



**THE CORRELATION BETWEEN STUDENTS'
LEARNING STYLES AND STUDENTS' PRESENT
CONTINUOUS TENSE MASTERY AT GRADE VIII OF
SMPN 1 DOLOK PADANG LAWAS UTARA**

A THESIS

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary
Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written by

**SITI NIRWANA HARAHAP
NIM. 18 203 00079**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2022



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Written by:

SITI NIRWANA HARAHAHAP
Reg. Number. 18 203 00079

ENGLISH EDUCATION DEPARTMENT

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Reg. Number. 18 203 00079



ENGLISH EDUCATION DEPARTMENT

ADVISOR I

ADVISOR II

Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

Yusni Sinaga, M.Hum.
NIP. 19700715 200501 2 010

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2022

LETTER AGREEMENT

Term : Munaqosyah
Item : 7 (seven) exemplars

Padangsidempuan, November 2022
a.n. Siti Nirwana Harahap

To: Dean
Tarbiyah and Teacher Training
Faculty

In-

Padangsidempuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Siti Nirwana Harahap, entitled "The Correlation Between Students' Learning Styles and Students' Present Continuous Tense at Grade VIII of SMPN 1 Dolok Padang Lawas Utara ". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

Advisor I



Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

Advisor II



Yusni Sinaga, M.Hum.
NIP. 19700715 200501 2 010

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : SITI NIRWANA HARAHAP
Reg. Number : 18 203 00079
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-2
The title of the Thesis : **The Correlation Between Students' Learning Styles and Students' Present Continuous Tense Mastery at Grade VIII of SMPN 1 Dolok Padang Lawas Utara**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan in article 14 verse 2.

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Padangsidempuan, 7 November 2022
Declaration Maker



SITI NIRWANA HARAHAP
Reg. Number 18 203 00079

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

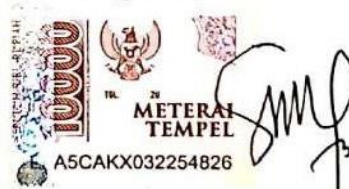
As Academic Cavity of the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Siti Nirwana Harahap
Registration Number : 18 203 00079
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2
Kind : Thesis

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Padangsidimpuan, 07 November 2022
Signed




Siti Nirwana Harahap
Reg. Number 18 203 00079

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Siti Nirwana Harahap
Registration Number : 18 203 00079
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The Tittle of Thesis : **The Correlation Between Students' Learning Styles and Students' Present Continuous Tense Mastery at Grade VIII of SMP N 1 Dolok Padang Lawas Utara**

Chief,

Secretary,



Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004


Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 20003 2 001

Members,


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004


Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 20003 2 001


Yusni Sinaga, M.Hum.
NIP. 19700715 200501 2 010


Dr. Hamki, M.IIum
NIP. 19840815 200912 1 005

Proposed:

Place : Padangsidempuan
Date : December, 28th 2022
Time : 13.30 WIB until finish
Result/Mark : 83,5 (A)
IPK : 3,61
Predicate : Coumlaude



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan**

LEGALIZATION

Thesis : The Correlation Between Learning Styles And Present Continuous Tense Mastery at Grade VIII Students Of SMPN 1 Dolok Padang Lawas Utara

Name : Siti Nirwana Harahap

Reg. Num : 18 203 00079

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidimpuan, 23 November 2022.
Dean of Tarbiyah and Teacher Faculty



ABSTRACT

Name : Siti Nirwana Harahap
Reg. No : 18 203 00079
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title of Thesis : The Correlation Between Students' Learning Styles and Students' Present Continuous Tense Mastery at Grade VIII of SMPN 1 Dolok Padang Lawas Utara.

Learning is a process that occurs when experience causes a relatively permanent change in an individual's knowledge or behavior. is an information about students' preference can help the teachers become aware to the students' differences bring to the classroom. Learning style is a way of individual takes in understanding, expresses and remembers information. Grammar is one of language aspects which is taught to every language learners. Present continuous tense is also known as the present progressive tense. The students difficult in learning present continuous tense, the students' comprehension present continuous tense is still low and the students are lack of knowledge of the structure and grammar.

The objectives objective of the research are to know the students' learning styles at grade VIII of SMPN 1 Dolok Padang Lawas Utara, to know the students' present continuous tense at grade VIII of SMPN 1 Dolok Padang Lawas Utara and to examine whether there is a significant correlation between students' learning styles and students' present continuous tense.

The researcher used quantitative research as correlation method of the research. The researcher informan of this study was students at grade VIII of SMPN 1 Dolok Padang Lawas Utara. To collect the data, researcher used questionnaire and test. The data were analyzed by the researcher through validity and reliability instrument, technique of data collection and technique data analyzing for chacking.

Based on the result of the research that R_{xy} higher than T_t or $R_{xy} > T_t = 0.416 > 0.374$. H_a is accept and H_o is reject. There is significance correlation between Students' Learning Styles and Students' Present Continuous Tense Mastery at Grade VIII of SMPN 1 Dolok Padang Lawas Utara. The conclusion it shows that there is a maximum or good correlation between Students' Learning Styles and Students' Present Continuous Tense Mastery variables.

