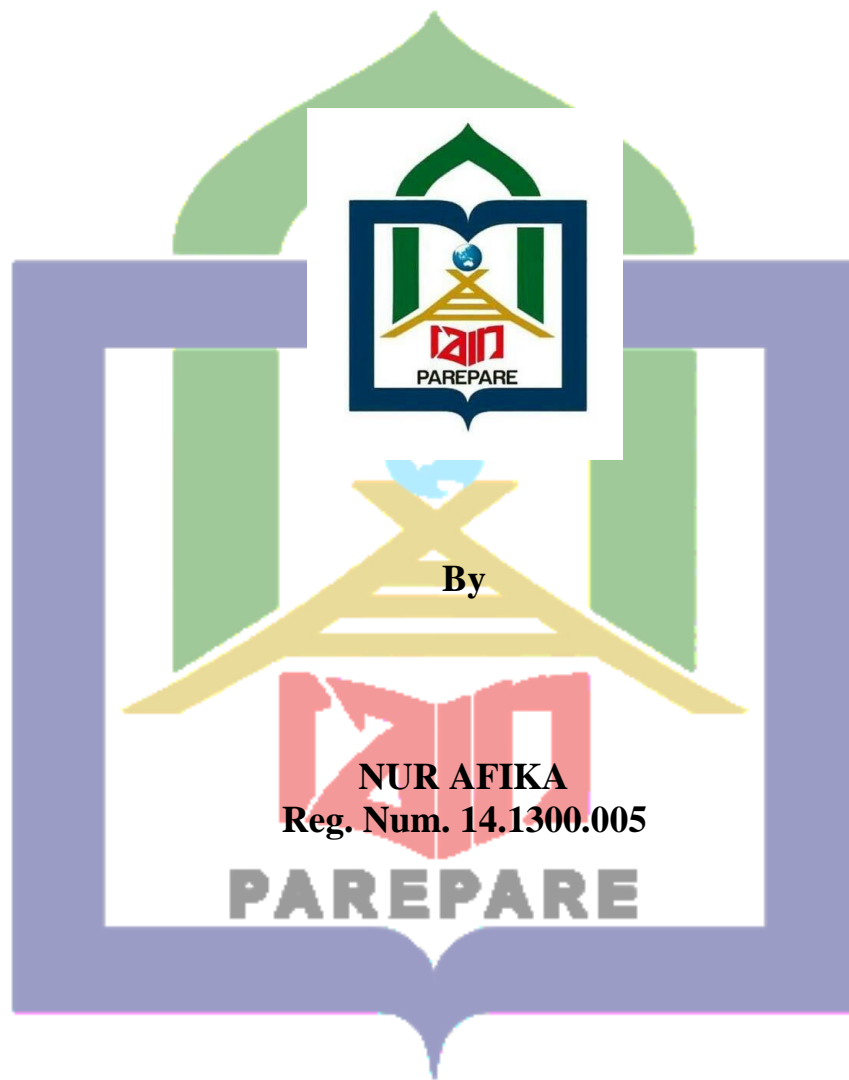


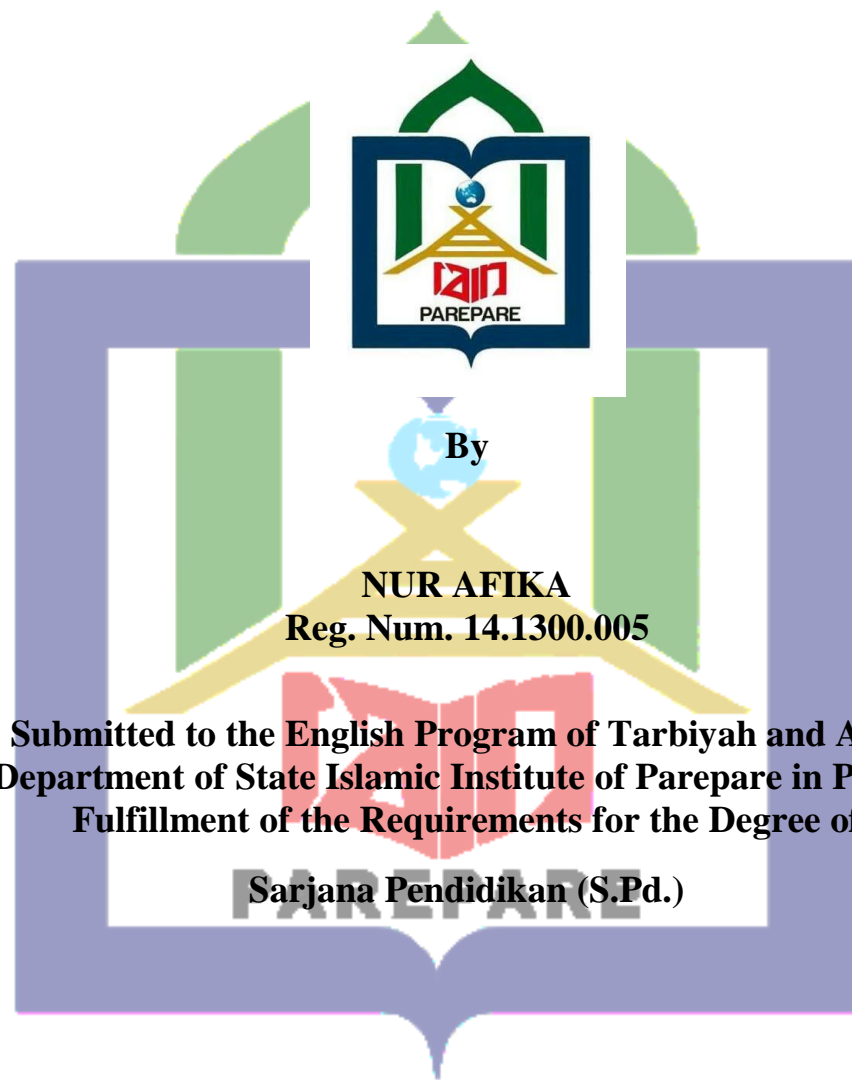
**THE ANALYSIS OF STUDENTS' LEARNING STRATEGIES  
AND LANGUAGE STYLES IN ENGLISH LEARNING  
AT SMAN 9 PINRANG**



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

**2019**

**THE ANALYSIS OF STUDENTS' LEARNING STRATEGIES  
AND LANGUAGE STYLES IN ENGLISH LEARNING  
AT SMAN 9 PINRANG**



By  
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Reg. Num. 14.1300.005

**Submitted to the English Program of Tarbiyah and Adab  
Department of State Islamic Institute of Parepare in Partial  
Fulfillment of the Requirements for the Degree of**

**Sarjana Pendidikan (S.Pd.)**

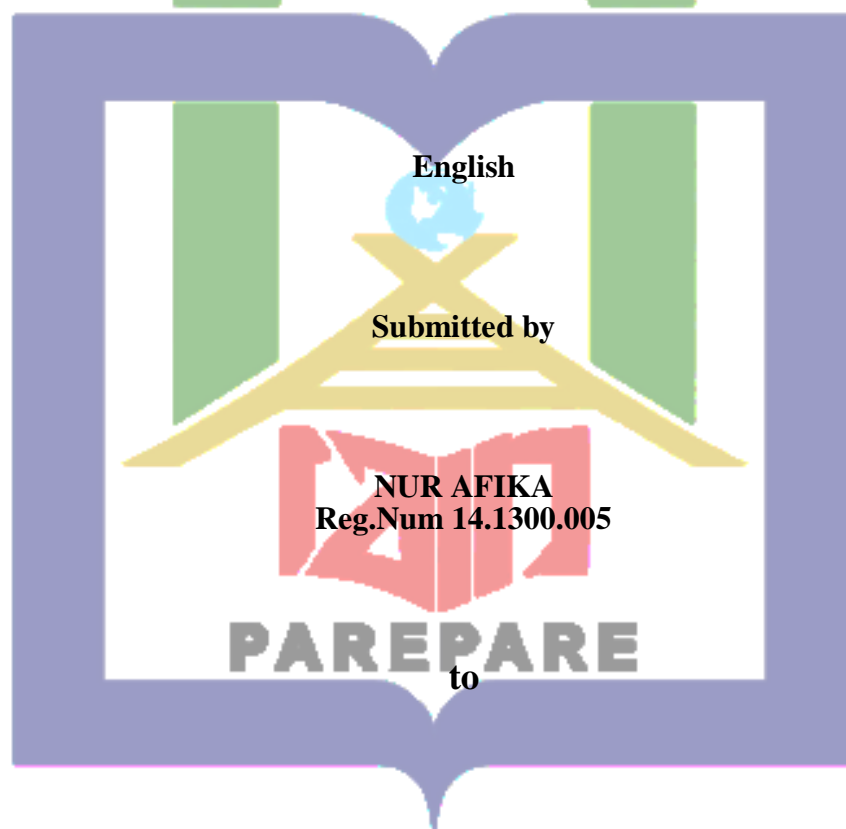
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**Skripsi**

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**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
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AT SMAN 9 PINRANG**

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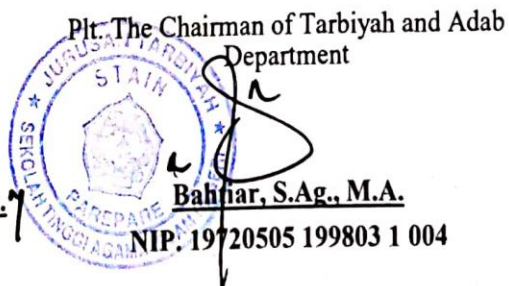
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## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the Name of Allah, the Beneficent, the Merciful*

Alhamdulillah, praise Allah SWT the owner of heaven and earth with all its contents with all blessings so that the writer can complete this final project. The writer also want to said thanks to the parents of H.P.Ibrahim Galling, HJ. P.Megawati Nohong, for all the prayers and also had many contributions in the process of complete this Skripsi.

Besides, the writer would also deliver special thanks to:

1. Dr. Ahmad Sultra Rustan., M.Si. as the Rector of IAIN Parepare who has worked hard to his dedication in managing education in IAIN Parepare.
2. Bahtiar, S.Ag., M.A. as the Chairman of Tarbiyah and adab at Islamic Institute of IAIN Parepare for all the directions and motivation and contribution in taking the time and opportunity to see some of the student's final assignments.
3. Drs. Syarifuddin Tjali, M.Ag. as the first supervisor lecturer who has provided a lot of knowledge and experience, never separated from reminding the writer to always remember the creator in any matter what is done always involving Allah SWT in it.
4. Mujahidah, M.Pd. as the second supervisor always emphasizes to the writer that we learn not only from inside the campus but from outside the campus are also needed or at least learning independently at home never apart from that also every the writer comes to consult with him then she will explain first and then give some direction and motivation to the writer, then he also gives instructions for adding material or material to the perfection of this final project.
5. Rostina, S.Pd.I. as the teacher in the field of English language, always gives views to the writer about what things should be done first before starting a

research and basically this teacher is one of the teachers who also teaches the eye writer English language lessons while still in school were lucky, the class which was the reference for the writer to carry out research was the class he taught. In addition, the writer was also asked to teach discussion text in the classroom.

