



**THE CORRELATION BETWEEN LEARNING STYLE AND ENGLISH
ACHIEVEMENT AT GRADE VIII STUDENTS OF SMP NEGERI 1
BATANG ANGKOLA**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan
as Partial Fulfillment of Requirement for the Degree of Education
Graduate (S. Pd) in English*

Written By :

RONNY FEBRI YANNA DAULAY
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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

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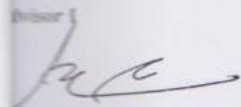
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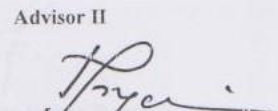
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Therefore, we hope that the thesis will soon be examined in front of the Thesis Examination Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

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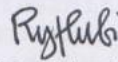
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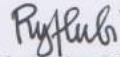


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LEGALIZATION

Thesis : THE CORRELATION BETWEEN LEARNING STYLE
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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of
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In the name of Allah, the greatest and the most merciful who has given the time and chances in writing this research. And sholawat and salam due to our great prophet Muhammad SAW brought us from the darkness to the brightness, and many thanks to all of the people who participate in completing this research.

In this writing, the researcher takes a topic about; “The Correlation between Learning Style and English Achievement at Grade VIII Students of SMP Negeri Batang Angkola”.

In this occasion, the writer is very grateful to all who have given guidance and supports in finishing this script, especially to:

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3. Dr. Lelya Hilda,M.Si as the Dean of Tarbiyah and Teacher Training Faculty that has done the best to improve the faculty in creating various activity toincrease students’ skill.
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The writer realizes that this research is still far from being perfect and complete due to the writer limitation of knowledge. Therefore, the writer will welcome to the constructive criticisms and suggestions from the readers.

Padangsidimpuan, 2019
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ABSTRACT

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Title : **THE CORRELATION BETWEEN LEARNING STYLE AND ENGLISH ACHIEVEMENT AT GRADE VIII STUDENTS OF SMP NEGERI 1 BATANG ANGKOLA**

This research discussed the correlation between learning style and English achievement at Grade VIII students of SMP Negeri 1 Batang Angkola. The objectives of the research are: 1) to describe the students' learning style at grade of VIII SMP Negeri 1 Batang Angkola. 2) to describe the students' English achievement at grade of VIII SMP Negeri 1 Batang Angkola. and 3) to examine the significant correlation between learning styles and students' English achievement at grade of VIII SMP Negeri 1 Batang Angkola

This research used quantitative method to gain the data. The population is taken from all class VIII SMP Negeri 1 Batang Angkola. There are nine classes of grade VIII as the population of the research. they are classes VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, VIII-G, VIII-H, and VIII-I. The researcher used random sampling method. The sample takes were 30 students. The technique of collecting data are questionnaire and documentation. The data are "r" product moment and test formula.

The result of the research, the writer determined the hypothesis whether the hypothesis is alternative hypothesis or accepted if $t_{\text{count}} > t_{\text{table}}$, meanwhile the index correlation rejected or hypothesis null ($t_{\text{count}} < t_{\text{table}}$). The value of the df ($N_1 + N_2 - 2$) $30 + 30 - 2 = 58$. After looking the result df on 5% significant was 2.00. This matter showed that t_{test} was 3.43 higher than the score of t_{table} was ($t_{\text{test}} = 3.43 > t_{\text{table}} = 2.00$) It meant that "There was significant correlation between learning style and English achievement at the Grade VIII of SMP Negeri 1 Batang Angkola. Meanwhile, the alternative hypothesis of H_a was accepted.

Key Word: Learning Style, English Achievement

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language. English is one of the language which is used by most people as the tools of communication in the world. It is used not only as national language for western countries which English is a native language, but also in some countries use English as second native language. The domination of the English language globally is undeniable. English is the language of diplomacy and international communications. Business, education and science. It has often referred to as the world language of the modern era.

The role of English is very crucial among the country as well as Indonesian school curriculum. English is a very important language that is used by many people in various countries. It is very useful for us and our future. English is the first language in many aspects in life, such as in everyday life, business, information technology, education especially senior high school and university education, and many other aspects.

The aim of English teaching at school according to the curriculum is the students have skill in mastering of English material in order to teach the purpose of English learning. There are four basic skills that should by mastered of English such as: listening, speaking, writing and reading. Further, there are some material

which relation to the listening, speaking, writing and reading. The material about four skills of English such as: the expression, some dialogues and conversations, reading story and kind of the text.

To increase the English language teaching as compulsory subject in the school, there are some effort must to be applied. They are, revise the curriculum system, to improve the insight of teacher, to evaluate the teachers' ability. Furthermore, students had been active in learning process, high motivation, own text books and so forth. All of the effort make system of teaching learning process perfectly.

The reality in the field the ability of most students in English achievement is low. They face difficulties in understanding the material. Based on the first observation the writer finds that the minimum succeeded criteria mastery (KKM) at SMP Negeri 1 Batang Angkola has 75". Meanwhile the score can be found in DKN and the students got the English score about average 60". It is shows that the students' achievement of English is not suitable with expectation.

There are many factors that influence this problem. It can be internal or external factors. Internal factor comes from students themselves, for example: learning style, lack of vocabulary mastery, motivation, learning interest, physical health and so on. Meanwhile, external factor comes from outside of students namely, teachers' competence, teaching methods, curriculum, environment of students and so on.

From all the factors above, one of the essential factor is the learning style. Learning style is very important in teaching and learning process because it can motivate the students to study so that they are able to master all the language skills in English. It can improve the students' attention while the students are in learning process and also it easy for the teacher to deliver the material in front of the classroom.

Furthermore, some people recognize that each person prefers different learning styles. It may be caused by psychology, biological and habits. There are three types of learning styles that can utilize to ease in understanding the lesson. First is visual learning style; is learning by seeing. The learners utilize most sight on object while teaching. Such as pay attention to the teacher's body language. They try to memorize what they saw. The second is auditory learning style; that is learning by listening while teaching. The learners concentrate into the sound explanation than write or see what the explanation is. The last is kinesthetic learning style, the learners don't pay much attention to the teachers' writing or sound's explanation, but utilize "hands on", that is write the lesson by themselves.

Based on explanation about learning style and students' English achievement, so that the researcher wants to know whether there is correlation between students learning styles and English achievement. The research will be conducted at SMP Negeri 1 Batang Angkola.

B. Identification of the Problem

English achievement is the result of activities the someone and assessment or effort which have been expressed by something in the form of letter or number and can express reached result of someone activities. This achievement is influenced by two factors, namely internal and external factors. Both of them give the same effect to students English achievement.

Internal factor is the factor which comes from students themselves such as: learning style, motivation, interest, intelligence, vocabulary mastery and so forth. While external factors are the the factors which come from out side the students such as school facilities, curriculum, teaching method, environment and so forth. Based on the factors which are mentioned the researcher identifies the most influenced factor is students' learning style.

C. Limitation of the Problem

As mention above, there are some factors that have relation to English achievement, they are learning style, motivation, interest, intelligence, vocabulary mastery, school facilities, curriculum, teaching method, environment and so forth.

Here, the writer does not discuss all the factors. The writer discusses one factor only. The factor is learning style, this way can help the students to improve their English achivement and makes easier to arise their learning. The identifying of students learning style can help the result of English achievement.

The writer chooses the factor because the factor has correlation with English achievement. The learning style is one of the way of students to arise their interest in learning English. Understanding learning styles and the role of learning styles in the teaching and learning process is a key component in effective teaching. Teaching cannot be successful without a knowledge of learning styles and a commitment to matching them with teaching styles and strategies. Utilizing learning style theory in the classroom is extremely beneficial at all educational levels for a variety of reason

D. Formulation of the problem

Based on the background above, the researcher will formulations of this research they are:

1. How is the students learning styles at grade VIII SMP Negeri 1 Batang Angkola?
2. How is the students' English achievement at grade VIII SMP Negeri 1 Batang Angkola?
3. Is there any significant correlation between learning styles and English achievement at grade VIII SMP Negeri 1 Batang Angkola?

E. Purposes of the Research

From above formulation of the problem, the purposes of this reasearch are:

1. To describe the students' learning style at grade of VIII SMP Negeri 1 Batang Angkola.
2. To describe the students' English achievement at grade of VIII SMP Negeri 1 Batang Angkola.
3. To examine the significant correlation between learning styles and students' English achievement at grade of VIII SMP Negeri 1 Batang Angkola.

