SKRIPSI

THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF MA DDI TAKKALASI KAB. BARRU

By

KARMILA
Reg Num. 14.1300.065

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

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Submitted to the English Department of Tarbiyah and Adab of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH DEPARTMENT
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
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As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Department

Submitted by

KARMILA
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to

ENGLISH DEPARTMENT
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

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Name of the Student	: Karmila
The Tittle of Skripsi	: The Correlation Between Students' Learning Style and Students' Reading Comprehension at the Tenth grade of MA DDI Takkalasi.
Student Reg. Number	: 14.1300.065
Department	: Tarbiyah and Adab
Study Program	: English
By Virtue of Consultant Degree	: SK Ketua Jurusan Tarbiyah dan Adab No Sti.08/PP.00.9/2609.2017

Has been legalized by

Consultants

Consultant	: **Drs. Anwar, M.Pd.**	(.....)
Nip	: 19640109 1993031005	
Co- Consultant	: **Dra. Hj. Nanning, M.Pd.**	(.....)
Nip	: 19680523 2000032005	

Approved by

Plt. The Chairman of Tarbiyah and Adab Department

Bahtiar, S.Ag., M.A.

NIP. 19720505 199803 1 004

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Submitted by

KARMILA
Reg Num. 14.1300.065

Had been examined of November 6st, 2018 and had been declared that it fulfilled the requirements

Approved by
Consultant Commissions

Consultant	: **Drs. Anwar, M.Pd.**
Nip	: 19640109 1993031005
Co- Consultant	: **Dra. Hj. Nanning, M.Pd.**
Nip	: 19680523 2000032005

Rector of IAIN Parepare

Dr. Ahmad Sultra Rustan, M. Si.
NIP. 19640427 198703 1 002

Plt. The Chairman of Tarbiyah and Adab Department

Bahtiar, S.Ag., M.A.
NIP. 19720505 199803 1 004

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Name of the Student	:	Karmila
The Tittle of Skripsi	:	The Correlation between students' learning style and students' reading comprehension at the Tenth Grade of MA DDI Takkalasi
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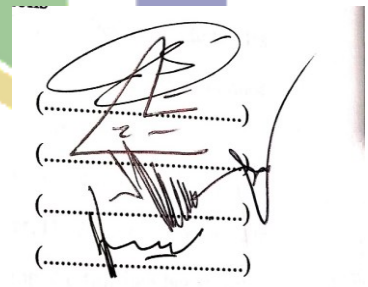
Date of Graduation	:	November 6st, 2018

Approved by Examiner Commisions

Drs. Anwar, M.Pd.	(Chairman)
Dra. Hj. Nanning, M.Pd.	(Secretary)
Drs. Amzah Selle, M.Pd.	(Member)
Drs. Syarifuddin Tjali, M.Ag.	(Member)



Cognizant of
Rector of IAIN Parepare

Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002

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Finally, the researcher expects this "Skripsi" will give valuable information for development of education and become the inspiration for people who read it.

Parepare, Agustus, 30th 2018

The Researcher

KARMILA
Reg Num. 14.1300.065

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : KARMILA

Student Reg. Number : 14.1300.065

Study Program : English

Department : Tarbiyah and Adab

Tittle of Skripsi : The correlation between students' Learning Style and Students' Reading Comprehension at the Tenth grade of MA DDI Takkalasi

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, November, 12th 2018

The Researcher

Karmila
Reg Num: 14.1300.065

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ABSTRACT

Karmila. *The Correlation between Students' learning style and students' reading comprhension at the tenth grade of MA DDI Takkalasi. English Department of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare* (Supervised by Anwar and Hj. Nanning). This study is to see *the correlation between students' learning style and students' reading comprhension at the tenth grade of MA DDI Takkalasi*.

This research aims at: To see the correlation between students' learning style and reading comprehension at the tenth grade of MA DDI Takkalasi. The result of the research are useful for the teacher and students. The teacher will aware that it is important to teach learning style to the students before asking to reading comprehension and the students also can be easier to answer the descriptive text when they master in reading comprehension.

The subject of this research is X MIA B class which is consisted of 18 students. The sample was taken by using purposive sampling. The design in this research was infrensial quantitative correlation by giving queationnare and multiple choise. Getting the score of the questionnare and multiple choise. It aimed to know is there any correlation between students' learning style and reading comprehension at the tenth grade of MA DDI Takkalasi.

The result in this research was indicated that there was correlation of the students' learning style and their reading comprehension to descriptive test by seeing the calculating scores 3.791. The critical value of the person r with 5% got the significance 0.468. It means that the result of the computation is greater than critical value. So, the researcher concluded that the correlation between learning style and reading comprehension is highly significance. The alternative hypothesis (H_a) is accepted.

Keywords: Learning Style and Reading Comprehension.

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TABLE OF CONTENTS

PAGE OF TITTLE

SUBMITTED PAGE. ii

APPROVAL OF CONSULTANT COMMISIONS. iii

ENDORSEMENT OF EXAMINERS COMMISIONS. vi

ACKNOWLEDGEMENTS. vii

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI.....x

ABSTRACT. xi

TABLE OF CONTENTS xii

LIST OF TABLES. xiv

LIST OF FIGURES. xv

LIST OF APPENDICES.....xvi

CHAPTER I: INTRODUCTION

1.1 Background..... 1

1.2 Problem Statement..... 5

1.3 Objective of the Research. 5

1.4 Significant of the Research..... 5

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas. 7

2.1.1 Definition Learning Style..... 7

2.1.2 Types of Learning Styles. 10

2.1.3 Characteristic of Learning Style.....11

2.1.4 Reading Comprehension. 12

2.1.5 Kinds of Reading Comprehension. 14

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2.2 Previous Research Findings. 16
2.3 Conceptual Framework. 17
2.4 Hypothesis. 18
2.5 Variable and Operational Definition. 19
2.5.1 Variable. 19
2.5.2 Operational Definition of Variable. 19
CHAPTER III: RESEARCH METHOD
3.1 Research Design. 20
3.2 Location and Duration of the Research. 20
3.3 Population and Sample. 21
3.4 The Instrument and Process of Collecting Data. 21
3.5 Technique of Data Analysis. 23
CHAPTER IV: FINDING AND DISCUSSION
4.1 Findings. 27
4.2 Discussion. 37
CHAPTER V: CONCLUSION AND SUGGESTION
5.1 Conclusions. 40
5.2 Suggestion. 41
BIBLIOGRAPHY. 42
APPENDICES. 44

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF TABLES

Number of Tables	Tittle of Tables	Pages
3.1	List of Population	21
3.2	List Classification of Students'score in Questionnaire	23
3.3	The Classification score	24
3.2	The Value of r Product moment	25
4.1	The Result of Visual Learner	27
4.2	The Result of Auditory Learner	28
4.3	The Result of Kinesthetic Learner	28
4.4	The Total Score of Questionnare	29
4.5	Students of Learning Style	30
4.6	The Students Learning Style of MA DDI Takkalasi	31
4.7	Charactheristics of Learning Style by Students	31
4.8	Score in Multiple Choise	32
4.9	Score of Students Reading Comprehension	33
4.10	Calculating Score of Learning Style and Reading Comprehension	34
4.11	The Correlation Between Students Learning Style and Reading Comprehension	37

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF FIGURES

Number of Figures	Tittle of Figures	Pages
2.1	The Conceptual Framework of the Research	18
3.1	The Formula of the Research Design	20

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF APPENDICES

Number of Appendices	Tittle of Appendices	Pages
1	Instrument of Learning style	44
2	Instrument of Reading Comprehension	46
3	The table of scoring Learning Style	59
4	The table of scoring reading comprehension	60
5	The table scoring of correlation	61
6	r Product Moment value	62
7	Documentation	63
8	Curriculum Vitae	68

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CHAPTER I
INTRODUCTION

1.1 Background

English as the first international language studied in Indonesia. It is studied from elementary school until university. Even some institution used English as compulsory subject to mastery orally and in written. Many book written in English have spread widely among the people and use as reference for the take of studying acquiring in information and having pleasure. At school, English at studied as a subject, students learn English as a language with all its supporting components such as reading, writing, listening and speaking have to be developed to the second year school of junior high school, because English is not a new thing for them. The four skills are related one other, but the first aspect have to be taught to the students is reading skills the fact proves that the key of successful learning depend on beguile of the ability to comprehend reading material.

The people all over the world cannot deny that the globalization will have a big impact on the nations of the world Indonesia as one of countries in the world cannot avoid from the influence of globalization. Indonesia must be ready to face the challenges of globalization by improving its human resources and maintaining stable condition of the century. One of requirements in facing the challenges of the globalization is mastering English as an International language.

In Indonesia English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills. We use it to understand our world through listening and reading and to communicate out feelings, needs, and desired through speaking and writing. By having more knowledge about

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language skill students have much better chance for understanding and being understood and getting what we and need from around us.

By mastering English students will get a lot of information, so it is very important to learn English. Through English, students can also do communication with other people in the world and we can get knowledge.

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

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

The concept of learning style has been defined by various solar. Pritchard stated that is "an individual's preferred means of acquiring knowledge and skills". It is "a person's typical approaches learning activities and problem solving".[2]Liu defined it as

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

[2] Pritchard,, A., *Ways of Learning: Learning Theories and Learning Style in the Classroom. Second Edition.*

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"approaches to learning which refer to information processed in a preferred way in accordance to learner's habitual characteristics".[3]

The above definitions asserted that learning style have some charcteristic: each learner has a preferred way of learning. Understanding this idea includes realizing that is it misleading to limit a person's learning style to only one certain type or category. Human beings naturally possess different learning style are capable of learning in almost any style. However, they apply the one which they feel most comfortable. Pritchard said that, the terms, approach, way the preference which have been used to refer to environmental, affective and physical conditions under which a student is likely to learn.[4]

Teaching English should deal with the four skills namely; reading , writing, speaking, and listening. These skills are equally important. They should be learned and mastered in equal degrees. Among the four skill, reading gets greater attention than the other skills. The fact shows us that most people themselves to be able to read as well as to understand to English materials, and may scientific books are written in English.

In studying English, reading most important of learning skills.One can acquire for success and enjoyment through our life. It is an integral part of our personal and working lives. Consider how much time every day is spent reading letter , books, menus, direction, or sing. The better you read the more you will success in studying or working and enjoying the time you spend with books.

[3] Liu, H.. A *Study of the Interrelationship Between Strategy use, Listening Proficiency levels, and Learning style,* p. 84-104

[4] Pritchard, A., *Ways of Learning: Learning Theories and Learning Styles in the Classroom Second Edition*

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Among the four kills reading gets greater attention than the other skills. The fact should us that most people prepare themselves to be able read as well as to understand through English reading materials, may scientific books are written in English, and trough reading, people can improve their knowledge.

Reading teacher should be concerned with finding and creating a body of material that particular students might find interesting to read. The technique is necessary to be developed especially in improving reading comprehension successful of the students, so, the suitable methods and material must be selected to be taught.

Realizing the importance of the teaching of reading comprehension, the researcher introduce a method to get the students successful in reading namely learning style and reading comprehension.

Most student encounter problem in English reading the techniques of English teaching are necessary to be developed especially in improving reading skill because the techniques of teaching influence and can half students' success.[5]So, the English teacher must be creative in the classroom by using suitable methods, and materials to teach.

The phenomenon is often occurs in the world of education is there are on the students itself, but in see also from the way the teacher who gave learning to students. And then, in the learning process teachers should being able to find out the extent understanding of the students against the style of study. Because in the reading the goal is understand the contents of reading so get achievement studied at school.

Based on this questation, researcher can take a conclusion that finding the topic (main idea) in paragraph is basic to comprehend the content of reading.

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[5]Ekawati, Astry.*Improving The Reading Skill of The Second year Student of SMA Negeri 1Barru Through Suggestopedia Method.* (Makassar: FBS UNM, 2007). P.25

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Based on the explanation above the researcher carries out a research under the title: " The Correlation between Students' Learning Style and students' Reading Comprehension at the Tenth Grade of MA DDI Takkalasi Kab.Barru".

1.1 Problem Statement

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

1.1.1 What is the students' learning style at the tenth grade of MA DDI Takkalasi ?

1.1.2 What is the students' reading comprehension at the tenth grade of MA DDI Takkalasi ?

1.1.3 Is there correlation between learning style and reading comprehension at the tenth grade of MA DDI Takkalasi ?

1.2 The Objective Of the Research

1.2.1 To know the students' learning style at the tenth grade of MA DDI takkalasi.

1.2.2 To know the students' reading comprehension at the tenth grade of MA DDI Takkalasi.

1.2.3 To find out the correlation between students' learning style and reading comprehension.

1.3 The Significant of Research

1.3.1 For the teacher

This research is to half the teachers to be apropesional in english teaching, in they can make the students to know about the material before giving the text to the students to avoid confusing happens to the them.

1.3.2 For the students

This research can be motivate the students to learn reading seriously so they will be easier to understand the english text.

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1.3.3 For the Reseachers

This expected to give a new knowledge of the further of reseacher to do the better research of teaching and learning cases.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Learning Style

The identification of student learning style is very important in order to increase students' reading comprehension in English. So in this research it will be informed about definition of learning style, type of learning style and the advantages of learning style.

2.1.1.1 Definition of Learning style

Learning is a very complex process. A lot of people regarded that learning is to master the knowledge or science. So far event, there were people said that learning is to entread the science. A few of psychologist have conclude to make clear the meaning of learning it self. To get more explanation, the researcher will sow some professional idea about definition of learning and learning style.

Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice'[1]. It seems that the main purpose of learning is the change in behavioral changes experienced by learners.Even according to Ions Reece in the change of learning outcomes include more perfect things as students get great skills.

Learning is a system that aims to help the learning process learners, that contains a series of events in design, in an apartment in such a way to influence and support for the learning process of students who are internal.

Learning is translation of the word *"instruction"* in the language yunani called instructs or "intruder" that means convey mind, thus the meaning of instructional is

[1] Brown. 1980. *Principle of Language Learning and Teaching.* (Jakarta) p7.

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convey thoughts or the idea that has been in this is meaningful the learning.Thus it can be understood thatLearning is a process to change the behavior of someone from experience the changes are such as from not know to know, from unable to able and from not skillful to skillful.

Cronbach suggests that learning is shown by the change in behavior as a result of experience as a result of experience (learning as an activity which is indicated by a change in behavior as a result of the experience). Meanwhile, Geoch, said: "learning is a change is performance as a result of practice" (learning is a change in appearance as a result of practice).[2]

In other hand, learning is behaviors which have change because of learning are regard to authoritarian aspect in physical and psychological. The change which is mean is problem solving/set thinking, skill, training, savoir faire, habitual and attitude.[3]

From definition above, it is clear to understand that learning is process of selection information such as knowledge, skill, or attitude, obtained by study or education to make change for ourselves to be the better. Learning is process to change the behavior of someone from experience. The changes are such as from not know to know, from unable to able and from not skillful to skillful.

After explain describes of learning. The researcher will explain some definitions of learning styles. Among others.

Learning style are the general, broad approaches used to learn a subject. Joy M.Reid stated that "learning style are various approaches or ways of learning. According to Cornet, "learning style is a consistent pattern of behavior but with a

[2]Sardiman. *Interaksidan Motivasi Belajar Mengajar,* (Cet 1, Bandung) p. 22
[3]Purwanto Ngalim,2003, *Psikologi Pendidikan.*(Cet II, Jakarta) p.17

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certain range of individual variability style then are overall patterns that give general direction to learning behavior." Learning style include an array of cognitive affective (emotional and attitudinal), and social aspects.[4]

Learning style refers to an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills. These learning style persist, regardless of teaching methods and content areas (see Kinchella, this volume). In this anthology, we divide the learning-style research into three major categories: cognitive learning styles, sensory learning styles, and personal it learning styles.

According to Adi W. Gunawan that learning styles is the way the like to do the activity of thinking, process and understanding the information.[5] So learning styles show a variety of activities and the role of thinking as an attempt to understand an intonation,this opinion same with Sukardis' opinionlearning styles is a combination of between the way someone in absorb knowledge and how to set up and processing information or the knowledge that can be.[6]

Learning styles is the tendency to adapt certain strategy in his studied as a form of the answer to get approach to learn in accordance with the learn in class or school and of subject.

Based on some definitions above the researcher conclude that learning styles is the way students learn to recognize and understand the information through variety of approaches and stimulate received to create a strategy for learning and can influence the students learning outcomes.

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[4]Joy M. Reid, *Learning Styles in The ESL/EFL Classroom,* p36
[5]Adi, W. Gunawan, IlmuTazbhy, *Definisi Gaya Belajar (online, Journal).*
[6]Sukardi , *Progressive Learning, Journal*, www.booksc.com

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Most experts agree that there are three basic learning styles as visual learning, auditory learning and kinesthetic learning.

2.2.1.2 The Types of Learning Styles

There are three main type of styles in which individuals are often categorized under when it comes to learning, as well as increase the ease in which the information is learned.

2.2.1.2.1 Visual Learners

Visual learners learn new skills by seeing and learn new information best through visuals. Using diagrams and other visual methods of learning are recommended for these types of learners and students that understand and learn best when information is presented to them visually.

2.2.1.2.2 Auditory Learners

Students that understand and learn best when information is presented to them in an auditory manner, hearing information helps these students internalize concepts taught.

2.2.1.2.3 Kinesthetic Learners

Students that understand and learn best when information is present to them kinesthetically. Using their hands or bodies helps these students experience the concepts taught. Children receive information through these three channels all they long and as children get older and develop, one channel will easily facilitate acquisition better than the other. While students can have a mixture of styles and learn in all of the ways mentioned above, each child will most likely have one style that is dominant for taking in new material in the classroom.

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Now if we understand our own unique learning style, we are going to examine each learning style more closely and learn what steps we can take in other reading comprehension based on that learning style, so we can understand well about our type of learning and those type application in our daily life for studying. Application of our learning style type in our daily life is very useful to use. It can increase our skill for studying. Not only increase our skill but also to make our brain easy to learn. So our brain isn't stress.

2.2.1.3 Characteristic of Learning Style

2.2.1.3.1 Auditory Learner

They talk about what to do, about the pros and cons of a situation. They indicate emotion through the tone, pitch, and volume of their voices. They enjoy listening but cannot wait to get a chance to talk. They tend toward long and repetitive descriptions. They like hearing themselves and others talk.

They tend to remember names but forget faces and are easily distracted by sounds. They enjoy reading dialogue and plays and dislike lengthy narratives and descriptions. Auditory learners benefit from oral instruction, either from the teacher or themselves. They prefer to hear or recite the information and benefit from auditory repetition.

2.2.1.3.2 Visual Learner

They look around and examine the situation. They may stare when angry and beam when happy. Facial expression is a good indicator of emotion in the visual learner. They think in pictures and detail and have vivid imaginations. When extensive listening is required, they may be quiet and become impatient. Neat in appearance, they may dress in the same manner all the time.

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They have greater immediate recall of words that are presented visually. Visual learners like to take notes. Relatively unaware of sounds, they can be distracted by visual disorder or movement. They solve problems deliberately, planning in advance and organizing their thoughts by writing them down. They like to read descriptions and narratives.

2.2.1.3.3 Kinesthetic Learner

They try things out, touch, feel, and manipulate objects. Body tension is a good indication of their emotions. They gesture when speaking, are poor listeners, stand very close when speaking or listening, and quickly lose interest in long discourse.

They remember best what has been done, not what they have seen or talked about. They prefer direct involvement in what they are learning; they are distractible and find it difficult to pay attention to auditory or visual presentations. Rarely an avid reader, they may fidget frequently while handling a book. Often poor spellers, they need to write down words to determine if they "feel" right.

2.2.2 The concept of Reading Comprehension

2.2.2.1 Definition of Reading Comprehension

Reading is one of the basic communicative skills, but it is a very complex process.[7]Reading is an activity between a reader and writer, the writer sends his idea in the written symbols and the reader catches the idea from the printed pages. He adds that there is an essential interaction between language and thought in reading.[8]

Reading is the meaning interpretation of printed or written verbal symbol. Reading is a result of the interaction between the perception of graphic symbols that

[7] Charles E, Merrill,1988, *Principles and Practices of Teaching Reading. p 3..*

[8]Cerrel, Th.I. L. Patricia and Dolme, *Interactive Approach to second Language Reading, (*New York: Combridge University Press, 1988), p12

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represents language and the reader's language skill and knowledge of the word in this process the reader tries to recreate the meaning intended the writer.[9]

After explain describes of reading. The researcher will explain some definitions of reading comprehension. Among others.

Reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of word from discourse context, ability to follow organization of passage and to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices used in a passage and to determine its tone and mood, and finally ability to determine writer's purpose, intent, and point of view, and draw inferences about the writer.[10]

Reading comprehension is variously defined by both practice and theory. Reading comprehension is sometimes defined by comprehension tests. If a test says it measures comprehension, whatever that test happens to measure becomes what comprehension is supposed to entail.[11]

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

[9] J. Albert Harris, Th.I. Sipay, and R.Edward, 2001, *How to Increase Reading Abilit,* p.8
[10]Davis,F. B. Psychometrika (1944) https:// doi.org/10.1007/BF02288722.
[11] Brown and Company (Canada) 1979, *Teaching Reading,* p. 133

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2.2.2.2 Kinds of Reading Comprehension

According to Daulags brown that in teaching reading there are three kinds of reading that can improve skills of reader, they are reading aloud, silent, reading and speed reading.[12]

a) Reading aloud

reading aloud is an important thing to do in reading where the students who are knows as reader are required it read aloud to practice their tongue but have to pronounce every word found in the text. The main point focus of reading is not catching their ideas every word in a sentence.

b) Silent reading

Silent reading is frequently practice by a reader who wants to comprehend text in reading process. Silent reading means reading by gears, where no voice expressed. This type of reading aims it find out the word and how to express the word as in reading aloud. Reading silent needs a reader should have a full concentration.

c) Speed reading

Speed reading is used to improve speed comprehension in reading. This must run side by with the main purpose of reading a story or newspaper or narrative will be different from the reading of scientific material.