Keywords: Learning, Learning Styles, Present Continuous Tense

ABSTRACT

Name : Siti Nirwana Harahap
Reg. No : 18 203 00079
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title of Thesis : The Correlation Between Students' Learning Styles and Students' Present Continuous Tense Mastery at Grade VIII of SMPN 1 Dolok Padang Lawas Utara.

Belajar adalah proses yang terjadi ketika pengalaman menyebabkan perubahan yang relatif permanen dalam pengetahuan atau perilaku individu. Informasi tentang preferensi siswa dapat membantu guru menyadari perbedaan siswa di dalam kelas. Gaya belajar merupakan cara individu dalam memahami, mengungkapkan dan mengingat informasi. Tata bahasa merupakan salah satu aspek bahasa yang diajarkan kepada setiap pembelajar bahasa. Present continuous tense juga dikenal sebagai present progressive tense. Siswa kesulitan dalam mempelajari present continuous tense, pemahaman siswa terhadap present continuous tense masih rendah dan siswa kurang memiliki pengetahuan tentang struktur dan tata bahasa.

Tujuan penelitian ini adalah untuk mengetahui gaya belajar siswa kelas VIII SMPN 1 Dolok Padang Lawas Utara, untuk mengetahui present continuous tense siswa kelas VIII SMPN 1 Dolok Padang Lawas Utara dan untuk mengetahui apakah terdapat korelasi yang signifikan antara gaya belajar siswa dan present continuous tense siswa.

Peneliti menggunakan penelitian kuantitatif sebagai metode penelitian korelasional. Informan peneliti dalam penelitian ini adalah siswa kelas VIII SMPN 1 Dolok Padang Lawas Utara. Untuk mengumpulkan data, peneliti menggunakan angket dan tes. Data dianalisis oleh peneliti melalui validitas dan reliabilitas instrumen, teknik pengumpulan data dan teknik analisis data untuk dicek.

Berdasarkan hasil penelitian bahwa R_{xy} lebih tinggi dari T_t atau $R_{xy} > T_t = 0,416 > 0,374$. H_a diterima dan H_o ditolak. Ada hubungan yang signifikan antara Gaya Belajar Siswa dengan Penguasaan Present Continuous Tense Siswa Kelas VIII SMPN 1 Dolok Padang Lawas Utara. Kesimpulan tersebut menunjukkan bahwa terdapat korelasi yang maksimal atau baik antara variabel Gaya Belajar Siswa dengan Penguasaan Present Continuous Tense.

Kata kunci: Pembelajaran, Gaya Belajar, Present Continuous Tense

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Finally, the researcher realizes that this thesis still have not been perfect. Therefor, the writer would like to welcome and constructive suggestion and criticism to make this thesis is better.

Padangsidempuan, 01 November 2022

Declaration maker

Siti Nirwana Harahap

Reg. No. 1820300079

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CHAPTER I

INTRODUCTION

A. Background of the problem

Learning is the process of gaining knowledge or skills via practical application, learn or by being taught. When an individual's knowledge or behavior develops relatively substantially as both an outcome of experience, learning has occurred place. The modification could be purposeful or accidental, process from unknown become know. Allah SWT, in holy Qur'an talk about learning in surah An-Nahl (16): 78:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ.

“And Allah brought you forth from the wombs of your mothers knowing nothing, and gave you hearing and sight and hearts that haply we might give thanks”¹

The verse told about the three components in learning that are hearing, vision and fuadz (heart). Hearing is in charge of maintain the knowledge that has been found from the results of learning, vision is in charge of developing knowledge and adding knowledge research results by conducting an

¹Muhammad Taqi-ud-Din dan Muhammad Mukhsin Khan, *Al-Qur'an Perkata Indonesia-Inggris* (Jakarta: Pt.Kalam Media Ilmu, 2012).

assessment of it. The heart is in charge of cleaning knowledge from all bad qualities.

Hamalik defines learning as the process of personal development that results in new behaviors as a result of experience and practice. Sukewi, states that learning is a change in behaviour because of acquisition as the result of practice and experience with environment. It means learning is a process to change behaviour and attitude of individuals to be better from experience and practice. to understand, remember a lesson and also very important for students in learning In learning, everyone has their own way of learning and that style is certainly used to make it easier process that is learning style.²

It means, reading, listening, speaking, and other learning activities are a few examples of active learning activities. As a result of a person interacting with the study object by employing their senses, it occurs with awareness from prior practice and experience.

The student's learning behavior is discovered to be influenced by learning style. Understanding a student's different learning styles and the characteristics that make them unique will be essential for a teacher. The teachers' awareness of the distinctions that the students' preferences bring to the classroom can be aided by the understanding of student preferences. Learning style is a way of individual takes in understanding, expresses and

²Dani Mela Ratnasari, "Students Learning Style," 1995, p.13–28.

remembers information. The kinds of model learning styles are VARK model that divides learning styles into visual (V), auditory (A), read/write (R), kinesthetic (K). VARK model supposes that each student can identify his own learning style, be aware of their sensory preferences³. The VARK model can applies in all of lesson such as Mathematics, Social sciences, Religious education, Arabic, Indonesian, English and ect.