F. The Significances of the Research

There are some significances of research, they are:

1. Theoretically
 - a. It can be as sources for the researcher in completing this research.
 - b. It can be as guidance for the school or other institutions in teaching reading
2. Practically
 - a. Headmaster, as an information to support the teacher of English as information to aware and care of students' characteristics in learning language.
 - b. Teachers of English, as an information to pay attention on and motivate students' characters, style and habits in processing English subject.
 - c. Researcher, as an information to do further same discussion and make it better.

d. The Systematic of the Thesis

The thesis systematic each chapter will be divided into many sub chapters with detail as follow:

The first chapter, contains of background of the problem, identification of the problem, formulation of the problem, limitation of the problem, the im and significant of the problem and the last is about theoritical description.

The second chapter, consists of theoritical description that present explanation about learning style and English achievement.

The third chapter, of the problemcontains of the research methodology to find out the correlation between learning style and students' Englih achievement at grade VIII SMP Negeri 01 Batang Angkola.

The fourt chapter, contains of result of research. this chapter consists of analysis data, hypothesis, discussion and threats of research.

The fifth chapter, consists of suggestion and conclusion of research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Learning Style

a) Defenition of Learning Style

Learning style is an act or character of good style of study in learning. According to Suyono and Hariyanto, “the good style of study certainly very necessity for students that want to be successful in study, because the good study will determine successful of someone in learning process”.¹ Similarly, Deporter and Hernacki, “learning style is the key to develop achievement in studying, in school, and in situation internal person”.² Then, according to Dunn and Dunn, “learning style is the way students begin to cocentrate on, process, internalize, and remember new and difficult academic information”.³ Furthermore, According to Hamruni, “learning style is the key to develop studens’ ability in school.”⁴

¹ Suyono and Hariyanto, *Belajar dan Pembelajaran Teori dan Konsep Dasar* (Bandung: PT Remaja Rosdakarya, 2014), p. 149.

² Bobbi Deporter and Mike Hernacki, *Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan* (Bandung: Kaifa, 2005), p. 110.

³ Rita Dunn and Shirley A. Griggs, *Practical Approaches to Using Learning Styles in Higher Education* (America: United States of America, 2000).

⁴ Hamruni, *Strategi Pembelajaran*, (Yogyakarta: Insan Madani, 2011),p. 156.

From the explanations above, the researcher can summarize that learning style is way or key that done someone for activities especially in study and work.

b) Purpose of Learning Style

Learning styles are individual differences in learning. An individual's learning style is the way he or she concentrates on, processes, internalizes, and remembers new and difficult academic information or skills. Individuals approach learning differently due to differences in their learning styles. Simand Sim state "A person's approach to learning is a relatively stable indicator of how they perceive, interact with, and respond to the learning environment".⁵

According to Wong

"Proponents of learning style assessment contend that optimal instruction requires diagnosing individuals learning style and tailoring instruction accordingly. Assessments of learning style typically ask people to evaluate what sort of information presentation they prefer (e.g. words versus pictures versus speech) and/or what kind of mental activity they find most engaging or congenial (e.g. analysis versus listening) although assessment instruments are extremely diverse. The most common-but not the only-hypothesis about the instructional relevance of learning style is the meshing hypothesis, according to which instruction is best provided in a format that matches the preferences of the learner (e.g. for a visual learner emphasizing visual presentation of information)."⁶

⁵ Sims, R.R and Sims,S.J, *Th Importance of Learning Styles Understanding the Implications for Learning, Course Design, and Education*, (Westport, CT: Greenwood Press, 1995), p. 134.

⁶ Wai Lam Heidi Wong, *A Study of Language Learning Style and Teaching Style Preferences of Hong Kong Community College Students and Teachers in English for Academic Purposes (EAP) Contexts*, (Hongkong: University of Canterbury, 2015), p. 10

Understanding learning styles and the role of learning styles in the teaching or learning process is a key component in effective teaching. According to Sarasin, “teaching cannot be successful without a knowledge of learning styles and a commitment to matching them with teaching styles and strategies”⁷. Utilizing learning style theory in the classroom is extremely beneficial at all educational levels for a variety of reasons. Some research has found a relationship between occupational preferences and learning style type.

In addition, students’ learning styles have been shown to be affected by their educational experiences, particularly at the postsecondary level. Individuals pursuing careers in information technology (IT) typically encounter a professional work environment that exploits extensive problem solving which draws upon their abilities with a kinesthetic learning style. Therefore, knowledge of learning styles is useful in designing classroom activities that support the development of this learning style.

c) Kinds of Learning Style

There are three kinds of learning styles that meant by resercher in this thesis. In commonly, learning style of human be differentiated from learning style of visual, learning style of auditory, and learning style of kinesthetic.⁸

1) Visual learning

⁷ Sarasin, L.C., *Learning Style Perspectives: Impact in the Classroom*, Madisson WI Atwood Publishing, 1999), p. 8.

⁸ Bobbi Deporter and Mike Hernacki, *Op.cit.*, p. 112.

Visual learning is learning style by seeing, observing, viewing, and other.⁹ Such as reading book, seeing demonstration by doing a teacher, seeing pattern or example of the phenomenon in world by observation or seeing learning that present on TV or cassette.¹⁰ It means that, visual learning is learning style which used learner by seeing. It can be looked directly.

This learning style explain that students who have visual learning will be learnt quickly in material that serving with writing, using drafts, graphics, and pictures. On the contrary they will feel it is difficulty, if they are confronted by materials of sound and movement form.¹¹ So, visual learning is style of student that many accepting from observing by seeing. The characteristic of students visual learning is the high requirement to see and catch some information in visual before they understand.

There are some characteristics of visual learning:

- 1). Always look at the lip motion of someone who speaks to him.
- 2). Tend to use body movement when give expression to something.
- 3). Lack of talking in front of the group, and less like to listen to others.
- 4). Usually can not recall information provided orally.
- 5). Prefers demonstrations rather than spoken explanations.
- 6). Usually a visual person can sit quietly in a noisy or crowded situation without being disturbed.¹²

⁹ Ibid., p. 112.

¹⁰ Suyono and Hariyanto, *Op.cit.*, p. 149.

¹¹ Dalyono, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 2001), p. 237.

¹² Tanta, *Pengaruh Gaya Belajar Terhadap Hasil Belajar Mahasiswa pada Mata Kuliah Biologi Umum Program Studi Pendidikan Biologi Universitas Cenderawasih* (volume 1, no. 1, 2010), p. 15-16.

From characteristics of visual learning above, Bobbi Deporter and Mike Hernacki state that characteristics of visual learning, they are:

1. Neat and orderly.
2. Speak quickly.
3. Good long-term planners and managers.
4. Thorough on detail.
5. Consider to appearance, both in terms of clothing and presentation.
6. Spellers are good and can see the actual words in their minds.
7. Given what is seen, rather than being heard.
8. Given with visual associations.
9. Usually not disturbed by the commotion.
10. Have problems remembering verbal instructions unless written, and often ask people for help to repeat them.
11. Readers are fast and diligent.
12. Prefer to read rather than read.
13. Requires a thorough view and objective and an alert attitude before being mentally sure about a problem or project.
14. Doodling with no meaning while talking on the phone and in meetings.
15. Forgot to deliver verbal messages to others.
16. Frequently answer questions with short answers yes or no.
17. Prefer a demonstration rather than a speech.
18. Prefer arts rather than music.¹³

From characteristics of visual learning above. The researcher concludes that students have visual learning can be known by their habitual while learning. Such as, they prefer to see body language of someone, they remember what they see rather than what they hear, and also they usually can not remember some information that given verbally.

2) Auditory learning

Auditory learning is a student will learn easier by listening, by lecture, by question and answer, and discussion more effective.¹⁴ According

¹³ Bobbi Deporter and Mike Hernacki, *Op.cit.*, p. 116.

to Hamzah, “characteristics of auditory learning such as, a student only can accept all of information by hearing. Then, they have difficulty for receiving information in writing form directly. Finally, they have difficulty in writing and reading.¹⁵ So, auditory learning is learning style of student that many accepting from hearing and they will difficult in writing also.