2.2.2.3 Reading comprehension skill

Dolmer, stated that the skill of reading comprehension can be categorized into twelve skills, namely;

[12]Daulands, Brown. H, *Principle Of Language Learning and Teaching,* (San Francisco: San Prancisco Satate Universit, 1993) P.283

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2.2.2.3.1 Gaining the word meaning. It deals with the skill to find and interpret the intended meaning.

2.2.2.3.2 Identifying details. It deals with the skill to find some explicitly stated pieces of information.

2.2.2.3.3 Identifying sequence. It deals with the skill to identify the sequence in which components occur or are placed.

2.2.2.3.4 Identifying cause-effect relationship. It deals with the skill to determine the reason for the occurrence of an event or an action.

2.2.2.3.5 Identifying main idea. It deals with the skill to identify the central thought of a paragraph.

2.2.2.3.6 Making inference. It deals with the skill to formulate an image to the information that is not explicitly stated in the passage.

2.2.2.3.7 Making generalization and conclusion. It deals with the skill to make generalization then conclude it and infers the relationship among separate situations or events.

2.2.2.3.8 Identifying tone or mood, it deals with the skill to recognize the authors' attitude and the emotion that he or she intends to the readers.

2.2.2.3.9 Identifying theme. It deals with the skill to recognize the moral or concept that the passage clarifies to the readers.

2.2.2.3.10 Identifying the characterization. It deals with the skill to determine the personality trains and feelings of a character in a selection.

2.2.2.3.11 Identifying fact-fiction and opinion. It deals with the skill to determine which passage that presents actual condition and the one that reflects the personal feelings of the author.

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2.2.2.3.12 Identifying propaganda. It deals with the skill to identify the existence of an authors' biased opinion in the passage.[13]

Based on the explanation above, we have learned to known the factors that affect the reading comprehension of students'.

2.2 Previous Research Finding

The importance of learning style make many researchers explored and reported the students' achievement in finding the different ways to learn. They have proved that to find students' learning style is the best way for them to study. Some of their researches as follow:

2.2.1 The information about the diversity of students' learning style preferences is essential for English language teaching and learning since it can be used either by teachers to develop an appropriate treatment or by the students themselves to know their strengths in mastering English as a second language.[14]

2.2.3 According to Ellis Learning style, motivation, aptitude and also age". Those dimensions are assumed to be significant contributors that determine the success or failure in acquiring English language learning. In this research, the writer focused on learning style of the students as one of the some dimensions to be considered as determinant to the students' reading comprehension[15]

2.2.4 Pang state that "reading is about understanding written text. It is a complex activity that involves both perception and thought". Reading consist of two related processes such as word recognition and comprehension. Word recognition reerts to the process of perceiving how written symbols correspond to one's spoken language.

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[13]Dolmer, *Interactive Approach to Second Language Reading (New York:* Combridge University Press, 1988), p. 22

[14]EnitaSholikatin, " A Study on Students' Learning Style Prefences in Learning English at Smp Negeri 4 Malang", (FakultasSastra, Um, 2008). P 1

[15] Ellis, Rod. Second Language Acquisition. New York: Oxford University Press. (1985).

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Comprehension refers to the understanding what is being said or read. When it comes to reading, it is an active process that should be developed if a learner to become a prurient readers[16].

2.2.4 Irwan Ro'iyal Ali in his research "*The correlation between students vocabulary mastery and reading comprehension*" conclude that there is significant correlation between students' vocabulary mastery and reading comprehension.[17]

Based on the research finding above, the researcher concludes that learning styles are considered to have importent role in the process of teaching and learning activities because of individual reading comprehension is influences by various factors, one of which is a style of learning. If someone is able to process what, where, when, and how learning styles, learning will be more effective and efficient so that it can maximize the learning comprehension because of the right learning style will be able to increase the student Reading Comprehension.

The differences on the previous research finding above with my research is previous research finding above examines about learning style in general while my research more specific examines about reading comprehension.

2.3 Conceptual Framework

Conceptual Framework is overview of the pattern of relationship between variables in a coherent whole which is a description of the focus of research.[18] These framework are intended as the basis of systematic thinking and reduce the problems discussed in this research.

[16] Pang, Elizabeth, at all. *Teaching Reading.* Switzerland: International Academy Of Education, (2003).

[17] Irwan Ro'iyal Ali, The Correlation Between Students Vocabulary Mastery and Reading Comprehension. (Campus STAIN Parepare, 2016).

[18] Tim Penyusun, *Pedoman Penulisan Karya Tulis Ilmiah* (Makalah Dan Skripsi), h.26

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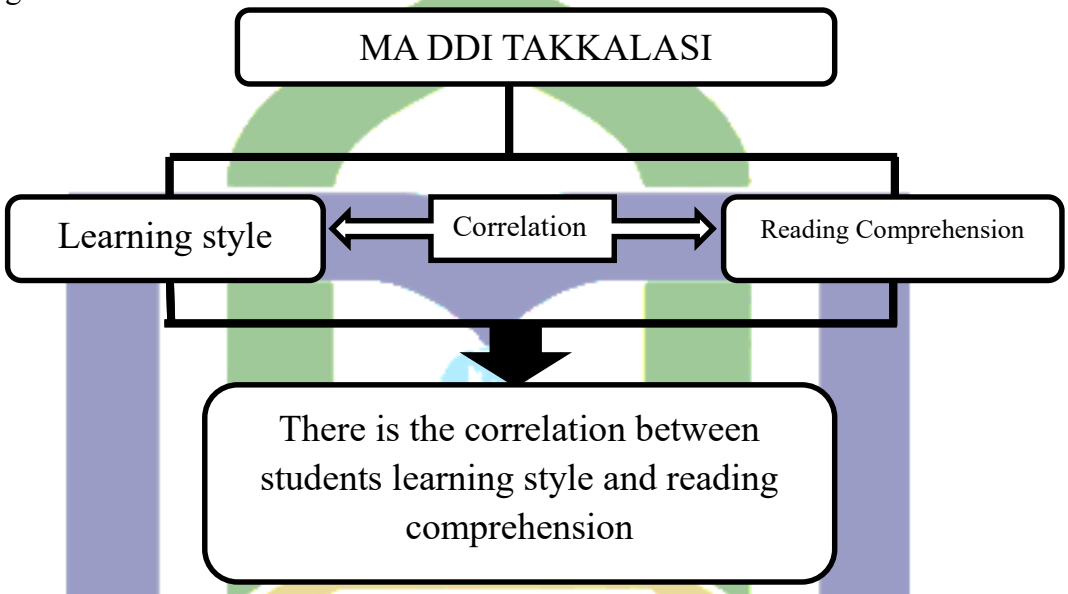
To further facilitate readers to understand this researchers made a chart of conceptual framework in accordance with the title of "The Correlation between Students' Learning Style and Students' Reading Comprehension at the Tenth Grade Students' of MA DDI TAKKALASI," this research is providing the following diagram:



2.4 Hypothesis

Hypothesis give the way in collecting the translation data, hypothesis can show the researcher which procedures are can be followed and what kinds of data must be collected, hypothesis also meant as temporary assumption that need the fether proven by the researches. This is in accordance with the opinion revealed by Prof. DR. S. Nasution, MA, that Hypothesis is a tentative statement that is conjecture about what is observed in efforts to understand. [19]

[19] Prof. Dr, S, Nasution, MA, *Penelitian Kuantitatif*,

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The researcher proposed the Hypothesis for this research, as follow:

H_o = There is no correlation between students learning style and students reading comprehension at the Tenth Grade of MA DDI Takkalasi.

H_a = There is correlation between students learning style and students reading comprehension at the Tenth Grade of MA DDI Takkalasi.

2.5 Variabel and Operational definition

2.5.1 Variable

In this research, there are two variables, consist of independent variables dependent variable. The independent variable is students' learning style and dependent variable is students' reading comprehension.

2.5.2 Operational Definition

2.5.2.1 Students' learning style is type that shows the characteristics of the learning style of the students;

a). Visual Learners is Visual learners learn new skills by seeing and learn new information best through visuals.

b). Auditory Learners is students' that understand and learn best when information is presented to them in an auditory manner, hearing information helps these students internalize concepts taught.

c). Kinesthetic Learners is students' that understand and learn best when information is present to them kinesthetically

2.5.2.2 Students' reading comprehension is the ability to process text, understand its meaning, and to integrate it wit what the reader already knows.

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CHAPTER IV
FINDING AND DISCUSSION

This chapter contained finding and its discussion. The finding of the research covers the result of data collected and analyzed through learning style and reading comprehension. The data will be discussed in this section below.

4.1 Finding

The findings of this research are taking by learning style and reading comprehension. To find out the result of this research, the researcher had given quistionnare to the students' of the X MIA B at the tenth grade of MA DDI Takkalasi consists of 18 students. The first quistionnare was learning style consists of 30 numbers in quistionnare and the second test was reading comprehension the descriptive text. The result of the tests are described in the tabulating scores.

4.1.1 The Result of questionnare

The researcher had been known the students' learning style by looking the scores of quistionnare. The researcher had given the test to the 18 students of X MIA B at the tenth grade of MA DDI Takkalasi as the sample of this research.

Tabel 4.1 The Result of Visual Learner

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
1	3	2	3	3	3	3	1	2	4	3	2	3	3	2	2	3	2	2	3	2	2	2	4	2	3	2	2	2	2	2	74
2	3	2	4	4	3	2	3	3	4	4	1	4	3	4	3	4	4	4	2	4	1	4	2	2	3	2	2	1	3	2	87
3	3	3	3	4	2	2	2	3	4	3	2	3	3	3	2	4	3	2	2	3	3	3	3	3	2	2	3	3	2	3	83
4	4	1	4	4	3	1	3	3	4	4	2	4	4	4	3	2	3	4	1	4	2	4	3	2	1	2	3	2	3	1	85
5	2	2	3	2	2	3	2	3	3	2	1	2	4	2	1	2	3	4	1	4	3	4	1	2	2	2	4	3	2	1	72
6	3	2	4	2	2	3	1	2	4	4	3	3	4	2	2	2	2	2	2	4	2	3	2	3	3	2	3	2	3	2	74
7	3	2	1	1	2	3	2	2	4	4	1	2	3	3	3	2	2	4	2	4	1	4	2	2	3	2	2	1	3	2	72
8	3	1	2	3	3	1	2	3	4	4	1	4	4	2	3	3	3	3	1	4	3	2	3	1	1	3	3	2	2	2	76
Total																															623

Score students visual learner of MA DDI Takkalasi

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Tabel 4.2 The Result of Auditory Learner

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
9	2	2	3	2	2	1	3	2	4	4	2	3	3	1	2	2	3	3	4	3	3	2	4	1	4	2	2	2	2	1	74
10	2	2	3	4	2	2	3	4	4	2	4	4	4	4	3	3	2	2	2	4	2	1	3	2	2	3	3	2	3	2	83
11	3	2	4	3	2	3	2	3	4	4	2	4	4	2	4	4	4	3	4	2	2	4	3	3	3	3	3	2	3	2	91
12	3	2	1	1	2	3	2	3	4	3	1	2	3	3	3	2	2	3	2	3	2	3	1	4	2	2	3	3	3	2	73
13	2	2	3	3	2	1	4	2	3	2	1	4	4	2	2	3	2	2	2	3	1	3	2	2	1	4	3	4	3	1	73
14	3	2	4	4	3	2	2	2	4	4	2	2	3	2	3	4	4	3	2	4	2	3	2	3	2	4	4	2	4	3	88
15	2	3	4	4	2	3	1	2	4	4	2	4	4	4	4	3	4	3	3	2	3	2	3	4	3	3	2	3	3	2	90
Total																															572

Score students auditory learner of MA DDI Takkalasi

Tabel 4.3 The Result of Kenesthetic Learner

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
16	2	2	4	3	2	2	1	2	4	2	4	4	4	2	3	2	3	2	2	2	3	3	3	4	2	4	3	3	4	2	83
17	3	2	4	3	2	3	2	3	3	2	1	2	2	1	2	3	2	2	2	3	3	3	4	3	3	1	3	2	3	2	74
18	3	1	2	4	3	1	2	1	4	3	3	2	2	1	4	2	4	4	1	2	2	4	3	3	3	3	3	2	3	2	77
Total																															234

Score students Kenesthetic Learner *of MA DDI Takkalasi*

Table. 4.4 The Total Score of Questionnare

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
1.	3	2	3	3	3	3	1	2	4	3	2	3	3	2	2	3	2	2	3	2	2	2	4	2	3	2	2	2	2	2	74
2.	2	2	3	2	2	1	3	2	4	4	2	3	3	1	2	2	3	3	4	3	3	2	4	1	4	2	2	2	2	1	74
3	3	2	4	4	3	2	3	3	4	4	1	4	3	4	3	4	4	4	2	4	1	4	2	2	3	2	2	1	3	2	87
4	2	2	3	4	2	2	3	4	4	2	4	4	4	4	3	3	2	2	2	4	2	1	3	2	2	3	3	2	3	2	83
5	3	2	4	3	2	3	2	3	4	4	2	4	4	2	4	4	4	3	4	2	2	4	3	3	3	3	3	2	3	2	91
6	3	3	3	4	2	2	2	3	4	3	2	3	3	3	2	4	3	2	2	3	3	3	3	3	2	2	3	3	2	3	83
7	2	2	4	3	2	2	1	2	4	2	4	4	4	2	3	2	3	2	2	2	3	3	3	4	2	4	3	3	4	2	83
8	3	2	1	1	2	3	2	3	4	3	1	2	3	3	3	2	2	3	2	3	2	3	1	4	2	2	3	3	3	2	73
9	4	1	4	4	3	1	3	3	4	4	2	4	4	4	3	2	3	4	1	4	2	4	3	2	1	2	3	2	3	1	85

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10	2	2	3	2	2	3	2	3	3	2	1	2	4	2	1	2	3	4	1	4	3	4	1	2	2	2	4	3	2	1	72
11	3	2	4	2	2	3	1	2	4	4	3	3	4	2	2	2	2	2	2	4	2	3	2	3	3	2	3	2	3	2	74
12	3	2	4	3	2	3	2	3	3	2	1	2	2	1	2	3	2	2	2	3	3	3	4	3	3	1	3	2	3	2	74
13	2	2	3	3	2	1	4	2	3	2	1	4	4	2	2	3	2	2	2	3	1	3	2	2	1	4	3	4	3	1	73
14	3	2	4	4	3	2	2	2	4	4	2	2	3	2	3	4	4	3	2	4	2	3	2	3	2	4	4	2	4	3	88
15	3	2	1	1	2	3	2	2	4	4	1	2	3	3	3	2	2	4	2	4	1	4	2	2	3	2	2	1	3	2	72
16	3	1	2	4	3	1	2	1	4	3	3	2	2	1	4	2	4	4	1	2	2	4	3	3	3	3	3	2	3	2	77
17	2	3	4	4	2	3	1	2	4	4	2	4	4	4	4	3	4	3	3	2	3	2	3	4	3	3	2	3	3	2	90
18	3	1	2	3	3	1	2	3	4	4	1	4	4	2	3	3	3	3	1	4	3	2	3	1	1	3	3	2	2	2	76
Total																															1429

$$X = \frac{\Sigma X}{N}$$

$$= \frac{1429}{18}$$

$$= 79{,}3$$

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Table 4.5 Students Learning Style

No	Students	Visual	Auditory	Kinesthetic
		Score	Score	Score
1.	NURAENI	27	24	22
2.	ANDI NURUL YASMIN	25	20	24
3.	NURFADILLAH N	32	29	22
4.	NURHALISA	28	30	23
5.	MILASARI	28	30	28
6.	MUFIDAH HASANAH	29	27	27
7.	NURLISA	25	28	31
8.	HASLINDA S	24	25	23
9.	HASNAENI	31	30	23
10.	ZAHRATUL JANNAH	28	24	24
11.	WIDYAWATI	27	26	25
12.	PUJI MAHARANI	27	20	28
13.	SRI WAHYUNI	24	25	24
14.	NURFADILLAH	24	26	22
15.	NABILA LUKMAN	30	29	29
16.	ZUBAIDAH ARFAH	24	25	28

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17.	RAHMATANG	29	32	28
18.	SULISTIA RAHMA	31	28	26
Total		493	353	457

Table 4.6 Learning Style at the Tenth Grade of MA DDI Takkalasi

No	**Learning Style**	**F**
1.	Visual	493
2.	Auditory	353
3	Kinesthetic	457
Total		1303

Mostly students prefer the visual learning style, based on the data above. This is because the colors, images and other things from the tools of learning are attractive for the students and with this stimulation that provide by teacher will make students be more excited and certainly help them toconcentrate more in receiving lessons. Similarly, kinesthetic learning style like by students aspecially at the last lesson in the afternoon. This learning style will help students to eliminate their sleepiness and keep them excited to learn and receive lesson in an interactive way. Instead, auditory learning style is less like by students because this learning style is concidered very boring where students will only sit quietly and just listen to the teacher dictate and explain during all the time in learning process.

Table 4.7 Characteristics of learning style by students

No	**Learning Style**	**Students**
1.	Visual	8

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2.	Auditory	7
3.	Kinesthetic	3
Total		18

4.1.2 The result of students' multiple choise descriptive test

The researcher had been known the students' multiple choise descriptive test text by looking the scores of multiple choise descriptive test. The researcher had given the descriptive text for the students to multiple choise. The result of the students' test as following:

Table 4.8 Score in multiple choise descriptive test

No	**Students**	**Desriptive text**			
		Score	Intergrity	Value	**Classification**
1.	NURAENI	60	2.4	C+	Enough
2.	ANDI NURUL YASMIN	50	2	C-	Enough
3.	NURFADILLAH N	70	2.8	B-	Good
4.	NURHALISA	100	4	A+	Excellent
5.	MILASARI	90	3.6	A-	Excellent
6.	MUFIDAH HASANAH	60	2.4	C+	Enough
7.	NURLISA	90	3.6	A-	Excellent
8.	HASLINDA S	90	3.6	A-	Excellent
9.	HASNAENI	60	2.4	C+	Enough

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10.	ZAHRATUL JANNAH	90	3.6	A-	Excellent
11.	WIDYAWATI	90	3.6	A-	Excellent
12.	PUJI MAHARANI	80	3.2	B+	Good
13.	SRI WAHYUNI	60	2.4	C+	Enough
14.	NURFADILLAH	80	3.2	B+	Good
15.	NABILA LUKMAN	70	2.8	B-	Good
16.	ZUBAIDAH ARFAH	60	2.4	C+	Enough
17.	RAHMATANG	90	3.6	A-	Excellent
18.	SULISTIA RAHMA	70	2.8	B-	Good
Total		∑X=1360	∑X=54.4		

Table 4.9 score of students Reading comprehension

No	Classification	Score	Frequency	%
1	Excellent	3,85-4,00 3,51-3,83	7	38.88
2	Good	3,18-3,50 2,85-3,17 2,51-2,84	5	27.77
3	Enough	2,18-2,50 1,85-2,17 1,51-1,84	6	23.35
4	Poor	1,18-1,50 1,00-1,17	-	-
Total			18	100

From the table above, the researcher found the result of students' descriptive text test. There were 7 (38.88%) out of 18 students got excellent, 5 (27.77%) out of 18

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students got good classification, 6 (33.35%) out of 18 students got enough. It can be concluded that most of students got good and excellent scores so it means several of them could descriptive text well although there were still students cannot multiple choise the text as well as possible.

4.1.3 The result of calculating between learning style and reading comprehension

After giving the questionnare and multiple choice to the students, the researcher calculated both of them and it can be seen in the table as following:

Tabel 4.10 Calculating Scores of learning style and reading comprehension

No	X	Y	XY	X^2	Y^2
1.	27	60	1.60	729	3.600
2.	25	50	0.5	625	2.500
3.	32	70	2.240	1024	4.900
4.	30	100	3.000	900	10.000
5.	30	90	2.700	900	8.100
6.	29	60	1.740	841	3.600
7.	31	90	2.790	961	8.100
8.	25	90	2.250	625	8.100
9.	31	60	1.860	961	3.600
10.	28	90	2.520	784	8.100
11.	27	90	2.430	729	8.100
12.	28	80	2.240	784	6.400

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13.	25	60	1.500	625	3.600
14.	26	80	2.080	676	6.400
15.	30	70	2.100	900	4.900
16.	28	60	1.680	784	3.600
17.	29	90	2.610	841	8.100
18.	31	70	2.170	961	4.900
N= 18	∑X=512	∑Y= 54.4	∑ XY =30.033.070	∑ X^2=14.650	∑Y^2=5.0017

Where:

N = 18

∑X=512

∑Y=544

∑ XY=30.033.070

∑ X^2=14.650

∑ Y^2=5.0017

r……..?

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

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$$r = \frac{(18)(30.033.070) - (512)(544)}{\sqrt{(18)\,(540.595.260) - (512)^2}.\,(18)(5.0017) - (54.4)^2}$$

$$r = \frac{540.595.260 - 278528}{(9.730.714.680 - 262144).\,(900.306 - 295936)}$$

$$r = \frac{540.316.732}{\sqrt{9.730.452.536}\,\sqrt{604370}}$$

$$r = \frac{540.316.732}{(98.643)(777.41)}$$

$$r = \frac{540.316.732}{7.668.605.463}$$

$r = 70.460.$

Analysis data infrensial quantitative From the results of the *r* 70.460 and *r*= tabel 5 % 0.468 is a combination of the questionnare score and text descriptive.

Tabel 4.11 the correlation between students learning style and reading comprehension.

r = value	r = table
	5%
70.460	0,468

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It can be concluded that *r-value* is greater than *r-table*, it means that alternative hypothesis is accepted so there is correlation between students' learning style and reading comprehension. The students' who got high scores in past tense means they could answer the questionnare well and the students who got low scores in multiple choise from descriptive text.

4.2 Discussion

From the result above, it was found that r_{xy} is 70.460. Based on the r table with N = 18 and significance 5% is 0.468 so, the r_{xy} is higher than critical value. It was very clear there is correlation both of the variables. This fact indicated that the students' learning style give contribution to the students' reading comprehension.