When someone wants to use English, they learn the language. There are language systems and language skills in language acquisition. Speaking, reading, listening, and writing are all examples of language abilities. Grammar, pronunciation, and vocabulary are all part of language systems. The first of the four language skills to master is listening, which needs to be done early. As a result, pupils must first hear sound, voice, and words in order to comprehend and speak. Being an intangible mental function, listening is a challenging language skill. Students must be able to distinguish between sounds, decipher intention and emphasis, comprehend terminology that tries to find the meaning of what the speaker actually says, and understand grammar.

Grammar is one of language aspects which is taught to every language learners. Grammar is a sentence structure. Language needs grammar because it creates meaning. By using the correct structure, a sentence will be

³Jenny L Espinoza and Raquel Chafloque, "The Vark Learning Styles among University Students of Business Schools," *Propósitos y Representaciones* 7, no. 2 (2019): p.402.

perfect and someone can communicate message clearly and perfectly. This structure is used in all languages, not just English. Grammar is also part of a language every native speaker learns from infancy. There are two kinds of English grammatical item the students have to master. There are a part of speech, the using of tenses.

Tenses are important because when students use tenses incorrectly, the meaning obtained from the sentence will have different meaning. Understanding the tenses is very useful for determining which can change the verb form according to the time it occurs. There are sixteen tenses, this research will focus on reviewing one of the tense, namely present continuous tense.

The present progressive tense is another name for the present continuous tense. Present continuous tense is a sentence that shows an action or event is happening now, happens often, and can continue into the future. To write something in the moment requires knowledge of the present continuous tense. Students ought to be aware of sentence form.

The present continuous tense is used when people want to say that somebody is doing something or that something is happening at the moment. The action or event is in progress and not yet complete. The present continuous tense is used for actions which are not yet complete but can be interrupted for a time. Strictly speaking, such interrupted actions are not in progress at the moment of speaking. The students feel difficult to express their

idea in learning grammar (present continuous tense). Student has been studied present continuous tense only at school and limit time to do it. As a result, students do errors in learning present continuous tense.

Beside that the researcher found some problem at SMP Negeri 1 Dolok Padang Lawasa Utara, especially of students' interested in learning in English was lacked because they felt learning English is very boring and difficult, students also do not know the learning styles that must be used to improve their learning styles and the environment creates differences in the learning process affect students' learning styles. That some students felt that their friends and the environment did not encourage them to learn English. however, the researcher recognized that the students' ability in English is quite good⁴.

In learning English one of difficult subject is tenses lesson, students do not understand, especially in the formulation and rules of tenses, supposed to be able to use present continuous tense correctly. However, most of students still faced difficulties to understand and to use them properly in the sentence, so the students' comprehension in present continuous tense is still low. In this research, the researcher wants to conduct students' learning style with present continuous tense with aim the students more easily and happy to understand the subject.

⁴Elliani Siregar, "A student in SMPN 1 Dolok Padang Lawas Utara from Interview Online in WhatsApp," 2022.

Based on the explanation above, the researcher would like to investigate The Correlation Between Students' Learning Styles and Students' Present Continuous Tense At Grade VIII SMPN 1 Dolok Padang Lawas Utara.

B. Identification of the Problem

Based on the background of the problems above the problem can be identified as follow:

1. The students difficult in learning present continuous tense.
2. The students' comprehension present continuous tense is still low.
3. The students are lack of knowledge of the structure and grammar.

C. Limitation of the problem

Based on the explanation above, the researcher limited the problem on students' learning styles of the students. It will be correlated to students' present continuous tense mastery.

D. Formulation of the Problem

Based on the formulation of the problem in this research, the research formulated the problem as follow:

1. What is the students' dominant learning styles at grade VIII of SMPN 1 Dolok Padang Lawas Utara?

2. How is the students' present continuous tense at grade VIII of SMPN 1 Dolok Padang Lawas Utara?
3. Is there any significant correlation between learning styles and present continuous tense at grade VIII students of SMPN 1 Dolok Padang Lawas Utara?

E. Objectives of the Research

The objective of the research are:

1. To know the students' dominant learning styles at grade VIII of SMPN 1 Dolok Padang Lawas Utara.
2. To know the students' present continuous tense at grade VIII of SMPN 1 Dolok Padang Lawas Utara.
3. To examine whether there is a significant correlation between students' learning styles and students' present continuous tense.

F. Significances of the Research

This research is contributed some benefits or gives central significances as follow:

1. Theoretically : The result of this research, can be beneficial for other researcher or other readers as the source of their references in doing the research in topics or complement previous theories related to the title in future.
2. Practically :

- a. For the teachers: The findings will be beneficial for English teachers to improve their students' learning style in students' learning English.
- b. For the students: This research to improve studentst' leaning English. The research expects this research can help students improve their learning style in learning English and they can using the correct present continuous tense of English sentences. The students are expected to have a better understanding of their lerning present continuous tense by practice.

G. Outline of the Research

The thesis would be organized in five chapters as follow:

Chapter one consist of backgroud of the problem, identificaton of the problem, limitation of the problem, formulation of the problem, objective of the research, and significances of the research, defenition of operational variables.

Chapter two includes theoretical description which contains the defenition of learning styles, the models of learning styles, the VARK models of learning styles, types of VARK learners, defenition of present continuous tense, formation of present continuous tense, function of present continuous tense, and also reviews related findings.

