengeja perkataan dengan menggerakkan jari saya seperti saya sedang menulisnya	✓				
7.	Saya suka memegang sesuatu semasa saya sedang belajar	✓				
8.	Saya lebih suka ketika belajar menggunakan benda-benda/alat peraga dari guru.			✓		
9.	Saat saya belajar dari internet saya suka video yang manunjukkan cara melakukan atau membuat sesuatu		✓			
10.	Saya suka belajar tentang proyek baru dan saya akan meminta contoh di mana proyek telah berhasil digunakan		✓			

2. Aural/auditory

No.	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Cara paling mudah saya mengamati apa yang saya pelajari adalah dengan mendengar apa yang diajarkan dalam kelas dan penjelasan dari guru.		✓			
2.	Ketika belajar di internet saya suka saluran audio tempat saya dapat mendengarkan podcast atau wawancara tentang bahasa inggris	✓				
3.	Saya mudah terganggu oleh keributan ketika saya sedang belajar bahasa inggris	✓				
4.	Saya lebih mudah menguasai dan memahami pelajaran dengan mendengar guru mengajar dalam kelas		✓			
5.	Saya lebih mudah mengajar menjeja dengan menyebut perkataan itu dengan kuat dibandingkan dengan menulisnya di atas kertas			✓		
6.	Saya lebih suka ketika seorang teman menjelaskan kepada saya materi pembelajaran				✓	
7.	Saya lebih suka mendengar berita dari radio daripada membacanya di surat kabar			✓		
8.	Saya lebih mudah mengikuti arahan lisan dibandingkan dengan arahan menulis		✓			
9.	Saya suka menjelaskan apa yang saya pahami kepada teman ketika belajar	✓				
10.	Saya lebih suka mendengar guru mengajar dari membaca tentang hal yang sama dari buku teks			✓		

Nama responden

1. Nama = NUR ANI
2. Alamat = Libukaraj
3. Jenis Kelamin laki-laki perempuan

PETUNJUK PENGISIAN

1. Pernyataan yang ada, mohon dibaca dan dipahami dengan sebaik-baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban yang Bapak/Ibu/Saudara/i pada kolom yang telah disediakan. Pilihlah jawaban yang sesuai pendapat atas pernyataan. Dengan Keterangan di bawah ini:

SS	: Sangat Setuju	= 5
S	: Setuju	= 4
N	: Netral	= 3
KS	: Kurang Setuju	= 2
TS	: Tidak Setuju	= 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terima Kasih atas partisipasi Anda

2. Aural/auditory

No.	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Cara paling mudah saya mengamati apa yang saya pelajari adalah dengan mendengar apa yang diajarkan dalam kelas dan penjelasan dari guru.	✓				
2.	Ketika belajar di internet saya suka saluran audio tempat saya dapat mendengarkan podcast atau wawancara tentang bahasa inggris					✓
3.	Saya mudah terganggu oleh keributan ketika saya sedang belajar bahasa inggris				✓	
4.	Saya lebih mudah menguasai dan memahami pelajaran dengan mendengar guru mengajar dalam kelas		✓			
5.	Saya lebih mudah mengajar mengeja dengan menyebut perkataan itu dengan kuat dibandingkan dengan menuliskannya di atas kertas					✓
6.	Saya lebih suka ketika seorang teman menjelaskan kepada saya materi pembelajaran			✓		
7.	Saya lebih suka mendengar berita dari radio daripada membacanya di surat kabar					✓
8.	Saya lebih mudah mengikuti arahan lisan dibandingkan dengan arahan menulis				✓	
9.	Saya suka menjelaskan apa yang saya pahami kepada teman ketika belajar					✓
10.	Saya lebih suka mendengar guru mengajar dari membaca tentang hal yang sama dari buku teks			✓		

3. Verbal

No.	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Saya memiliki ketertarikan dengan kata-kata dan dapat mempelajari kata-kata baru dengan mudah				✓	
2.	Saya lebih giat dalam kegiatan membaca dan menulis					✓
3.	Saya lebih suka permainan yang melibatkan permainan kata seperti teka-teki scrable dan teka-teki silang			✓		
4.	Berbakat dalam belajar bahasa baru			✓		
5.	Sering bertanya dan memiliki ekspresi verbal yang sangat baik			✓		
6.	Suka membaca, baik itu untuk mereka sendiri atau orang lain					✓
7.	Tidak suka diam dan senang berpartisipasi dalam kelompok belajar		✓			
8.	Dapat menguasai kosakata yang kaya				✓	
9.	Suka berbicara tentang apa yang mereka baca, dan dengan mudah mengingat kutipan dan permainan kata-kata		✓			
10.	Sulit dalam mengeja atau memvisualisasikan informasi				✓	

1. Visual

No	Item	Sangat setuju	Setuju	Netral	Kurang setuju	Tidak setuju
1.	Saya lebih suka melihat pengumuman ditulis diatas papan tulis dan ditambah dengan alat visual lain.		✓			
2.	Saya suka menulis sesuatu tentang bahasa inggris di atas kertas supaya saya mudah melihatnya dan mudah bagi saya memahaminya.					✓
3.	Saya suka dalam menggambar grafik dalam belajar bahasa inggris					✓
4.	Saya bisa membaca dan mengikuti arahan dari peta yang berbahasa inggris				✓	
5.	Apabila materi pelajaran bahasa inggris diajarkan dalam bentuk gambar, saya mudah mengingatnya				✓	
6.	Cara terbaik bagi saya dalam mengingat pelajaran bahasa inggris adalah dengan menggambarkannya dalam pikiran saya.			✓		
7.	Saya sangat suka melengkapi catatan dengan warna atau symbol		✓			
8.	Saya suka mencari berita tentang bahasa inggris yang saya ingin tahu dengan membaca tentangnya.				✓	
9.	Untuk mudah faham,saya memerlukan penerangan menggunakan grafik dan diagram.					✓
10	Jika membaca buku bahasa inggris yang menggunakan gambar, saya lebih senang memperhatikan gambarnya daripada tulisannya.				✓	