4.2.1 The Result of Students' Learning Style

To get the result of the students' llearning style, the researcher gave 30 numbers questionnare. The test consisted of premise and several alternative answers. To find out the scores of the test, the researcher checked the answers of the students and correct answers divided the maximal scores and time 4 so, the scoring of each students were known.

From the sample 18 students, in learning style there were 8 got visual learner. 7 students got auditory learner and 3 students got kinesthetic learner.

4.2.2 The Result of Students' Reading Comprehension

To get the result of the students' reading comprehension, the researcher gave 10 numbers multiple choices about descriptive text to the students. The test consisted of premise and several alternative answers. To find out the scores of the test, the researcher checked the answers of the students and correct answers divided the maximal scores and time 100 so, the scoring of each students were know.

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From the sample 18 students, in reading comprehension there were 7 got excellent. 1 students got 100 and 6 students got 90. There were 5 got good classifications. 3 student got 70 , and 2 others got 80 . There were 6 students got enough. 1 student got 50 and 5 student got 60.

From the result above, the researcher concluded that most of the students of class X MIA B have mastered reading comprehension although several of them are still low in multiple choise. After giving the multiple choise to the students, the researcher gave them the descriptive text to answer.

The researcher did the treatment on Monday 1st, at the meeting the researcher had been prepared the questionnare and multiple choise to give the students for answering. The day before that day, the researcher had been explained to the students what they would do for tomorrow so, the students would not be confused how to answer the test. The researcher gave the questionnare as the first test then the researcher gave the multiple choise as the second test so, in the same day the students did two tests. After that, the researcher took all the students' test to get the scores.

From the scoring of the two tests, It was very clear that good learning style result good questionnare and multiple choise. The students have to learn and understand well the learning style reading comprehension.

It was found that the students who got higher scores in reading comprehension, they also got high score in questionnare. In contrast, the students who got low score in learning style, they also got low scores in multiple choise. It was happened because the students who did not understand the verb form of descriptive text was difficult to answer the text that used descriptive text.

4.2.3 Correlation Between Learning Style and Reading Comprehension

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From the result of students, the researchers concluded that students at the tenth grade of MA DDI Takkalasi were more into the visual learner learning style, and from the sample 18 students, in learning style there were 8 got visual learner. 7 students got auditory learner and 3 students got kinesthetic learner.

To find out the scores of the test, the researcher checked the answers of the students and correct answers divided the maximal scores and time 100 so, the scoring of each students were known.

The researcher concluded that the correlation between learning style and reading comprehension was positive and base on the criteria of correlation coefficient, from the result of students.

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CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about the correlation between students' learning style and students' reading comprehension.

5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the researcher concluded that the students learning style of MA DDI Takkalasi are categorized that students learning style are different, some are visual learners with score 623, auditory learners with score 572 and kinesthetic learners with score 234, so, the conclusions from their learning style that students are more inclined to visual learner.

To get the result of the students' reading comprehension, the researcher gave 10 numbers multiple choices about descriptive text to the students. The test consisted of premise and several alternative answers. To find out the scores of the test, the researcher checked the answers of the students and correct answers divided the maximal scores and time 100 so, the scoring of each students were know.

From the sample 18 students, in reading comprehension there were 7 got excellent. 1 students got 100 and 6 students got 90. There were 5 got good classifications. 3 student got 70 , and 2 others got 80 . There were 6 students got enough. 1 student got 50 and 5 student got 60.

From the result above, the researcher concluded that most of the students of class X MIA B have mastered reading comprehension although several of them are still low in multiple choise. After giving the multiple choise to the students, the researcher gave them the descriptive text to answer.

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So, the researcher concluded that, there is a correlation between students' learning style and reading comprehension. There is a significant correlation both of them by seeing the result of the calculating scores 70.460. the critical value of the person r with 5% got the significance 0.468. it means that the result of the computation is greater than critical value. So, the researcher concluded that the correlation between learning style and reading comprehension is highly significance.

5.2 Suggestion

Based on the research, the researcher gives some suggestions as follow:

1. In teaching English, the teachers should master the skills and components of language and know the ability of their students.
2. The teacher should give the material of reading comprehension to the students before asking to descriptive text.
3. The students have to master the reading commprehension to make them easier to answer the descriptive text.

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Appendix 1

The correlation between students' learning style and students' reading comprehension at the tenth grade of MA DDI Takkalasi

NAMA :

Petunjuk Pengisian Angket:

1. Isilah identitas anda secara lengkap dan benar
2. Bacalah dengan saksama butir pernyataan
3. Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar di kelas dan berilan tanda (√) pada kolom jawaban.

Berikut ini pernyataan terkait dengan kemampuan siswa sebagai pengembang materi ajar (X)

NO	PERNYATAAN	SL	SR	KK	TP
1	Apakah anda lebih suka duduk didepan dari pada didepan ketika proses belajar berlangsung ?				
2	Apakah anda kesulitan untuk mengerti ketika guru menerangkan pelajaran didepan kelas ?				
3	Apakah anda tidak suka diganggu ketika jam pelajaran berlangsung ?				
4	Apakah anda biasanya memainkan musik atau bernyanyi ketika anda sendiri ?				
5	Apakah anda lebih suka belajar sendiri dari pada belajar kelompok ?				
6	Apakah anda menggunakan jari anda untuk menunjuk kalimat yang anda baca ?				
7	Apakah anda suka menulis surat, jurnal atau buku harian ?				
8	Apakah anda dapat dengan cepat melakukan penjumlahan dan perkalian dalam pikiran anda ?				
9	Ditempat sepi biasanya anda bisa konsentrasi dengan baik ?				
10	Anda akan merasa lebih bisa berkonsentrasi jika menatap wajah guru anda saat guru anda saat menerangkan.				
11	Apakah anda belajar sambil mendengarkan musik				
12	Apakah anda mudah terganggu dengan keributan ketika anda sedang belajar ?				

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13	Apakah anda merasa terganggu jika ada teman yang berbicara ketika anda sedang memperhatikan guru menjelaskan materi didepan kelas ?				
14	Apakah anda menghapal materi ulangan sambil mengucapkannya keras-keras ketika akan menghadapi ujian ?				
15	Apakah anda mampu mengingat dengan baik materi yang didiskusikan dalam kelompok atau dalam kelas ?				
16	Apakah anda biasanya memainkan musik atau bernyanyi ketika anda sendiri ?				
17	Apakah anda dapat mengingat dengan mudah mengingat apa yang orang katakan ?				
18	Mudah bagi anda untuk mengungkapkan pendapat anda dalam depat atau diskusi.				
19	Apakah anda suka mendengarkan orang belajar dari pada belajar sendiri ?				
20	Apakah anda suka mendengarkan guru menerangkan atau memahami pelajaran sendiri ?				
21	Apakah anda senantiasa melakukan kegiatan fisik atau banyak bergerak ?				
22	Apakah anda lebih suka belajar praktik ?				
23	Apakah anda lebih sulit duduk tenang dalam waktu yang lama ?				
24	Apakah anda biasanya bericara dengan lambat dan perlahan diikuti dengan gerakan tangan saat menerangkan ketika menyampaikan pendapat atau menjawab pertanyaan ?				
25	Apakah anda menggunakan jari anda untuk menunjuk kalimat yang anda baca ?				
26	Apakah tulisan tangan anda bisanya tidak rapih ?				
27	Apakah anda suka merancang mengerjakan membuat sesuatu dengan kedua tangan anda ?				
28	Apakah anda senang bekerja dengan komputer atau kalkulator ?				
29	Apakah biasanya anda tahu apa yang harus dkatakan, tetapi tidak berpikir kata yang tepat untuk menyampaikan ?				
30	Apakah anda langsung mengerjakan sesuatu tanpa harus melihat instruksinya terlebih dahulu				

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Appendix 2

READING COMPREHENSION TEST

Petunjuk Pengisian Soal:

1. Isilah identitas anda secara lengkap dan benar
2. Bacalah dengan saksama tes tersebut.
3. Jawablah semua pernyataan pilihan ganda setelah memahami isi tes tersebut

THANKSGIVING

Thanksgiving Day is a legal holiday in the United states on the fourth Thursday of November in Canada, Thanksgiving fals on the table second Monday in october. Most people celebrate Thansgiving by gathering with family or friends for holiday feast.

Thanksgiving was first celebrated by pilgrims and Native Americans in colonial New England in the early 17th century. Ths actual origin, however probably tracers to harvers festivals that have been traditional in many parts of the world since ancient times. Today, thanksgiving is mainly a celebration of domestic life centered on the home and family.

At the thanksgiving, American try to remember their ancestors, those are the pilgrims who in habit the North America land. Thanksgiving parades often feature choldren dressed in pilgrim costume, complete with tall hats dark clothes, and shoes. With large colored buckles.

Many of the image commonly asssociated with thanksgiving are derived from much older traditions of celebrating the autumn harvets. For example, the cornucopia (a horn-shaped basked overflowing with fruits and vegetables), is tyfical symbol of thanksgiving. Many communities also decorate their churches with fruits, flowers and vegetables at thabksgiving, as european communities have for centuries during the autumn harverst seasons.

In keeping with the idea of celebrating a plentiful harverst, preparing and eating a large meal is a central part of most thanksgiving celebrations, thanksgiving menus usually include Turkey. Cranberry Sauce Squash, Mashed, Potatoes, sweetpotatoes andpumpking pie. These simple foods recall the virtues of the pilgrims additionally, most of these foods are native on north America, emphasizing the natural generosity that greeted early settlers in their adopted the traditional holiday menu to fit their own

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tastes. For example, many Italian American thanksgiving meals include Italian specialities, such as pasta and wine.

Many Americans enjoy their holiday meal watching football games on television. Traditionally, two nation football league (NFL) teams. The detroit lions and the Dallas cowboys, hostages on thanksgiving day. These holiday games have made football an American thanksgiving tradition.

Thanksgiving is also a legal holiday in canada. Because Canada is north of the United states, its harverst comes earlier in the year. So, the thanksgiving holiday falss earlier in Canada than in the United states people. In Canada celebrate thanksgiving on the second Monday of October.

1. What is American try to remember their ?
   a. Pilgrims
   b. Children
   c. Ancestors
   d. Clothes
2. When was thanksgiving was first celebrated by ?
   a. Americans and Indonesian
   b. Pilgrims and Indonesian
   c. Pilgrims and Native Americans
   d. Native and indonesian
3. Why does a child usually dress in pilgrim costume ?
   a. Because American remember their preyers
   b. Because American remember their priest
   c. Because American remember their sin
   d. Because American remember their ancestor
4. Why Canada celebrated thanksgiving ?
   a. Because Canada is East of the United states
   b. Because Canada is North of the United states
   c. Because Canada is South of the united stated
   d. Because Canada is jave of the United States
5. There are two National football league (NFL) teams are ?
   a. Detroit Lions and Dallas Cowboys
   b. Detroit Lions and Team Canada
   c. Dallas Cowboys and Team America
   d. Team America and Detroit icons
6. Thanksgiving is also a legal holiday in canada Because ?
   a. Canada is north of the United states
   b. Canada is in the United states on the fourth Thursday
   c. Canada is tyfical symbol of thanksgiving
   d. Canada is mainly a celebration of domestic life
7. What is the Thanksgiving Day is ?

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a. American try to remember their ancestors
b. Thanksgiving fals on the table second Monday in October
c. legal holiday in canada
d. legal holiday in the United states on the fourth Thursday

8. Most people celebrate Thanksgiving by ?
   a. celebration of domestic life centered on the home and family
   b. its harverst comes earlier in the year
   c. gathering with family or friends for holiday feast
   d. large colored buckles
9. thanksgiving was first celebrated by filgems and native Americans ?
   a. try to remember their ancestors
   b. mani american enjoy holiday
   c. colonial new england in the early 17th centurey
   d. remember holiday
10. the thanksgiving holiday fals earlier ?
   a. in canada celebrate thanksgiving on the second Monday of october
   b. canada than in the united staties people
   c. canada is north of the united staties
   d. legal holiday in canada

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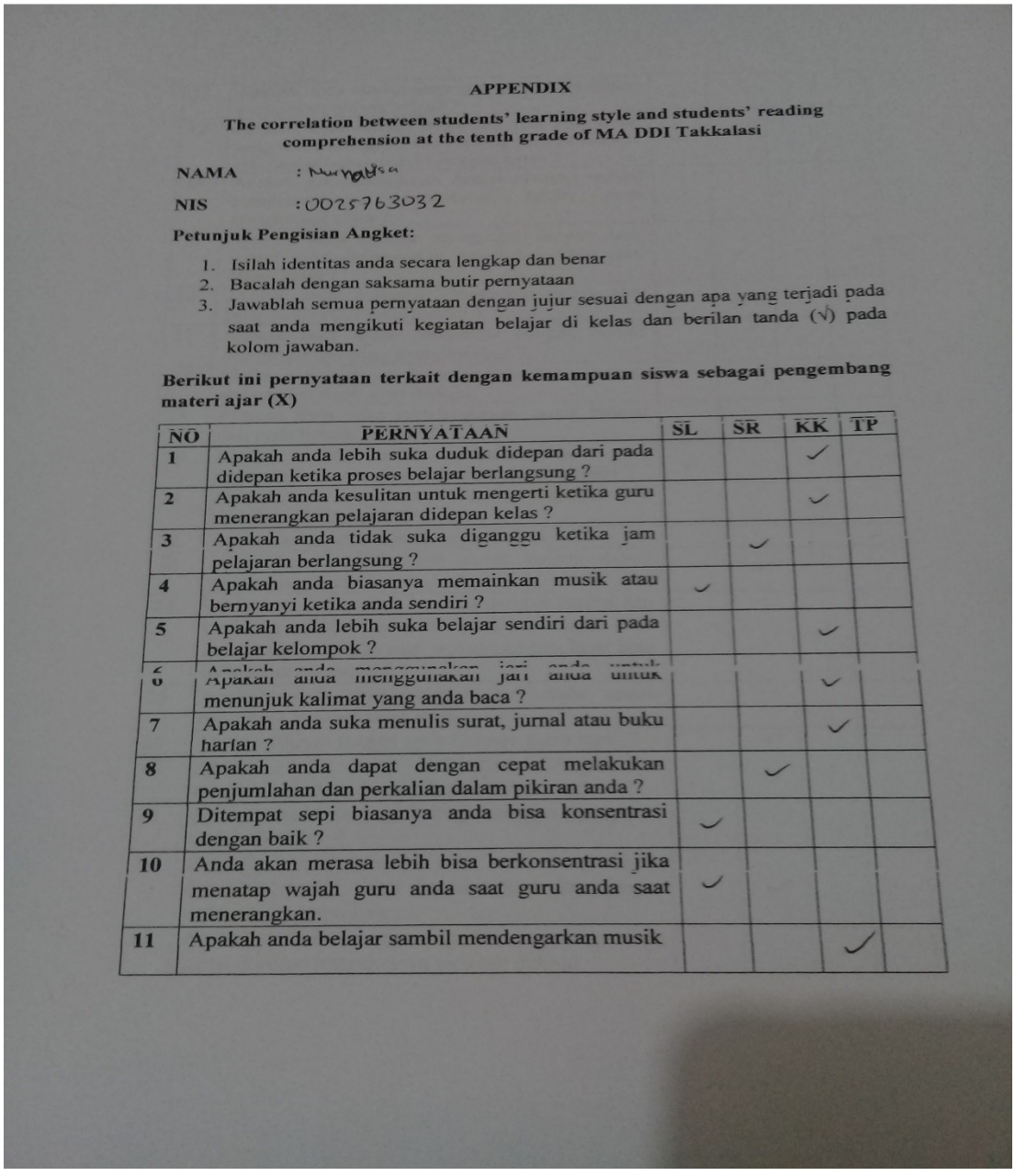
Appendix 3



APPENDIX

The correlation between students' learning style and students' reading comprehension at the tenth grade of MA DDI Takkalasi

NAMA : Nurnabisa

NIS : 0025763032

Petunjuk Pengisian Angket:

1. Isilah identitas anda secara lengkap dan benar
2. Bacalah dengan saksama butir pernyataan
3. Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar di kelas dan berilan tanda (√) pada kolom jawaban.

Berikut ini pernyataan terkait dengan kemampuan siswa sebagai pengembang materi ajar (X)

NO	PERNYATAAN	SL	SR	KK	TP
1	Apakah anda lebih suka duduk didepan dari pada didepan ketika proses belajar berlangsung ?			✓	
2	Apakah anda kesulitan untuk mengerti ketika guru menerangkan pelajaran didepan kelas ?			✓	
3	Apakah anda tidak suka diganggu ketika jam pelajaran berlangsung ?		✓		
4	Apakah anda biasanya memainkan musik atau bernyanyi ketika anda sendiri ?	✓			
5	Apakah anda lebih suka belajar sendiri dari pada belajar kelompok ?			✓	
6	Apakah anda menggunakan jari anda untuk menunjuk kalimat yang anda baca ?			✓	
7	Apakah anda suka menulis surat, jurnal atau buku harian ?			✓	
8	Apakah anda dapat dengan cepat melakukan penjumlahan dan perkalian dalam pikiran anda ?		✓		
9	Ditempat sepi biasanya anda bisa konsentrasi dengan baik ?	✓			
10	Anda akan merasa lebih bisa berkonsentrasi jika menatap wajah guru anda saat guru anda saat menerangkan.	✓			
11	Apakah anda belajar sambil mendengarkan musik			✓	

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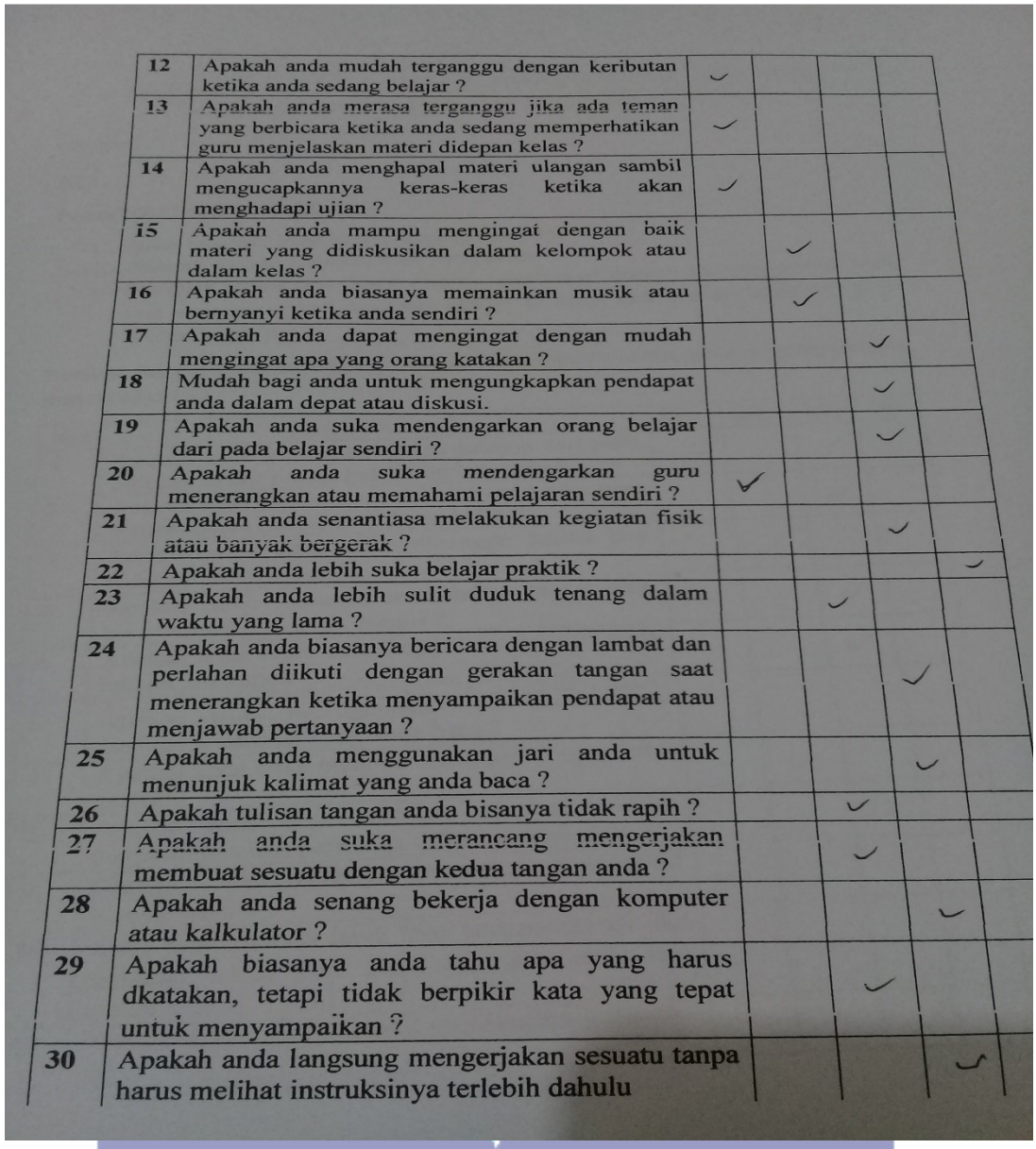