The characteristic of students that have auditory learning namely:

1. Talk to yourself while working.
2. Easily disturbed by the commotion.
3. Moving their lips and uttering the writing in the book while reading.
4. Love reading aloud and listening.
5. Can repeat and mimic tones, bars and sound colors.
6. Feeling difficult to write, but great at telling stories.
7. Speak in a patterned rhythm.
8. Usually a sensible speaker.
9. Prefer music rather than art.
10. Learn by listening and remembering what is being discussed rather than viewed.
11. Likes talking, likes to discuss, and explain things at length.
12. Have problems with jobs that involve visualization, such as cutting parts to fit each other.
13. Better to spell out loud than to write it down.
14. Prefer oral jokes rather than reading comics.¹⁶

From characteristics above, the researcher concludes that students that have auditory learning will enjoy by hearing. And then, commonly, they will be lack in writing process in their daily activities, and usually,

¹⁴ Suyono and hariyanto, *Op.cit.*, p. 150.

¹⁵ Hamzah B. Uno, *Orientasi Baru dalam Psikologi Pembelajaran* (Jakarta: Bumi Aksara, 2008), p. 181.

¹⁶ Bobbi Deporter and Mike Hernacki, *Op.cit.*, p. 118 .

from this style students will active in speaking and also they do not pay attention to their environment.

3) **Kinesthetic learning**

Kinesthetic learning is students will be easier in learning by stirring part of body such as, walking along, stirring of leg and hand, doing experiment is needed activity of body and other.¹⁷ Students that have this learning style, they ought to touch something that give information in order to remember them certainly. The kinesthetic learning has some characteristics, they are:

1. Placement of the hand as the main information receiver so that he can continue to remember. Just by holding it, someone who has this learning style can absorb information without having to read the explanation.
2. In example, as people who cannot stand sitting for long listening to the delivery of information. Those with kinesthetic learning styles feel able to learn better if the process is accompanied by physical activity.¹⁸

Characteristics of Kinesthetic learner from Bobbi Deporter &

Mike Hernacki, they are:

1. Speak slowly.
2. Respond to physical attention.
3. Touch people to get their attention.

¹⁷ Suyono And Hariyanto, *Op.cit.*, p. 150.

¹⁸ Tanta, *Op.cit.*, p. 16-17.

4. Stand close when talking to people.
5. Always physically oriented and moving a lot.
6. Have early development of large muscles.
7. Learn through manipulation and practice.
8. Memorize by walking and seeing.
9. Using the finger as a pointer when reading.
10. Many use body cues.
11. Cannot sit still for long.¹⁹

From characteristic above, the researcher concludes that kinesthetic learning is the same with habit the visual learning and auditory learning, the students that have this style can be seen from an habitual in their daily activity. Students that have this style also use part of body as a signal. They can remember easier by seeing directly, having an hand writing badly, usually using finger to show while reading, learn by working and have muscular body.

d) Factors of Learning Style

According to Rita Dunn in Sugihartono as pioneer of learning style has found in many variables which influences in learning style of students namely, physical, emotional, sociological, and environment.²⁰ The quotation can be inferred that there are some factors of learning styles. They are intellectual factors (special intellectual disabilities), learning factors (lack of mastery of what has been taught, limited background of a certain topic or issue and faulty methods of work and study), physical factor (health, visual and physical defects, nutrition and physical development), emotional and social factors

¹⁹ Bobbi, *Op.cit.*, p. 118

²⁰ <http://ainamulyana.blogspot.com/2015/04/gaya-belajar-siswa.html>. Access in the date 11/04/2017. jam. 8.31.

(kind of student-teacher relationships among students, the relationships among members of the school staff, the physical characteristic of a class room, social readiness, cooperation versus competition and student's attitudes towards teachers), mental factors (attitude), environmental factors (classrooms, textbook, equipment, school supplied and other instructional materials) and teacher's personality (the vital tasks of the teacher should have the power to lead and to inspire students through the influence of his personality and example).

e) **Good Learning Style**

Language learning styles indicated that students from different disciplines had different learning styles. A number of recent studies on language learning styles and strategies have attempted, tried to define the "Good" language learner. According to Brown "During the 1970s, teachers and researchers reached conclusion that no single method of language teaching and research findings would end to the universal success in teaching a second language".²¹ It seems that learners would be successful in language learning regardless of methods or teaching techniques. In this regard, Brown says that, "Certain people appeared to be endowed with abilities to succeed; other slacked those abilities".²² Many observations and research studies tried

²¹ Brown, H. D.. *Principles of Language Learning and Teaching* (5th Ed.). (New York: Pearson Education In, 2007), p. 132.

²² *Ibid.*

to describe “good” language learners in terms of personal characteristics, styles, and strategies. In this regard, believes that good language learners:

1. Find their own way, taking responsibility for their own learning,
2. Organize information about language,
3. Are creative, and try to feel the language by experimenting its grammar and words,
4. Create opportunities for practice in using the language inside and outside the classroom,
5. Learn to live with uncertainty by not getting confused and by continuing to talk or listen without understanding every word,
6. Use memory strategies to bring back what has been learned,
7. Make errors work for them and not against them,
8. Use linguistic knowledge, including knowledge of the first language, in learning a second language
9. Use contextual cues to help them in comprehension,
10. Learn to make intelligent guesses,
11. Learn chunks of language as wholes and formalized routines to help them perform “beyond their competence”,
12. Learn to use certain tricks to keep conversations going,
13. Learn certain production strategies to fill in gaps in their own competence,
14. Learn different styles of speech and writing and learn to vary their language regarding the formality of the situation”.²³

Peacock in Wong found that “Humanities students in Hong Kong had a higher preference for auditory and individual learning styles than science students. Science students had a higher preference for group learning style than humanities students, though group style was a minor preference for science students. Also, second-year students had a higher preference for kinaesthetic style than first-year students.”²⁴The quotation points out that most of students in Hongkong use auditory learning styles as their preference

²³ Fateme Behabadi, Learning Style and Characteristic Good language Learner in Iranian Context, *International Journal in New Trend in Education adn Imolication*, April 2013: Vol 4.p.42

²⁴ Wai Lam Heidi Wong, *A Study of Language Learning Style and Teaching Style Preference of Hongkong Community Collage Students and Teacher in English for Academic Purpose (EAP) Context.*, (Hongkong: University of Canterbury, 2015), p.64.

learning style. The same matter can also happen to other second language learner.

Additionally, there is very limited research that has been conducted to investigate the type of schooling students have attended (e.g. study locally versus study abroad) before their entry to tertiary study. However, there is some research related to the length of time students have learnt English and length of time attending classes taught by native English teachers that the longer students had attended classes taught by a native English teacher, the higher the preferences towards kinaesthetic learning. However, the reason for this was not identified in her research.

The studies on defining the good language learner provide a basis for the understanding of what good language learners do in order to learn a second language. Finding and clarifying the strategies of successful language learners helps the teachers and researchers to teach these strategies to less successful learners. On the other hand, the methods and criteria of determining a good language learner is unclear and under question. It seems easy to classify a language learner as a good one: if s/he has developed the four basic skills and can use them¹⁷ successfully, she/he is considered as a good language learner. The problem is to decide about a learner who has only learned one or two of these skills. Speed of acquisition, learner's previous exposure to English, learner's goal, and student's level of proficiency should be taken into account in determining the good language learner. However,

understanding and knowing the strategies and techniques good language learners use, can help them enhance learning efficiency.

2. English Achievement

a) Definition of the Achievement

According to A. S. Hornby, “learning achievement is gain or reach something by effort and get something done”.²⁵ According to Nana Sudjana, “learning achievement is the result of activities the someone and assessment or effort which have been expressed by something in the form of letter or number and can express reached result of someone activities”.²⁶ According to Skinner, “achievement is a behavior. It is means if someone learn, the result will be good. In the contrary, if someone do not learn, the result will not good.”²⁷ According to Ahmad Susanto, “learning achievement is the student ability in getting by students after learning process.”²⁸ The quotations mean that English achievement is the students’ability in getting after learning process.

From the statement above, the researcher concludes that students’ English achievement in learning is the results in learning process by students

²⁵ A. S. Hornby, *Oxford Advanced Dictionary*, (Newyork: Oxford University Press, 2000), p. 1344.

²⁶ Nana Sudjana, *Pembinaan dan Pengembangan Kurikulum di Sekolah*, (Bandung: Sinar Alge Sindo, 1996), P. 48.

²⁷ Dimiyati and Mudjiono, *Belajar dan Pembelajaran*, (Jakarta:Rineka Cipta,2009), p. 9.