6. To all the teacher councils, staff and students in Senior High School 9 Pinrang gave a good speech.
7. To all friends in my organization that have been fighting for the complete of this final project, some of the writers involved are, Student Senate, LPM Red line and HPM Cempa.
8. To all alumni and close friends who often provide input on the complete of this final project include:  
Aidal Yanhar, Hasbiy J. Arifah Apriani, Rismawan, Muhammad Nirwan, Desy Lestary, Siti Hasrinah, Mutmainnah Rifai, Intan Pertiwi, Anita Anggraeni Sainuddin, Masda and Karmila.
9. To all friends, especially the 2014 generation of English education departement, thank you for all the shuport provided.

Finally, the writer can finished this final project happily it feels that it is poured in his heart and thanks for all the help in the form of enthusiasm, dedication, knowledge and experience of the people who have been mentioned May Allah Always be with us. Aamiin.

Parepare, January 30<sup>th</sup>, 2019

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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi is her own writing and if it 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, January 30<sup>th</sup> 2019

The Writer



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## ABSTRACT

*Nur Afika, 2018, "The Analysis of Students' Learning Strategies and Language Styles In English Learning at SMAN 9 Pinrang"* (Supervised by Syarifuddin Tjali and Mujahidah).

This research find out whether about to know the students learning strategies and language styles in the classroom at the second years of SMAN 9 Pinrang. for the teacher the result of this research is expected to provide them with an active to know learning strategies in classroom and also to teach language styles for learning process. For the students, the result of this research is give motivate, education, and new experience and new knowledge to learning strategies and language styles in classroom. For the researcher, the result of this research is give knowledge and new experience about learning strategies and language styles in classroom with students.

The instrument of this research uses observation and interview for students' learning strategies and language styles and then technique of data analysis in this research is qualitative descriptive.

Based on the result findings, the writer concluded that the students' used on the 12th grade about learning strategies through observation for 2 weeks, from the research of the first to the third meeting, the writers put forward the opinion that students more often use active learning strategies in the classroom, especially learning English.

The writer concluded that students' used on 12th grade about language styles through interview tests with learning process, the teacher provides teaching materials to students tend to be more effective in using vocabulary. for students is review of several readings in the material and also the students are more active in memorizing the vocabulary in the class at each meeting, that is called formal Style.

**Keywords :** Learning Strategies, Active learning Strategies, Language Styles, Formal Styles.

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Communication is the way of people deliver their desire. They do such thing through language. They produce language for communication into several forms such as asking questions, requesting something,blaming,thinking, and many others. “Language is a natural means to enable communication among people, a living entity that it has its own peculiar laws, by means of which alone can it develop, a system of contracts whose foundation was laid in time uknown, and a social institution interwoven with sounds” yule state that language has transactional and interactional functions. The function of language that serves in the expression of content is called transactional, while the function of language that involved in expressing social relations and personal attitudes is called interactional. Furthermore, language also has its functionas primarilytransactional language. It is the language that is use to convey factual or propositional information. Yule, no one speaks the same way all the time. Instead, they speak for a wide variety of purpose. There to express the idea, human being uses different language and different styles. One’s feeling and thought will be expressed in accordance with his own way and manner. <sup>1</sup>

Strategy is a pattern that is planned and determined intentionally to carry out activities or actions. The strategy includes the objectives of the activity, who is involved in the activities, the contents of the activities, the process of activities, and the means of supporting activities. The strategies applied in learning activities are

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<sup>1</sup> Griffiths Carol and Wenden, (1975) school of foundation “ *Language Learning strategies theory and research*”, (AIS St. Helens Auckland, New Zealand) , p.75

called learning strategies. Where learning is the effort of educators to help students carry out learning activities. The purpose of the learning strategy is the realization of efficiency and effectiveness of learning activities carried out by students. The parties involved in learning are educators (individuals and or groups) as well as students (individuals, groups and or communities) who interact educatively with one another. The contents of the activity are materials learning that comes from the curriculum of an education program..Thus learning strategies include the use of approaches, methods and techniques, forms of media, learning resources, grouping of students, to create educational interactions between educators and students, among students, and on processes, results, and or the impact of learning activities. Learning strategy is a plan of action (series of activities) including the use of methods and the use of various resources or strengths in learning that are structured to achieve certain goals, namely learning objectives. Strategi learning is a comprehensive approach in a learning system in the form of general guidelines and framework of activities to achieve learning goals, which are described from the philosophy of learning or certain learning theories. The following are the opinions of several experts relating to the understanding of learning strategies.

According to Kozma in Majid in general it is explained that learning strategies can be interpreted as each selected activity, namely those that can provide facilities or assistance to students towards achieving certain learning goals. Whereas Wina Sanjaya in Majid stated that learning strategy is an action plan (series of activities) including the use of methods and utilization of various resources or strengths in learning.

Language styles is the way people manipulate others and control people in making interactions, brings the message that usually conveyed in words and done of voice, whether informally. Every people show the different styles, they have certain features that are not owned by others. Wardhaugh stated that if we want to achieve a comprehensive understanding of how that language is related to the society that use it, we must try to understand how different groups of people use their language. Talking about the difference of using language, of course it can not be separated with the style chosen by the language user. Gleason defines styles as a system of speech types, in a specifiable set of social situation. There are so many things influence language, such as social structure. Society can be reflected through language. There are three factor reflected in language, those are physical environment, social environment and social value. Physical environment is a circumstance or all place in which group live, people who lived in a small group have some differences in speaking from one that live in town and small groups. Social environment can be reflected in a language specially in that field of vocabulary and pronunciation. Social values are set of norms and tradition owned by a society. The norms and tradition can be reflected in language because society's norms tradition are different from others societies.

As Wenden reminds us, there is an old proverb which states: "Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime". Applied to the language teaching and learning field, this proverb might be interpreted to mean that if students are provided with answers, the immediate problem is solved. But if they are taught the strategies to work out the answers for themselves, they are empowered to manage their own learning. Since the pioneering work carried out in the



mid-seventies O'Malley, Chamot, Stewner-Manzanares, Kupper and Russo, In spite of this awareness, and in spite of much useful and interesting work having been carried out in the intervening years nearly a quarter of a century, the language learning strategy field continues to be characterised by "confusion" and "no consensus" while comments that the language learning strategy concept remains "fuzzy". Considering the potential usefulness of language learning strategies as a language teaching and learning tool, I would like to try to put this rather fuzzy picture in to some sort of perspective. I will begin by looking at the basic terminology, the frequently conflicting use of which does nothing to aid consensus. Maybe so, but their illustration, having to do with the presumed different functions of adverbial phrases of place and time, is beside the point, since the "function" of indicating place or time is quite different from the "function" of subject of a sentence. Another way of seeing this is based on Chomsky's claim that young children are evaluating potential grammars, not constructing them piecemeal on the basis of their experience. Hence, at that time they cannot be said to "have" a grammar the way that adults have.

They talk about how people can communicate by using their own style, in addition language variation is used to express and reflect social factors. In this case, the researcher want to know the types of language styles and which language styles is typical to certain context of situation. Thus, language variation is a kind of linguistic variation that refers to the range of differences among languages around the world. Then, according to Wardhaugh. Language variation is one way of characterizing in certain variations that speakers of particular language sometimes speak the different dialect of that language. In accordance it, there are several characteristics of language and variation. First social variation and regional variation. The study of social

variation in language means grow out the study of regional variation is a kind of dialect which related to community with four categories ; language and dialect, social and regional dialect, styles and registers. Edward and John said that individual styles is a unique combination of language units, expressive means and stylistic devices peculiar to a given writer, which make that writer's works or even utterances easily recognizable it mean that every human being has their own style and using language. The styles can be show the writer or the speaker personality, identity and also their characteristic. The language styles expresses people feelings and thought a language, both orally and written form. To know how the writer or speaker uses his or her language styles in conveying their thinking to the people is very interesting. In writing, the writer puts the utterance in the form of spoken language. While in speaking, the speaker delivers his message in order to be heard and known what the speaker wants directly.

Based on the background above of this research, the researcher decides to carry out of a research entitled : “The Analysis of Students’ Learning Strategies and Language Styles In English Learning at SMAN 9 Pinrang”

## **1.2 Problem Statement**

Based on the title above the problem statement of this research are:

1.2.1 How is the students learning strategies in english learning at SMAN 9 Pinrang?

1.2.2 How is the students language styles in english learning at SMAN 9 Pinrang?

### 1.3 Objective of the Research

Based on the problem statement above, research find out whether about to know the students learning strategies and language styles in the classroom at the third years of SMAN 9 Pinrang.

### 1.4 Significant of the Research

The significance of the research is expected to give the knowledge and some advantage.

The following present some possible way :

- 1.4.1 Practical significant for the teacher the result of this research is expected to provide them with an active to know learning strategies in classroom and also to teach language styles for learning process.
- 1.4.2 For the students, the result of this research is give motivate, education, experience and new knowledge to English learning process.
- 1.4.3 For the researcher, the result of this research is give knowledge and new experience about the student's learning strategies and language styles in English learning process.
- 1.4.4 Theoretical significance, this study provides beneficial and referential contribution in giving general knowledge of the way to know the students' of use learning strategies and language styles in English learning process.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Ideals

#### 2.2 Previous of Related Finding

Language style is the way people use the language in effective way in communication, whether in written or oral language. Language style can be found in choice of the word and grammar which are used in communication. In relax situation, maybe talking with the friends, people may use a habitual words and grammar in order to make a friendly situation. This study is aimed to come deeper to see what the language style which is used by the speaker in shares his or her intentions trough his or her utterances.

The writer views language style as another part of linguistics studies that is closer to the study of language in use to be the underlying theory on her study. In accordance with those reasons, this study is aimed to find out what language styles are used by the speaker and what is the function language style used by the speaker. What makes this study was crucial to be completed was that in “The Proposal” movie there is so many cultures drawn in the various characters which are shown in the movie, which is appearing our interest to know and recognize about the language style they use in it, in this movie there are many characters but the researcher only focus two characters (Andrew and Margaret) in this study. <sup>2</sup>

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<sup>3</sup> Nabilah Rahmawati,(2015) “ *Language Style Used by Andrew and Margaret in the Movie*” , THESIS,English Departement, faculty of letters and humanities, Univercity islamic Sunan Ampel of Surabaya.

Based on the preview finding above, the researcher concluded that there are many learning strategies that can be used in english learning process and then there a many language styles to the students use in the classroom, and then to analysis students use of learning strategies and language styles, especially to the third years of SMAN 9 Pinrang.