4. Kinesthetic

No.	Item	Sangat setuju	setuju	netral	Kurang setuju	Tidak setuju
1.	Saya lebih suka menggunakan poster, model dan aktivitas apapun di kelas					✓
2.	Saya suka kerja tangan atau menghasilkan sesuatu dengan tangan saya				✓	
3.	Saya lebih mudah menghafal jika saya tulis berulang-ulang kali					✓
4.	Saya suka bermain dengan uang koin atau kunci yang ada dalam saku saya		✓			
5.	Saya suka membuat sesuatu dari tangan saya					✓
6.	Saya belajar mengeja perkataan dengan menggerakkan jari saya seperti saya sedang menulisnya			✓		
7.	Saya suka memegang sesuatu semasa saya sedang belajar				✓	
8.	Saya lebih suka ketika belajar menggunakan benda-benda/alat peraga dari guru.		✓			
9.	Saat saya belajar dari internet saya suka video yang menunjukkan cara melakukan atau membuat sesuatu					✓
10.	Saya suka belajar tentang proyek baru dan saya akan meminta contoh di mana proyek telah berhasil digunakan				✓	

Appendix 2: Document form


**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3409 TAHUN 2021
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 2021;
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 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.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**

Kesatu : Menunjuk saudara; 1. Mujahidah, M.Pd.
2. Munawir, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Irma Yanti
NIM : 17.1300.017
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Analysis Of Students' Learning Styles in Learning English at SMP 2 Patampunua

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah 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 : 17 November 2021

Dekan,

Seopudin





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-4719/ln.39/FTAR.01/PP.00.9/11/2023

15 November 2023

Sifat : Biasa

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI PINRANG

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

KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : IRMA YANTI
Tempat/Tgl. Lahir : PINRANG, 28 Juli 1998
NIM : 17.1300.017
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : XIII (Tiga Belas)
Alamat : DUSUN. DABO DESA. SIPATUO KEC. PATAMPANUA KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah KAB. PINRANG dalam rangka penyusunan skripsi yang berjudul :

THE ANALYSIS OF STUDENTS' LEARNING STYLES IN LEARNING ENGLISH AT SMPN 2 PATAMPANUA

Pelaksanaan penelitian ini direncanakan pada bulan Nopember sampai selesai.

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

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010



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 : 503/0706/PENELITIAN/DPMPTSP/11/2023

Tentang

REKOMENDASI PENELITIAN

- Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 21-11-2023 atas nama IRMA YANTI, 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 : 1363/RT.Teknis/DPMPTSP/11/2023, Tanggal : 21-11-2023
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0707/BAP/PENELITIAN/DPMPTSP/11/2023, Tanggal : 21-11-2023

MEMUTUSKAN

- Menetapkan** :
KESATU : Memberikan Rekomendasi Penelitian kepada :
 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 8
 3. Nama Peneliti : IRMA YANTI
 4. Judul Penelitian : THE ANALYSIS OF STUDENTS' LEARNING STYLES IN LEARNING ENGLISH AT SMP 2 PATAMPANUA
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/target Penelitian : STUDENTS OF SMPN 2 PATAMPANUA
 7. Lokasi Penelitian : Kecamatan Patampanua
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 21-05-2024.
- KETIGA** : Peneliti wajib mentaati 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 21 November 2023



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

Biaya : Rp 0,-



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE



**PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 PATAMPANUA**

Alamat : Jalan Malimpung Benteng Kec. Patampanua Kab. Pinrang (K.P 912012)

SURAT KETERANGAN

Nomor : 411.32 / 221 / SMP.13 / 2023

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 2 Patampanua Kabupaten Pinrang menerangkan bahwa :

Nama : IRMA YANTI
NIM : 17.1300.017
Jenis Kelamin : Perempuan
Program Studi : Tadris Bahasa Inggris

Benar yang namanya tersebut di atas, telah mengadakan penelitian pada UPT SMP Negeri 2 Patampanua Kabupaten Pinrang dari tanggal 21 November 2023 s/d 21 Desember 2023, dengan judul penelitian **“THE ANALYSIS OF STUDENTS’ LEARNING STYLES IN LEARNING ENGLISH AT SMP 2 PATAMPANUA”**.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Benteng, 22 November 2023
Kepala UPT,



Drs. SULTAN, M.Pd
NIP. 196403221995121001

Appendix 3: Documentation







Appendix 4: Curriculum Vitae

CURRICULUM VITAE



IRMA YANTI, the writer was born in Pinrang on July 28th, 1998. She is the fifth child from nine children of an endless love couple, Sahuri and Lia. She completed her study at elementary school from SDN 117 Patampanua Pinrang in 2011. In 2014, she completed her study at junior high school from SMPN 2 Patampanua. She continued her study at senior high school in SMAN 5 Patampanua until 2017. After graduating, she continued her study in IAIN Parepare by taking English study program. It is because she previously loved English so much and she want to become an English teacher eventually. Finally, she has completed her skripsi in the title **“The Analysis of Students’ Learning Styles in Learning English at SMPN 2 Patampanua Kab. Pinrang”**