²⁸ Ahmad Susanto, *Teori Belajar & Pembelajaran di Sekolah Dasar* (Jakarta: Prenadamedia Group, 2012),p. 5.

in doing activities like exercise and test. In this research, learning achievement was measurement of achievement in mastering English ability.

b) The Purpose of English Achievement

The purpose of english achievement:

- a. Stimulus interest and individual develop
- b. To measure advancement english achievement embrance in a test.
- c. English achiement use as feed back to the teacher, later it will correct teaching and learning process appropriate with ability and interest.²⁹

From declaration above, the researcher concludes that students' English achievement can be known by their result in test. It also can be measures by doing observation to the students while they are learning. In this case, students achievement means students' ability after they get some manipulation in teaching and learning process.

c) Factors English Achievement

According to Muhibbin Syah that, success or failure of someone in learning to be caused by some factors influence attainment of result learning. There are some factors influence learning achievement learn the on students.³⁰

There are some factors of achievement:

1. Internal factors

²⁹ Sadirman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Raja GrafindoPaersada,2003), p.26.

³⁰ Muhibbin Syah, *Psikologi Belajar* (Jakarta: PT Raja Grafindo Persada, 2004), p. 29.

This factor internal included health, intelligence and talent, interest and motivation.

a) Healty

A health of spirit and bodily very big its influence to ability learn. If student have a headache, fever, head cold, cough etcetera, it can result is not enthusiastic to learn.

b) Intelligence and talent

Students that have a good inteligence (high IQ), commonly, easy to study and usually the result is good too. On the contrary students that have the low intelligence usually will difficult in studying. It is not only intelligence but also talent that influence to students. It can determine their success in study.

c) Interest and motivation

Interest and motivation are two aspects that have influence toward attainment their English achievement. Interest can appear from fascination and come from inner person. Interest is the constitute modal toward achievement.

Motivation in learning is the esencial condition factors of students learning. because of from this condition can push students to learn. Motivation has divided into intrinsic motivatioan and extrinsic motivation. Motivation instrinsic is motivation come from inside of

students and extrinsic motivation is motivation come from their outside.

2. External factors

External factors is the factors that come from outside students that influence ability in learning.³¹ This factor external included, family, school, society, and environment.

1) Family

Family is consist of father, mother, and children. Factor of family is number one that determine of success for students. According to Hasbulloh, “family is the first aducation in environment because in family children will have education and guidance, whereas especial duty in education for children is as elementary education to teach them for having a character in religion.”³²

2) School

Condition of school can influence to level successful in learning. Quality of teacher, instruction of method, suitability in curriculum with ability of students, condition of facility/ tools in school, condition of class, amount students in every class, implementation of system in the school. All of them condition inflence in cuccessful students

3) Society

³¹ Ibid., p. 12.

³² Hamdani, *Strategi Belajar Mengajar* (Bandung: Pustaka Setia, 2011), p. 143.

Condition of society also determine students' achievement. If around residence situation of their society consist of people who have an education, especially in their children which study to high school. It mean it is a good for students to push them to study hard.

4) Environment

In environmet condition is nature condition. Condition of the place, assosiation of community live. As a human community students can be influenced by the surrounding.

d) English Material for Junior High School

Junior High School is the stage which is determining us to the next level. As we know that in the future most of requirement to entering jobs is use English language too. Not only to entering jobs but also to communicate with another people in the different country. Education is very important in our life. Also, mastering English language is important in our modern society and global area. Human being needs communication to fulfill their needs in their life. People can communicate in written and oral form. They communicate and interacts each other using language in spoken and oral form in daily life.

SMP Negeri 1 Batang Angkola uses *Bahasa Inggris "When English Ring's a Bell"* for their English book. The material of this book are divided into two semester. Semester 1 consists of 6 (six) chapters, they are: chapter i (it's English Time, chapter ii (can you play quitars?), chapter iii (would you

like to come?), chapter iv (you are invited), chapter v (my unce is zookeper), and chapter vi (what are you doing). Then for semester 2 are divided into 6 (six) chpaters they are: chapter vii (bigger is not always better), chapter viii (I'm proud of Indoneia, chapter ix (when I was a child), chapter x (don't forget it pease), chapter xi (I'm proud of my teacher), and chapter xii (Mouse, deer and crocodie).

As mention above there are four skill in learning English. They are listening, speaking, reading and writing. Each part of them has their own material based the curriculum that has tobe learnt.

1) Listening

Based on syllabus of English subject at grade eight ofjunior high school,in listening, the students have tolearn simple transactionan and interpersonal conversationfor interaction with the environment. The topic are responding of acceptng and rejecting service,asking and refusing thing, and responding of asking and giving opinion.

2) Speaking

Based on syllabus of English subject at grade eight ofjunior high school,in speaking, the students have to utterance the meaning of short oral transactional and interpersonal conversation for doing interqaction with others. The topics are asking and giving service, mention utterances such as: *let me help you, thank you so much, can I have a bit, Do you break the glass?*.

3) Reading

Based on syllabus of English subject at grade eight of junior high school, in reading the students are ordered to comprehend a text in descriptive and recount text that has relation with the environment. The topics are reading fluency of short text, identify information in the text, and identify the function of the text such as invitation message.

4) Writing

Based on syllabus of English subject at grade eight of junior high school, in writing the students have to utterance the meaning of short oral transactional and interpersonal conversation in descriptive and recount text. The topics are completing the text, arranging the sentences into a text and constructing short functional text such as invitation message.

Based on the explanation above, the researcher can take conclusion that material in English in junior high school focuses on the English subject which forces on vocabulary, grammar and spelling.

B. Review of The Related Finding

There are some review of related findings towards thesis follows:

First, A thesis was done by Sabine Graf¹, Kinshuk¹ and Tzu-Chien Liu, proposes an automatic approach for identifying students' learning styles in LMSs as well as a tool that supports teachers in applying this approach.³³

³³Sabine Graf¹, Kinshuk¹ and Tzu-Chien Liu², Supporting Teachers in Identifying Students' Learning Styles in Learning Management Systems: An Automatic Student Modelling

The approach is based on inferring students' learning styles from their behavior in an online course and was developed for LMSs in general. It has been evaluated by a study with 127 students, comparing the results of the automatic approach with those of a learning style questionnaire. The evaluation yielded good results and demonstrated that the proposed approach is suitable for identifying learning styles. DeLeS, the tool which implements this approach, can be used by teachers to identify students' learning styles and therefore to support students by considering their individual learning styles.

Second, a thesis was done by Harris, Sadowski, and Birchman published in the Engineering Design Graphics Journal over the past 15 years on the topic of learning styles and graphics education. The presenters also examine several learning style models and why they are important to the university graphics professor. Discussion includes a review of some of the learning style tests that are now available on the market.³⁴

Third, The study written by Abbas over 100 students completed a questionnaire to determine if their learning styles are auditory, visual or kinesthetic. The finding shows that Iranian EFL university students preferred learning style is visual. The purpose of this study is to increase faculty

Approach. Educational Technology & Society, 2007, Vol.12 (4), <https://www.google.co.id/sabina.grafl>. Accesset on 18 May 2017.

³⁴ L. V. Harris, Ph.D., M A. Sadowski, Ph.D. J. A. Birchman, M.A. A Comparison of Learning Style Models and Assessment Instruments for University Graphics Educators, Arizona State University, Purdue University, West Lafayette, 2006, p. 1-22, <http://www.researchgate.net>. Accesset on 18 May 2017.

awareness and understanding of the effect of learning styles on the teaching process. A review of the literature determines how learning styles affect the teaching process³⁵

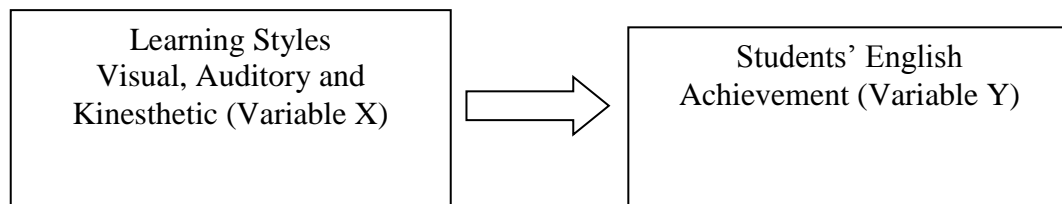
C. Framework of Thinking

Learning style is the way in which the student absorbs, processes, comprehends and retains information. Commonly, there are three learning styles which have by each person, there are: visual learning, auditory learning, and kinesthetic learning. By knowing all of learning style certainly students will be easier in learning process.