12	Apakah anda mudah terganggu dengan keributan ketika anda sedang belajar ?	✓			
13	Apakah anda merasa terganggu jika ada teman yang berbicara ketika anda sedang memperhatikan guru menjelaskan materi didepan kelas ?	✓			
14	Apakah anda menghapal materi ulangan sambil mengucapkannya keras-keras ketika akan menghadapi ujian ?	✓			
15	Apakah anda mampu mengingat dengan baik materi yang didiskusikan dalam kelompok atau dalam kelas ?		✓		
16	Apakah anda biasanya memainkan musik atau bernyanyi ketika anda sendiri ?		✓		
17	Apakah anda dapat mengingat dengan mudah mengingat apa yang orang katakan ?			✓	
18	Mudah bagi anda untuk mengungkapkan pendapat anda dalam depat atau diskusi.			✓	
19	Apakah anda suka mendengarkan orang belajar dari pada belajar sendiri ?			✓	
20	Apakah anda suka mendengarkan guru menerangkan atau memahami pelajaran sendiri ?	✓			
21	Apakah anda senantiasa melakukan kegiatan fisik atau banyak bergerak ?			✓	
22	Apakah anda lebih suka belajar praktik ?				✓
23	Apakah anda lebih sulit duduk tenang dalam waktu yang lama ?		✓		
24	Apakah anda biasanya bericara dengan lambat dan perlahan diikuti dengan gerakan tangan saat menerangkan ketika menyampaikan pendapat atau menjawab pertanyaan ?			✓	
25	Apakah anda menggunakan jari anda untuk menunjuk kalimat yang anda baca ?			✓	
26	Apakah tulisan tangan anda bisanya tidak rapih ?		✓		
27	Apakah anda suka merancang mengerjakan membuat sesuatu dengan kedua tangan anda ?		✓		
28	Apakah anda senang bekerja dengan komputer atau kalkulator ?			✓	
29	Apakah biasanya anda tahu apa yang harus dkatakan, tetapi tidak berpikir kata yang tepat untuk menyampaikan ?		✓		
30	Apakah anda langsung mengerjakan sesuatu tanpa harus melihat instruksinya terlebih dahulu			✓	

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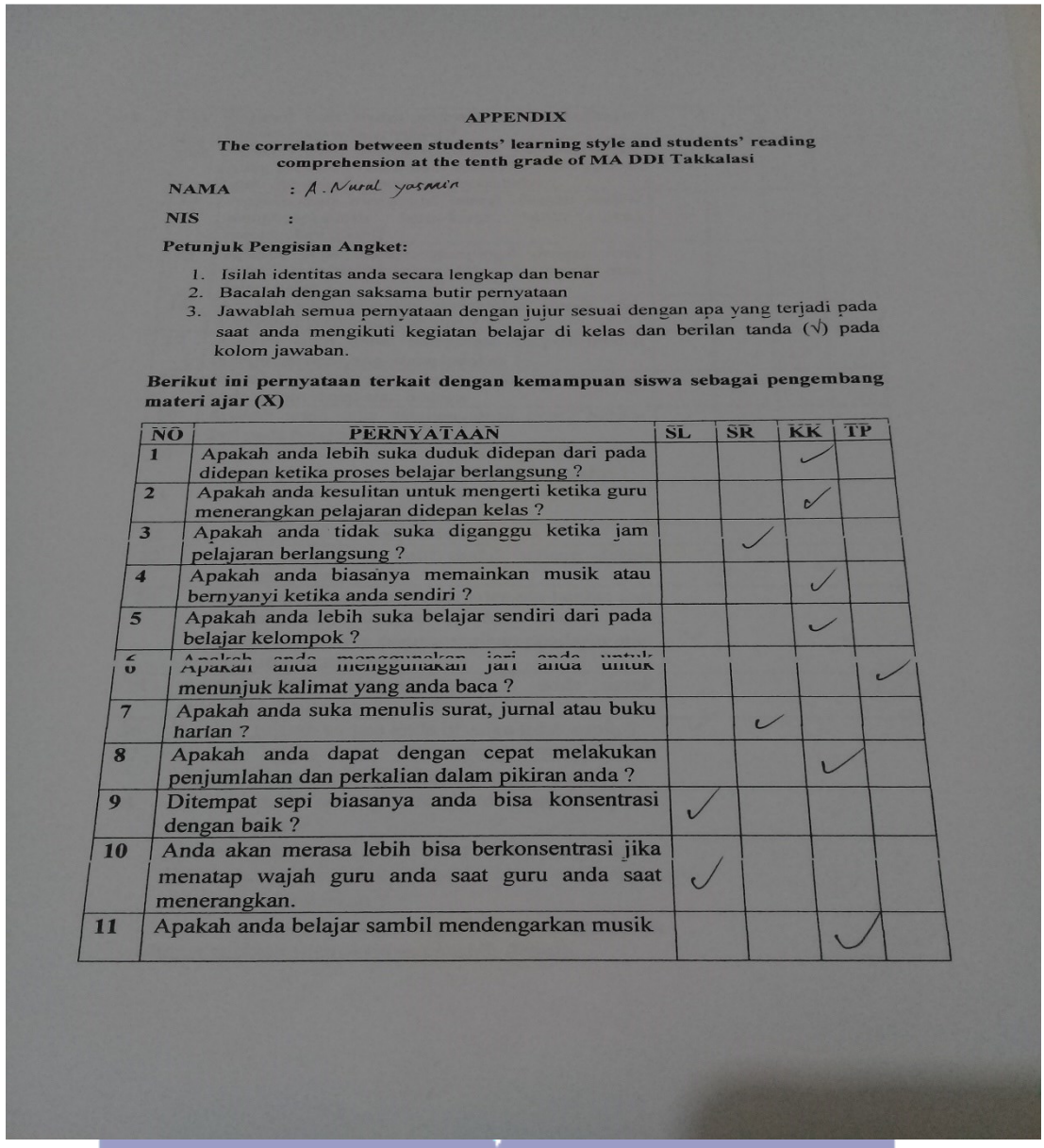

APPENDIX

The correlation between students' learning style and students' reading comprehension at the tenth grade of MA DDI Takkalasi

NAMA : A. Nural yasmin

NIS :

Petunjuk Pengisian Angket:

1. Isilah identitas anda secara lengkap dan benar
2. Bacalah dengan saksama butir pernyataan
3. Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar di kelas dan berilan tanda (√) pada kolom jawaban.

Berikut ini pernyataan terkait dengan kemampuan siswa sebagai pengembang materi ajar (X)

NO	PERNYATAAN	SL	SR	KK	TP
1	Apakah anda lebih suka duduk didepan dari pada didepan ketika proses belajar berlangsung ?			√	
2	Apakah anda kesulitan untuk mengerti ketika guru menerangkan pelajaran didepan kelas ?			√	
3	Apakah anda tidak suka diganggu ketika jam pelajaran berlangsung ?		√		
4	Apakah anda biasanya memainkan musik atau bernyanyi ketika anda sendiri ?			√	
5	Apakah anda lebih suka belajar sendiri dari pada belajar kelompok ?			√	
6	Apakah anda menggunakan jari anda untuk menunjuk kalimat yang anda baca ?				√
7	Apakah anda suka menulis surat, jurnal atau buku harian ?		√		
8	Apakah anda dapat dengan cepat melakukan penjumlahan dan perkalian dalam pikiran anda ?			√	
9	Ditempat sepi biasanya anda bisa konsentrasi dengan baik ?	√			
10	Anda akan merasa lebih bisa berkonsentrasi jika menatap wajah guru anda saat guru anda saat menerangkan.	√			
11	Apakah anda belajar sambil mendengarkan musik			√	

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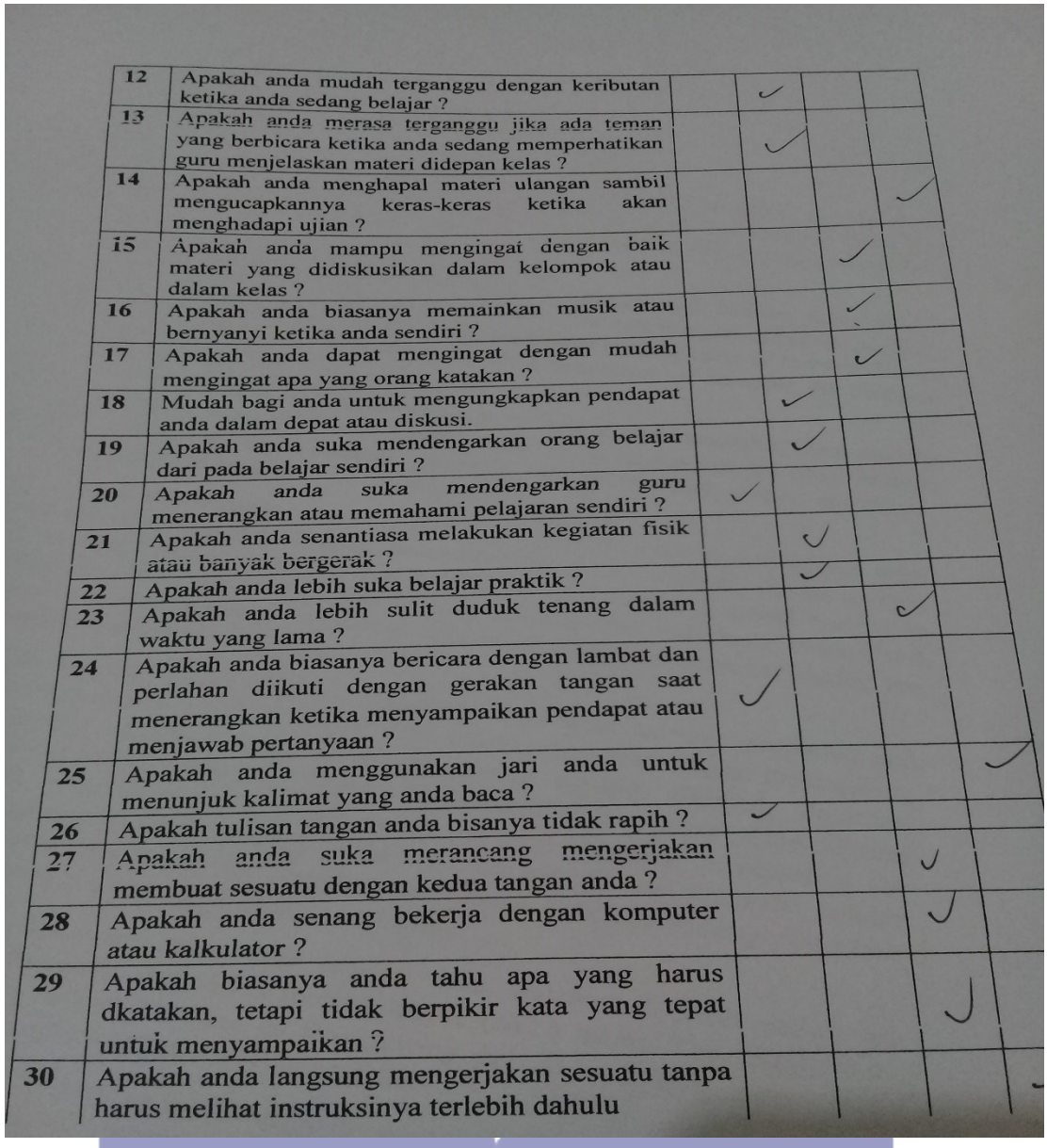

12	Apakah anda mudah terganggu dengan keributan ketika anda sedang belajar ?		✓		
13	Apakah anda merasa terganggu jika ada teman yang berbicara ketika anda sedang memperhatikan guru menjelaskan materi didepan kelas ?		✓		
14	Apakah anda menghapal materi ulangan sambil mengucapkannya keras-keras ketika akan menghadapi ujian ?				✓
15	Apakah anda mampu mengingat dengan baik materi yang didiskusikan dalam kelompok atau dalam kelas ?			✓	
16	Apakah anda biasanya memainkan musik atau bernyanyi ketika anda sendiri ?			✓	
17	Apakah anda dapat mengingat dengan mudah mengingat apa yang orang katakan ?			✓	
18	Mudah bagi anda untuk mengungkapkan pendapat anda dalam depat atau diskusi.		✓		
19	Apakah anda suka mendengarkan orang belajar dari pada belajar sendiri ?		✓		
20	Apakah anda suka mendengarkan guru menerangkan atau memahami pelajaran sendiri ?	✓			
21	Apakah anda senantiasa melakukan kegiatan fisik atau banyak bergerak ?		✓		
22	Apakah anda lebih suka belajar praktik ?		✓		
23	Apakah anda lebih sulit duduk tenang dalam waktu yang lama ?			✓	
24	Apakah anda biasanya bericara dengan lambat dan perlahan diikuti dengan gerakan tangan saat menerangkan ketika menyampaikan pendapat atau menjawab pertanyaan ?	✓			
25	Apakah anda menggunakan jari anda untuk menunjuk kalimat yang anda baca ?				✓
26	Apakah tulisan tangan anda bisanya tidak rapih ?	✓			
27	Apakah anda suka merancang mengerjakan membuat sesuatu dengan kedua tangan anda ?			✓	
28	Apakah anda senang bekerja dengan komputer atau kalkulator ?			✓	
29	Apakah biasanya anda tahu apa yang harus dkatakan, tetapi tidak berpikir kata yang tepat untuk menyampaikan ?			✓	
30	Apakah anda langsung mengerjakan sesuatu tanpa harus melihat instruksinya terlebih dahulu				

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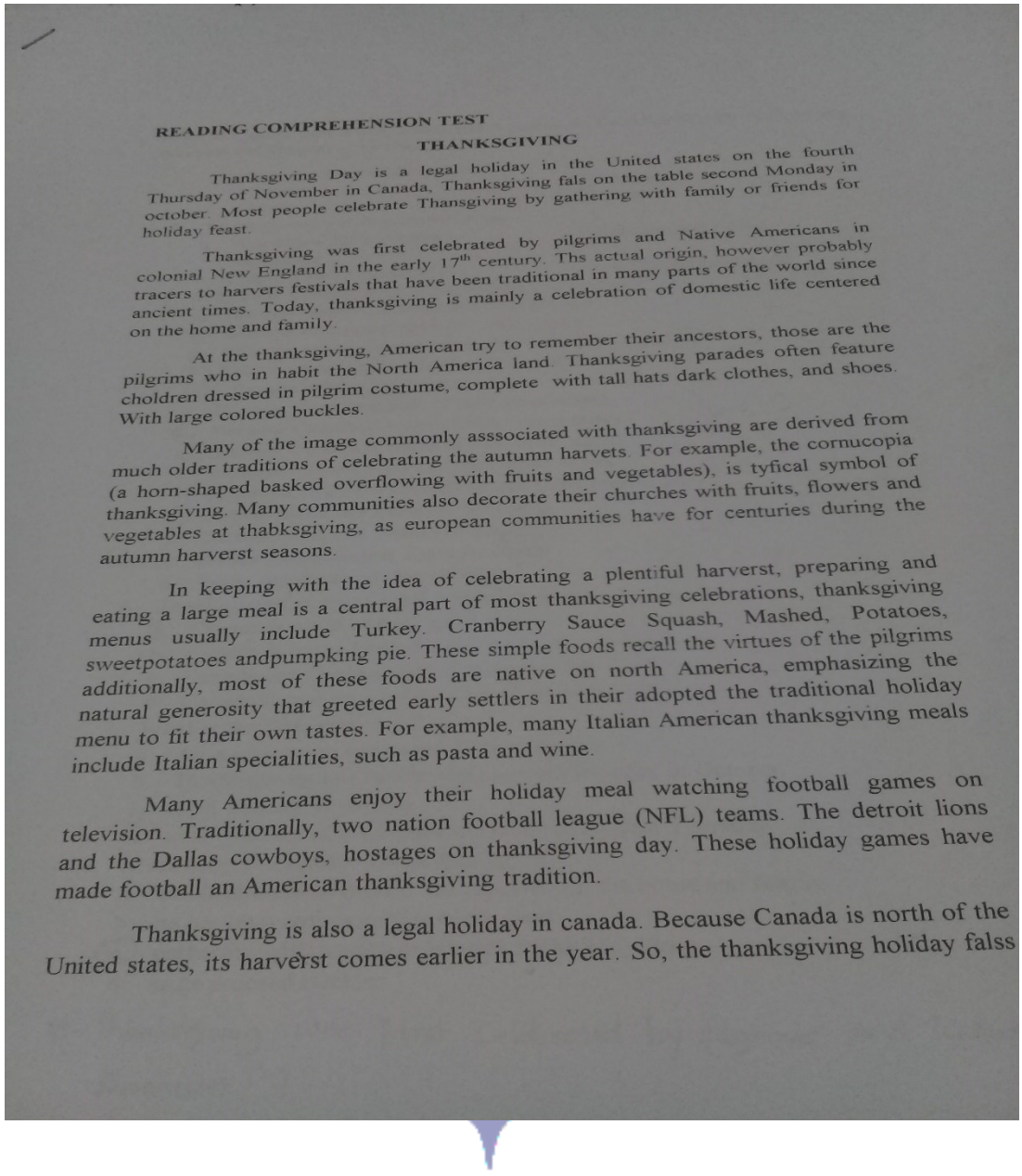
Appendix 4



READING COMPREHENSION TEST

THANKSGIVING

Thanksgiving Day is a legal holiday in the United states on the fourth Thursday of November in Canada, Thanksgiving fals on the table second Monday in october. Most people celebrate Thansgiving by gathering with family or friends for holiday feast.

Thanksgiving was first celebrated by pilgrims and Native Americans in colonial New England in the early 17th century. Ths actual origin, however probably tracers to harvers festivals that have been traditional in many parts of the world since ancient times. Today, thanksgiving is mainly a celebration of domestic life centered on the home and family.

At the thanksgiving, American try to remember their ancestors, those are the pilgrims who in habit the North America land. Thanksgiving parades often feature choldren dressed in pilgrim costume, complete with tall hats dark clothes, and shoes. With large colored buckles.

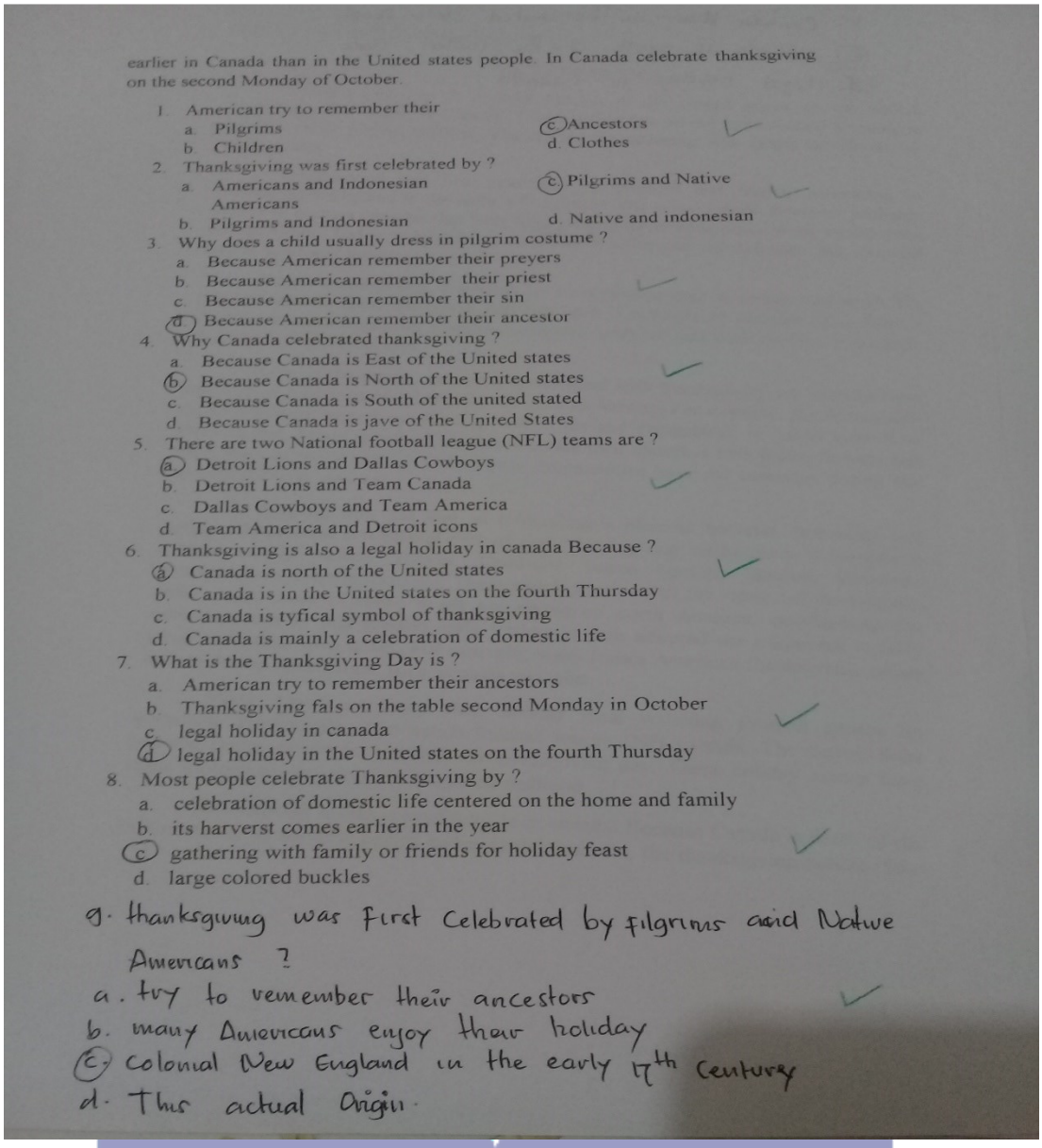
Many of the image commonly asssociated with thanksgiving are derived from much older traditions of celebrating the autumn harvets. For example, the cornucopia (a horn-shaped basked overflowing with fruits and vegetables), is tyfical symbol of thanksgiving. Many communities also decorate their churches with fruits, flowers and vegetables at thabksgiving, as european communities have for centuries during the autumn harverst seasons.

In keeping with the idea of celebrating a plentiful harverst, preparing and eating a large meal is a central part of most thanksgiving celebrations, thanksgiving menus usually include Turkey. Cranberry Sauce Squash, Mashed, Potatoes, sweetpotatoes andpumpking pie. These simple foods recall the virtues of the pilgrims additionally, most of these foods are native on north America, emphasizing the natural generosity that greeted early settlers in their adopted the traditional holiday menu to fit their own tastes. For example, many Italian American thanksgiving meals include Italian specialities, such as pasta and wine.

Many Americans enjoy their holiday meal watching football games on television. Traditionally, two nation football league (NFL) teams. The detroit lions and the Dallas cowboys, hostages on thanksgiving day. These holiday games have made football an American thanksgiving tradition.