Chapter three is research methodology include location, time of the research, research design, population and sample of the research, instrument of

the research, and procedure of data collection. Chapter four is the results of the research consist of data analysis and the discussion of the research result. Chapter five is contain about conclusion of the research and the suggestion.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Learning Styles

a. Defenition of Learning Styles

Learning is the process of gaining knowledge or skills through instruction, experience, or both. When an individual's knowledge or behavior changes relatively permanently as a result of experience, learning has taken place. Change that occurs as something goes from unknown to known may be intentional or accidental. Hamalik defines learning as the process of personal development that results in new behaviors as a result of experience and practice. Sukewi, states that learning is a chance in behaviour because of acquairment as the result of practice and experience with envirointment¹. It means learning is a process to change behaviour and attitude of indivuals to be better from experience and practice. to understand, remember a lesson and also very important for students in learning In learning, everyone has their own way of learning and that style is certainly used to make it easier process that is learning style

Therefore, learning is the process of the students to understand and master the lesson or the subject that the teacher teach to students. In

¹Dani Mela Ratnasari, "Students Learning Style." p, 16.

learning, everyone has their own way of learning and that style is certainly used to make it easier to understand, remember a lesson and also very important for students in learning process that are learning styles.

There are some definitions of learning styles by experts. Learning styles are not fixed traits which an individual will always display. Learners are able to adopt different styles in different contexts². Perhaps the most simple way of describing ‘learning styles’ is to say that they are different methods of learning or understanding new information, the way a person takes in, understand, expresses and remembers information³. One of the factors that affects how well someone learns a language, especially a second language, is their learning style. In a class with a variety of learning styles, language teachers must continually be aware of, grateful for, and working to improve the diversity of the learners' differences.

Learning styles is a term used to refer to the methods of gathering, processing, interpreting, organizing, and thinking about information. Students have different learning styles, which shows up in the classroom in the different ways that students acquire information⁴. It is an information about students' preference can help the teachers become aware to the

²Alan Pritchard, *Ways of Learning*, n.d, p, 5.

³Wilfrid Lurier University, “Understanding Your Learning Style,” n.d., 1–10.

⁴Vanessa Marcy, “Adult Learning Styles: How the VARK© Learning Style Inventory Can Be Used to Improve Student Learning,” *The Journal of Physician Assistant Education* 12, no. 2 (2001): 117–20, <https://doi.org/10.1097/01367895-200107000-00007>.

students' differences bring to the classroom. Learning styles are way of individual takes in understanding, expresses and remembers information

Meanwhile, Drago and Wagner identify learning style as differences that exists between individuals over each learning methods. Achievements in educational field depend much on the ability to adapt lesson based on each individual's aspects. So, learning styles are important for both parents and teachers to consider, as our struggling students might need to effectively absorb the material.

According to Wilson, learning style theories have been cited as an effective means for helping teachers recognize the incredibly diverse needs students bring into the classroom⁵. Learning styles are found to affect the student's learning behavior. Learning styles will be important for an educator, to understand the variations of students on the features of their learning styles.

According to Brown defines style as "a term that refers to consistent and rather enduring tendencies or preferences within an individual." Therefore, styles are those general characteristics of intellectual functioning (and personality type, as well) that especially pertain to one as an individual, that differentiate one for someone else⁶.

⁵MaryWilson, Students' Learning Style Preferences and Theachers' Instructional Strategies: Correlations Between Matched Style and Academic Achievement, Liberty University, 2012, p 36.

⁶H. Douglas. Brown, *The Principles of Language and Teaching, Learning* (New Jersey: New Jersey: Prentice Hall, 2000).

Learning styles as the general approaches-for example, global oranalytic, auditory or visual-that students use in acquiring a new language or in learning any other subject.⁷Learning style is simply your preferred way of learning.⁸Learning styles as “the characteristic cognitive, effective and psychological behaviors that serve as relatively stable indicators of how learners precise, interact with and respond to the learning environment⁹. Learning styles also, are used to explain the different ways that students learn.

From the explanations above, it can be concluded that defenition of learning styles accordng to experts is the students styles in understanding the lesson. In learning styles, everyone has their own way of learning and that style is certainly used to make it easier process namely models of learning styles.

b. Concept of Learning Styles

Many researchers have tried to define the terms of learning styles from different perspectives based on the different rationales: Bichler Shahtalebi & Javadi, defined learning styles as “individualistic approaches used by learners for informational processing in learning new ideas”¹⁰.

⁷Abbas Pourhusein Gilakjani, Visual, Audiotory, Kinesthetic learning Style,Iran: Islamic Azad University, Lahijan, 2012.

⁸Marsha Fralick, Learning Style and Intelligence, Kendal Hunt Publishing Co, 2011.

⁹H. Douglas. Brown, The Principles of Language Learning and Teaching, (New Jersey: Prentice Hall, 2000), p ,107.

¹⁰ Shahtalebi bichler and Javadi, “Relationship between Emotional Intellegence and Learning Styles of Students,” *Applied Environment Biological Science*, 2014, 245–51.