Whereas, students' English achievement is gain or reach something by effort and get something done. The purpose of students' English achievement are to be stimulus interest and individual develop, to measure advancement english achievement embrance in a rapport, English achiement use as feed back to the teacher, later will to correct teaching and learning process appropriate with ability and interest.

In addition, there are two factors that influence students' achievement, namely, internal factor and external factor. from the learning style each students certainly will not borned in learning. Based on the conceptual framework above, the researcher make a schema. The systematic relation picture as below.

³⁵ Abbas Pourhossein Gilakjani, Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching, Journal of Studies in Education ISSN 2162-6952 2012, Vol.2, No. 2, , <http://www.researchgate.net>, Accesset on 18 May 2017.



D. Hypothesis

Hypothesis is a tentative answer to problems of proven to research until pass gathered data. Thus, hypothesis can be meant as a tentative answer to the research problem, until getting the truth through data collecting.

Based on the explanations above, the hypothesis of this research can be formulate as There is a Significant Correlation Between Learning Style and English Achievement at Grade of VIII Students of SMP Negeri 1 Batang Angkola.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

This research was done at SMP Negeri 1 Batang Angkola, it is located at Jl. Mandailing km. 16,5 Kabupaten Tapanuli Selatan. In addition, the researcher chose the school as the place for researching because the researcher wants to know situation in this school.

B. Research Design

Based on the problem was researched, the researcher used the method of research is quantitative descriptive research. The researcher wanted to verify correlation between learning styles and students' English achievement at grade VIII SMP Negeri 1 Batang Angkola.

The researcher concluded a descriptive study is using quantitative correlation approach which aims to investigate the correlation of the learning styles and students' English achievement at grade VIII SMP Negeri 1 Batang Angkola.

C. The Source of the Data

1. Population

Population is all of the subject element in a study or research. The population were taken from all class VIII SMP Negeri 1 Batang Angkola. There are nine classes of grade VIII as the population of the research. They were classes VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, VIII-G, VIII-H, VIII-I. So, the total of population of research were 199 students. Based on the explanation above, the population of research can be seen in the table below:

Table I Population of the VIII Grade Students of SMP Negeri 1 Batang Angkola

No	Classes	Total Students
1	VIII-A	22
2	VIII-B	21
3	VIII-C	21
4	VIII-D	22
5	VIII-E	22
6	VIII-F	21
7	VIII-G	24
8	VIII-H	23
9	VIII-I	23
Total		199

2. Sample

Sample was preventative whole of population. A sample comprised the individuals, items, or events selected from a large group referred to as a population. So, sample is some of amount and characteristics owned by population.

In this research, the researcher used random sampling methods. Before choosing the sample, the researcher interviews the English teacher to know the classes that have the similar ability in English. Thus it can be concluded that the sample were all participants of the population, the researcher for this research needs to take only part of the population to be used as sample. Furthermore, the sample of this research were 30 students. N order to be brief can be seen on the following table:

Table II: Sample of the Research

No.	Class	Total
1	VIII A	7
2	VIII B	3
3	VIII C	3
4	VIII D	3
5	VIII E	2
6	VIII F	1
7	VIII G	4
8	VIII H	3
9	VIII I	4
SUM		30

After that, the researcher used *Chi-Quadrate* formula. The formula was as follow:¹

$$x^2 = \sum \left[\frac{f_o - f_h}{f_h} \right]$$

Where:

X^2 : Chi Quadrate

¹ Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*,(Jakarta:Bumi Aksara,2007), p.85.

f_o : Frequency is gotten from the sample/result of observation (questioner).

F_h : Frequency is gotten from the sample as image from frequency is hope from population.

To calculate the result of *Chi-Quadrate*, it used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessen 3 ($dk= k-3$). If result $x^2_{count} < x^2_{table}$. So, it can be concluded that data is distributed by normal

D. Instrument of the research

Instrument of research was a technique or instrument used to collect the data. The data was made with procedures. The researcher used document as instrumentation for students' English achievement and questionaries for learning styles. Then the result of the test is used as the data of this research.

1. Documentation

Documentation was a method in which used to find out about research variable included notes, transcription, books, newspaper, agenda and so forth. In a research documentation technique is used as source of data. It meant that documentation wassued to fulfill the data of a research. Documentation was information which came from important noted from institution or organization or personal.

Based on quotation above, the researcher can take conclusion that method in which used to find out about research variable included notes, transcription, books, newspaper, agenda and so forth. Furthermore, the

documentation of this research was the transcription of students' value of the last semester.

2. Questionnaires

A questionnaire was simply a "tool" for collecting and recording information about a particular issue of interest. The questionnaire was used to get information about learning styles to students' English achievement through written questions. The type of questionnaire was scale, it is likert scale.

The likert-type scale response was level of frequency, in which the scoring of them was divided into two based on the direction. The positive direction was called favorable, while the negative direction was called unfavorable. Both of them have their own score.

Questionnaire in this research including questionnaire closed its meaning of direct responder at answer which have been provided by saying the word check (✓) at the answer selected. Instrument will relate at the grille which have been compiled data in this research in the form of quantitative data, hence each answer item of statement given by score in the form of Scale modification of Likert that is always = 5; often = 4; sometimes = 3; seldom = 2; never = 1.

Table III The Classification of Scale Likert

No	Symbol	Explanation	Favorable score	Unfavorable score
1	SL	Always	5	1
2	SR	Often	4	2
3	KD	Sometimes	3	3
4	JR	Seldom	2	4
5	TP	Never	1	5

In continuation, each item of the questionnaire is developed from indicator that will be described in the following below:

Table IV The Indicator of Learning Style

No.	Indicator	Item number
1.	Visual Learning Style	1,2,3,4,5,6,7,8,9,10
2.	Auditory Learning Style	11,12,13,14,15,16,17,18,19,20
3.	Kinesthetic Learning Style	21,22,23,24,25,26,27,28,29,30
	Total	30

E. Validity of the Instrument

Concurrent validity is a statistical method using correlation, rather than a logical method. Examinees who are known to be either masters or non-masters on the content measured by the test are identified, and the test is administered to them under realistic exam conditions. Once the tests have been scored, the relationship is estimated between the examinees' known status as either masters or non-masters and their classification as masters or non-masters (i.e., pass or fail) based on the test. This type of validity provides evidence that the test is classifying examinees correctly. The stronger the correlation is, the greater the concurrent validity of the test is.

F. Techniques of data collection

The researcher passed some procedures, they are as follows:

1. Giving questionnaires

After getting seminar the researcher distributet the questionare. The first, the researcher did the research at grade VIII Students of SMP Negeri 1 Batang Angkola. The second, the researcher uses questionnaire to collect the data. In this part, the researcher gave the questionnaire to students, and asks them to answer directly. Then, the researcher collects all questionnaires as they have finished to be answered.

G. Techniques of the Data Analysis

After collecting the data, the researcher analyzed the data. The were analyzed by quantitative data. In correlation of research, the most suitable analysis using the statistical process. It meant that all the data are collected and analyzed by using “r” Product Moment Formulation. The researcher used this research to see the correlation between two variables. In the correlation technique, the variables were compared to know whether the correlation was very significant.

The formulation is:

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

Where :

R_{xy} : Coefficient correlation

N : Number of sample

$\sum X$: The total scores of X

$\sum Y$: The total scores of Y

$\sum X Y$:The score in X, time the score in Y,²

² Suharsimi Arikunto, *Manajemen Peneitian*, (Jakarta: Rineka Cipta, 2010), p. 327

To interpret the value of “r” can be seen in the following table:

Table V: Interpretation Correlation of “r” Product Moment³

Interval Correlation	Degree Correlation
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Midle
0,60 – 0,799	High
0,80 – 1,000	Very high

For to significant test used the formulate:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

- t : the value of t
- \bar{D} : difference between pre-test and post-test
- D : on the average of D
- D^2 : quadrate of D
- N : Number of Sample⁴

³ Sugiyono, *Metode enelitian Administratif*, (Bandung: Alfabeta, 2013), p.250.

⁴ *Ibid*, p.309

CHAPTER IV

RESULT OF THE RESEARCH

A. The Description of Data

In this chapter, the researcher wanted to know the correlation both variables namely learning style as X variable and students' English achievement as Y variable, as the researcher described them precisely.

1. Students' English Achievement

From the research did by 30 students as sample, the data collected about the students' achievement. It can be seen that the lowest score was 75 and the highest score was 89. It can be known that total score of the respondent was 2458.