### 2.3 The Definition of analysis

According to gorys keraf, analysis is a process for breaking things into interrelated parts of another while, the relationship of each other and their respective functions in a unified whole. According to robert J.schreiter said that analysis is reading the text, by placing signs in the dynamic interaction and message delivered. From some understanding of the above analysis can be concluded that the analysis is a set of activities, activities and processes are interrelated to solve problems or solve the components into more detail and recombined the drawn conclusions.<sup>3</sup>

According to Dwi Prastowo Darminto and Rifka Julianty said analysis is defined as: "The decomposition of a product over its various parts and a review the part itself, as well as the relationship between the un parts proper understanding and understanding of the whole meaning." Meanwhile, according to Syahrul and Mohammad Afdi Nizar the intent to analyze is: "Conducting an evaluation of the condition of the post-post or paragraph-the verse associated with accounting and reasoning-possible reasons about the differences that arise. For example, an auditor (auditor) will perform an estimated expenditure analysis to determine whether the expenditure to determine whether the expenditure has charged against the right post,

<sup>3</sup> Keraf Gorys, Komaruddin, (1995) "*The definition of Analysis in research*", Newzealand.

tested or verified with documents. Another example, a financial health assessment of a company by doing analysis of its financial statements as basic investment or credit decisions.

### 2.3.1 The Definition of Learning Strategies

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence. Throughout history, the best language students have used strategies ranging from naturalistic language practice techniques to analytic rule-based strategies.

Kemp stated learning strategies are learning activities that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. Kozma (in the sanjaya book) and learning strategies can be interpreted as each selected activity, namely those that can provide facilities or assistance to students towards achieving certain learning goals. Cropper stated that the learning strategy is the selection of various types of specific exercises that are in accordance with the learning objectives to be achieved..<sup>4</sup>

Dick and Carey, explained that learning strategies consist of all components of learning materials and procedures or stages of learning activities that are used by teachers in order to help students achieve certain learning goals. According to them the learning strategy is not only limited to the procedures or stages of learning

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<sup>4</sup> Prof.Dr.Hamruni, M.Si. (2009) "*Learning Strategies*"Publishing Insan Madani p.4-5

activities, but also includes the arrangement of material or learning program activities that will be delivered to students. Garlach & Ely also said that it was necessary there is a link between learning strategies and learning objectives, in order to obtain steps for effective and efficient learning activities. Strategy learning consists of methods and techniques (procedures) that will guarantee that students will truly achieve a more effective learning process.<sup>5</sup>

Learning strategies can be interpreted as planning that contains a series of activities designed to achieve certain educational goals. While methods are ways that can be used to implement the strategy.

### **2.3.2 Type of Learning Strategies**

Learning strategy is a way of organizing the content of lessons, delivery of lessons and management of learning activities by using various learning resources that can be done by teachers to support the creation and effectiveness of the learning process. According to Prof. Dr. Hamruni, M.Si. in his book learning strategy, he mentioned that there are seven types of learning strategies including: Quantum Learning strategies, Expository learning strategies, Inquiry learning strategies, Contextual learning strategies, Cooperative learning strategies, problem-based learning strategies and active learning strategies

#### **2.3.2.1 Quantum Learning Strategies**

Quantum learning strategies are techniques to accelerate learning using specific theories of beliefs and methods. These include learning with symbols and simulations. Quantum designs the learning process harmoniously by combining

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<sup>5</sup> Ely and Garlach, (1985). *“Learning Strategies and Learning Objectives for effective learning activities.”* The English Journal. Vol.85, No.3 (1991), p.25

elements of academic skills, achievements and life skills. How to learn Quantum learning strategies can equip students to gain knowledge about various learning styles that are very useful for the learning process, read quickly, think creatively, memorize amazingly especially in learning English.

There are three elements that can be given to students to achieve harmony in learning.

2.3.2.1.1 Provide effective communication skills.

2.3.2.1.2 Get to know and get personal integrity.

2.3.2.1.3 Creating beneficial relationships.

### **2.3.2.2 Expository learning strategy**

The expository learning strategy emphasizes the narrative process, the material is deliberately given directly. Students listen to master the subject matter delivered by the teacher. The flow that influences expository learning strategies is behavior learning flow, emphasizing more on the understanding that human behavior is basically related to stimulus and response, therefore in implementing the teacher as a stimulus is a very important factor. Roy Killen also said that there is another term for this strategy which is called direct learning strategy and there is also a term called "chalk and talk".

### **2.3.2.3 Inquiry learning strategies**

Inquiry strategies emphasize student activity to the maximum to find and find, all student activities are directed to find and find their own answers from something in question, develop the ability to think systematically, logically and critically or develop intellectual abilities as part of mental processes.



#### **2.3.2.4 Cooperative learning strategies**

Cooperative learning is one learning model where students learn in small groups and are grouped with different levels of ability. Some research results prove that cooperative learning strategies can improve student learning achievement, while at the same time increasing social relations, fostering an attitude of accepting shortcomings of self and others and increasing self-esteem.

#### **2.3.2.5 Contextual learning strategies**

Contextual learning strategies (CTL) emphasize a process of involvement to be able to find the material being studied then connect it to real life situations so as to encourage students to be able to apply it in their lives.

#### **2.3.2.6 Problem Based Learning strategies**

Education is not directed at forming intelligent human beings, has the ability to solve life problems, and is not directed to form creative and innovative people. The problem-based learning strategy is a series of learning activities, learning is directed at solving problems, problem solving is done using a scientific thinking approach.

#### **2.3.2.7 Active Learning strategies**

The teaching and learning process needs to be oriented to the needs and abilities of students, in this strategies the students who carry out the learning process they must solve their own problems, find examples, try skills and perform tasks that must be achieved.

### 2.4.2 The Definition of Language Styles

Language styles is the way of people use the language in effective way in communication, whether in written or oral language. Language styles can be found in choice of the word and grammar which are used in communication. In relax situation, maybe talking with the friends, people may use a habitual words and grammar in order to make a friendly situation. This study is aimed to come deeper to see what the language which is used by the speaker in shares his or he intentions throught his or her utterance. Tarigan stated Language style is a beautiful language that is used to increase effects by introducing and comparing objects or things with objects or other things that are more common. Dictation or choice of words is an important thing that must be considered in speaking, a big mistake if you think that the problem of word choice is a simple matter, a problem that does not need to be discussed or studied because it will naturally occur naturally in every human being. so language style has an important role in speaking.<sup>6</sup>

Language is very wide to be studied. In the academic field, language is studied in linguistics, psycholinguistics, sociolinguistics, etc. In this research the researcher will research about Sociolinguistics is a term that refers to the study of the relationship between language and society and how language is used in multi lingual speech communities.<sup>7</sup>

Trudghill observes that spoken language fulfilts to basic aims ; to communicate information about the speakers and to establish social relationship with other people

<sup>6</sup> Inayahtussolihah, (2018) “*Analisis diksi dan Gaya bahasa dalam Cermah HJ. Ainurrohmah di kecamatan Jatigoro, Tuban*”.Dakwah and Communication faculty. Univercity Sunan Ampel of Surabaya. p.23

<sup>7</sup> Saleh Ady Saldi, (2017) “*An a analyzis Code-Mixing used by the teachers Zarindah house of learning in teaching learning process.*” Adab and humanity faculty. Alauddin state islamic Univercity of Makassar. p.1-2

indeed, Trudgill argues that when two people meet for the first time and engage in conversation more is learnt about the identity of a person from how that person speaks than from what is actually said. A person's accent and use of language can give clues to both their social background and their geographical origins. His answer to the question is that speakers shift styles as accommodation to their audience primarily their addressee. He argues, further, that shifts in style as a function of topic are due to an association of topics with particular audiences. In Bell's recent expansion of his theory, he argues further that a speaker's spontaneous adoption of style (not in response to topic or present audience) is done with an audience in mind. This is tantamount to saying that the speaker's identity is embedded in social relations, which is clearly true. But it also suggests that the speaker is focusing on a specific imagined audience, and limits the speaker's agency to adaptation to pre-existing styles and social categories. This is a serious limitation that does not allow for creativity and change.<sup>8</sup>

According to Gorys Keraf, the word style is come from latin words and "stilus" this is such a tool to write in a candle plaque. The skill in using this tool will influence the clearness of writing in that plaque. By the time the "style" change to be a skill in use or write words attractively because of that development language style or style become a part of diction or word choice which is dealing with the appropriateness of using words, certain phrase or clause in facing a certain occasion.<sup>9</sup>

Language style allows us to assess a person's The better the style of the language, the better people's judgment about it; the worse the style of one's language,

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<sup>8</sup> Sapriyani Dilla, Syarif Hermawati, "Analysis of Language style found in Novel the last Allectyon Written By F.School Fitzgerald," English Departement. FBS State Univercity of Padang.

<sup>9</sup> Keraf Gorys, Komaruddin (1995) "The Defintion of Analysis of foundation research"

the worse the judgment is given to him. The results of this study found types of diction usage, including: namely: the use of special words / phrases, The equation of the findings between Dwi Ningwang Agustin's research and this research is the use of diction in the form of special words and the use of repetitive language styles. As for the differences, the research of Dwi Ningwang Agustin found no use of diction in the form of foreign terms in Arabic and English, sensory words include: sense faculties, sense of hearing, and sense of sight, synonymous words, synonymous words, and connotative words.<sup>10</sup>

According to Holmes the term register can be understood in two ways, in a boarder sense, it Language is very important for interact each others for us in society. As human being, we use language anytimeand anywhere stated that sociolinguistics is the study of the relationship between language and society. Language style can be found choice of the word and grammar which are use communication, In relax situationmaybe talking with the friends, peoplev may use a casual words and grammar in order to make a friendly situation. There are differences between styles which are caused by stylistic factors. On the basis of Which the choice of language means is being given. These factors may include, for example, whether it is an audio or graphical material, the presence of the addressee, the preparedness of the speech or the function of the message. The most important of them is the last mentioned factor and by the most important functions of language, the main styles were developed, called functional styles.is an example of many types of the functional styles and the

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<sup>10</sup> Pretiwi Erny,(2013). "*Analisis diksi dan Gaya bahasa repetisi pada wacana Khotbah di radio SUAR AQURAN FM.*" Fakultas Bahasa, Sastra dan Daerah. Univercity of Muhammadiyah Surakarta.p.13-14.

classification is a very difficult and disputable issue among the style theoreticians than for example some article about linguistics.. Public speeches or essays belong to the publicist style and most of the contents in newspapers represent the newspaper style (journalistic style).<sup>11</sup>

Language Style in a Collection of Putu Wijaya's Short Story "Gres", and the result is that the comparative language style contained in his research is personification language style, symbolic language style, metaphoric language style, association language style, metonymia language style and hyperbolism. This leads to the second point, that style is not a thing but a practice. It is the activity in which people create social meaning, as style is the visible manifestation of social meaning. The satire language style found in the collection of short stories he studied was the style of cynicism and sarcasm. The affirmative language styles found are climax language style, repetitive language style, rhetorical language style, interrupt language style, and asidenton language style.<sup>12</sup>

Renkema stated that a style is used to denote the different ways, it is derived from latin word "style" which means "pen", the form of letters is influenced by the way in which a pen is cut, yet it is possible to write the same letters with different pens ; Style uses all the resources of language, it includes tone voice, different ways of pronouncing sounds, even choice of words and grammar themselves. Wales argued that there are different styles and different situations, also that some activity can

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<sup>11</sup> Bakalářská práce (2017). "Functional styles, their description and translation of a sample text " . Funkční styly, jejich charakteristika a překlad vybrané ukázky. Fakulta Filologie. p. 3.5

<sup>12</sup> Nurhasanah, Salim Laurensius, Wartiningsih Agus, (2015). "Analisis Gaya bahasa dalam kumpulan cerpen recto verso karya Dewi Lestari." Fakultas Sastra Indonesia. University of Pontianak.p.3

produce stylistic variation (there is no two people will have the same style in writing or speaking) The familiar kind of style is called diction, which is choice among synonym or near synonym. The words can be said appropriate to the occasion and fit to the intended meaning if the diction is good. style is a reflection of your attitude and your personality, there are many kind of personality to do a job. In this chance, the researcher give some away for language style in classroom.<sup>13</sup>

According to L.R. Galperin, a functional style of language is a system of interrelated language means which serves an exact aim in communication, a functional style should english speaking learners of foreign language, for more on personality types in learning english there are many people who have different character. So, using the language style in society's communication it help us in communication with other people without disturbing others either partially or personally.<sup>14</sup>

**Tabel 2.1 : Type of Language Styles**

NO.	Language Styles	Explanation
1.	Frozen Styles	Language that is always the same ; predictable, Lord's Prayer, wedding vows, etc.
2.	Casual Styles	The Standar sentence, syntax and word choice of work and school. Has complete sentence and specific word choice.