Keefe portrays learning styles as both a learner characteristic and an instructional strategy. As a learner characteristic, learning styles is an indicator of how a learner learns and likes to learn. As an instructional strategy, it informs the cognition, context, and content of learning. Reid defined learning styles as cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.

Depending on one's viewpoint, there are various methods to identify learning styles. A few definitions of learning styles are provided below. According to Brown, learning styles are the ways in which people perceive and process information when they are learning. He contends that one facet of learning styles is preference, which refers to the preference for one learning scenario or condition over another.

The general methods that students employ to study a new language or any other subject, such as global or analytic, auditory or visual, are known as learning styles, according to Celcia. the way a student interprets, engages with, and reacts to their learning environment. Learning styles, as defined by Mackeracher, can be characterized as the distinctive cognitive, affective, social, and physiological behaviors that work as comparatively stable indications of how students view, engage with, and react to the learning environment. The following of theory and concept about learning styles:

1. Kolb's Learning Style

David Kolb published his learning styles model in 1984 from which he developed his learning style inventory. Kolb's experiential learning theory works on two levels: a four stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences. "Learning is the process whereby knowledge is created through the transformation of experience".

- a) Concrete Experience (a new experience of situation is encountered, or are interpretation of existing experience).
- b) Reflective Observation (of the new experience. Of particular importance are any inconsistencies between experience and understanding).
- c) Abstract Conceptualization (Reflection gives rise to a new idea, or a modification of an existing abstract concept).
- d) Active Experimentation (the learner applies them to the world around them to see what results). Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract

concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences.

Based on a four-stage learning cycle, Kolb's learning theory identifies four different learning styles (see above). Kolb notes that different persons have an innate preference for a particular learning method. A person's favored style is influenced by a variety of things. For instance, a person's social environment, educational opportunities, or basic cognitive makeup. Whatever factors may affect the style preference, the preferred learning style is actually the result of two pairs of variables, or two distinct "choices," that we make. Kolb represented them as lines of axes, each with "conflicting" modes at each end. Kolb's two continuums are frequently presented as the Processing Continuum (how we approach a problem) along the east-west axis and the Perception Continuum along the north-south axis.

2. General Learning Styles

There are three main learning styles; visual, auditory, and kinaesthetic. The definitions of these learning styles are as follows :

a) Visual

Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal such as body language to help with understanding. Sometimes, visual learners favour

sitting in the front of the classroom. They also take descriptive notes over the material being presented.

b) Auditory

These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.

c) Kinaesthetic

Individuals that are kinaesthetic learn best with an active “hands-on” approach. These learners favour interaction with the physical world. Most of the time kinaesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

3. Visual, Auditory and Kinesthetic (VAK) Model

Kolb's learning theory identifies four distinct learning styles based on a four-stage learning cycle (see above). Kolb points out that each person has a natural affinity for a specific teaching strategy. Different factors can have an impact on a person's preferred style. For example, a person's social setting, educational options, or fundamental cognitive make-up. The chosen learning style is actually the product of two pairs of variables, or two different "choices," that we make, regardless of the elements that may have an impact on it. Kolb portrayed

them as axes with "conflicting" modes at their ends. The Processing Continuum (how we approach an issue) runs along the east-west axis, while the Perception Continuum runs along the north-south axis, in presentations of Kolb's two continuums. The Models of Learning Styles, teachers may find more than there different learning styles in one class where they teach. A variety of learning styles models have been proposed by many researchers since many years ago. For instance Models as follows:

1. Visual learning style
2. Auditory learning style
3. Kinesthetic learning style.¹¹

Besides, the categories of learning styles were identified by Fleming, that he represents the VARK model of learning styles:

1. Visual learning style
2. Auditory learning style
3. Reading/ writing learning style
4. Kinesthetic learning style.¹²

The models of learning style on Friedman book, there have four models of learning style they are:

¹¹Abbas Pourhusein Gilakjani, *Visual, Auditory, Kinesthetic Learning Style* (Lahijan: Iran: Islamic Azad University, 2012).

¹²Dr.Nell Fleming, Types of Learning Style. Available on.Learningrx.com /typesoflearningstylefa.htm.access on 19th October 2016,09:28 pm

1. Visual learning style
2. Audiotory learning style
3. Read-Wtite learning style
4. Kinesthetic learning style.¹³

Above are some reseachers' and book models of learning styles, the researcher take VARK model in research with aims to more easy classified the students with their own learning styles, the VARK models more efisiens to identified students' learning styles, and specially these models can use in other lesson not just in English lesson .

c. The VARK models of Learning Styles

VARK is part of a learning styles. The words learning styles are loosely used to describe almost any attribute or characteristic about learning.

1. Visual

Visual learners learn through seeing, so tools like diagrams, flowcharts, pictures and symbols can be key to understanding new concepts. Visual learners process information best if students can see it. Graphs, flow charts, and pictures are helpful to the students. Example, in learning present continuous the teacher using picture to explain the defenition, formulation and make example of present continuous tense.

¹³ Bruce D.Friedman, How to Teach Effectively a Brief Guide, Chicago, Lyceum Books, 2000, p. 11

2. Auditory

The auditory stands for aural, and these learners like to hear the information. They process information best by listening to lectures, attending tutorials, and using tape recorders to play back learning sessions. The students also like to talk about the information. Example, in learning present continuous tense teacher using audio to explain the definition, formulation and example from present continuous tense.