Reflecting to the total score it can take the mean score. The mean was very important because to know the average of the students' value. It can be found that mean score of students was 81.93. It meant the mean score of students categorized "very good". Median of the data was 82. Median took from divided the all data into two part. And then, took the score in the middle. Mode of the data were 83. Thus, the most appearance score was 83.

Further, the frequency distribution for the students' English achievement as follow:

Table IV The Frequency of the Students' English Achievement

No	Interval	Median	Frequency	Percentage (%)
1	75 – 77	76	3	10.00
2	78 – 80	79	7	23.33
3	81 – 83	82	9	30.00
4	84 – 86	85	8	26.67
5	87 – 89	88	3	10.00
Total			N= 30	100%

In order to get description of frequency distribution clearly and completely, the writer described them into histogram as below:

Frequency

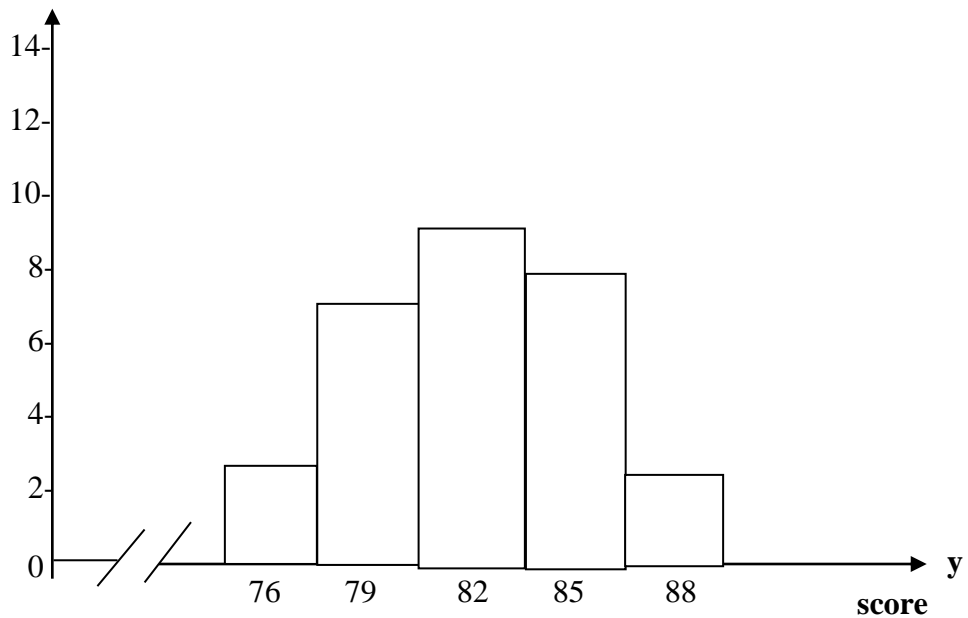


Figure 1: Histogram of the Students' Achievements

From the above table, it can be seen that the distribution of students score was normal. It can be proved by the distribution of histogram.

2. Students' Scorein Learning Style

The writer analyzed the result of the students' score based on the data. The score of the research for students' achievement was the students value from their final semester score.

From the research did by 26 students as sample, the data collected about the students' achievement. It can be seen that the lowest score was 55 and the highest score was 90. Meanwhile the total score of the respondent was 2185. Mean was the numeral that represent to all the data in average. From on the calculation above, the writer had found that the mean was 72.83. Median of the data was 75. Median took from devided the all data into two part. And then, took the score in the midle. Furthermore, mode of the data was 75. Thus, the most appearance score was 75.

It can be found that mean score of students was 72.83. It meant the mean score of students categorized "good".

Table V. The Frequency of the Students' Learning Style

<i>No</i>	<i>Interval</i>	<i>Median</i>	<i>Frequency</i>	<i>Percentage (%)</i>
1	55 – 61	58	3	10.00
2	62 – 68	65	7	23.33
3	69 – 75	72	10	33.33
4	76 – 82	79	7	23.33
5	83 – 90	86	3	10.00
<i>Total</i>			<i>N=30</i>	<i>100%</i>

In order to get description of frequency distribution clearly and completely, the writer described them into histogram as below:

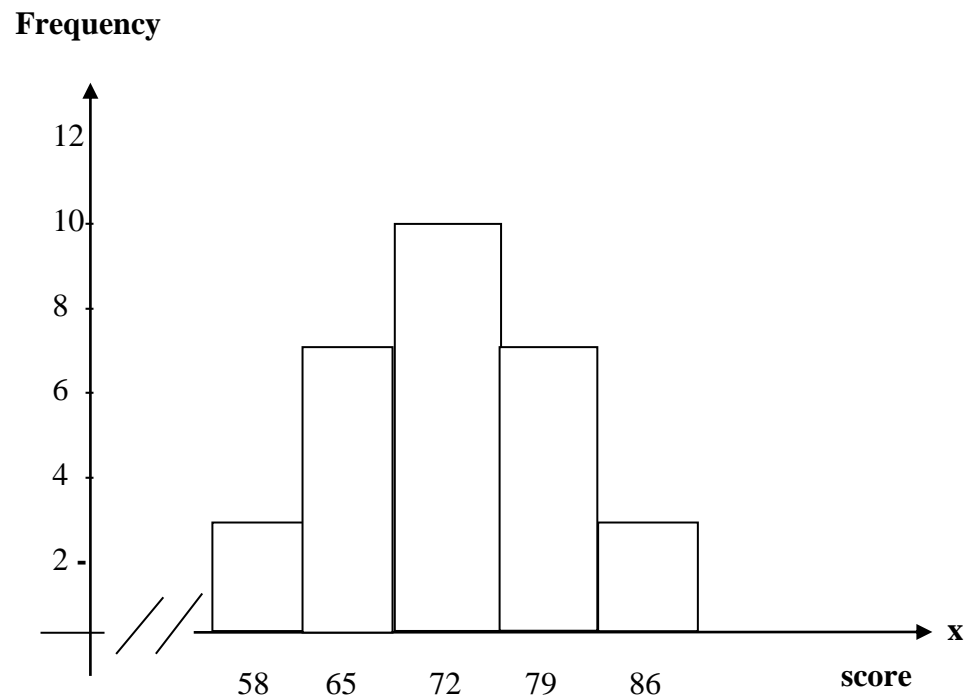


Figure 2: Histogram of Students' Learning Style

From the above table, it can be seen that the distribution of students score was normal. It can be proved by the distribution of histogram

B. Hypothesis Testing

This way used to saw whether was learning style and English achievement at the grade VIII of SMP Negeri 1 Angkola Barat. To reach the index correlation of “r”, there were stages should be done, concluded to (1) made table of $\sum X$, $\sum Y$, $\sum X^2$, $\sum Y^2$, and $\sum XY$, and (2) find out index correlation “r” product moment both variable, (3) give interpretation to “r” product moment as follows:

From data collection, it can be known that $N= 30$, $\sum X = 2458$, $\sum Y = 2185$, $\sum X^2 = 201770$, $\sum Y^2 = 161475$, and $\sum XY = 179940$. So the value of “r” found as below:

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{30 \cdot 179940 - (2458)(2185)}{\sqrt{\{30 \cdot 201770 - (2458)^2\} \{30 \cdot 161475 - (2185)^2\}}} \\
 &= \frac{5398200 - 5370730}{\sqrt{\{6053100 - 6041764\} \{4844250 - 4774225\}}} \\
 &= \frac{27470}{\sqrt{\{11336\} \{70025\}}} \\
 &= \frac{27470}{\sqrt{793803400}} \\
 &= \frac{27470}{28174.52} \\
 &= 0.975
 \end{aligned}$$

Based on the above calculation, it can be known that $r_{xy} = 0,975$ and categorized “high correlation”. Furthermore, to find ou the index correlation the researcher used t_{test} formula as follow:

$$\begin{aligned}
 &\frac{M_1 - M_2}{SE_{M_1 - M_2}} \\
 &= \frac{81.93 - 72.83}{2.65}
 \end{aligned}$$

$$= \frac{9.1}{2.65}$$

$$= 3.43$$

The formula can be elaborated that t_0 was the value of t , M_1 was mean in x variable, M_2 was mean in y variable and then $SE_{m_1-m_2}$ was standard error of both variable.

To get the answer of the hypothesis that conducted before was “there was any correlation between learning style and English achievement at the grade VIII of SMP Negeri 1 Batang Angkola”, so the writer hold the testing hypothesis.