<sup>13</sup> Tabanlıoğlu Selime, (2003) *"The relationship Between Language Learning Strategies and Language Styles of Pre-Intermediate Students"*, Middle East Technical University.

<sup>14</sup> L.R. Galperin, (1982) *"A functional of language styles"* (<http://www.levity.com/stylistic5/corduoy/inesco.com>) p.29.

		Characterized by a large vocabulary.
3.	Formal Styles	Language between friends and is characterized by a 400 – to 800 - word vocabulary, word choice general and not specific conversation dependent upon no verbal assits. Sentence syntax often complite.

#### 2.4.2 The Function of Language Styles

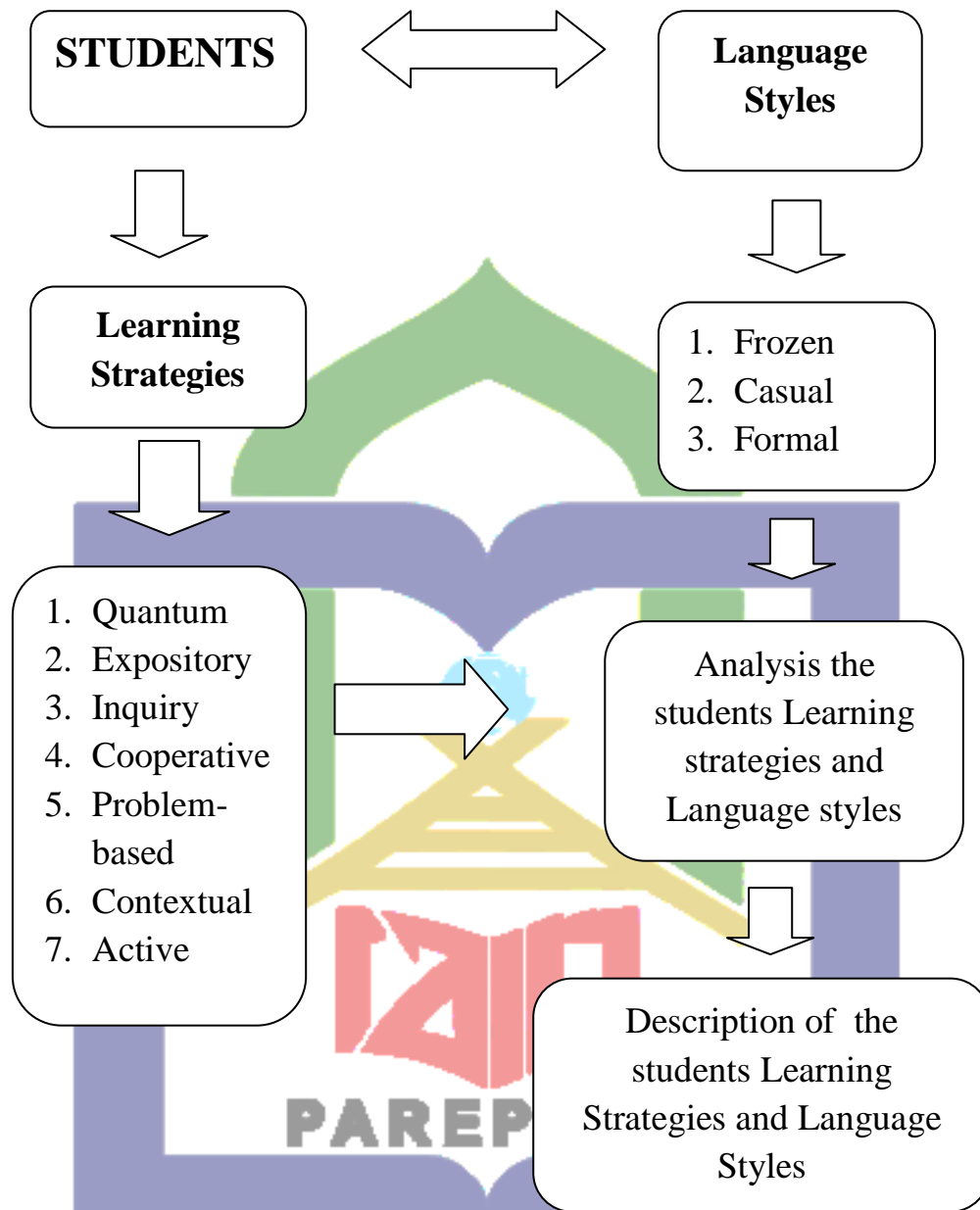
According to Chaika, speakers give a great of information about themselves just by the words, grammar, and pronunciation they choose both uncsciously and conciously. The style markers of particular social groups or region may be deliberately used for other purposes. It also means that using language style must determine the purpose of communication with which they are talking and what situation they are in.<sup>15</sup>

#### 2.5 Conceptual Framework

The main focus of this research is to know of collaboration language learning strategies and language style in classroom. The ideas that contain framework are basically the explanation or the idea of subordinate topic. The theoretical underlying of this research will give in the following diagram:

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<sup>15</sup> Chaika Elaine, (1982) “ *Language the society Mirror*”, Rowley Massachusetts : New House Publisher inc.



Conceptual Framework is a model conceptual about some theories relating to the identified factors of a research problem. This research is conducted to analysis the the students Learning strategies and Language styles and then description how is the students learning strategies and language styles to used in English learning process.



## CHAPTER III

### RESEARCH METHOD

This chapter describes about Subject of the Research, Location and Duration of the Research, Data Source, Design and Procedure of the Research, Technique of Collecting Data, Instrument of the Research and Technique of Data Analysis.

#### 3.1 Subject of the Research

This research was conducted in the second years of SMAN 9 Pinrang which includes 1 classes, for IPA 35 students but the researcher just choose three students. However, the subject of this research is XII IPA 2 with 23 students, which consist of 10 males and 13 females.

#### 3.2 Location and Duration of Research

The Location of this research is take a place SMAN 9 Pinrang, it is one of the senior high school which located in Kabupaten Pinrang. SMAN 9 Pinrang, is located on jalan Poros Pincara-Sikkuale, Kecamatan Cempa in Kabupaten Pinrang. The school has 13 class, they are ten until 12 classes for each grade. The duration of this research as long as one mount, before running this research, the researcher had been done observation to find out whether the students in the school are suitable with this research or not.<sup>16</sup>

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<sup>16</sup> Supiadi, Selpi, (2017) “ *Investigating of Vocabulary Learning strategies used undergraduate students*” S1 of STAIN Parepare, Skripsi. p.23

### 3.3 Data Source

According to Arikunto, the data source is the subject from which a data can be obtained. According to Sutopo, data source is where the data obtained by using certain method either in the form of humans, artifacts, or documents. According to Moleong, recoding of the data sources through interviews or observations is the result, recording of a combination of viewing, listening and asking. In qualitative research, these activities are conducted consciously, directed and always aimed at obtaining the necessary information, various source of data to be utilized in this study as follows ;

#### 3.1.1 Primary Data

Primary data is data obtained directly from the source, the primary of source used in this study include :

- a. Information from the teachers' of english at school SMAN 9 Pinrang.
- b. Information from the students' in library at SMAN 9 Pinrang.

#### 3.1.2 Secondary Data

Secondary data in this research, obtained not directly from sources. The data study used secondary sources of data as written sources such as book source, documents on staff and the teacher of SMAN 9 Pinrang.

### 3.4 Design and Procedure of the Research

In conducting this research, the researcher uses a qualitative research the researcher uses this method because the research basically aim at describing the data in the form of study casus. Addition, the data are described descriptively based on the research problems, are the learners to know of the language style are and how are

the language style in learning strategies. According Sukmadinita, the type of research consists of quantitative and qualitative research. Based on the problem posed, the research strategy is a single case so that in this study easier in finding data that fit the problem, and collect data more easily in finding data according problem. This research uses qualitative research type, in qualitative research there are two research strategy, that is qualitative strategy of interactive and non interactive. Interactive qualitative research, is in-depth study using the technique of collecting data directly from people naturally. Non interactive research, research analysis namely research that conducts assesment based on document analysis. The researcher collect, indentify, and analyze and sythesize data to provide interpretations ofr concepts,policies, and events that are directly or indirectly observed.<sup>17</sup>

### **3.5 Instrument of The Research**

#### **3.1.1 Observation**

As the direction for the research, the teaching learning process in class XII IPA 2 was monitored by doing observation while action were implemented with the technique the data were collected by observing the teaching and learning process in the classroom, the observation sheet was to guide the researcher in observing the class, it wass used to get the information about the teaching learning process. Student's acitivities were observed during the english class when the action was implemented.

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<sup>17</sup> Haqgo arini octavia, THESIS (2016).“ *Language styles in the Jakarta post adverstiment*” , Univercity Islamic State Maulana Malik Ibrahim of Malang. p.8-9.

### 3.1.2 Interview

Interview are used as data collection techniques if the researcher is conduct a preliminary study to find the problem to be researched and also the researcher wants to know things from the deeper res-ponden and the number of respondents is slightly. Interview used in this study by asking structured questions, because the researchers use interview guides are arraged in a systematic and complete to collect the data sought.<sup>18</sup>

## 3.2 Technique of Data Analysis

The data of this research were collected through qualitative analysis, the aim is to measure the participation of students in language styles. The data were used to describe the process of the observation and changes after the implementation of the learning process.

### 3.2.1 Check for Validity of Finding

Triangulation is the most commonly used method of securing data validity in qualitative research, triangulation is a technique of examining the validity data by exploiting something other than that data for the purposes of checking data or as a comparison of that data.