3. Read/Write

These students like to see the written words. Students like to take notes verbatim and reread these over and over again. Students also like to read texts. Example, in learning present continuous tense teacher explain present continuous tense in enjoy reading the explanation with colorful marker.

4. Kineshtetic

These learners like to acquire information through experience and practice, and prefer to learn information that has a connection to reality. Example, in learning present continuous tense teacher playing game to explain the subject.

d. Types of VARK Learners.

These are the types or characterized of VARK learners:

1. Visual Learners

Visual learners are characterized by the following:

- a. The students tend to prefer sitting at the front of the classroom to avoid visual obstruction.
- b. The students often prefer to take detailed notes to absorb the information.
- c. The students use words and phrases that evoke visual images.
- d. The students learn by seeing body language and facial expression to understand the lesson.
- e. The students try different spatial arrangements with their notes.
- f. The students underline and use different colours and highlighters.

Visual learners knowing from these types they like to seeing like diagram or pictures.

2. Auditory Learners

Auditory learners are characterized by the following:

- a. The students speak slowly and tend to be natural listeners.
- b. The students acquire knowledge by reading aloud.
- c. The students prefer to have things explained to them verbally rather than to read written information.
- d. The students learn by listening and verbalizing.
- e. The students like dialogue and discussion.

- f. The students record the summarized notes on tape and listen it later.¹⁴

Audio learners process information best by listening to lectures, attending tutorials, and using tape recorders to play back learning sessions.

3. Read/Write Learners

Read/write learners are characterized by the following:

- a. The students prefer for information to be displayed in writing, such as list of ideas.
- b. The students emphasize text-based input and output.
- c. The students enjoy reading and writing in all forms.
- d. The students use many lists, and rearrange these lists into multiple choice questions.
- e. The students re-read and re-write the textbook and teacher notes.

Read/write learners like to take notes verbatim and reread these over and over again.

4. Kinesthetic Learners

Kinesthetic learners are characterized by the following:

- a. Learn best when the students are involved or active.
- b. The students use movement as memory aid.

¹⁴Wilfrid Laurier University, "Understanding Your Learning Style."

- c. Remember what was done, but have difficulty recalling what was said or seen.
- d. The students learn by doing and solving real-life problems.
- e. The students like sit near the door that can easily get up and move around.¹⁵

Kinesthetic learners like to acquire information through experience and practice, and prefer to learn information that has a connection to reality.

There are 4 predominant learning styles: Visual, Auditory, Read/Write, and Kinaesthetic. While most of us may have some general idea about how we learn best, often it comes as a surprise when we discover what our predominant learning style is.

e. The advantage of learning style

Learning style has an important place in the lives of individuals. As it is known that learning style is a relative way fixed and consistent a student in catching stimulus or information, how remembering, ways of thinking and ways solve the problem. Then get it is said that learning style is one of the characteristics student. Learning style and quality learning has a close relationship and influence on the process learning in order to achieve learning objectives.

¹⁵Bruce D.Friedman, *How to Teach Effectively a Brief Guide* (Chicagp: Lyceum Books, 2000).

Basically student character one is different from other students and the ability of each child in master and understand a material lessons are different. In this case the student is unique individual means that no two students are exactly the same, each students have a difference of one with other. This individual difference affect the way of learning and results study. Hence, individual differences need to be considered by the teacher in learning efforts, namely by pay attention to student learning styles by grouping based on learning style.

When the individual knows their learning style, they will integrate in the process of learning style. They will learn more easily and fast and will be successful. It is very important to understand and explore each individual's learning style can be very helpful and beneficial to the student by aiding them in becoming more focused on an attentive learner, which ultimately will increase educational success.

Discovering this learning style will allow the student to determine his or her own personal strengths and weaknesses and learn from them. By knowing your learning style students, teachers can direct them to learn according to the learning style that students have so that they can easily accept lessons and can improve learning outcomes. Efforts that teachers can make is to pay attention to learning styles students by grouping based on learning style.

Knowing students' learning styles will make it easier for teachers to provide a supportive environment and make it easier for students to absorb information optimally. In addition to knowing students' learning styles, teachers must also know their own learning styles so they don't misunderstand how to respond to student learning. Teachers can incorporate the learning styles into their classroom by identifying the learning of each of their students. Thus, using learning style to find the best way for the students to learn effectively and teachers teach efficiently in the classroom.

2. Present Continuous Tense

a. Definition of Present Continuous Tense

The present continuous tense also called present progressive tense is one of the important elements of English language. Some grammarians define present continuous tense using their own theory. Present continuous tense not only expresses the activity of general nature and the activity that is in progress at the moment of speaking, but present continuous tense also expresses future time. Present continuous tense can be used to express future time when the idea of the sentence concerns a planned event or definite intention.

Present continuous tense (I am doing). Use the continuous form for something that is happening at or around the time of speaking. The action

is not finished¹⁶. According to Kholid and Irfani, present continuous tense is to express something happening at the time of speaking¹⁷. Present continuous tense is also known as the present progressive tense. Present continuous tense is a sentence that shows an action or event is happening now, happens often, and can continue into the future. Learning present continuous tense is learning to write an something at the time. Students should know what a structure of the sentences.