Thanksgiving is also a legal holiday in canada. Because Canada is north of the United states, its harverst comes earlier in the year. So, the thanksgiving holiday falss

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

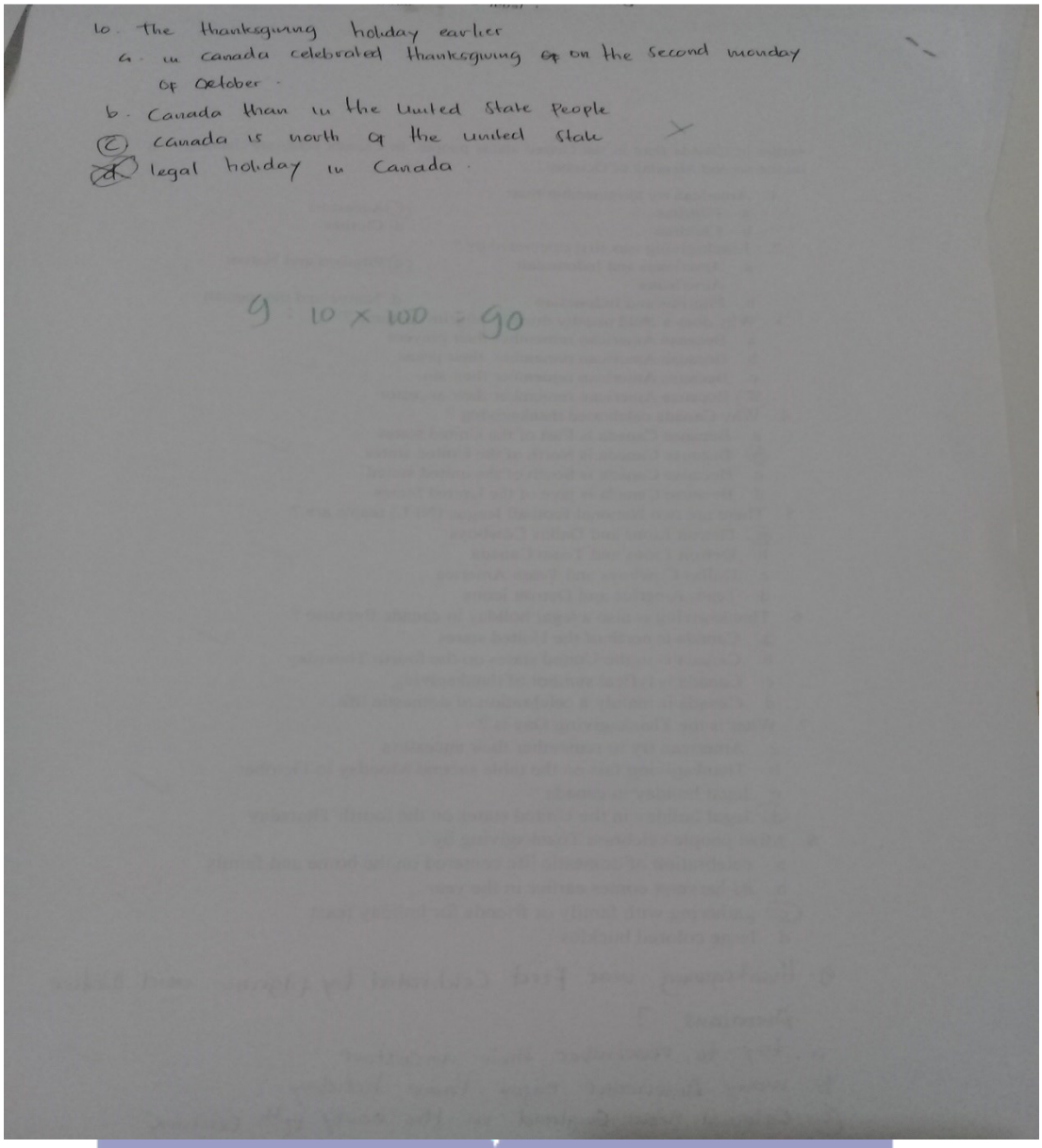


earlier in Canada than in the United states people. In Canada celebrate thanksgiving on the second Monday of October.

1. American try to remember their
   a. Pilgrims
   b. Children
   (c) Ancestors
   d. Clothes
2. Thanksgiving was first celebrated by ?
   a. Americans and Indonesian Americans
   b. Pilgrims and Indonesian
   (c) Pilgrims and Native
   d. Native and indonesian
3. Why does a child usually dress in pilgrim costume ?
   a. Because American remember their preyers
   b. Because American remember their priest
   c. Because American remember their sin
   (d) Because American remember their ancestor
4. Why Canada celebrated thanksgiving ?
   a. Because Canada is East of the United states
   (b) Because Canada is North of the United states
   c. Because Canada is South of the united stated
   d. Because Canada is jave of the United States
5. There are two National football league (NFL) teams are ?
   (a) Detroit Lions and Dallas Cowboys
   b. Detroit Lions and Team Canada
   c. Dallas Cowboys and Team America
   d. Team America and Detroit icons
6. Thanksgiving is also a legal holiday in canada Because ?
   (a) Canada is north of the United states
   b. Canada is in the United states on the fourth Thursday
   c. Canada is tyfical symbol of thanksgiving
   d. Canada is mainly a celebration of domestic life
7. What is the Thanksgiving Day is ?
   a. American try to remember their ancestors
   b. Thanksgiving fals on the table second Monday in October
   c. legal holiday in canada
   (d) legal holiday in the United states on the fourth Thursday
8. Most people celebrate Thanksgiving by ?
   a. celebration of domestic life centered on the home and family
   b. its harverst comes earlier in the year
   (c) gathering with family or friends for holiday feast
   d. large colored buckles

9. thanksgiving was first celebrated by filgrims and Native Americans ?
   a. try to remember their ancestors
   b. many Americans enjoy thaw holiday
   (c) colonial New England in the early 17th Century
   d. Thw actual Origin.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



10. the thanksgiving holiday earlier
a. in canada celebrated thanksgiving of on the second monday of October.
b. Canada than in the United State People
(c) Canada is north of the United State
(d) legal holiday in Canada.

9. 10 x 100 = 90

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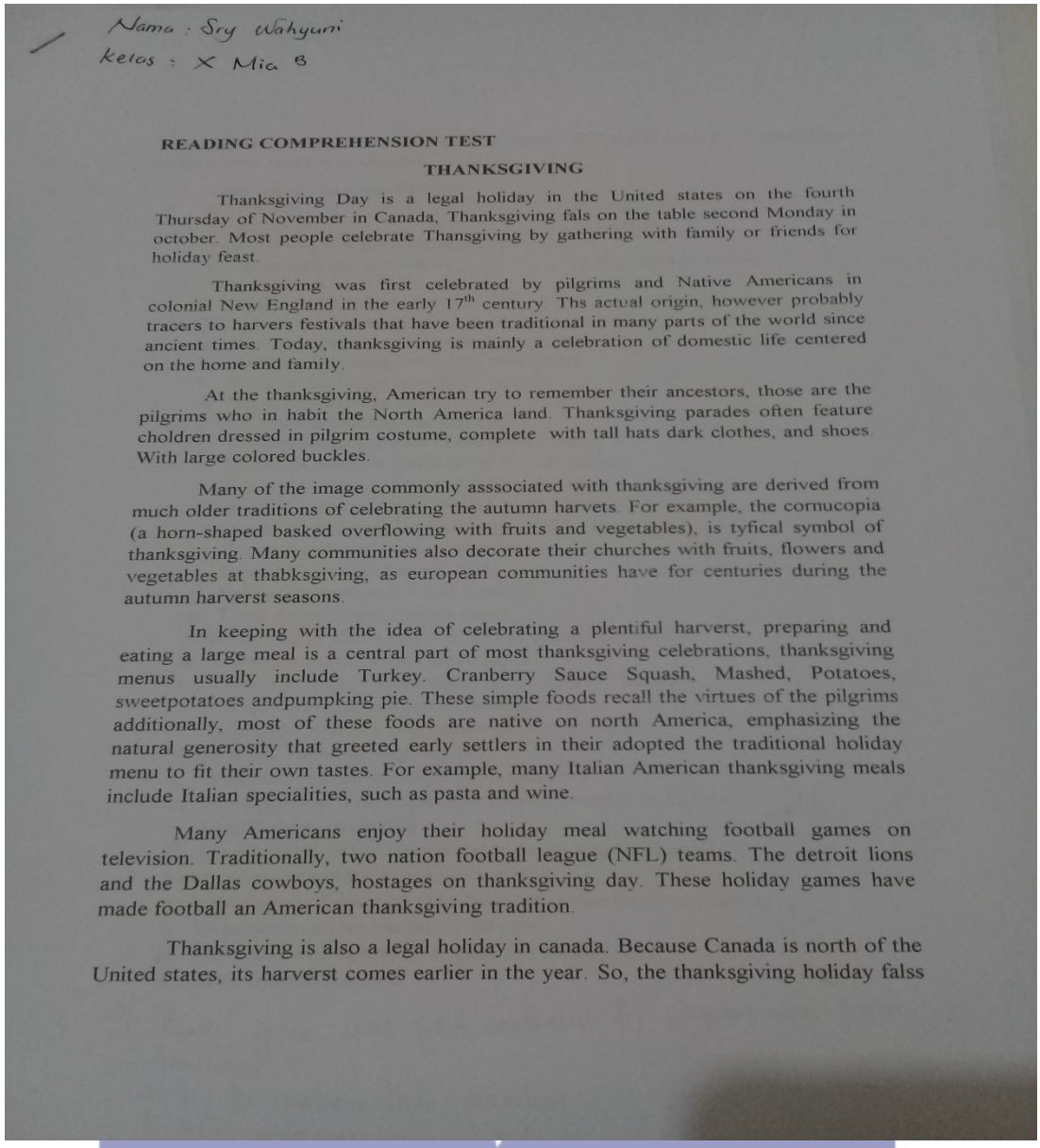

Nama : Sry Wahyuni
kelas : X Mia 8

READING COMPREHENSION TEST

THANKSGIVING

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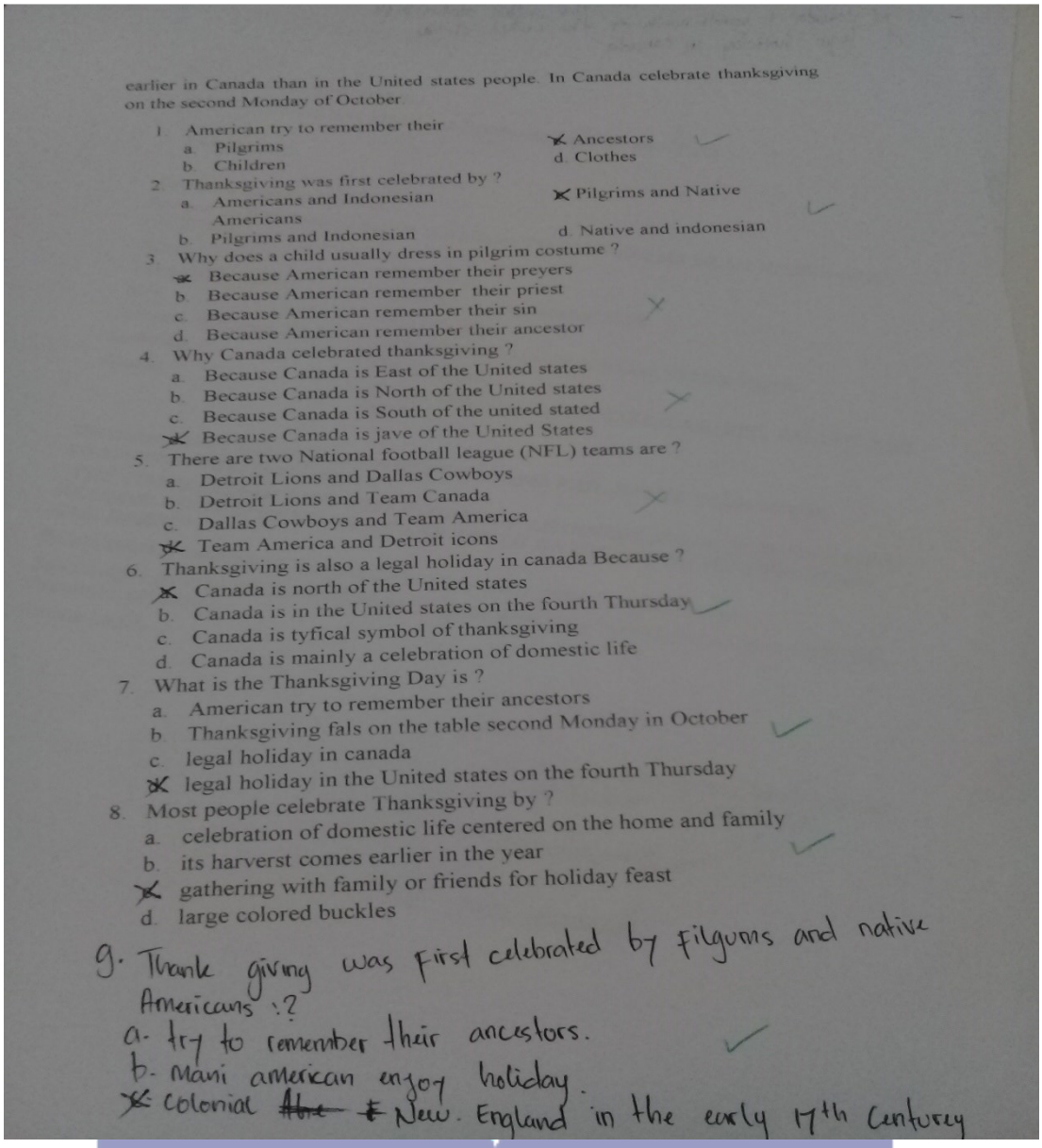
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



earlier in Canada than in the United states people. In Canada celebrate thanksgiving on the second Monday of October

1. American try to remember their
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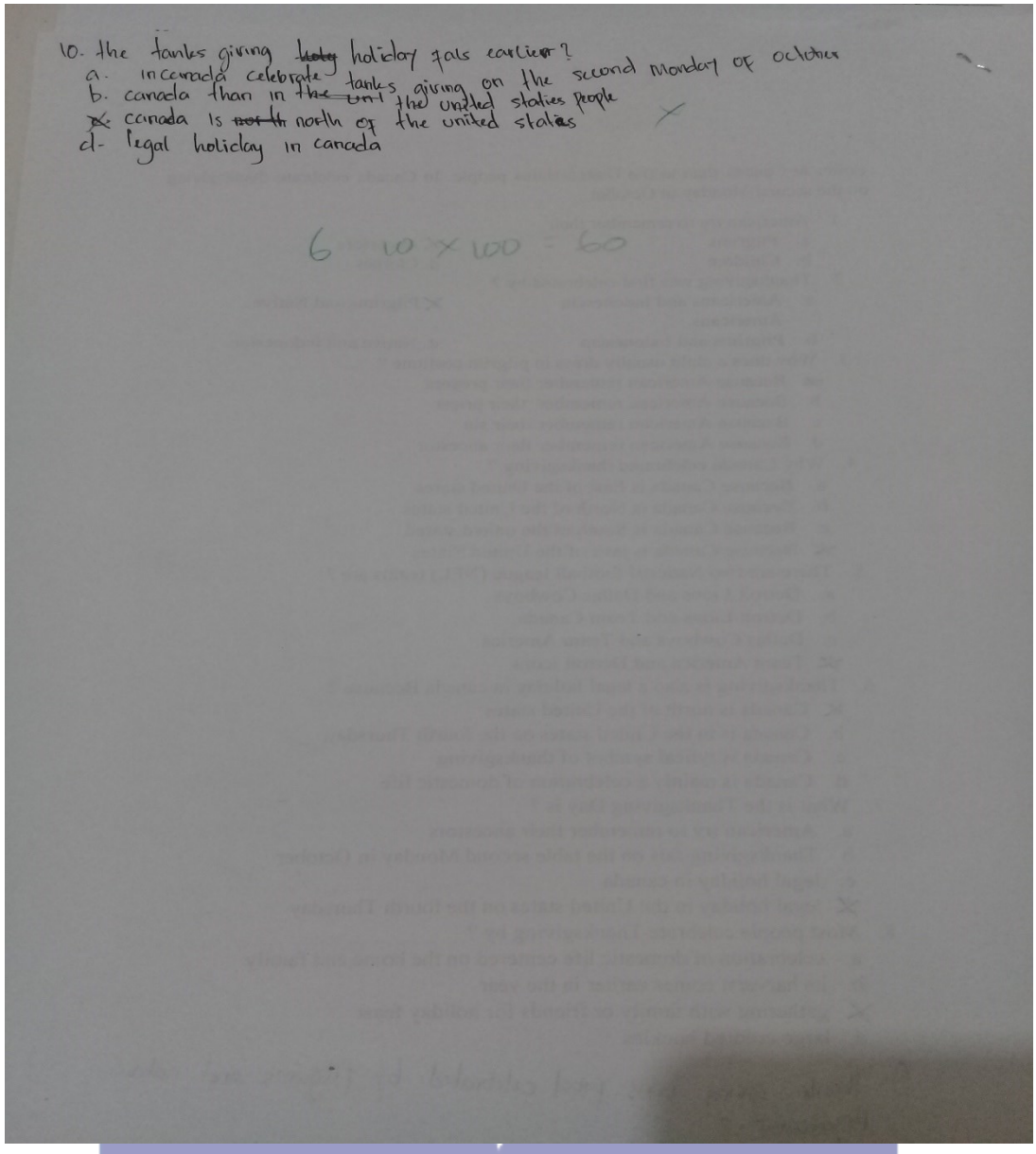
   a. celebration of domestic life centered on the home and family
   b. its harverst comes earlier in the year
   ✗ gathering with family or friends for holiday feast
   d. large colored buckles

9. Thanks giving was first celebrated by Filgums and native Americans :?
   a. try to remember their ancestors.
   b. Mani american enjoy holiday.
   ✗ colonial ~~Abe~~ ~~F~~ New. England in the early 17th Century

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



10. the tanks giving ~~holy~~ holiday fals earlier?
a. in canada celebrate tanks giving on the second Monday of October
b. canada than in ~~the unt~~ the united staties people
~~c.~~ canada is ~~north~~ north of the united states
d- legal holiday in canada

6 10 × 100 = 60

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Appendix 5

Table. Skor learning style

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
NURAENI	3	2	3	3	3	3	1	2	4	3	2	3	3	2	2	3	2	2	3	2	2	2	4	2	3	2	2	2	2	2	74
ANDI NURUL YASMIN	2	2	3	2	2	1	3	2	4	4	2	3	3	1	2	2	3	3	4	3	3	2	4	1	4	2	2	2	2	1	74
NURFADILLAH N	3	2	4	4	3	2	3	3	4	4	1	4	3	4	3	4	4	4	2	4	1	4	2	2	3	2	2	1	3	2	87
NURHALISA	2	2	3	4	2	2	3	4	4	2	4	4	4	4	3	3	2	2	2	4	2	1	3	2	2	3	3	2	3	2	83
MILASARI	3	2	4	3	2	3	2	3	4	4	2	4	4	2	4	4	4	3	4	2	2	4	3	3	3	3	3	2	3	2	91
MUFIDAH HASANAH	3	3	3	4	2	2	2	3	4	3	2	3	3	3	2	4	3	2	2	3	3	3	3	3	2	2	3	3	2	3	83
NURLISA	2	2	4	3	2	2	1	2	4	2	4	4	4	2	3	2	3	2	2	2	3	3	3	4	2	4	3	3	4	2	83
HASLINDA S	3	2	1	1	2	3	2	3	4	3	1	2	3	3	3	2	2	3	2	3	2	3	1	4	2	2	3	3	3	2	73
HASNAENI	4	1	4	4	3	1	3	3	4	4	2	4	4	4	3	2	3	4	1	4	2	4	3	2	1	2	3	2	3	1	85
ZAHRATUL JANNAH	2	2	3	2	2	3	2	3	3	2	1	2	4	2	1	2	3	4	1	4	3	4	1	2	2	2	4	3	2	1	72
WIDYAWATI	3	2	4	2	2	3	1	2	4	4	3	3	4	2	2	2	2	2	2	4	2	3	2	3	3	2	3	2	3	2	74
PUJI MAHARANI	3	2	4	3	2	3	2	3	3	2	1	2	2	1	2	3	2	2	2	3	3	3	4	3	3	1	3	2	3	2	74
SRI WAHYUNI	2	2	3	3	2	1	4	2	3	2	1	4	4	2	2	3	2	2	2	3	1	3	2	2	1	4	3	4	3	1	73
NURFADILLAH	3	2	4	4	3	2	2	2	4	4	2	2	3	2	3	4	4	3	2	4	2	3	2	3	2	4	4	2	4	3	88
NABILA LUKMAN	3	2	1	1	2	3	2	2	4	4	1	2	3	3	3	2	2	4	2	4	1	4	2	2	3	2	2	1	3	2	72
ZUBAIDAH ARFAH	3	1	2	4	3	1	2	1	4	3	3	2	2	1	4	2	4	4	1	2	2	4	3	3	3	3	3	2	3	2	77
RAHMATANG	2	3	4	4	2	3	1	2	4	4	2	4	4	4	4	3	4	3	3	2	3	2	3	4	3	3	2	3	3	2	90
SULISTIA RAHMA	3	1	2	3	3	1	2	3	4	4	1	4	4	2	3	3	3	3	1	4	3	2	3	1	1	3	3	2	2	2	76
Total																															1429

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Appendix 6

Calculating Scores of learning style and reading comprehension

No	X	Y	XY	X^2	Y^2
1.	27	60	1.60	729	3.600
2.	25	50	0.5	625	2.500
3.	32	70	2.240	1024	4.900
4.	30	100	3.000	900	10.000
5.	30	90	2.700	900	8.100
6.	29	60	1.740	841	3.600
7.	31	90	2.790	961	8.100
8.	25	90	2.250	625	8.100
9.	31	60	1.860	961	3.600
10.	28	90	2.520	784	8.100
11.	27	90	2.430	729	8.100
12.	28	80	2.240	784	6.400
13.	25	60	1.500	625	3.600
14.	26	80	2.080	676	6.400
15.	30	70	2.100	900	4.900
16.	28	60	1.680	784	3.600

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17.	29	90	2.610	841	8.100
18.	31	70	2.170	961	4.900
N= 18	∑X=512	∑Y= 54.4	∑ XY =30.033.070	∑ X^2=14.650	∑Y^2=5.0017

Appendix 7

The scoring of the correlation between students' learning style and reading comprehension of the Tenth Grade of MA DDI Takkalasi.