According Sugiyono he said that, validity is the degree of determination between the data that occurs on the object of research with the power that can be reported researchers. According Hamidi he said that there are several techniques that can be used to determine the validity of data, namely :

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<sup>18</sup> Sugiyono, (2013) “ *Research Method for students Qualitative*” Universitas Indonesia, Bandung . p.23

- a. Triangulation technique between data sources, data collection techniques and data gathering which, in the latter case, the researcher will attempt to obtaine colleagues or assistants in extracting data from citizen in locations that can assist ater being given an explanation.
- b. Will discuss and present with the students about learning strategies
- c. Will dicuss with students about language styles.

### 3.2.2 Data Processing

#### 3.2.2.1 Data reduction

First, the master of data has to be organized and somehow meaningfully reduced orreconfigured. Miles and Huberman describe this first of their three elements of qualitative data analysis as data reduction. "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions." Not only do the data need to be condensed for the sake of manageability, they also have to be transformed so they can be made intelligible in terms of the issues being addressed. Data reduction often forces choices about which aspects of the assembled data should be emphasized, minimized, or set aside completely for the purposes of the project at hand. Beginners often fail to understand that even at this stage, the data do not speak for themselves. A common mistake many people make in quantitative as well as qualitative analysis from exploring the specific content of the respondents' views, it is also a good idea to take note of the relative frequency with which different issues are raised, as well as the intensity with which they are expressed.

### 3.2.2.2 Data display

Data display is the second element or level in Miles and Huberman's model of qualitative data analysis. Data display goes a step beyond data reduction to provide "an organized, compressed assembly of information that permits conclusion drawing..." A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. In that respect, all participants are exposed to the identical program. However, implementation of teaching techniques presented at the workshop will most likely vary from campus to campus based on factors such as the participants' personal characteristics, the differing demographics of the student bodies, and differences in the university and departmental characteristics. The qualitative analyst will need to discern patterns of interrelationships to suggest why the project promoted more change on some campuses than on others.

### 3.2.2.3 Taking Conclusions and Verification

Miles and Huberman said that validity means something different in this context than in quantitative evaluation, where it is a technical term that refers quite specifically to whether a given construct measures what it purports to measure. Here validity encompasses a much broader concern for whether the conclusions being drawn from the data are credible, defensible, warranted, and able to withstand alternative explanations. For many qualitative evaluators, it is above all this third phase that gives qualitative analysis its special appeal. It is to take conclusion drawing well beyond what the data reasonably warrant or to prematurely leap to conclusions and draw implications without giving the data proper scrutiny.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter consists of two parts namely findings and discussion of the research. The findings deal with the observation and the quotes of interview that the writer made. The discussion deals with the writer conclusions about learning strategies and language styles at SMAN 9 Pinrang.

#### 4.1 Findings

This part is present of the data analysis of learning strategies and language styles at SMAN 9 Pinrang. The data were taken from 3 students of senior high school specially at the second years of SMAN 9 Pinrang. In order to take the data, the observation and interview were used to find out Learning strategies and language styles.

##### 4.1.1 The Result of observation

This parts explain about general information of the students learning strategies and language styles. In this study, the writer used observation checklist to analyze what learning strategies students often use in the learning process, especially in learning English in the classroom. The details show below :

## OBSERVATION SHEET LEARNING STRATEGIES

School Name : SMAN 9 Pinrang

NO	Aspect to observation	Implementation	
		YESS	NO
1.	Students show a happy attitude in English Learning.	✓	
2.	Students are active in English Learning.	✓	
3.	Students read quickly and precisely in English learning.		✓
4.	Students write quickly and precisely in English Learning.		✓
5.	Students create a harmonious atmosphere in English Learning.		✓
6.	Students think creatively in English Learning.		✓
7.	Students speak well in English Learning.		✓
8.	Students master the material delivered by the teacher in English Learning.		✓
9.	Students answer questions from teachers in English Learning.	✓	
10.	Students listen to material in learning English.	✓	
11.	Students understand the material in learning English	✓	
12.	Students think critically in English Learning.		✓



13.	Students pay attention in English Learning.	✓	
14.	Students explain the material in English Learning.		✓
15.	Students are responsible for English Learning.	✓	
16.	Students have skills in English Learning.		✓
17.	Students solve problems in English Learning.		✓
18.	Students experience anxiety in English Learning.	✓	
19.	Students have an interest in English Learning.	✓	
20.	Students have confidence in English Learning.	✓	
21.	Students work together in English Learning.		✓
22.	Students have motivation in English Learning.	✓	

**At the first meeting:** in the listening material students were more active in participating in the learning process, because the teacher gave the first picture before starting the recording from the native speaker to be played and the students showed a happy attitude towards learning, seeing the special preparation they made, besides some students also answer questions from the teacher contained in the native speaker's recording. So, before students get the opportunity to answer questions, the teacher gives some practice questions first, then students in the instruction to complete their own answers to other questions in the sheet of paper that has been provided. Then, students will certainly focus on listening because the material received is listening only after that students will understand or understand the questions given in the sheet. After that students give more attention to learning listening. Students are also responsible and students have little anxiety in themselves,

students also have a great interest in learning in listening material, students have self-confidence and students have strong motivation to take English lessons. Seeing this, the writer can conclude that students are more dominant in the use of active learning strategies and problem-based learning strategies.

NO	Aspect to observation	Implementation	
		YESS	NO
1.	Students show a happy attitude in English Learning.	✓	
2.	Students are active in English Learning.	✓	
3.	Students read quickly and precisely in English learning.	✓	
4.	Students write quickly and precisely in English Learning.		✓
5.	Students create a harmonious atmosphere in English Learning.	✓	
6.	Students think creatively in English Learning.		✓
7.	Students speak well in English Learning.	✓	
8.	Students master the material delivered by the teacher in English Learning.		✓
9.	Students answer questions from teachers in English Learning.	✓	
10.	Students listen to material in learning English.		✓
11.	Students understand the material in learning English	✓	

12.	Students think critically in English Learning.		✓
13.	Students pay attention in English Learning.	✓	
14.	Students explain the material in English Learning.	✓	
15.	Students are responsible for English Learning.		✓
16.	Students have skills in English Learning.		✓
17.	Students solve problems in English Learning.		✓
18.	Students experience anxiety in English Learning.	✓	
19.	Students have an interest in English Learning.	✓	
20.	Students have confidence in English Learning.	✓	
21.	Students work together in English Learning.	✓	
22.	Students have motivation in English Learning.	✓	

**At the second meeting:** in reading material students are more active in participating in the learning process, because the teacher gives an overview before giving the book to be read by students seeing from the special preparation the teacher is doing, besides some students also answer questions from the teacher contained in the book that is. So, before students have the opportunity to answer questions, the teacher reads important points from the book first, then the students in the instruction to continue or continue reading in the book provided. Then, students will also understand or understand the questions given in the sheet. After that students pay more attention to the text or reading. Students are also emphasized to explain the contents of the reading. Then, students have a little anxiety in themselves while

attending learning. Furthermore, students also have a great interest in learning in listening material, students have self-confidence, students also cooperate in groups well and students have strong motivation to take English learning. Seeing this, the writer can conclude that students are more dominant in the use of active learning strategies and cooperative learning strategies.

NO	Aspect to observation	Implementation	
		YESS	NO
1.	Students show a happy attitude in English Learning.		✓
2.	Students are active in English Learning.	✓	
3.	Students read quickly and precisely in English learning.		✓
4.	Students write quickly and precisely in English Learning.	✓	
5.	Students create a harmonious atmosphere in English Learning.		✓
6.	Students think creatively in English Learning.		✓
7.	Students speak well in English Learning.		✓
8.	Students master the material delivered by the teacher in English Learning.		✓
9.	Students answer questions from teachers in English Learning.		✓

10.	Students listen to material in learning English.		✓
11.	Students understand the material in learning English	✓	
12.	Students think critically in English Learning.		✓
13.	Students pay attention in English Learning.	✓	
14.	Students explain the material in English Learning.	✓	
15.	Students are responsible for English Learning.		✓
16.	Students have skills in English Learning.		✓
17.	Students solve problems in English Learning.		✓
18.	Students experience anxiety in English Learning.		✓
19.	Students have an interest in English Learning.	✓	
20.	Students have confidence in English Learning.	✓	
21.	Students work together in English Learning.	✓	
22.	Students have motivation in English Learning.	✓	

**At the third meeting:** in writing material, students are more active in participating in the learning process, students understand the learning material provided by the teacher and students also pay attention to what is conveyed by the teacher. Students are able to explain learning material, students have an interest in learning English and students also have self-confidence, students work together in completing learning and students also have motivation in learning English. Seeing this, the writer can conclude that students are more dominant in the use of active learning strategies and cooperative learning strategies.

Judging from the research of the first to the third meeting, the authors put forward the opinion that students more often use active learning strategies in the classroom, especially learning English.

#### **4.1.2 The Result of interview**

##### **4.1.2.1 The Result of teachers' interview**

Based on the result of students language style, when the researcher asked the teacher's understand of language style, she stated that language styles of course the way study of language and there are many thing of language styles, that we can used in the teaching. For example: frozen style, casual style and formal styles, but in there the students' used formal style in this class and sometimes in the third grade of course their used casual style because the materials this class its' discussion text. So, the teacher used that to improve the students language styles. Then when the researcher asked the teacher's how to improve students' language skills, she stated that for formal style sometimes the teachers asked the students to make a sentence and then to use present text for example she made some explanation text and then to made announcement she used that the other lands, and then if she sometimes asked the students to use simple past of course to make narrative text.

Furthermore, when the researcher asked the teacher's can language style improve student's English language skills, she stated that it can improve the students English language skills. Then, when the researcher asked the teachers what language style does students use in English learning process, she stated that language styles does students use in the english learning. Actually in depend on the materials if the students learning about discussion text of course they will use consultative styles, but

if the students learning about complete text of course they use formal style. Then, when the researcher asked the teacher's where is the source obtained by students in receiving English learning, she stated that sometimes the students must to finds the materials in the internet or read the article about language style.

In this case the teacher instructs students to find additional material from the internet and read articles about language style. So, the writer can give opinion that the students' found the material its' not only from book in their class. But they can found in social media and article. Then when the researcher asked the teacher's use of language style in the English learning process, she stated that for asked the students about that of course the teacher's suggest and depend on the materials the students study about discussion text of course they have to use the consultative style. In this case the use of language styles in English is dependent on the material given to students, if the material is about discussion text then of course they use consultative styles. So, the writer can give opinion that the student usually achieve the material discussion text.

Furthermore when the researcher asked the teacher's language style have an important role in improving students'abilities, she stated that the language styles can improve the students abilities. In this case, the teacher said the style of language can increase students' abilities, which means the ability to speak for English lessons. So, the writer can give opinion that the teacher increase students' abilities with speak english in the class. Then when the researcher asked the teacher's teach English in class, she stated that in the second semester lesson schedule she teach in classes XII.IPS.1, XII.IPA.3 and XII.IPA.1 on Monday. Furthermore, on Tuesday did not have a teaching schedule, on Wednesday she teach in class, X.MIPA.2, XII.IPA.2,

XII.IPS.1 and X.MIPA.1, then on Thursday, she teach in classes XII.IPS.2, XII.IPS.1 and XII.IPA.3, then on Friday, I teach in class XII.IPA.2 and XII.IPA.1. In the statement above, it was explained about the schedule of English language lessons, the teacher taught English in six classes in one week. Then this lesson schedule is conducted for one semester in the odd semester school year.