According to Prabaswara, Present continuous tense is the verb form used to express the action on going right now (present).¹⁸That means, present continuous tense is used when we want to say that somebody is doing something or that something is happening at the moment. The action or event is in progress and not yet complete. The present continuous tense is used for actions which are not yet complete but can be interrupted for a time. Strictly speaking, such interrupted actions are not in progress at the moment of speaking.¹⁹ From the explanation above present continuous tense is an action that happening now.

¹⁶Murphy. Raymond, *English Grammar in Use, A Reference and Practice Book for Intermediate Students* (Cambridge: Cambridge University Press, 1994).

¹⁷kholid and Bambang Irfani Idham, *Lets Study English* (Bandar Lampung: IAIN Lampung, 2012).

¹⁸Brian Prabaswara, *Grammar and Conversation* (Jakarta: Bintang Indonesia jakarta, 2000).

¹⁹“Grammar and Exercises,” n.d., p. 5.

b. Formulation

The present continuous tense is formed with the present tense of the auxiliary verb be + the present participle:

Affirmative : subject + tobe (am,are,is) + verb + ing + O/C

Negative : subject + tobe (am,are,is) + not + verb + ing + O/C

Interogative : tobe (am,are,is) + subject + verb + ing + O/C?

I am writing. You are not writing. Is she writing?

c. Function of Present Continuous Tense

1. Action happening at the moment.

It means to describe actions happening at the moment of speaking. These actions are often temporary. Common time words and expressions used with this meaning of the present progressive include now, right now and at the moment.



am writing right now

For example: - I am reading Al-Qur'an right now.

2. Action happening over a longer time.

It means to describe action happening over a longer a period of time. These action are also often temporary. Comon time words and expression used with this meaning of the presesnt

H. Review of Related Findings

There are several research that support this research. The first research is aimed to Mela sari, the finding of the research shows that the students who have kinesthetic learning style is the highest frequency with the percentage is 40.54% or 15 students. The second is re-write with the percentage is 24.32%, followed by visual with the percentage is 18.91% and the last with the lowest percentage is auditory learning style with the percentage is 16.21% or just only 6 students in learning present continuous tense. The most of students are dominant in using kinesthetic learning style in learning present continuous tense. So, most of students got easy in learning present continuous tense by using kinesthetic learning style.

The second relevant study was conducted by Mayna²⁰ in her research, she just used questionnaire to collect the data. The questionnaire is adapted from Joy. M. Reid. From the result of the questionnaire, found that: (1) The English learning style of male students is visual (38,6) as major learning style preference. (2) The English learning style of female students is auditory (38,8) as major learning style preference. (3) The difference of male and female students is the major learning style preference that the male students have visual learning style as major learning style preference, while the female students have auditory learning

²⁰Lisa wulandari Mayna, "English Learning Styles of The Students of SMA 1 Mejobo in Academic Year 2019" (Muria Kudus University, 2019).

style as major learning style preference. Then second difference is male students have only individual learning style as negligible learning style preference, while the female students have kinesthetic, individual and group learning style as negligible learning style preference. The similarities of male and female students are tactile, kinesthetic, individual, and group learning style is the minor learning style preference. And the second similarity is male and female have individual learning style as negligible learning style.

The relevant study was conducted by Nafis²¹, she wants to find out why the students able to understand English when they did not like English class. The writer used a questionnaire that VARK questionnaire which was designed by Neil Flemming. The questionnaire was used to find out the types of language learning styles preferred by the students. Based on the results from questionnaire, the most of students chosen visual style (46%) as their own language learning styles that students' preferred.

The last previous research is by Faridah²², in her research found out that the obtained $\chi^2 = 0.310$ is smaller than the χ^2 table with significance level $0.05 = 5.591$ ($0.310 < 5.591$). It means that null

²¹Hilyatun Nafis STG, "Students' Preference of Language Learning Style in English Classroom, AR-RANIRY STATE ISLAMIC UNIVERSITY DARUSSALAM" (STATE ISLAMIC UNIVERSITY DARUSSALAM ACEH, 2017).

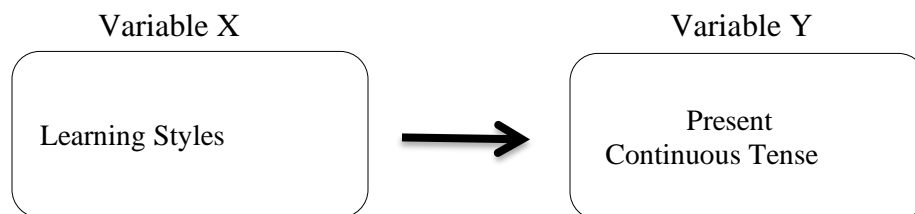
²²Dede Nurul Faridah, "The Relationship between Students' Learning Style and Their Achievement in Listening Skill" (Syarif Hidayatullah State Islamic University Jakarta, 2019).

hypothesis (H₀) is accepted and the alternative hypothesis (H_a) is rejected. From the research finding, it can be concluded that there was no significant relationship between students' learning style and their achievement in listening skill. It means that students' learning style is not a dominant factor that affects listening achievement. In this case, other factors such as motivation, aptitude, cognitive ability, and any other factors are maybe more dominant in affecting listening skill achievement than students' learning style.