Where:

N = 18

∑X=512

∑Y=544

∑ XY=30.033.070

∑ X^2=14.650

∑ Y^2=5.0017

r……..?

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

$$r = \frac{(18)(30.033.070) - (512)(544)}{\sqrt{(18)\,(540.595.260) - (512)^2.\,(18)(5.0017) - (54.4)^2}}$$

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$$r = \frac{540.595.260 - 278528}{(9.730.714.680 - 262144).(900.306 - 295936)}$$

$$r = \frac{540.316.732}{\sqrt{9.730.452.536}\ \sqrt{604370}}$$

$$r = \frac{540.316.732}{(98.643)(777.41)}$$

$$r = \frac{540.316.732}{7.668.605.463}$$

$$r = 70.460.$$

correlation between students learning style and reading comprehension

r = value	r = table 5%
70.460	0,468

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Appendix 8

DOKUMENTASI

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 (0421)21307 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B – 490 /In.39/PP.00.9/06/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. BARRU
Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. BARRU

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: KARMILA
Tempat/Tgl. Lahir	: PANASA, 30 September 1996
NIM	: 14.1300.065
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: POROS TAKKALASI, KEL. TAKKALASI, KEC. BALUSU, KAB. BARRU

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

"THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF MA DDI TAKKALASI KAB. BARRU"

Pelaksanaan penelitian ini direncanakan pada bulan **Juni** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

5 Juni 2018
A.n. Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KABUPATEN BARRU

DINAS PENANAMAN MODAL, PELAYANAN TERPADU SATU PINTU DAN TENAGA KERJA

Jl. Sultan Hasanuddin No. 42 Telepon (0427) 21662 , Fax (0427) 21410 Kode Pos 90711

Barru, 28 Juni 2018

Nomor : 0349/18/BR/VI/2018/DPMPTSPTK
Lampiran : -
Perihal : Izin/Rekomendasi Penelitian

Kepada
Yth. Kepala MA DDI Takkalasi
di -
Tempat

Berdasarkan Surat Kepala Kementerian Agama Republik Indonesia Institut Agama Islam Negeri (IAIN) Pare-Pare Nomor : B490/In.39/PP.00.9/06/2018 tanggal 05 Juni 2018 perihal tersebut di atas, maka / *Mahasiswa* / Peneliti / Dosen / Pegawai di bawah ini :

Nama	:	**KARMILA**
Nomor Pokok	:	**14.1300.065**
Program Study	:	**Pend. Bahasa Inggris**
Pekerjaan/Lembaga	:	**Mahasiswa (S1)**
Alamat	:	**Panasa Desa Kamiri kec. Balusu Kab. Barru**

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal **28 Juni 2018** s/d **28 Juli 2018**, dengan judul :

THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF MA DDI TAKKALASI KAB. BARRU

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari Izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal, Pelayanan Terpadu Satu Pintu Dan Tenaga Kerja Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara untuk memberikan bantuan fasilitasi seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

a.n. Kepala Dinas,
Kasi Pengolahan

MUHAMMAD SAYUTI, S.Sos
Pangkat : Penata ,III/c
NIP. 19600908 199503 1 003

TEMBUSAN : disampaikan Kepada Yth.
1. Bupati Barru (Sebagai Laporan);
2. Kepala Bappeda Kab. Barru;
3. Kemenag Barru;
4. Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) IAIN Pare-Pare;
5. Mahasiswa yang bersangkutan;
6. Pertinggal;

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MADRASAH ALIYAH
PONDOK PESANTREN Al-IKHLASH AD-DARY DDI
TAKKALASI KAB.BARRU SUL-SEL INDONESIA

(BH.SK.Mentri Kehakiman No.J.A.5/3/11 Takkalasi 15 Mei 1956)

Alamat: Jln Muh Tahir Dani No.21 Takkalasi Kabupaten Barru 90752 Tlp: 0427 2323964

SURAT KETERANGAN PENELITIAN
No.MA.15.12.18/SKP/DDI-Tk/VII/2018

Assalamu Alaikum.wr.wb.

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Pondok Pesantren DDI Takkalasi :

Nama	: **Hj. NURRAHMAH,HK. S.Ag**
NIP.	: **197012272005012002**
Pangkat/Gol	: **Pembina / IV. a**
Alamat	: **Jl. H. Muh. Thahir Dani No. 21 Takkalasi Kec. Balusu Kab. Barru**

dengan ini menerangkan bahwa yang tersebut namanya dibawah ini :

Nama	: **KARMILA**
Nomor Pokok	: **14.1300.065**
Jurusan	: **Tarbiyah dan Adab**
Program Studi	: **Pendidikan Bahasa Inggris**
Pekerjaan	: **Mahasiswi (S1)**
Alamat	: **Panasa Desa Kamiri Kel. Takkalasi Kec. Balusu. Kab. Barru**

Telah melakukan penelitian di Madrasah Aliyah Pondok Pesantren DDI Takkalasi Kec. Balusu Kab. Barru berlangsung mulai dari tanggal 28 Juni s/d 28 Juli 2018 dalam rangka penyusunan Karya Tulis Ilmiah (KTI) /Skripsi /Tesis /Disertasi, dengan judul **THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF MA DDI TAKKALASI KAB. BARRU.**

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya dan atas kerjasama yang baik diucapkan terima kasih.

Minallahil Musta'an Wa' Alaihil' Tiklan.

Takkalasi, 10 Syawal 1439 H
29 Juli 2019 M

Kepala Madrasah,

Hj. NURRAHMAH,HK. S.Ag
NIP.197012272005012002

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CURRICULUM VITAE

The researcher was born on September 30th, 1996 in Barru. She is the first child from two sister; she has one sister. Her father name is Syamsuddin S.E. and her mother name is Nurdawiah. Her educational background began 2002 in SDI Rumpiah, Kec. Balusu, Kab. Barru and graduated on 2008. She continued her study at SMP N 3 Balusu, Kab. Barru and graduated on 2011.

she registered in Senior High School MA DDI Takkalasi Kab. Barru and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah and Adab Faculty as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah and Adab Department on 2018. With the tittle of her skripsi "The Correlation Between Students' Learning Style and Students' Reading Comprehension at the Tenth Grade of MA DDI Takkalasi.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LAMPIRAN

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

WAWANCARA

Judul Skripsi :

FAKTOR DOMINAN PERKARA CERAI GUGAT (ANALISIS PERKARA TAHUN 2017-2018 DI PENGADILAN AGAMA PAREPARE)

1. Dari perkara cerai gugat yang masuk di Pengadilan Agama Parepare, apa saja yang menjadi alasan dari kasus perkara cerai gugat ?
2. Dari banyaknya faktor perkara cerai gugat yang Bapak/Ibu sampaikan, faktor apakah yang paling dominan ?
3. Berapakah jumlah perkara yg diproses di Pengadilan Agama Parepare ditahun 2017-2018 ?
4. Bagaimana pandangan Bapak/Ibu terhadap banyaknya kasus cerai gugat yang diproses di Pengadilan agama Parepare, apakah semakin meningkat dari tahun 2017-2018 ?
5. Bagaimana cara Bapak/Ibu dalam proses persidangan atau tahap mediasi memberikan pemahaman pentingnya mempertahankan kehidupan rumah tangga ?

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

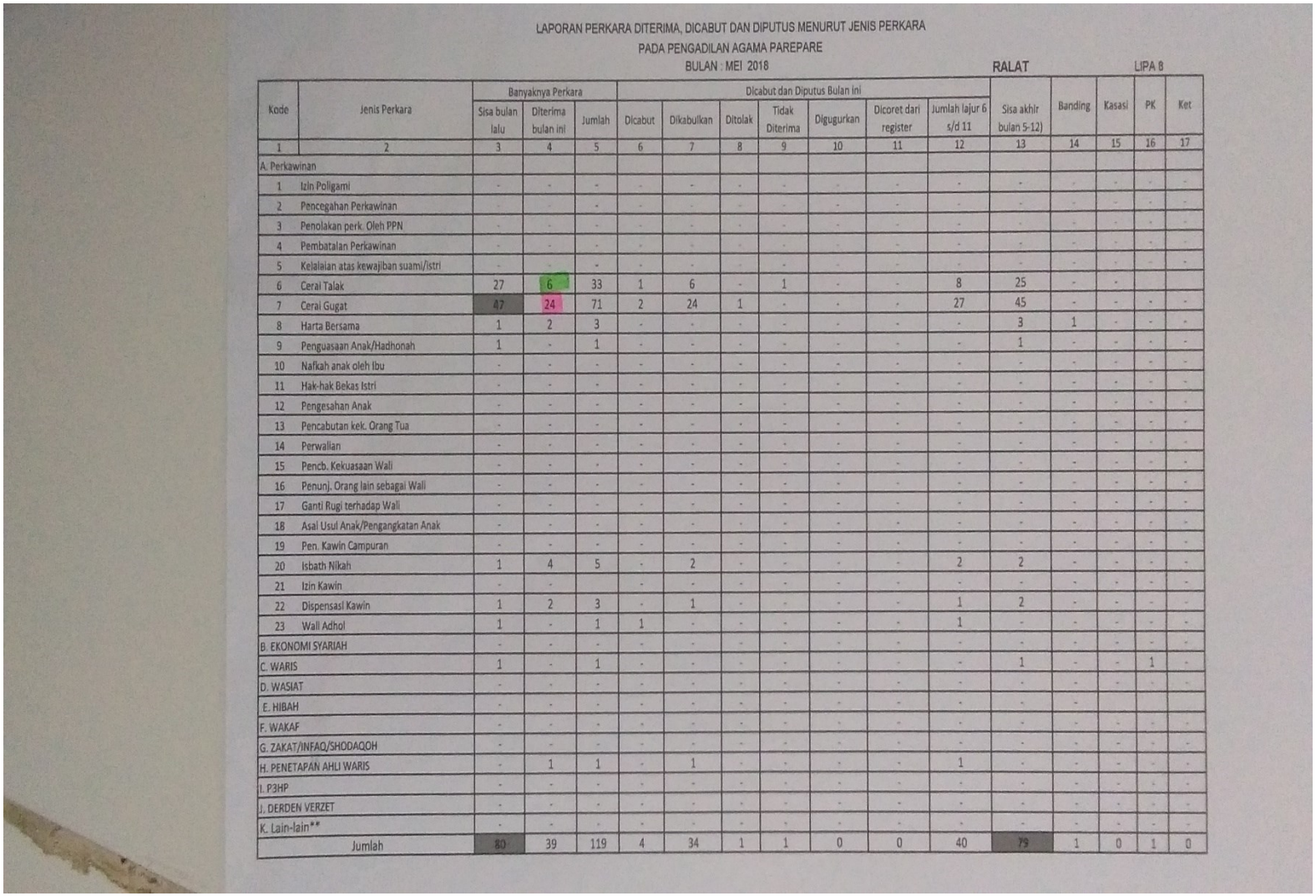
PADA PENGADILAN AGAMA PAREPARE

BULAN : AGUSTUS 2018

LIPA 8

Kode	Jenis Perkara	Banyaknya Perkara			Dicabut dan Diputus Bulan ini							Sisa akhir bulan 5-12)	Banding	Kasasi	PK	Ket
		Sisa bulan lalu	Diterima bulan ini	Jumlah	Dicabut	Dikabulkan	Ditolak	Tidak Diterima	Digugurkan	Dicoret dari register	Jumlah lajur 6 s/d 11					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A. Perkawinan																
1	Izin Poligami	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Pencegahan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Penolakan perk. Oleh PPN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Pembatalan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Kelalaian atas kewajiban suami/istri	-		-	-	-	-	-	-	-	-	-	-	-	-	-
6	Cerai Talak	28	8	36	-	7	-	-	-	2	9	27	1	-		
7	Cerai Gugat	53	36	89	4	33	-	-	-	1	38	51	1	-	-	-
8	Harta Bersama	2	-	2	-	-	-	-	-	-	-	2	-	1	-	-
9	Penguasaan Anak/Hadhonah	1	-	1	1	-	-	-	-	-	1	-	-	-	-	-
10	Nafkah anak oleh Ibu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Hak-hak Bekas Istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	Pengesahan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Pencabutan kek. Orang Tua	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Perwalian	1	2	3	-	-	-	1	-	-	1	2	-	-	-	-
15	Pencb. Kekuasaan Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	Penunj. Orang lain sebagai Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Ganti Rugi terhadap Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Asal Usul Anak/Pengangkatan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Pen. Kawin Campuran	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	Isbath Nikah	1	3	4	-	1	1	-	-	-	2	2	-	-	-	-
21	Izin Kawin	-	-		-	-	-	-	-	-	-	-	-	-	-	-
22	Dispensasi Kawin	1	2	3	-	1	-	-	-	-	1	2	-	-	-	-
23	Wali Adhol	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. EKONOMI SYARIAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. WARIS		3	-	3	-	-	-	-	-	-	-	3	-	-	1	-
D. WASIAT		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. HIBAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F. WAKAF		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. ZAKAT/INFAQ/SHODAQOH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H. PENETAPAN AHLI WARIS		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
I. P3HP		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. DERDEN VERZET		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
K. Lain-lain**		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jumlah		90	51	141	5	42	1	1	0	3	52	89	2	1	1	0

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



LAPORAN PERKARA DITERIMA, DICABUT DAN DIPUTUS MENURUT JENIS PERKARA

PADA PENGADILAN AGAMA PAREPARE

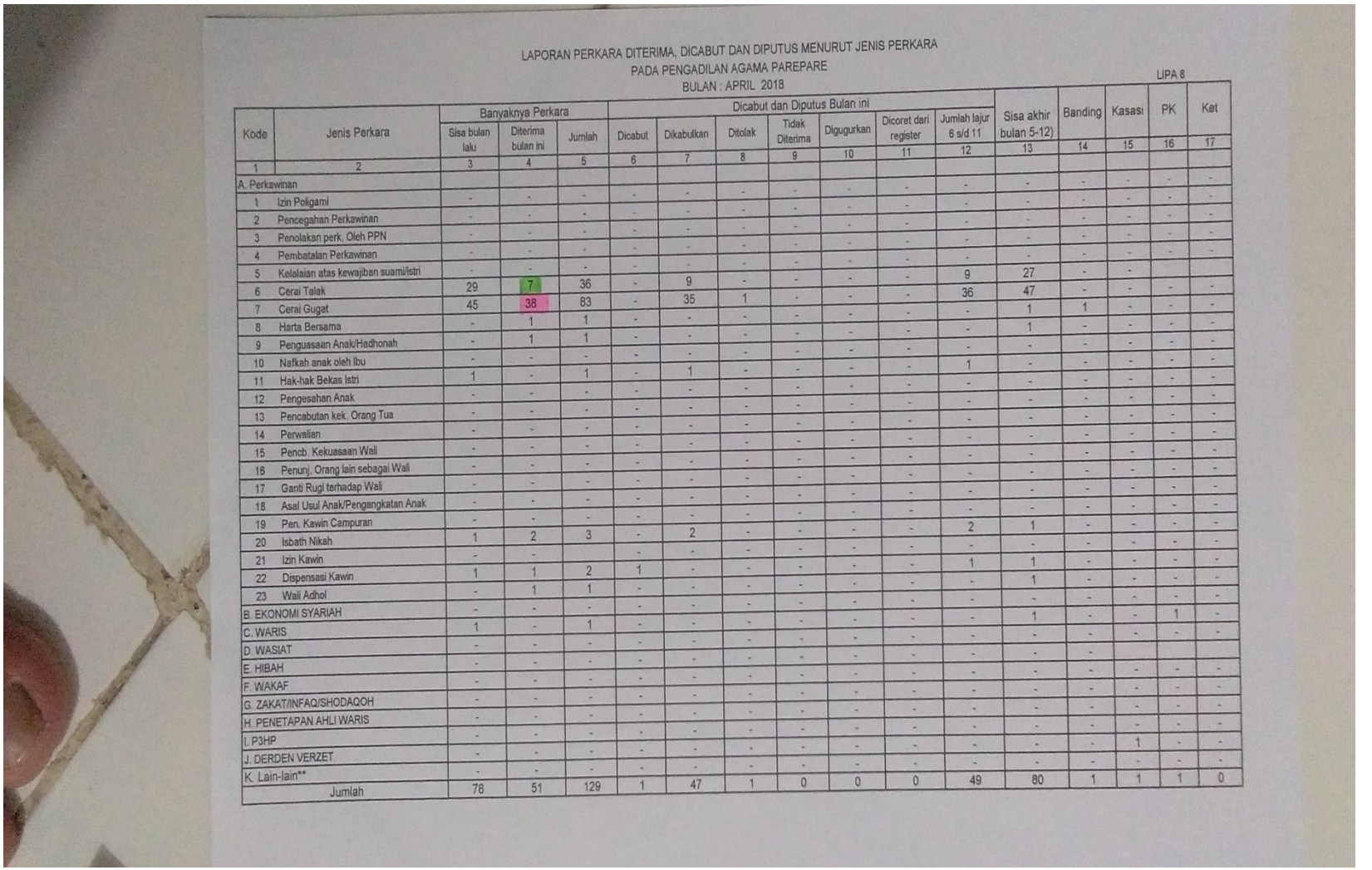
BULAN : MEI 2018

RALAT

LIPA 8

Kode	Jenis Perkara	Banyaknya Perkara			Dicabut dan Diputus Bulan Ini							Sisa akhir bulan 5-12)	Banding	Kasasi	PK	Ket
		Sisa bulan lalu	Diterima bulan ini	Jumlah	Dicabut	Dikabulkan	Ditolak	Tidak Diterima	Digugurkan	Dicoret dari register	Jumlah lajur 6 s/d 11					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A. Perkawinan																
1	Izin Poligami	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Pencegahan Perkawinan	-		-	-	-	-	-	-	-	-	-	-	-	-	-
3	Penolakan perk. Oleh PPN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Pembatalan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Kelalaian atas kewajiban suami/istri	-		-	-	-	-	-	-	-	-	-	-	-	-	-
6	Cerai Talak	27	6	33	1	6	-	1	-	-	8	25	-	-		
7	Cerai Gugat	47	24	71	2	24	1	-	-	-	27	45	-	-	-	-
8	Harta Bersama	1	2	3	-	-	-	-	-	-	-	3	1	-	-	-
9	Penguasaan Anak/Hadhonah	1	-	1	-	-	-	-	-	-	-	1	-	-	-	-
10	Nafkah anak oleh Ibu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Hak-hak Bekas Istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	Pengesahan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Pencabutan kek. Orang Tua	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Perwalian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	Pencb. Kekuasaan Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	Penunj. Orang lain sebagai Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Ganti Rugi terhadap Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Asal Usul Anak/Pengangkatan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Pen. Kawin Campuran	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	Isbath Nikah	1	4	5	-	2	-	-	-	-	2	2	-	-	-	-
21	Izin Kawin	-	-		-	-	-	-	-	-	-	-	-	-	-	-
22	Dispensasi Kawin	1	2	3	-	1	-	-	-	-	1	2	-	-	-	-
23	Wali Adhol	1	-	1	1	-	-	-	-	-	1	-	-	-	-	-
B. EKONOMI SYARIAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. WARIS		1	-	1	-	-	-	-	-	-	-	1	-	-	1	-
D. WASIAT		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. HIBAH		-	-	-	-	-	-	-	-	-	-	-	-			
F. WAKAF		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. ZAKAT/INFAQ/SHODAQOH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H. PENETAPAN AHLI WARIS		-	1	1	-	1	-	-	-	-	1	-	-	-	-	-
I. P3HP		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. DERDEN VERZET		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
K. Lain-lain**		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jumlah		80	39	119	4	34	1	1	0	0	40	79	1	0	1	0

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



LAPORAN PERKARA DITERIMA, DICABUT DAN DIPUTUS MENURUT JENIS PERKARA

PADA PENGADILAN AGAMA PAREPARE

BULAN : APRIL 2018

LIPA 8

Kode	Jenis Perkara	Banyaknya Perkara			Dicabut dan Diputus Bulan ini							Sisa akhir bulan 5-12)	Banding	Kasasi	PK	Ket
		Sisa bulan lalu	Diterima bulan ini	Jumlah	Dicabut	Dikabulkan	Ditolak	Tidak Diterima	Digugurkan	Dicoret dari register	Jumlah lajur 6 s/d 11					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A. Perkawinan																
1	Izin Poligami	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Pencegahan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Penolakan perk. Oleh PPN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Pembatalan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Kelalaian atas kewajiban suami/istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Cerai Talak	29	7	36	-	9	-	-	-	-	9	27	-	-		
7	Cerai Gugat	45	38	83	-	35	1	-	-	-	36	47	-	-	-	-
8	Harta Bersama	-	1	1	-	-	-	-	-	-	-	1	1	-	-	-
9	Penguasaan Anak/Hadhonah	-	1	1	-	-	-	-	-	-	-	1	-	-	-	-
10	Nafkah anak oleh Ibu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Hak-hak Bekas Istri	1	-	1	-	1	-	-	-	-	1	-	-	-	-	-
12	Pengesahan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Pencabutan kek. Orang Tua	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Perwalian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	Pencb. Kekuasaan Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	Penunj. Orang lain sebagai Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Ganti Rugi terhadap Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Asal Usul Anak/Pengangkatan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Pen. Kawin Campuran	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	Isbath Nikah	1	2	3	-	2	-	-	-	-	2	1	-	-	-	-
21	Izin Kawin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	Dispensasi Kawin	1	1	2	1	-	-	-	-	-	1	1	-	-	-	-
23	Wali Adhol	-	1	1	-	-	-	-	-	-	-	1	-	-	-	-
B. EKONOMI SYARIAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. WARIS		1	-	1	-	-	-	-	-	-	-	1	-	-	1	-
D. WASIAT		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. HIBAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F. WAKAF		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. ZAKAT/INFAQ/SHODAQOH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H. PENETAPAN AHLI WARIS		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
I. P3HP		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. DERDEN VERZET		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
K. Lain-lain**		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jumlah		78	51	129	1	47	1	0	0	0	49	80	1	1	1	0