#### **4.1.2.2 The result of students' interview**

Based on the result interview text of the students language styles when the researcher asked the students opinion about English and language style, Ismail stated English language is a lesson which one of learning make to study hard and then want to studying with our teacher, English is very fun and give attraction to him and also for understand it he must memorize the lesson step by step every time and then style which one know that is the application from students' into the class specially in this type language style which one the teacher using in the class. Usually, we must know the vocabulary, grammar, discussion text, tenses and other. Then, Ramadani japri stated English language it's very hard but she like so full english learning and if she have many strong desire she can get the language. language style is a small one of type from style and very hard to understand about style but into the class the teacher explain the material just used formal style where this style of language strengthens vocabulary memorization. Hastriani stated English language it's a international language into the world, there are many people used English language to speak with tourism and then if we able to master English perfectly and a lot of knowledge that we must understand the language style although its' very hard but if we want to study



hard it will be easy to do it, and also language style which to understanding from all of type is formal style.

Furthermore, this is a statement that the writer gave after conducting research and concluding the results of the study on 12th grade students in SMA 9 Pinrang as follows; *"In my opinion English is a very interesting learning and testing the guts, why I say that because English is one of the international languages as long as I learn English I understand that English is interesting in terms of pronunciation that is so different from writing and there are also some that are almost the same, according to some English people it is very difficult and one of the most feared lessons is remembered when I was sitting in school. Well, I was of the same opinion, when I was in school, but when I was in college I was well aware that English is very much needed in the environment both in the world of work and society especially if someone has an interest in continuing education abroad English is very influential in that case, seeing every answer from my respondent on this matter, I intend to say that English is indeed difficult if we do not try to learn and understand what is explained and also English is very important in life in the future come. Furthermore, Style in my opinion comes from ancient Greek, which means the model matches the explanation of Gorys keraf in his book. Then the style itself is used by someone in speaking or communicating with other people, in this case the style is referred to as the form or type of speech that is usually used in vocabulary, grammar and discussion. So, style is a form or way that someone does in understanding a lesson easily. Example: Each student is advised by the teacher to memorize as many vocabulary as possible, then present the front of the class at each meeting. Seeing from the respondent's answer*

*about the style used in learning they say most often use formal styles, because indeed the concept of their learning is memorizing vocabulary and indoor discussion. "*

Then, when the researcher asked the students about like English lessons, Ismail stated like English learning, because there are many challenge we can get in English learning. Then, english learning is an interesting language and gives us a challenge in finding the right answer for each problem. Ramadani japri stated like English lessons, because English is a language or lesson that is interesting and we can use to communicate with people from abroad. Hastriani stated like English because very interest in English learning and very large with English, we can understand and master in English if used by foreigners in speaking and we can use it in the other communities.

Furthermore, this is a statement that the writer gave after conducting research and concluding the results of the study on 12th grade students in SMA 9 Pinrang as follows; *"If asked if I like learning English the answer is yes, why? Because English has its own characteristics, one of them in terms of English pronunciation has a different name from the writing. So why do I think English has a characteristic and that makes many people interested in learning it but this is in my own opinion, as long as my English is received from school first, I once thought that English made us hypocritical because it teaches things that don't fit the truth. But from that we also learn how the language used in other countries and when needed, English will be very helpful when in other countries. Then look at the respondent's answers on this matter, that they like English language lessons, but it is very difficult to understand and a kindness in developing knowledge about English, if one day outside the area or meeting foreign tourists then English is use it is very mature. "*

Then, when the researcher asked the teacher's often receive English learning, Ismail stated usually to get English learning in class on Wednesday and Friday and he also often take part in training activities or English language courses in Pinrang city. Ramadani Japri stated in addition to school of learning she also received English lessons at the place of the course. Hastriani stated to found english learning she just received into the class from Wednesday until Friday. Furthermore, this is a statement that the author gave after conducting research and concluding the results of the study on 12th grade students in SMA 9 Pinrang as follows; *"Usually I accept English language lessons in the room, and once I once studied in an open place so that the knowledge gained was easier for the brain to accept. My lecturer said at the time, then seeing the respondent's answers regarding this matter they usually studied in the classroom only, the teacher never taught outside the room or in any place. But there are also respondents who say that they usually also study at the course to increase knowledge about English."*

Then, when the researcher asked the students when did you start English learning, Ismail stated in the elementary school and Junior high school and until now. Ramadani Japri stated from elementary school to junior high school all felt easier to learn. Hastriani stated from start to learn, in the elementary school grade four and junior high school at that time she was still not serious about talking English lessons because she thought it's was very difficult to mention and interpret. Furthermore, this is a statement that the author gave after conducting research and concluding the results of the study on 12th grade students in SMA 9 Pinrang as follows; *"I started learning English starting from elementary school until now, especially the majors I took on campus were English, so I would know more about*

*English. Then looking at the respondent's answers on this matter, I concluded that they began learning English from elementary school to high school or high school. "*

Then, when the researcher asked the teacher's Have you learning English with Language style, Ismail stated that into the class never practice english learning with language style because he don't know to understand and then he didn't get the point of this learning . Ramadani Japri stated the teacher given learning for students' with retell the story and never studied about language styles. Hastriani stated the teacher in front of class just explain about our material that's narrative text, conjunction and discussion. there is no language style in this studing but, if we want to study we used formal sytle usually example vocabulary and passive voice. Furthermore, this is a statement that the writer gave after conducting research and concluding the results of the study on 12th grade students in SMA 9 Pinrang as follows; *"Yes, I have studied English with language styles in sociolinguistic courses, I remember very well that this lesson is a derivative of syntax and is linguistic. Then I learned many things about styles in language, one of which was to know the functions of several terms used in sociolinguistic lessons. In essence, the style of language describes the stage in communicating or talking in the room with others and so on. Looking at the respondent's answers to this matter, I give the conclusion that language style is often used in the teaching and learning process and the most commonly used is formal style. Why do they use formal style because of the results of the research that I got in the field, that they learn most often memorize vocabulary and conduct indoor discussions and that is what is meant as a formal language style. "*

Then, when the researcher asked the teacher's you ever studied additional English with a teacher, Ismail stated the teacher never given a lesson in the other

place, except we want to practice we must out from the classroom. Ramadani Japri stated learning English language just into the class, because the teacher will be explained the material of course universal explanation to the students. Hastriani stated the student always received English learning only in the class not to the other place.

Furthermore, this is a statement that the writer gave after conducting research and concluding the results of the study on 12th grade students in SMA 9 Pinrang as follows; *"Of course I have received additional English lessons since I was in college, at that time I was still in the third semester. A lecturer made a club studying in English and it was conducted for three consecutive years. Why? Because according to him English must be applied to his own territory and English must be breakfast every day for students majoring in English, so that later it will not be awkward anymore to talk to friends and even with lecturers, so that the club is implemented to drain the understanding about English. Regarding the respondent's answers from the results of the study, I gave the conclusion that students had never received additional lessons outside the room by the English teacher."*

Then when the researcher asked the students understand English lessons, Ismail stated increasing vocabulary will make us easier to understand English both in terms of language and translation. Ramadani Japri, in learning English, the power of thinking is difficult if someone does not have a great desire to understand it, but also learning not only from books, we can also learn from the internet or google media.

Hastriani stated to learn English she often open a three language translation dictionary to understand more deeply, then she also often watch movies with translations so that it makes it easier to master more English vocabulary.

Furthermore, this is a statement that the writer gave after conducting research and concluding the results of the study on 12th grade students in SMA 9 Pinrang as follows; *"There are many things that I think can be done to understand English language lessons, one of which is to read books, ask with Google, ask questions with friends, lecturers and others. But, there is also an important thing to do is to regulate everything in learning English. Example: The lecturer gave the assignment to look for additional material about morphology? So without thinking long as a student, you will immediately look for answers from the internet or social media, then describe them in summary. Looking at the respondent's answers to this matter, the researcher concluded that students tended to prioritize a lot of memorization to make it easier to understand vocabulary or assignments given by the teacher, not to mention the help of dictionaries, books and the internet. "*

Then when the researcher asked the students learning result after doing this language styles, Ismail stated the changes in pattern words in more sentences and the knowledge that he got little by little more then want to master English completely, because English is a language full of challenges. Ramadani Japri stated reproducing vocabulary from the dictionary little by little then applying it in daily life with friends, teachers and others. Hastriani stated that vocabulary that haven't known so far.

Furthermore, this is a statement that the writer gave after conducting research and concluding the results of the study on 12th grade students in SMA 9 Pinrang as follows; *"In the answers of students on this matter, they found a new way of learning English which is using a formal language style to make it easier to understand English well. Then they also knew more about the vocabulary and most importantly*

*they also saw how many disadvantages and advantages in learning English in the room. Looking at the respondent's answer, I conclude that the style of this language tends to be used indoors by the teacher for students, then they already know which way is right and wrong in understanding English lessons, the most frequent language style is formal styles.*

#### **4.1 Discussions**

In this parts the researcher will be explain that the discussion of the analysis of students learning strategies and language styles. The details show bellow;

##### **4.1.1 Learning Strategies**

In this current research, the writer exposed the learning strategies used by students in English learning process.

In this part the writer analyzed the learning strategies that were identified used by students during learning process in the classroom. The aim was to know their plan in the learning process especially in English class. Based on the writer's observation at the first meeting, in the beginning process of the class the writer found that there were several of the students who look very happy to learn in the English class. Then, the writer continued to observe the learning process and found that students were more active in the middle part of the learning process. The writer also noticed that students could answer questions from the teacher frequently. There a part of the learning process that also showed that the teacher explained the exercise first and then the students were asked to answer the exercise carefully.

Furthermore, the writer paid attention again with students learning process. The researcher found that the students in Listening class can hear the dialogue of the native speaker from the tape recorder in learning listening. Then, the students also tried to understand the intent of the dialogue that was heard. The students had a full sense to pay attention with what native speakers said. There were several students that were very enthusiastic join the learning process.

Then, the writer continued to pay attention with the students learning process. There were also several students who felt anxious in following the learning process because they are afraid to complete the questions of the exercise given to them. However, not all students feel that thing. Then, the writer also found that students had high interest to undertake the exercise. Briefly, it could be concluded that students could follow the learning process as a whole.

It means that students in total focus their attention on what is heard from native speakers in learning listening, after that the author sees again that students have a sense of self-confidence will solve a problem in practice questions in give by the teacher. In this case the writer also sees that students have great motivation to follow the process of learning English. Then students are also welcome by the teacher to read the contents of the text alternately with each other, so that they are more easily understood the purpose of the text. After that students also show a harmonization in the class, by seeing that students create a joke and laughter in the learning process.