Further, the writer determined the hypothesis whether the hypothesis is alternative hypothesis or accepted if $t_{count} > t_{table}$, meanwhile the index correlation rejected or hypothesis null ($t_{count} < t_{table}$). The value of the df ($N_1 + N_2 - 2$) $30 + 30 - 2 = 58$. After looking the result df on 5% significant was 2.00. This matter showed that t_{test} was 3.43 higher than the score of t_{table} was ($t_{test} = 3.43 > t_{table} = 2.00$) It meant that “There was significant correlation between learning style and English achievement at the Grade VIII of SMP Negeri 1 Batang Angkola. Meanwhile, the alternative hypothesis of H_a was accepted.

C. Discussion

From the data of students' learning style and their English, it was found that, only the students who has visual tendency that it correlated with English

achievement, since the coefficient correlation was 0.975. it can be categorized high correlation. Then, the value of t_{count} was 3.43. Furthermore, the index correlation rejected or hypothesis null ($t_{count} < t_{table}$). The value of the df ($N_1 + N_2 - 2$) $30 + 30 - 2 = 58$. After looking the result df on 5% significant was 2.00. This matter showed that t_{test} was 3.43 higher than the score of t_{table} was ($t_{test} = 3.43 > t_{table} = 2.00$) It meant that “There was significant correlation between learning style and English achievement at the Grade VIII of SMP Negeri 1 Batang Angkola. Meanwhile, the alternative hypothesis of H_a was accepted.

Then, findings of the study are similar from some elaborated theories according to the experts which said that learning styles correlate to students’ reading comprehension. William said that the relationship between learning styles and English achievement exists. This research discussed about for kinds of learning styles, Visual, Auditory, Kinesthetic and Tactile He collected the data by Kaleidoscope profile and the Scholastic Reading Inventory (SRI) and analyzed the data by using Chi Square, ANOVA and Post Hoc Test. His dissertation result reveals that there is significant different among seventh grade from two suburban Junior High School students’ comprehension score and learning styles. Hence, learning style includes as a factor affected reading comprehension. The data result or finding of this study reveals Support with the theories from some experts above, the result reported that there is significant correlation among students’ English achievement score based on students visual learning styles It means that.

Based on the research finding, the writer found that learning style had correlation to students English achievement. It occurred because students motivation and interest increased. The increasing due to the using students experience in reading process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data and finding the result of the research, the conclusions expressed as below:

1. After calculating the students score in learning style, it founded the total mean score was 72.83. Based on the classification score as stated at the previous chapter, the total means score categorized into good. Thus, it can be known that the grade VIII of SMP Negeri 1 Batang Angkola in learning style was good.
2. After calculating the students score in language achievement, it founded the total mean score was 81.93. Thus, it can be known that the language achievement of the grade VIII students of SMP Negeri 1 Batang Angkola was categorized very good.
3. From the calculating and analyzing the data, it was found that the value r_{xy} was 0.975 and t_{test} was 3.43. Thus, from the value of r_{xy} can be categorized into high correlation, furthermore, the value of t_{test} was greater than the value of t_{table} ($t_{test} = 3.43 > t_{table} = 2.00$) It meant that “There was significant correlation between learning style and English achievement at the Grade VIII of SMP Negeri 1 Batang Angkola. Meanwhile, the alternative hypothesis of H_a was accepted

B. Suggestion

Based on the conclusion above, the writer would like to express some suggestions for the following people as follows:

1. As the English teachers have to increase their ability in teaching and learning of English.
2. The headmaster suggested motivate the English teachers to use the best teaching methods in order to increase the students' learning style in learning English.
3. It is suggested to government through the department of education and culture to complete the facilities in teaching learning process such as: language laboratory, English books, and other teaching aids to increase the students' interest in learning English.

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**ANGKET TENTANG HUBUNGAN GAYA BELAJAR DENGAN PERSTASI BAHASA
INGGRIS SISWA SMP NEGERI 01 BATANG ANGKOLA**

NAMA :

KELAS :

HARI/TANGGAL :

A. PENGANTAR

1. Angket ini diberikan kepada siswa hanya untuk mendapatkan informasi dari siswa sesuai penelitian tentang “correlation between learning styles and students’ English achievement at grade VIII SMP N 01 Batang Angkola.”
2. Informasi yang diperoleh dari anda sangat berguna bagi peneliti untuk menganalisis tentang hubungan gaya belajar dengan prestasi siswa.
3. Partisipasi anda memberikan informasi yang sangat kami harapkan.
4. Jawaban anda tidak mempengaruhi nilai bahasa inggris anda. Jawablah dengan jujur sesuai dengan keadaan anda.

B. PETUNJUK PEGISIAN

1. Baca dan pahami setiap pernyataan dengan baik.
2. Pertimbangkanlah jawaban anda dan pilihlah salah satu jawaban yang paling sesuai dengan keadaan anda dari setiap pernyataan, lalu berikan tanda “**ceklis**” pada kolom yang tersedia.

Keterangan pilihan jawaban:

- 1 = Selalu (SL)
- 2 = Sering (SR)
- 3 = kadang – kadang (KD)
- 4 = Jarang (JR)
- 5 = Tidak pernah (TP)

NO	PERTANYAAN	SL	SR	KD	JR	TP
		1	2	3	4	5
	Gaya visual					
1	Apakah kamu belajar dengan cara melihat objek yang kamu lihat?					
2	Apakah kamu lebih mudah mengingat apa yang kamu lihat?					
3	Hal yang paling aku ingat jika sesuatu itu berkaitan dengan orang, lingkungan dan wajah.					
4	Apakah kamu lebih ingat apa yang kamu lihat dari pada apa yang kamu dengar?					
5	Apakah kamu suka belajar dengan memakai asosiasi visual (gambar, grafik,dll)?					
6	Apakah kamu sulit mengingat perintah lisan kecuali jika dituliskan?					
7	Apakah sering kamu lakukan ketika menjelaskan sesuatu kepada seseorang adalah membuat ilustrasi, gambar dan coretan di kertas?					
8	Apakah sesuatu yang cepat menarik perhatian kamu adalah warna?					
9	Apakah kamu menyukai seni gambar/ lukisan?					
10	Apakah kalimat yang sering kamu ucapkan adalah “ <i>menurut yang saya lihat</i> ”?					
Subtotal						
No	Gaya Auditory	SL	SR	KD	JR	TP
11	Apakah kamu banyak bicara dan berdiskusi?					
12	Apakah pada saat menonton film, yang lebih kamu perhatikan adalah mendengar dialognya?					
13	Apakah kamu suka menggerakkan bibir saat belajar?					
14	Apakah kamu suka membaca keras – keras?					
15	Apakah kamu merasa sulit menulis tetapi mudah untuk mengatakan?					
16	Apakah kamu suka menirukan nada (musik, bicara, dll)					
17	Hal – hal yang paling tidak kamu sukai					

	saat belajar adalah terganggu oleh keributan?					
18	Apakah hal yang paling menarik untuk kamu ingat saat berkenalan dengan orang lain adalah apa yang ia bicarakan?					
19	Apakah ketika sedang mengerjakan sesuatu, kamu sering kali terganggu oleh suara – suara di sekitar kamu?					
20	Apakah kamu lebih suka belajar dengan mendengar dan berdiskusi dari pada hanya melihat?					
Subtotal						
No	Gaya Kinesthetic	SL	SR	KD	JR	TP
21	Apakah kamu belajar melalui manipulasi dan praktek?					
22	Apakah kamu belajar sambil melakukan gerakan (misal berjalan mondar mandir)					
23	Apakah kamu memakai jari untuk menunjuk saat membaca?					
24	Apakah kamu tidak bisa duduk tenang di waktu yang lama?					
25	Apakah kamu lebih mudah belajar sesuatu sambil membuat coret-coretan?					
26	Apakah kamu berorientasi pada fisik dan banyak bergerak?					
27	Apakah kamu mengetuk-ngetuk pena, jari, atau kaki saat mendengarkan?					
28	Apakah kamu banyak meluangkan waktu untuk berolahraga atau kegiatan fisik lainnya?					
29	Apakah kamu sering memakai bahasa tubuh (misalnya menganggukan kepala untuk menjawab iya)?					
30	Apakah kamu lebih menyukai guru yang mengajar dengan cara mempraktekkan/ memperagakan?					
Subtotal						