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LAPORAN PERKARA DITERIMA, DICABUT DAN DIPUTUS MENURUT JENIS PERKARA

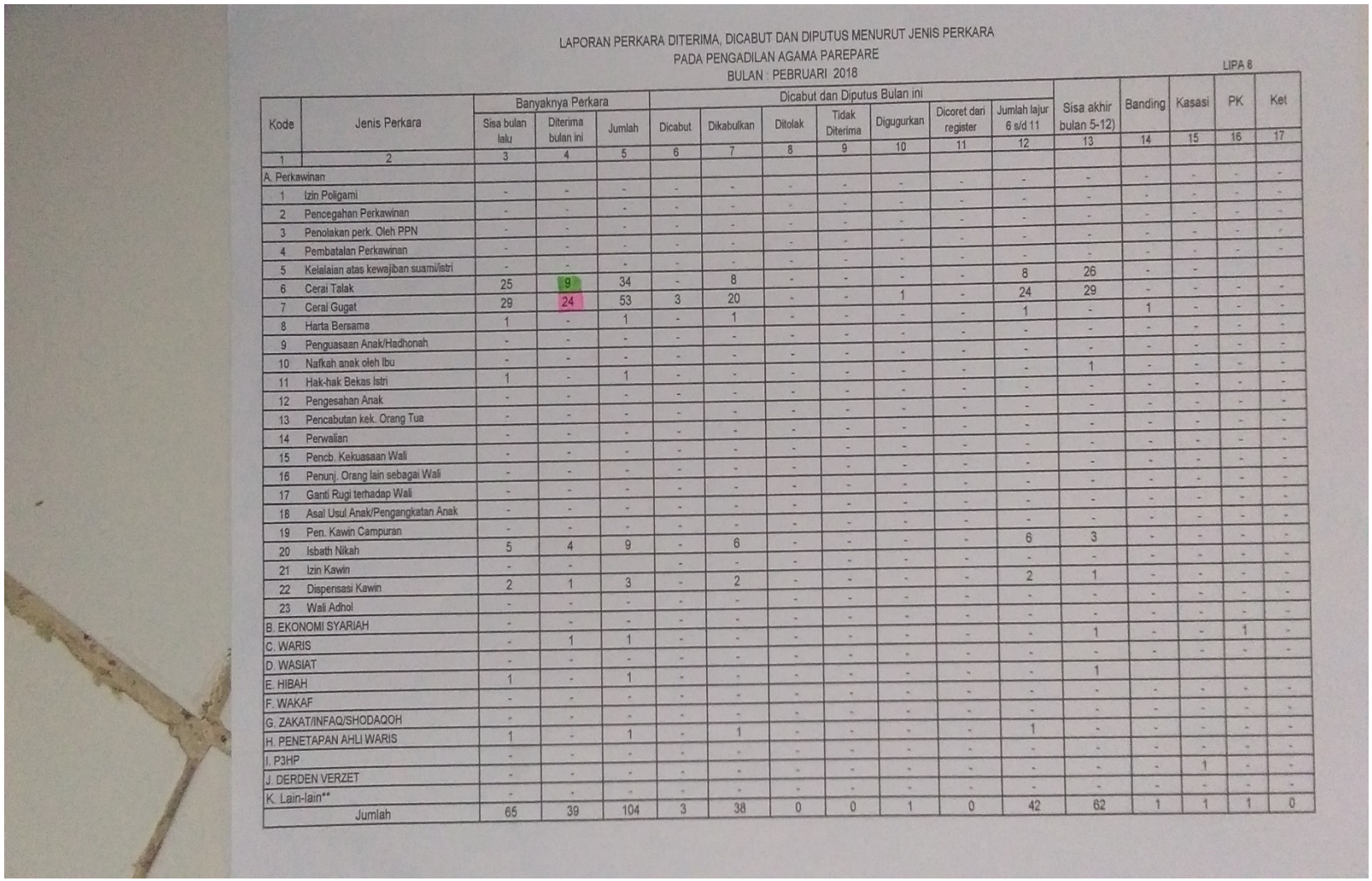
PADA PENGADILAN AGAMA PAREPARE

BULAN : MARET 2018

LIPA 8

Kode	Jenis Perkara	Banyaknya Perkara			Dicabut dan Diputus Bulan ini							Sisa akhir bulan 5-12)	Banding	Kasasi	PK	Ket
		Sisa bulan lalu	Diterima bulan ini	Jumlah	Dicabut	Dikabulkan	Ditolak	Tidak Diterima	Digugurkan	Dicoret dari register	Jumlah lajur 6 s/d 11					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A. Perkawinan																
1	Izin Poligami	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Pencegahan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Penolakan perk. Oleh PPN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Pembatalan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Kelalaian atas kewajiban suami/istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Cerai Talak	26	11	37	-	8	-	-	-	-	8	29	-	-	-	-
7	Cerai Gugat	29	39	68	-	22	-	1	-	-	23	45	-	-	-	-
8	Harta Bersama	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
9	Penguasaan Anak/Hadhonah	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	Nafkah anak oleh Ibu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Hak-hak Bekas Istri	1	-	1	-	-	-	-	-	-	-	1	-	-	-	-
12	Pengesahan Anak	-	1	1	-	-	-	1	-	-	1	-	-	-	-	-
13	Pencabutan kek. Orang Tua	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Perwalian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	Pencb. Kekuasaan Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	Penunj. Orang lain sebagai Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Ganti Rugi terhadap Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Asal Usul Anak/Pengangkatan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Pen. Kawin Campuran	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	Isbath Nikah	3	2	5	-	4	-	-	-	-	4	1	-	-	-	-
21	Izin Kawin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	Dispensasi Kawin	1	4	5	-	4	-	-	-	-	4	1	-	-	-	-
23	Wali Adhol	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. EKONOMI SYARIAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. WARIS		1	-	1	-	-	-	-	-	-	-	1	-	-	1	-
D. WASIAT		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. HIBAH		1	-	1	-	-	-	1	-	-	1	-	-			
F. WAKAF		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. ZAKAT/INFAQ/SHODAQOH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H. PENETAPAN AHLI WARIS		-	1	1	-	1	-	-	-	-	1	-	-	-	-	-
I. P3HP		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. DERDEN VERZET		-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
K. Lain-lain**		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jumlah		62	58	120	0	39	0	3	0	0	42	78	1	1	1	0

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



LAPORAN PERKARA DITERIMA, DICABUT DAN DIPUTUS MENURUT JENIS PERKARA
PADA PENGADILAN AGAMA PAREPARE
BULAN : PEBRUARI 2018

LIPA 8

Kode	Jenis Perkara	Banyaknya Perkara			Dicabut dan Diputus Bulan ini							Sisa akhir bulan 5-12)	Banding	Kasasi	PK	Ket
		Sisa bulan lalu	Diterima bulan ini	Jumlah	Dicabut	Dikabulkan	Ditolak	Tidak Diterima	Digugurkan	Dicoret dari register	Jumlah lajur 6 s/d 11					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A. Perkawinan																
1	Izin Poligami	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Pencegahan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Penolakan perk. Oleh PPN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Pembatalan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Kelalaian atas kewajiban suami/istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Cerai Talak	25	9	34	-	8	-	-	-	-	8	26	-	-		
7	Cerai Gugat	29	24	53	3	20	-	-	1	-	24	29	-	-	-	-
8	Harta Bersama	1	-	1	-	1	-	-	-	-	1	-	1	-	-	-
9	Penguasaan Anak/Hadhonah	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	Nafkah anak oleh Ibu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Hak-hak Bekas Istri	1	-	1	-	-	-	-	-	-	-	1	-	-	-	-
12	Pengesahan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Pencabutan kek. Orang Tua	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Perwalian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	Pencb. Kekuasaan Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	Penunj. Orang lain sebagai Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Ganti Rugi terhadap Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Asal Usul Anak/Pengangkatan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Pen. Kawin Campuran	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	Isbath Nikah	5	4	9	-	6	-	-	-	-	6	3	-	-	-	-
21	Izin Kawin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	Dispensasi Kawin	2	1	3	-	2	-	-	-	-	2	1	-	-	-	-
23	Wali Adhol	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. EKONOMI SYARIAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. WARIS		-	1	1	-	-	-	-	-	-	-	1	-	-	1	-
D. WASIAT		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. HIBAH		1	-	1	-	-	-	-	-	-	-	1				
F. WAKAF		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. ZAKAT/INFAQ/SHODAQOH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H. PENETAPAN AHLI WARIS		1	-	1	-	1	-	-	-	-	1	-	-	-	-	-
I. P3HP		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. DERDEN VERZET		-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
K. Lain-lain**		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jumlah		65	39	104	3	38	0	0	1	0	42	62	1	1	1	0

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LAPORAN PERKARA DITERIMA, DICABUT DAN DIPUTUS MENURUT JENIS PERKARA
PADA PENGADILAN AGAMA PAREPARE
BULAN : JANUARI 2018

LIPA 6

Kode	Jenis Perkara	Banyaknya Perkara			Dicabut dan Diputus Bulan ini							Sisa akhir bulan 5-12)	Banding	Kasasi	PK	Ket
		Sisa bulan lalu	Diterima bulan ini	Jumlah	Dicabut	Dikabulkan	Ditolak	Tidak Diterima	Digugurkan	Dicoret dari register	Jumlah lajur 6 s/d 11					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A. Perkawinan																
1	Izin Poligami	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Pencegahan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Penolakan perk. Oleh PPN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Pembatalan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Kelalaian atas kewajiban suami/istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Cerai Talak	20	13	33	-	8	-	-	-	-	8	25	-	-		
7	Cerai Gugat	30	36	66	4	31	-	-	2	-	37	29	1	-	-	-
8	Harta Bersama	1	-	1	-	-	-	-	-	-	-	1	-	-	-	-
9	Penguasaan Anak/Hadhonah	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
10	Nafkah anak oleh Ibu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Hak-hak Bekas Istri	1	-	1	-	-	-	-	-	-	-	1	-	-	-	-
12	Pengesahan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Pencabutan kek. Orang Tua	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Perwalian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	Pencb. Kekuasaan Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	Penunj. Orang lain sebagai Wali	-	1	1	-	1	-	-	-	-	1	-	-	-	-	-
17	Ganti Rugi terhadap Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Asal Usul Anak/Pengangkatan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Pen. Kawin Campuran	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	Isbath Nikah	1	6	7	-	2	-	-	-	-	2	5	-	-	-	-
21	Izin Kawin	-	-		-	-	-	-	-	-	-	-	-	-	-	-
22	Dispensasi Kawin	2	2	4	-	2	-	-	-	-	2	2	-	-	-	-
23	Wali Adhol	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. EKONOMI SYARIAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. WARIS		1	-	1	-	-	-	1	-	-	1	-	-	-	1	-
D. WASIAT		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. HIBAH		1	-	1	-	-	-	-	-	-	-	1				
F. WAKAF		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. ZAKAT/INFAQ/SHODAQOH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H. PENETAPAN AHLI WARIS		-	2	2	-	1	-	-	-	-	1	1	-	-	-	-
I. P3HP		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. DERDEN VERZET		-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
K. Lain-lain**		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jumlah		57	60	117	4	45	0	1	2	0	52	65	2	1	1	0

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LAPORAN PERKARA DITERIMA, DICABUT DAN DIPUTUS MENURUT JENIS PERKARA

PADA PENGADILAN AGAMA PAREPARE

BULAN : OKTOBER 2018

LIPA 8

Kode	Jenis Perkara	Banyaknya Perkara			Dicabut dan Diputus Bulan ini							Sisa akhir bulan 5-12)	Banding	Kasasi	PK	Ket
		Sisa bulan lalu	Diterima bulan ini	Jumlah	Dicabut	Dikabulkan	Ditolak	Tidak Diterima	Digugurkan	Dicoret dari register	Jumlah lajur 6 s/d 11					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A. Perkawinan																
1	Izin Poligami	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Pencegahan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Penolakan perk. Oleh PPN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Pembatalan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Kelalaian atas kewajiban suami/istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Cerai Talak	27	13	40	1	8	1	-	-	1	11	29	1	-		
7	Cerai Gugat	60	22	82	2	33	3	-	-	-	38	44	1	-	-	-
8	Harta Bersama	3	-	3	-	1	-	-	-	-	1	2	-	1	-	-
9	Penguasaan Anak/Hadhonah	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	Nafkah anak oleh Ibu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Hak-hak Bekas Istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	Pengesahan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Pencabutan kek. Orang Tua	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Perwalian	1	-	1	-	-	-	-	-	-	-	1	-	-	-	-
15	Pencb. Kekuasaan Wali	1	-	1	-	1	-	-	-	-	1	-	-	-	-	-
16	Penunj. Orang lain sebagai Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Ganti Rugi terhadap Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Asal Usul Anak/Pengangkatan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Pen. Kawin Campuran	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	Isbath Nikah	1	10	11	-	5	-	-	-	-	5	6	-	-	-	-
21	Izin Kawin	-	-		-	-	-	-	-	-	-	-	-	-	-	-
22	Dispensasi Kawin	2	7	9		6	-	-	1	-	7	2	-	-	-	-
23	Wali Adhol	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. EKONOMI SYARIAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. WARIS		2	1	3	-	-	-	-	-	-	-	3	-	-	1	-
D. WASIAT		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. HIBAH		-	-	-	-	-	-	-	-	-	-	-	-			
F. WAKAF		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. ZAKAT/INFAQ/SHODAQOH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H. PENETAPAN AHLI WARIS		1	1	2	1	1	-	-	-	-	2	-	-	-	-	-
I. P3HP		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. DERDEN VERZET		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
K. Lain-lain**		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jumlah		98	54	152	4	55	4	0	1	1	65	87	2	1	1	0

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LAPORAN PERKARA DITERIMA, DICABUT DAN DIPUTUS MENURUT JENIS PERKARA

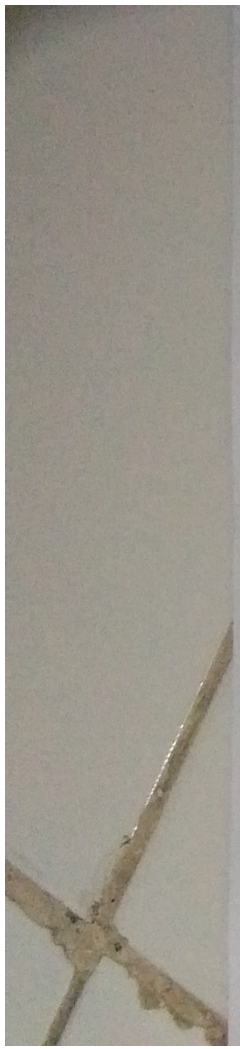
PADA PENGADILAN AGAMA PAREPARE

BULAN : SEPTEMBER 2018

LIPA 8

Kode	Jenis Perkara	Banyaknya Perkara			Dicabut dan Diputus Bulan ini							Sisa akhir bulan 5-12)	Banding	Kasasi	PK	Ket
		Sisa bulan lalu	Diterima bulan ini	Jumlah	Dicabut	Dikabulkan	Ditolak	Tidak Diterima	Digugurkan	Dicoret dari register	Jumlah lajur 6 s/d 11					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A. Perkawinan																
1	Izin Poligami	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Pencegahan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Penolakan perk. Oleh PPN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Pembatalan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Kelalaian atas kewajiban suami/istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Cerai Talak	27	9	36	1	5	-	1	1	1	9	27	1	-		
7	Cerai Gugat	51	43	94	4	28	1	-	-	1	34	60	1	-	-	-
8	Harta Bersama	2	1	3	-	-	-	-	-	-	-	3	-	1	-	-
9	Penguasaan Anak/Hadhonah	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	Nafkah anak oleh Ibu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Hak-hak Bekas Istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	Pengesahan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Pencabutan kek. Orang Tua	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Perwalian	2	-	2	-	1	-	-	-	-	1	1	-	-	-	-
15	Pencb. Kekuasaan Wali	-	1	1	-	-	-	-	-	-	-	1	-	-	-	-
16	Penunj. Orang lain sebagai Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Ganti Rugi terhadap Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Asal Usul Anak/Pengangkatan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Pen. Kawin Campuran	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	Isbath Nikah	2	3	5	-	3	-	1	-	-	4	1	-	-	-	-
21	Izin Kawin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	Dispensasi Kawin	2	1	3	1		-	-	-	-	1	2	-	-	-	-
23	Wali Adhol	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. EKONOMI SYARIAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. WARIS		3	-	3	-	-	-	1	-	-	1	2	-	-	1	-
D. WASIAT		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. HIBAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F. WAKAF		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. ZAKAT/INFAQ/SHODAQOH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H. PENETAPAN AHLI WARIS		-	1	1	-	-	-	-	-	-	-	1	-	-	-	-
I. P3HP		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. DERDEN VERZET		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
K. Lain-lain**		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jumlah		89	59	148	6	37	1	3	1	2	50	98	2	1	1	0

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



LAPORAN PERKARA DITERIMA, DICABUT DAN DIPUTUS MENURUT JENIS PERKARA

PADA PENGADILAN AGAMA PAREPARE

BULAN : JUNI 2018

LIPA 8

Kode	Jenis Perkara	Banyaknya Perkara			Dicabut dan Diputus Bulan ini							Sisa akhir bulan 5-12)	Banding	Kasasi	PK	Ket
		Sisa bulan lalu	Diterima bulan ini	Jumlah	Dicabut	Dikabulkan	Ditolak	Tidak Diterima	Digugurkan	Dicoret dari register	Jumlah lajur 6 s/d 11					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A. Perkawinan																
1	Izin Poligami	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Pencegahan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Penolakan perk. Oleh PPN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Pembatalan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Kelalaian atas kewajiban suami/istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Cerai Talak	25	1	26	1	3	-	-	-	1	5	21	1	-		
7	Cerai Gugat	45	14	59	-	14	1	1	1	-	17	42	-	-	-	-
8	Harta Bersama	3	-	3	-	-	-	-	-	-	-	3	1	-	-	-
9	Penguasaan Anak/Hadhonah	1	-	1	-	-	-	-	-	-	-	1	-	-	-	-
10	Nafkah anak oleh Ibu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Hak-hak Bekas Istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	Pengesahan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Pencabutan kek. Orang Tua	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Perwalian	-	2	2	-	-	-	-	-	-	-	2	-	-	-	-
15	Pencb. Kekuasaan Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	Penunj. Orang lain sebagai Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Ganti Rugi terhadap Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Asal Usul Anak/Pengangkatan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Pen. Kawin Campuran	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	Isbath Nikah	2	3	5	-	1	-	-	-	-	1	4	-	-	-	-
21	Izin Kawin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	Dispensasi Kawin	2	3	5	-	2	-	-	-	-	2	3	-	-	-	-
23	Wali Adhol	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. EKONOMI SYARIAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. WARIS		1	-	1	-	-	-	1	-	-	1	-	-	-	1	-
D. WASIAT		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. HIBAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F. WAKAF		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. ZAKAT/INFAQ/SHODAQOH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H. PENETAPAN AHLI WARIS		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
I. P3HP		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. DERDEN VERZET		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
K. Lain-lain**		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jumlah		79	23	102	1	20	1	2	1	1	26	76	2	0	1	0

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LAPORAN PERKARA DITERIMA, DICABUT DAN DIPUTUS MENURUT JENIS PERKARA

PADA PENGADILAN AGAMA PAREPARE

BULAN : JULI 2018

LIPA 8

Kode	Jenis Perkara	Banyaknya Perkara			Dicabut dan Diputus Bulan ini							Sisa akhir bulan 5-12)	Banding	Kasasi	PK	Ket
		Sisa bulan lalu	Diterima bulan ini	Jumlah	Dicabut	Dikabulkan	Ditolak	Tidak Diterima	Digugurkan	Dicoret dari register	Jumlah lajur 6 s/d 11					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A. Perkawinan																
1	Izin Poligami	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Pencegahan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Penolakan perk. Oleh PPN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Pembatalan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Kelalaian atas kewajiban suami/istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Cerai Talak	21	11	32	1	2	1	-	-	-	4	28	1	-		
7	Cerai Gugat	42	43	85	-	27	1	2	2	-	32	53	-	-	-	-
8	Harta Bersama	3	-	3	-	1	-	-	-	-	1	2	1	-	-	-
9	Penguasaan Anak/Hadhonah	1	-	1	-	-	-	-	-	-	-	1	-	-	-	-
10	Nafkah anak oleh Ibu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Hak-hak Bekas Istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	Pengesahan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Pencabutan kek. Orang Tua	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Perwalian	2	2	4	-	3	-	-	-	-	3	1	-	-	-	-
15	Pencb. Kekuasaan Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	Penunj. Orang lain sebagai Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Ganti Rugi terhadap Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Asal Usul Anak/Pengangkatan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Pen. Kawin Campuran	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	Isbath Nikah	4	1	5	1	2	-	1	-	-	4	1	-	-	-	-
21	Izin Kawin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	Dispensasi Kawin	3	4	7	-	6	-	-	-	-	6	1	-	-	-	-
23	Wali Adhol	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. EKONOMI SYARIAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. WARIS		-	3	3	-	-	-	-	-	-	-	3	-	-	1	-
D. WASIAT		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. HIBAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F. WAKAF		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. ZAKAT/INFAQ/SHODAQOH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H. PENETAPAN AHLI WARIS		-	2	2	-	2	-	-	-	-	2	-	-	-	-	-
I. P3HP		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. DERDEN VERZET		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
K. Lain-lain**		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jumlah		76	66	142	2	43	2	3	2	0	52	90	2	0	1	0