After that, the writer look again that students are required by the teacher to speak, meaning that students must explain more specifically about the text that has been read. Furthermore, students are required to understand what is meant by reading, after which students build attention on the teacher who helps students to



receive the material well, by seeing that the teacher explains the material in front of all students, after which students are seen to be better able to understand the contents of the text that is. Then the writer looks back that in this case the students have reckless self-confidence, meaning students show confidence with something different from each other. After that, the thing most worried by the teacher was that there were students who also experienced anxiety when told to explain or speak in front of their friends. In this case it can also be seen that, interest in improving learning achievement is quite well done through this material, after which students also show good cooperation, when instructed by the teacher to answer questions from the book carefully.

Then, in this material the students also have a great motivation to resolve the in comprehension of the text, by seeing that students want to continue to practice in order to understand the concept of learning on that day, by asking questions and finding out in several sources. Well, of course students are more focused on the use of the strategy because students are more instrumental in accepting the learning process. Seeing this, the writer wants to illustrate a little that learning strategies are very important in carrying out the learning process, because it is known together that students need to know the right way to obtain good knowledge so that what the teacher has summarized in the learning plan will go along and to achieve the purpose of effective learning goals.

Then it's not enough just to do that, this learning strategy is also a useful thing for students to develop and improve their ability to think to achieve the right thing. Students must be taught to think logically and systematically so that later in the learning process students will be more directed. Judging from the results of the study,

the authors can argue that students are more dominant in the use of active learning strategies, because they see that students focus and have an important role as mediators. Therefore, the writer summarize that in observations for three days, students use active learning strategies in following the learning process, especially in learning English.

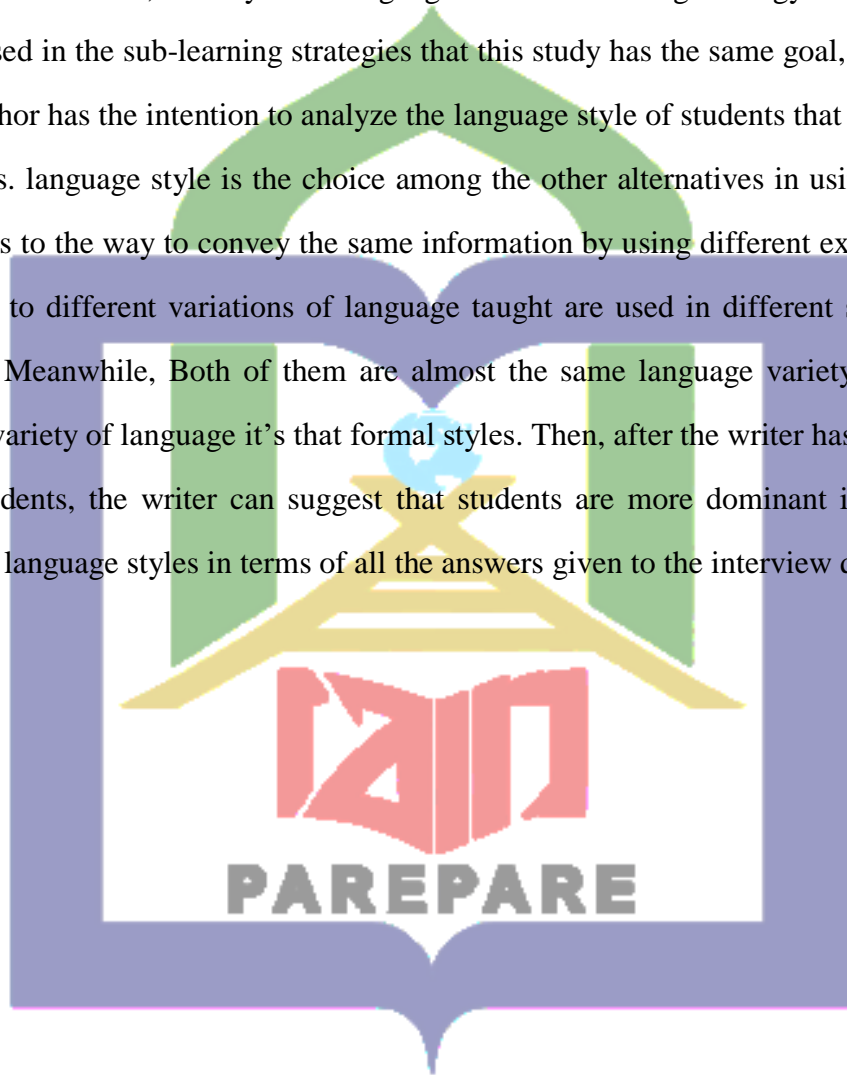
#### 4.2.1 Language Style

Language style is an action carried out by someone in appreciating the learning process in communicating or speaking especially learning English. from several views it has been stated that the style is the same as the symbol where this symbol is used to find out the type of language used by someone, while frozen is the name of the style itself if combined it will mean as a style of language that is always used in wedding and prayer activities. so this style becomes a symbol of the activities carried out in communicating at the wedding as well as praying.. Then there is another called casual language style, this style of language is a symbol or sign that is used by someone in communication, especially in learning linguistics such as syntax, work and in school can be viewed in terms of the vocabulary used by students in speaking in class.

Basically, students must know the type of style they have in language or communication so that they know where the weaknesses and strengths of the style are located in the learning process, especially learning English. Then the last language style is called the formal language style, this style is a symbol or sign used by someone in communicating with other people. so, this style of language can be realized by looking at the use of vocabularies in the content of communicating with

each other. in addition, this style is also distinguished in terms of the use of vocabulary in the class of approximately 400-800 words. This style is also not used in conversation forms and is often used in making perfect syntax sentences.

Furthermore, the style of language and the learning strategy the author has discussed in the sub-learning strategies that this study has the same goal, in this study the author has the intention to analyze the language style of students that is often used in class. language style is the choice among the other alternatives in using language. It refers to the way to convey the same information by using different expression and related to different variations of language taught are used in different situation and needs. Meanwhile, Both of them are almost the same language variety in thinking about variety of language it's that formal styles. Then, after the writer has interviewed the students, the writer can suggest that students are more dominant in the use of formal language styles in terms of all the answers given to the interview questions.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is consists of two parts namely the conclusion and suggestion of the research.

#### 5.1 Conclusion

The research “The Analysis of students’ Learning Strategies and Language Styles in English Learning at SMAN 9 Pinrang” was explain that what the students’ to do in the room. In here there a three type of learning strategies; learning component, learning model, learning technique and then language styles also have three type ; frozen styles, formal styles and casual styles. Based on the result findings, the writer concluded that the students’ used on the 12th grade about learning strategies through observation for 2 weeks, from the research of the first to the third meeting, the writers put forward the opinion that students more often use active learning strategies in the classroom, especially learning English.

The writer concluded that students’ used on 12th grade about language styles through interview tests with learning process, the teacher provides teaching materials to students tend to be more effective in using vocabulary. The teacher instructs students to communicate with each other. But things like that are quite rare, because many students usually focus more on playing than discussing subject matter and so on. So, the writer can give the conclusion that for students is review of several readings in the material and also the students are more active in memorizing the vocabulary in the class at each meeting, that is called formal Style.

## 5.2 Suggestion

Based on the research, the following suggestion for further studies :

- 5.2.1 For teacher, according to the writer must to have strategies which attract and unique for students' to following learning process, if look at the learning during this research, very few students' play an active role in receiving learning. Then, the writer can give suggestion to the teacher in the learning process by using learning strategies and language styles ; Reducing student playing activities in the room by giving a little punishment that educates, then always remind students to work on assignments within a predetermined time frame, so that the learning process is learning strategies of memory.
- 5.2.2 For students, the writer said must be more active and innovative in following the learning process, especially in English lessons students must show their full desire and attention. Then, the writer can give to students are; Use time as it should, so that each teacher gives the task to be able to do it on time. Then, students also have to develop a more effective learning strategies in the learning process, so that each receive material in the room the students not feel bored and depressed also the students feel more enthusiastic.

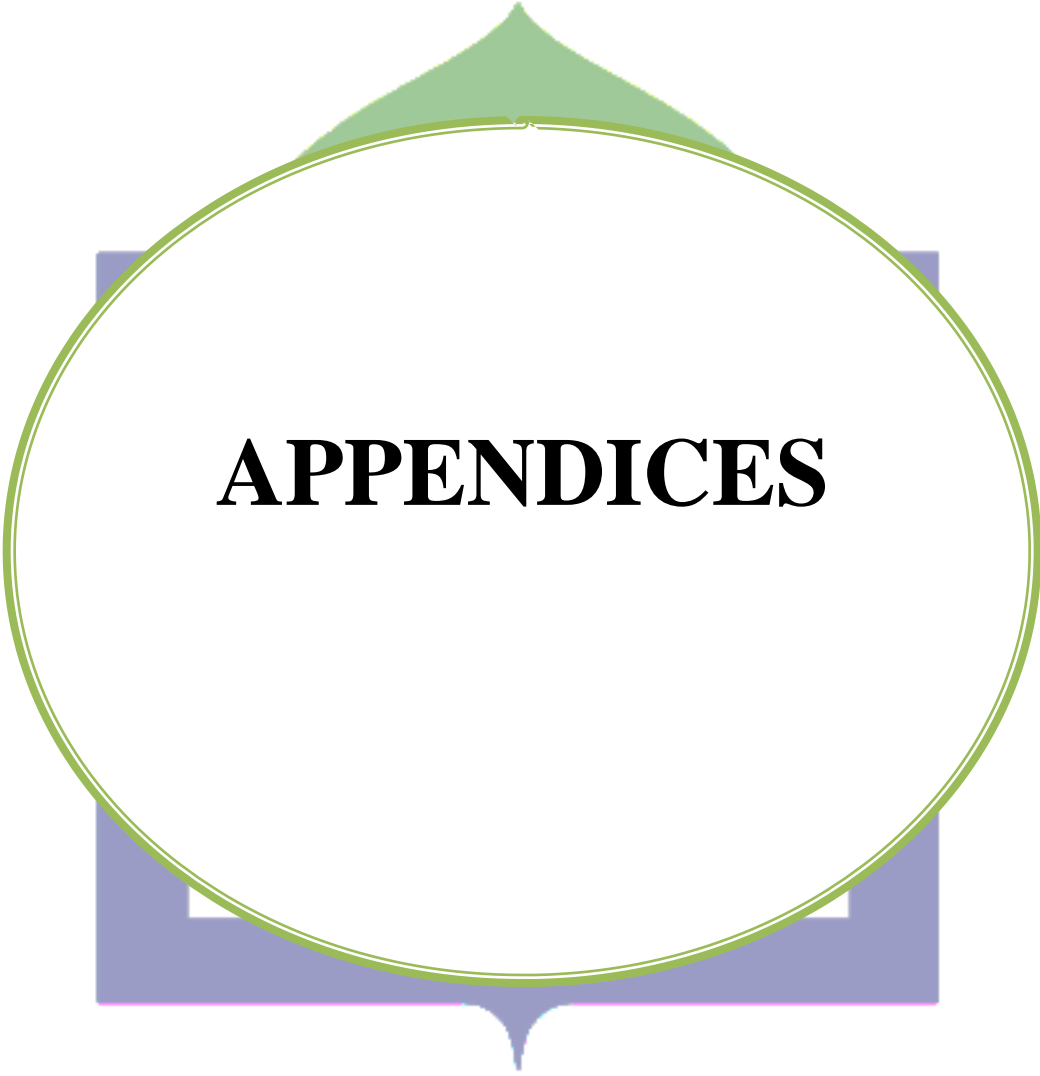
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# APPENDICES