Appendix 2

The Students' English Achievement

No	Name	Y Score
(1)	(2)	(3)
1	AS	75
2	HW	75
3	RH	76
4	EH	78
5	ESR	78
6	IF	78
7	MF	79
8	RM	79
9	HR	80
10	ISH	80
11	WAS	81
12	MH	81
13	SMN	81
14	NBH	82
15	RD	82
16	TAB	83
17	RK	83
18	MD	83
19	IFH	83
20	SPR	84
21	NRL	84
22	PIA	84
23	NJA	85
24	ND	85
25	RI	85
26	RS	85
27	AZ	86
28	HP	87
29	IA	87
30	IIS	89
Total		2458

Appendix 3

The Students' Score in Learning Style

No	Name	Students' Learning Style Score
(1)	(2)	(3)
1	AS	55
2	RM	60
3	MF	60
4	RS	60
5	RJ	65
6	MF	65
7	DI	65

8	AHS	65
9	DS	65
10	MT	65
11	AI	70
12	ISH	70
13	AW	70
14	DH	75
15	IR	75
16	SS	75
17	AC	75
18	IF	75
19	ZD	75
20	ND	75
21	RF	80
22	HF	80
23	NS	80
24	PIA	80
25	SM	80
26	DH	80
27	WF	80
28	IN	85
29	IA	90
30	NJA	90
Total		2185

Appendix 4

Data of Learning Style and English Achievement

<i>No</i>	<i>X</i>	<i>Y</i>	<i>X²</i>	<i>Y²</i>	<i>XY</i>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>	<i>(6)</i>
1	75	55	5625	3025	4125
2	75	60	5625	3600	4500
3	76	60	5776	3600	4560
4	78	60	6084	3600	4680
5	78	65	6084	4225	5070
6	78	65	6084	4225	5070
7	79	65	6241	4225	5135
8	79	65	6241	4225	5135
9	80	65	6400	4225	5200
10	80	65	6400	4225	5200
11	81	70	6561	4900	5670

12	81	70	6561	4900	5670
13	81	70	6561	4900	5670
14	82	75	6724	5625	6150
15	82	75	6724	5625	6150
16	83	75	6889	5625	6225
17	83	75	6889	5625	6225
18	83	75	6889	5625	6225
19	83	75	6889	5625	6225
20	84	75	7056	5625	6300
21	84	80	7056	6400	6720
22	84	80	7056	6400	6720
23	85	80	7225	6400	6800
24	85	80	7225	6400	6800
25	85	80	7225	6400	6800
26	85	80	7225	6400	6800
27	86	80	7396	6400	6880
28	87	85	7569	7225	7395
29	87	90	7569	8100	7830
30	89	90	7921	8100	8010
Total	2458	2185	201770	161475	179940

Appendix 2

The Students' English Achievement

No	Name	Y Score
(1)	(2)	(3)
1	AS	75
2	RS	76
3	RJ	78
4	MF	80
5	DI	80
6	AHS	81
7	DS	81
8	MT	81
9	AI	81
10	ISH	82
11	AW	82
12	DH	84
13	IR	84
14	SS	84
15	AC	84
16	IF	85
17	ZD	85
18	ND	85
19	RF	86
20	HF	87
21	NS	87

22	SM	87
23	DH	87
24	WF	89
25	IN	90
26	IA	90
Total		2171

The Students' Score in Learning Style

No	Name	Students' Learning Style Score
(1)	(2)	(3)
1	AS	60
2	RS	70
3	RJ	70
4	MF	70
5	DI	80
6	AHS	85
7	DS	55
8	MT	75
9	AI	65
10	ISH	75
11	AW	75
12	DH	75
13	IR	65
14	SS	70
15	AC	75
16	IF	75
17	ZD	80
18	ND	70
19	RF	80
20	HF	90
21	NS	80

22	SM	75
23	DH	75
24	WF	65
25	IN	80
26	IA	90
Total		1925

Appendix 4

Data of Learning Style and English Achievement

<i>No</i>	<i>X</i>	<i>Y</i>	<i>X</i> ²	<i>Y</i> ²	<i>XY</i>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>	<i>(6)</i>
1	75	60	5625	3600	4500
2	76	70	5776	4900	5320
3	78	70	1404	4900	5460
4	80	70	6400	4900	5600
5	80	80	6400	6400	6400
6	81	85	6561	7225	6885
7	81	55	6561	3025	4455
8	81	75	6561	5625	6075
9	81	65	6561	4225	5265
10	82	75	6724	5625	6150
11	82	75	6724	5625	6150
12	84	75	7056	5625	6300
13	84	65	7056	4225	5460
14	84	70	7056	4900	5880
15	84	75	7056	5625	6300
16	85	75	7225	7225	6375
17	85	80	7225	6400	6800
18	85	70	7225	4900	5950
19	86	80	7396	6400	6880

20	87	90	7569	8100	7830
21	87	80	7569	6400	6960
22	87	75	7569	5625	6525
23	87	75	7569	5625	6525
24	89	65	7921	4225	5785
25	90	80	8100	6400	7200
26	90	90	8100	8100	8100
Total	2171	1925	176989	145825	161130

PEMERINTAH KABUPATEN TAPANULI SELATAN
DINAS PENDIDIKAN DAERAH
SMP NEGERI 1 BATANG ANGKOLA

Jl. Mandailing Km.16,5 Kel. Sigalangan Kec.Batang Angkola Kode Pos 22773
Telepon (0634) 7363078

E-mail : smpn1batangankola@gmail.com

SURAT KETERANGAN

Nomor : 071 / 166 / SMP N.1 BA/2018

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Batang Angkola, berdasarkan surat
Rekomendasi Institut Agama Islam Negeri (IAIN) Padangsidimpuan Fakultas Tarbiyah dan Ilmu
Keguruan Nomor : B-859/In.14/E.4c/TL.00/05/2018 Tanggal 28 Mei 2018 Perihal Izin
Penelitian Penyelesaian Skripsi, menerangkan bahwa :

N a m a : RONNY FEBRI YANNA DAULAY
NIM : 12 340 0034
Fakultas /Jurusan : Tarbiyah dan Ilmu Keguruan / TBI
Alamat : SIHITANG

adalah benar telah melaksanakan penelitian / pengumpulan data di SMP Negeri 1 Patang
Angkola untuk keperluan penyelesaian skripsinya dengan judul "THE CORRELATION
BETWEEN LEARNING STYLES AND STUDENTS' ENGLISH ACHIEVEMENT AT GRADE VIII
SMP N 1 BATANG ANGKOLA"

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan
bagaimana mestinya

Sigalangan, 10 Desember 2018
Kepala SMP Negeri 1 Batang Angkola

LANNA SERI RANGKUTI S.Pd
NIP. : 196808251997022002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

nomor : B - 859 /In.14/E.4c/TL.00/05/2018
: Izin Penelitian
Penyelesaian Skripsi.

28 Mei 2018

Kepala SMP Negeri 01 Batang Angkola
Kabupaten Tapanuli Selatan

Yang terhormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri
Padangsidimpuan menerangkan bahwa :

Nama : Ronny Febri Yanna Daulay
NIM : 12 340 0034
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Lokasi : Sihitang

Adapun benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan Judul "*The Correlation Between Learning Styles and Students' English
Achievement at Grade VIII SMP Negeri 01 Batang Angkola*". Sehubungan dengan itu,
kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan
judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Hilda, M.Si.
NIP. 19720920 200003 2 002

KEMENTERIAN AGAMA
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In.19/E.6a/PP.00.9/ 5 /2016

Padangsidimpuan, 13 April 2016

Biasa

Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. Dr. Fitriadi Lubis, M.Pd (Pembimbing I)
2. Fitri Rayani Siregar, M. Hum (Pembimbing II)

Di-

Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan tadaris bahasa inggris (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

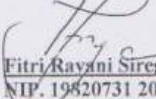
Nama : Ronny Febri Yanna Daulay
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Jurusan : Tadaris Bahasa Inggris
Judul Skripsi : **The Correlation Between Learning Style and English Achievement at Grade VIII Students of SMP Negeri 1 Batang Angkola**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

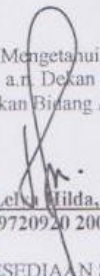
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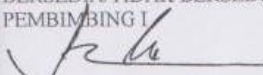

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Wakil Dekan Bidang Akademik

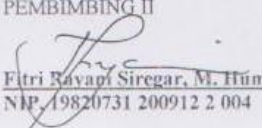

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