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LAPORAN PERKARA DITERIMA, DICABUT DAN DIPUTUS MENURUT JENIS PERKARA

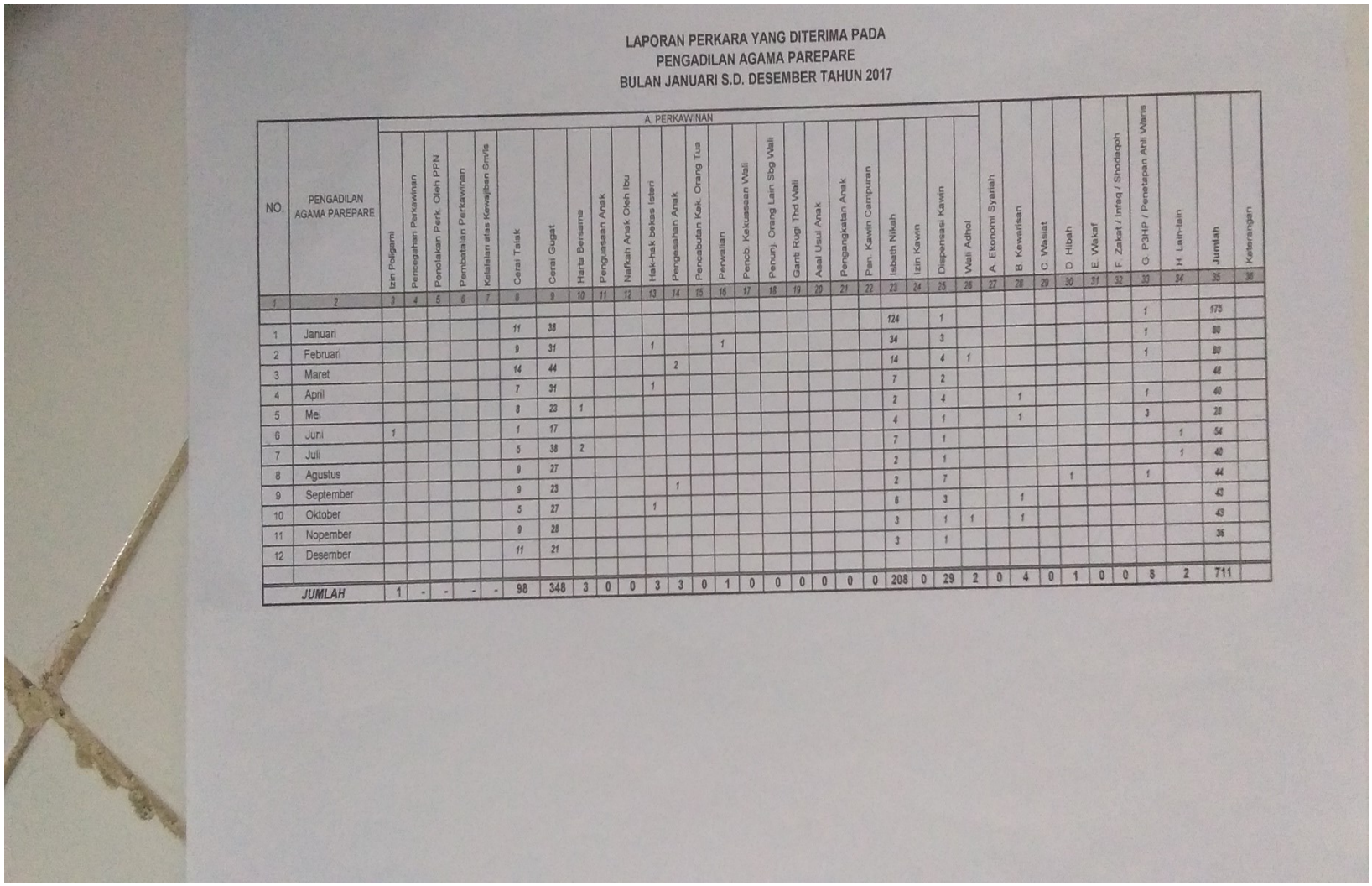
PADA PENGADILAN AGAMA PAREPARE

BULAN : NOPEMBER 2018

LIPA 8

Kode	Jenis Perkara	Banyaknya Perkara			Dicabut dan Diputus Bulan Ini							Sisa akhir bulan 5-12)	Banding	Kasasi	PK	Ket
		Sisa bulan lalu	Diterima bulan ini	Jumlah	Dicabut	Dikabulkan	Ditolak	Tidak Diterima	Digugurkan	Dicoret dari register	Jumlah lajur 6 s/d 11					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A. Perkawinan																
1	Izin Poligami	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Pencegahan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Penolakan perk. Oleh PPN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Pembatalan Perkawinan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Kelalaian atas kewajiban suami/istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Cerai Talak	29	15	44	-	12	-	1	-	1	14	30	1	-	-	-
7	Cerai Gugat	44	36	80	4	28	-	-	2	-	34	46	1	-	-	-
8	Harta Bersama	2	1	3	-	-	-	-	-	-	-	3	-	1	-	-
9	Penguasaan Anak/Hadhonah	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	Nafkah anak oleh Ibu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Hak-hak Bekas Istri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	Pengesahan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Pencabutan kek. Orang Tua	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-
14	Perwalian	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-
15	Pencb. Kekuasaan Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	Penunj. Orang lain sebagai Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Ganti Rugi terhadap Wali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Asal Usul Anak/Pengangkatan Anak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Pen. Kawin Campuran	-	-	-	-	-	-	-	-	-	8	2	-	-	-	-
20	Isbath Nikah	6	4	10	1	6	1	-	-	-	-	-	-	-	-	-
21	Izin Kawin	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-
22	Dispensasi Kawin	2	6	8		8	-	-	-	-	-	-	-	-	-	-
23	Wali Adhol	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. EKONOMI SYARIAH		-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
C. WARIS		3	-	3	-	-	-	-	-	-	-	3	-	-	-	-
D. WASIAT		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. HIBAH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F. WAKAF		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. ZAKAT/INFAQ/SHODAQOH		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H. PENETAPAN AHLI WARIS		-	2	2	-	2	-	-	-	-	2	-	-	-	-	-
I. P3HP		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. DERDEN VERZET		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
K. Lain-lain**		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jumlah		87	65	152	5	56	1	1	2	1	66	86	2	1	1	0

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



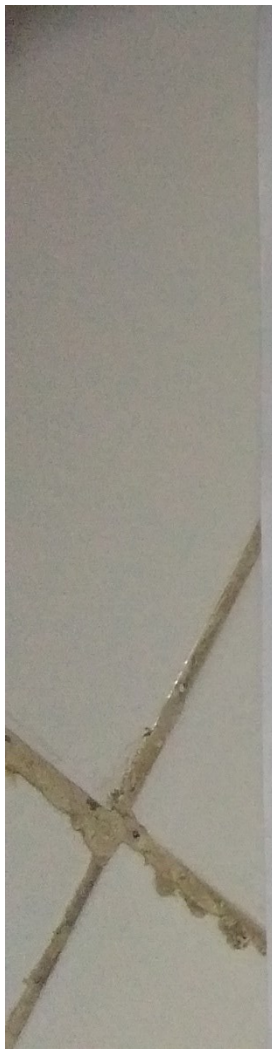
LAPORAN PERKARA YANG DITERIMA PADA
PENGADILAN AGAMA PAREPARE
BULAN JANUARI S.D. DESEMBER TAHUN 2017

NO.	PENGADILAN AGAMA PAREPARE	A. PERKAWINAN																																							
		Izin Poligami	Pencegahan Perkawinan	Penolakan Perk. Oleh PPN	Pembatalan Perkawinan	Kelalaian atas Kewajiban Sm/Is	Cerai Talak	Cerai Gugat	Harta Bersama	Penguasaan Anak	Nafkah Anak Oleh Ibu	Hak-hak bekas Isteri	Pengesahan Anak	Pencabutan Kek. Orang Tua	Perwalian	Pencb. Kekuasaan Wali	Penunj. Orang Lain Sbg Wali	Ganti Rugi Thd Wali	Asal Usul Anak	Pengangkatan Anak	Pen. Kawin Campuran	Isbath Nikah	Izin Kawin	Dispensasi Kawin	Wali Adhol	A. Ekonomi Syariah	B. Kewarisan	C. Wasiat	D. Hibah	E. Wakaf	F. Zakat / Infaq / Shodaqoh	G. P3HP / Penetapan Ahli Waris	H. Lain-lain	Jumlah	Keterangan
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	Januari						11	38														124		1								1		175	
2	Februari						9	31				1			1							34		3								1		80	
3	Maret						14	44					2									14		4	1							1		80	
4	April						7	31				1										7		2										48	
5	Mei						8	23	1													2		4			1					1		40	
6	Juni	1					1	17														4		1			1					3		28	
7	Juli						5	38	2													7		1									1	54	
8	Agustus						9	27														2		1									1	40	
9	September						9	23					1									2		7					1			1		44	
10	Oktober						5	27				1										6		3			1							43	
11	Nopember						9	28														3		1	1		1							43	
12	Desember						11	21														3		1										36	
	JUMLAH	1	-	-	-	-	98	348	3	0	0	3	3	0	1	0	0	0	0	0	0	208	0	29	2	0	4	0	1	0	0	8	2	711	

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LAPORAN PERKARA YANG DIPUTUS PADA
PENGADILAN AGAMA PAREPARE
BULAN JANUARI S.D. DESEMBER TAHUN 2017

| No. | PENGADILAN AGAMA PAREPARE | Sisa Tahun Lalu | Perkara Yang Diterima | JUMLAH | A. PERKAWINAN | | |



FAKTOR-FAKTOR PENYEBAB TERJADINYA PERCERAIAN
PENGADILAN AGAMA PAREPARE
BULAN JANUARI S.D. DESEMBER TAHUN 2017

No.	PENGADILAN AGAMA	FAKTOR-FAKTOR PENYEBAB TERJADINYA PERCERAIAN													Jumlah	Keterangan
		Zina	Mabuk	Madat	Judi	Meninggalkan Salah Satu Pihak	Dihukum Penajara	Poligami	KDRT	Cacat Badan	Perselisihan dan pertengkaran terus menerus	Kawin Paksa	Murtad	Ekonomi		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Januari	-	4	-	4	7	-	-	4	-	7	-	-	6	32	
2	Februari	-	2	-	2	4	-	-	2	-	6	-	-	4	20	
3	Maret	-	4	-	4	6	-	-	5	-	9	-	-	8	36	
4	April	-	3	-	1	3	-	-	2	-	4	-	-	4	17	
5	Mei	-	4	-	3	5	-	-	4	-	8	-	-	7	31	
6	Juni	-	2	-	2	5	-	-	3	-	7	-	-	5	24	
7	Juli	-	4	-	3	8	-	-	5	-	10	-	-	8	38	
8	Agustus	-	3	-	4	9	-	-	6	-	12	-	-	8	42	
9	September	-	1	-	1	7	-	-	4	-	9	-	-	7	29	
10	Oktober	-	1	-	1	8	-	-	3	-	11	-	-	7	31	
11	Nopember	-	1	-	1	7	-	-	3	-	10	-	-	7	29	
12	Desember	-	3	-	2	7		-	6	-	9	-	-	8	35	
JUMLAH			32		28	76	0	0	47	0	102			79	364	

Keterangan:
*) Jumlah faktor-faktor penyebab perceraian sesuai dengan akta cerai yang diterbitkan

Mengetahui
Ketua Pengadilan Agama Parepare

Dra. Nur Alam Syaf S.H.,M.H
NIP. 19670730 199303 2 006

Parepare, 29 Desember 2017
Panitera

Drs. A. Burhan, S.H, M.H
NIP. 19591231 199003 1020

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

FAKTOR-FAKTOR PENYEBAB TERJADINYA PERCERAIAN
PENGADILAN AGAMA PAREPARE
BULAN JANUARI S.D. DESEMBER TAHUN 2018

No.	PENGADILAN AGAMA	FAKTOR-FAKTOR PENYEBAB TERJADINYA PERCERAIAN													Jumlah	Keterangan
		Zina	Mabuk	Madat	Judi	Meninggalkan Salah Satu Pihak	Dihukum Penajara	Poligami	KDRT	Cacat Badan	Perselisihan dan pertengkaran terus menerus	Kawin Paksa	Murtad	Ekonomi		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Januari	-	2	-	3	8	-	-	4	-	11	-	-	9	37	
2	Februari	-	3	-	2	10	-	-	3	-	14	-	-	11	43	
3	Maret	-	-	-	-	3	-	-	-	-	10	-	-	2	15	
4	April	-	3	-	-	6	-	-	2	-	13	-	-	7	31	
5	Mei	-	5	-	2	11	-	-	3	-	16	-	-	10	47	
6	Juni	-	1	-	-	7	-	-	3	-	6	-	-	3	20	
7	Juli	-	1	-	-	7	-	-	1	-	7	-	-	3	19	
8	Agustus	-	3	-	3	9	-	-	2	-	15	-	-	5	37	
9	September	-	2	-	1	5	-	-	2	-	9	-	-	3	22	
10	Oktober	-	5	-	4	12	-	-	6	-	17	-	-	8	52	
11	Nopember	-	3	-	2	8	-	-	4	-	12	-	-	6	35	
12	Desember	-	5	-	3	13	-	-	4	-	20	-	-	9	54	
JUMLAH			33		20	99	0	0	34	0	150			76	412	

Keterangan:
*) Jumlah faktor-faktor penyebab perceraian sesusi dengan akta cerai yang diterbitkan

Mengetahui
Wakil Ketua Pengadilan Agama Barru,

Drs. H. Gunawan, MH
NIP. 196812291994031005

Parepare, 31 Desember 2018
Panitera

Drs. A. Burhan, S.H, M.H
NIP. 19591231 199003 1020

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

FAKTOR-FAKTOR PENYEBAB TERJADINYA PERCERAIAN
PENGADILAN AGAMA PAREPARE
BULAN JANUARI S.D. DESEMBER TAHUN 2018

No.	PENGADILAN AGAMA	FAKTOR-FAKTOR PENYEBAB TERJADINYA PERCERAIAN													Jumlah	Keterangan
		Zina	Mabuk	Madat	Judi	Meninggalkan Salah Satu Pihak	Dihukum Penajara	Poligami	KDRT	Cacat Badan	Perselisihan dan pertengkaran terus menerus	Kawin Paksa	Murtad	Ekonomi		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Januari	-	2	-	3	8	-	-	4	-	11	-	-	9	37	
2	Februari	-	3	-	2	10	-	-	3	-	14	-	-	11	43	
3	Maret	-	-	-	-	3	-	-	-	-	10	-	-	2	15	
4	April	-	3	-	-	6	-	-	2	-	13	-	-	7	31	
5	Mei	-	5	-	2	11	-	-	3	-	16	-	-	10	47	
6	Juni	-	1	-	-	7	-	-	3	-	6	-	-	3	20	
7	Juli	-	1	-	-	7	-	-	1	-	7	-	-	3	19	
8	Agustus	-	3	-	3	9	-	-	2	-	15	-	-	5	37	
9	September	-	2	-	1	5	-	-	2	-	9	-	-	3	22	
10	Oktober	-	5	-	4	12	-	-	6	-	17	-	-	8	52	
11	Nopember	-	3	-	2	8	-	-	4	-	12	-	-	6	35	
12	Desember	-	5	-	3	13		-	4	-	20	-	-	9	54	
JUMLAH			33		20	99	0	0	34	0	150			76	412	

Keterangan:
*) Jumlah faktor-faktor penyebab perceraian sesuai dengan akta cerai yang diterbitkan

Mengetahui
Wakil Ketua Pengadilan Agama Barru,

Drs. H. Gunawan, MH
NIP. 196812291994031005

Parepare, 31 Desember 2018
Panitera

Drs. A. Burhan, S.H, M.H
NIP. 19591231 199003 1020

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

DOKUMENTASI

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Wawancara Hakim 1 Ibu Mudhirah, S.Ag.M.H

Wawancara Hakim 2 Ibu Mun'amah, S.H.I.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Wawancara Panitra Muda Gugatan Bapak Jisman, S.Ag.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Pengambilan data Perkara di Tim IT

Pengambilan data berkas

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 🖷
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 3083 /In.39/PP.00.9/11/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: M.ARAFAH
Tempat/Tgl. Lahir	: JOLENGE, 27 April 1996
NIM	: 14.2100.002
Jurusan / Program Studi	: Syari'ah dan Ekonomi Islam / Ahwal Al-Syakhsiyah
Semester	: IX (Sembilan)
Alamat	: JL. H. M. TAHIR DANI NO.21, KEL. TAKKALASI, KEC. BALUSU, KAB. BARRU

Bermaksud akan mengadakan penelitian di wilayah ***KOTA PAREPARE*** dalam rangka penyusunan skripsi yang berjudul :

" ANALISIS DOMINAN PERKARA CERAI GUGAT DI PENGADILAN AGAMA PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Nopember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

9 Nopember 2018

A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

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PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id
P A R E P A R E

Parepare, 12 November 2018

Nomor : 050 /997 /Bappeda
Lampiran : --
Perihal : **Izin Penelitian**

Kepada
Yth. Ketua Pengadilan Agama Kota Parepare
Di -
P a r e p a r e

DASAR :
1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 3033/In.39/PP.00.9/11/2018 tanggal 8 Nopember 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a	: M. ARAFAH
Tempat/Tgl. Lahir	: Jolenge / 27 April 1996
Jenis Kelamin	: Laki-laki
Pekerjaan	: Mahasiswa
A l a m a t	: Jl. H. M. Tahir Dani No. 21, Kec. Balusu, Kab. Barru

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"Analisis Dominan Perkara Cerai Gugat Di Pengadilan Agama Parepare"

Selama : Tmt. 9 Nopember 2018 s.d. Selesai
Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :
1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon membe rikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

a.n. KEPALA BAPPEDA
SEKRETARIS

E.W. ARIYADI S, ST., MT
Pangkat Pembina Tk. I
NIP. 19691204 199703 1 002

TEMBUSAN : Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara M. ARAFAH
5. Arsip.

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PENGADILAN AGAMA PAREPARE

Jl. Jend. Sudirman No. 74 Parepare, Telp. (0421) 21458 Fax. (0421) 27567
Parepare - Sulawesi Selatan 91111
Website : www.pa-parepare.go.id
E-mail : pengadilan.agama.pare@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor: W20-A20/ 179 /PB.00/I/2019

Yang bertandatangan di bawah ini:

Nama	:	**Drs. H. Gunawan, M.H.**
NIP.	:	19681229.199403.1.005
Pangkat/Gol	:	Pembina Utama Muda - IV/c
Jabatan	:	Wakil Ketua
Instansi	:	Pengadilan Agama Parepare

Dengan ini menerangkan bahwa:

Nama	:	M. Arafah
NIM	:	14.2100.002
Jenis Kelamin	:	Pria
Fakultas/Jurusan	:	Syariah dan Ekonomi Islam / Ahwal Al-Syakhsiyah
Perguruan Tinggi	:	Institut Agama Islam Negeri (IAIN) Parepare

Adalah benar telah melakukan kegiatan penelitian dan pengumpulan data di Pengadilan Agama Parepare dalam rangka penyusunan skripsinya yang berjudul: "**Faktor Dominan Perkara Cerai Gugat (Analisis Perkara Tahun 2017- 2018 di Pengadilan Agama Parepare)**" sejak tanggal 21 November 2018 sampai dengan tanggal 04 Desember 2018, serta telah pula membahas materi hasil penelitiannya dengan kami.

Demikian surat keterangan ini kami terbitkan, untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 08 Januari 2019
Wakil Ketua,

Drs. H. Gunawan, M.H.
NIP. 19681229.199403.1.005

Tembusan Yth. :
1. Ketua Pengadilan Agama Parepare sebagai laporan;
2. Pertinggal.

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RIWAYAT HIDUP PENULIS

M. ARAFAH, lahir di Jolenge pada tanggal, 27 April 1996, merupakan anak terakhir dari 3 bersaudara. Anak dari pasangan bapak Abdu Rauf dan Ibu Asia. Penulis berkebangsaan Indonesia dan beragama Islam. Kini Penulis beralamat di Lawampang, Kelurahan Takkalasi, Kecamatan balusu, Kabupaten Barru, Provinsi Sulawesi Selatan.

Adapun riwayat pendidikan penulis, yaitu pada tahun 2008 lulus dari SDN Pacciro, dan pada tahun 2011 lulus di MTs DDI Takkalasi, kemudian melanjutkan pendidikan di MA DDI Takkalasi dan lulus pada tahun 2014.

Setelah itu penulis melanjutkan kuliah di STAIN Parepare yang telah berubah menjadi IAIN Parepare pada Jurusan Syariah dan Ekonomi Islam yang berubah menjadi Fakultas Syariah dan Ilmu Hukum Islam, Program Studi Ahwal Syakhsiyah (Hukum Keluarga) pada tahun 2014. Disamping menjalani proses akademik dikampus penulis sebagai anggota Organisasi PORMA, LIBAM, pendiri Ikatan Mahasiswa Barru (IMBAR) 2017, Pendiri Entrepreneurship Center (UKM Wirausaha) IAIN Parepare 2018, Ketua Rayon PMII Fakultas Syariah 2016, Ketua dua Komisariat PMII IAIN Parepare, wakil ketua DEMA-F Fakultas Syariah dan Ilmu Hukum Islam 2016, Ketua DEMA-F Fakultas Syariah dan Ilmu Hukum Islam tahun 2017, PC.PMII Parepare, Dewan Nasional Pusat Ikatan Senat Mahasiswa Hukum Indonesia (ISMAHI) 2017-2019, koordinator BEM Nusantara SeSulawesi Selatan 2018, pengurus BEM/DEMA PTAI SeIndonesia 2018, dan Presiden Mahasiswa IAIN Parepare 2018. Pada akhir tahun 2018 penulis telah menyelesaikan Skripsi yang berjudul "**Faktor Dominan Perkara Cerai Gugat (Analisis Perkara Tahun 2017-2018) di Pengadilan Agama Parepare".**

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