**A. OBSERVATION**

**OBSERVATION SHEET OF LEARNING STRATEGIES**

**School Nama : SMAN 9 Pinrang**

NO	Aspect to observation	Implementation	
		YESS	NO
1.	Students show a happy attitude in English Learning.		
2.	Students are active in English Learning.		
3.	Students read quickly and precisely in English learning.		
4.	Students write quickly and precisely in English Learning.		
5.	Students create a harmonious atmosphere in English Learning.		
6.	Students think creatively in English Learning.		
7.	Students speak well in English Learning.		
8.	Students master the material delivered by the teacher in English Learning.		
9.	Students answer questions from teachers in English Learning.		
10.	Students listen to material in learning English.		
11.	Students understand the material in learning English		

12.	Students think critically in English Learning.		
13.	Students pay attention in English Learning.		
14.	Students explain the material in English Learning.		
15.	Students are responsible for English Learning.		
16.	Students have skills in English Learning.		
17.	Students solve problems in English Learning.		
18.	Students experience anxiety in English Learning.		
19.	Students have an interest in English Learning.		
20.	Students have confidence in English Learning.		
21.	Students work together in English Learning.		
22.	Students have motivation in English Learning.		

## B INTERVIEW TEXT

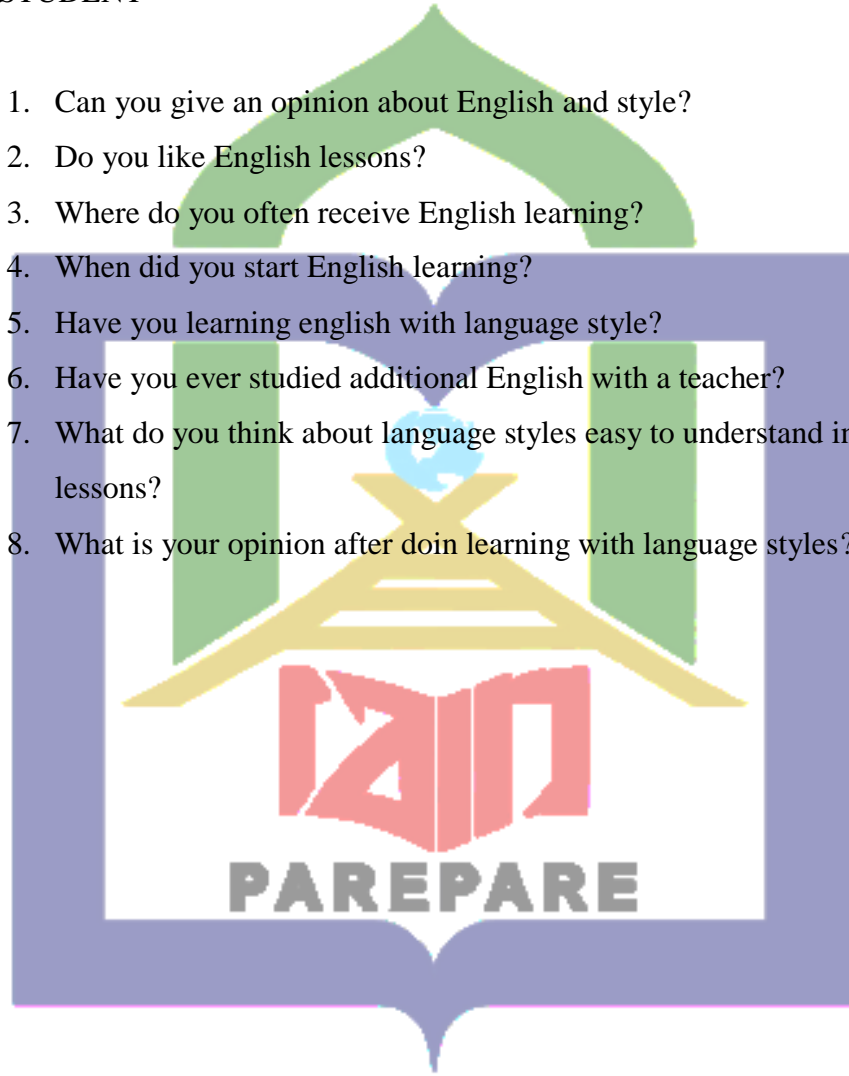
### ➤ TEACHER

1. What do you understand about language style?
2. How do you improve students' language skills?
3. Can language style improve students' English language skills?
4. What language style do students use in the English learning process?
5. Where is the source obtained by students in receiving English learning?
6. How to use the language style in the English learning process?

7. Does language style have an important role in improving students' abilities?
8. When do you teach English in class?

➤ STUDENT

1. Can you give an opinion about English and style?
2. Do you like English lessons?
3. Where do you often receive English learning?
4. When did you start English learning?
5. Have you learning english with language style?
6. Have you ever studied additional English with a teacher?
7. What do you think about language styles easy to understand in English lessons?
8. What is your opinion after doin learning with language styles?







z













**PEMERINTAH KABUPATEN PINRANG**  
**SEKRETARIAT DAERAH**

Jl. Bintang No. Telp. (0421) 923058 - 922914  
PINRANG 91212

Nomor : 070/ 577 /Kemasy.  
Lampiran : -  
Perihal : **Rekomendasi Penelitian.**

Pinrang, 12 September 2018

Kepada

Yth, **Kepala SMAN 9 Pinrang**  
di-

**Cempa**

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor: B.1997/In.39/PP.00.9/09/2018 tanggal 12 September 2018 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

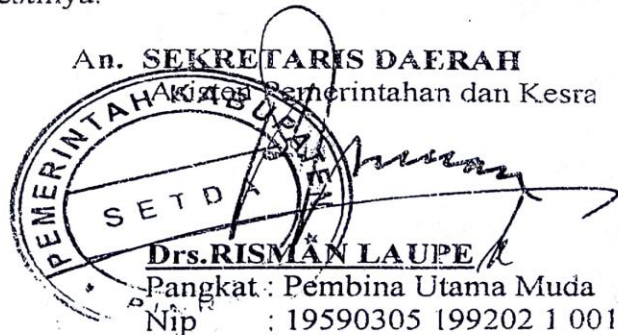
Nama : **NURAFIKA**  
NIM : 14.1300.005  
Pekerjaan/Prog.Studi : Mahasiswi/Pend. Bhs. Inggris  
Alamat : Sikkuledeng Kec. Cempa  
Telepon : 085335705366.

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul "***THE ANALYSIS OF STUDENTS LEARNING STRATEGIES AND LANGUAGE STYLES IN ENGLISH LEARNING AT SMAN 9 PINRANG***" Yang pelaksanaannya pada tanggal 15 September s/d 28 September 2018.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. **SEKRETARIS DAERAH**  
Kabupaten Pinrang dan Kesra

  
**Drs. RISMAN LAUPE**  
Pangkat: Pembina Utama Muda  
Nip : 19590305 199202 1 001

**Tembusan:**

- Bupati Pinrang Sebagai Laporan di Pinrang;
- Dandim 1404 Pinrang di Pinrang;
- Kapolres Pinrang di Pinrang;
- Kepala Kantor Kementerian Agama Kab.Pinrang di Pinrang;
- Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
- Plt.Wakil Rektor Bid.APL IAIN Parepare di Parepare;
- Camat Cempa di Cempa;
- Yang bersangkutan untuk diketahui;
- Arsip.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Nomor : B1997 /In.39/PP.00.9/09/2018  
 Lampiran : -  
 Tujuan : Izin Melaksanakan Penelitian

Kepada Yth.  
 Kepala Daerah KAB. PINRANG  
 di  
 KAB. PINRANG

*Assalamu Alaikum Wr. Wb.*

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

Nama : NURAFIKA  
 Tempat/Tgl. Lahir : SIKKULEDENG, 23 September 1996  
 NIM : 14.1300.005  
 Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
 Semester : VIII (Delapan)  
 Alamat : SIKKULEDENG KEC. CEMPA KEL.SIKKUALE

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


**" THE ANALYSIS OF STUDENTS LEARNING STRATEGIES AND LANGUAGE STYLES IN ENGLISH LEARNING AT SMAN 9 PINRANG "**

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

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

Terima kasih,

12 September 2018

An. Rektor  
 Pti. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)  
  
 H. Munaid



**PEMERINTAH PROVINSI SULAWESI SELATAN**

**DINAS PENDIDIKAN**

**SMA NEGERI 9 PINRANG**



JL. Poros Cempa-Sikkuale Tlp. (0421) 391 0871 NPSN : 40305151 NSS

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**

Nomor: 422 / 094 -UPT SMA.9/PRG/ 2018

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 9 Pinrang menerangkan bahwa :

Nama : NURAFIKA  
 Nomor Pokok : 14.1300.005  
 Prog Study : Pendidikan bahasa inggris  
 Pekerjaan/Lembaga : IAIN pare-pare  
 Alamat : Sikkuledeng

Yang tersebut namanya di atas telah melaksanakan Penelitian di SMA 9 Pinrang Kab. Pinrang dengan Judul ” **The analysis of students learning strategies and language styles in English learning at SMAN 9 Pinrang**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Cempa, 4 Oktober 2018

Kepala UPT SMAN 9 Pinrang



## CURRICULUM VITAE



**NUR AFIKA**, The writer was born on September 23<sup>th</sup>, 1996 in Pinrang. Her father's name is H.P.Ibrahim Galling and her mother's name is Hj.P.Megawati Nohong. She is the third child from four siblings. She has one old Sister, one old brother and young sisters. She lives in Cempa, Pinrang regency with her family.

She began her study in Elementary school at SD Negeri 50 Sikkuledeng, Cempa, Pinrang regency from 2002 until 2008. The writer stay in Sikkuledeng with her parents for her last grade and graduated on 2008. After that, she continued to Junior High School in Pondok Pesantren Darul Arqam Muhammadiyah Pinrang, but on the second semester she sick so her parents requesting to moved in SMP Negeri 3 Cempa and graduated on 2011. Next, in the same year, she registered in SMA Negeri 1 Cempa (old school name) or SMA Negeri 9 Pinrang and graduated on 2014. Then, she continued her study at the same year in State Islamic College (STAIN) Parepare which had been changed to State Islamic Institute (IAIN) Parepare and took English Program of Tarbiyah and Adab Department. She completed her study of English Program with the title of skripsi "The Analysis of Students' Learning Strategies and Language Styles in English Learning at SMAN 9 Pinrang)".