From the previous findings, this research will have the similarity that is focus to students' learning styles. The research plans to get students' learning styles in learning English. The differences from this research is correlation learning styles and present continuous tense at grade VIII students of SMPN 1 Dolok Padang Lawas Utara.

I. Framework of Thinking

The researcher can conclude that both the variables in this research is students' learning styles as an independent variable (X) and students' present continuous tense as a dependent variable (Y). The relation of these two variable is in figure below :



Learning style is a way of individual takes in understanding, expresses and remembers information. It is an information about students' preference can help the teachers become aware to the students' differences bring to the classroom.

Present continuous tense is used when we want to say that somebody is doing something or that something is happening at the moment. The action or event is in progress and not yet complete.

For students by having interest, it will be enable the students to process the tense, comprehend it deeply, and recall the information longer. So, the people who are interested in grammar will become absorbed in the grammar activity and finally gain more comprehension.

J. Hypothesis

Hypothesis is the first assumption of the researcher. Hypothesis of this formulated into two, as follow:

Ha : There is a significant corrolation between students' learning styles and students' present continuous tense at grade VIII of SMPN 1 Dolok Padang Lawas Utara.

Ho : There is no significant correlation between students' learning styles and students' present continuous tense at grade VIII of SMPN 1 Dolok Padang Lawas Utara.

CHAPTER III

RESEARCH METHOD

A. Place and Time of Research

The place conducted in SMP N 1 Dolok. It is located in Sipiongot, Padang Lawas Utara, North Sumatera, Sumatera Utara, 22756. The researcher conducted this research in may 2022 until finish.

B. Research Method

The kind of this research is quantitative research as correlation method. The goal of correlational research is to identify the existence and strength of relationships between two or more quantifiable variables. The fundamental correlational study design is simple: Each member of the sample receives scores for two (or more) important factors, and the paired scores are then correlated.

A correlation coefficient is used to express the outcome and shows how closely the two variables are related.. There are two variables in this research they are students' learning styles (X) and students' present continuous tense (Y).

C. Population and sample

a. Population

The population on this research is all of the students at the eighth grade of SMPN 1 Dolok Padang Lawas Utara. They consist of four classes and the total numbers of them are 97 students.

Table 3
Population of the research

No	Classroom	Quantity of students
1.	VIII – 1	28
2.	VIII – 2	23
3.	VIII – 3	23
4.	VIII – 4	23
Total		97

b. Sample

The research sample was obtained utilizing random sampling since this method allows for the collection of fair data from students. The researcher selects an additional, even number to use as a sample before utilizing a lottery to select an additional number. The researcher will take 50% from population in this research. So there will be 48 students used as a sample in this research.

Table 4
Sample of the research

No	Classroom	Quantity of students
1.	VIII – 1	12
2.	VIII – 2	14
3.	VIII – 3	12
4.	VIII – 4	10

Total	48
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D. Definitions of the Operational Variables

1. Students' Learning Styles

Learning styles refer to how a person receives, comprehends, communicates, and retains information. The various ways your students engage with fresh material are what determine their learning preferences. An essential principle in education is that every student has a unique learning style that corresponds to how they want to learn.

2. Students' Present Continuous Tense Mastery

Present continuous tense is also calling as the present progressive tense. Present continuous tense is a sentence that show an action or event is happening now, happens often and can continue into the future. Students' present continuous mastery that students' mastery, understanding, and acquisition in grammar specially in present continuous tense.

E. Instrument

In this research the researcher using questionnaire and test instrument to collecting the data. It is to make sure that the data results are consist, strong, certain, and complete. The instrument for examining the students' learning styles is a questionnaire and instrument for examining the students' present continuous tense is a test.

1. Questionnaire

Questionnaire will be given to informants, question design to answer the research analyze about students' learning styles. Questionnaire techniques are data collection techniques through the distribution of a set of question or written statements to students of class VIII-1 of SMPN 1 Dolok Padang Lawas Utara as respondents. In this questionnaire, it discusses several learning styles including Visual, Auditory Reading/writing and Kinesthetic. Each learning style consists of several kinds of questions related to learning styles by Neil Fleming's VARK.

Table 5
Likert Scale Raing

Scale	Affirmative Statement Score	Negative Statement Score
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly disagree	1	5

The questionnaire in this study is a Likert Scale questionnaire which provide the students with five responses option Strongly agree (Sangat Setuju, SS), Agree (Setuju, S), Neutral (Netral. N), Disagree (Tidak Setuju. TS), Strongly Disagree (Sangat Tidak Setuju, STS).

Each of given answer has score as follows:

- a. For given answer "Strongly Agree" has 5 score.

- b. For given answer “Agree” has 4 score.
- c. For given answer “Neutral” has 3 score.
- d. For given answer “Disagree” has 2 score.
- e. For given answer “Strongly Disagree” has 1 score.

The scaling method developed by the researcher using five answer choices, where the aspects of constructing this scale of this research are level, generality and strenght. This scale consists of 20 items.

Table 6

Indicators of VARK Learning Styles

Learning Styles	Indicators	Aspects	No items	Total
Visual Auditory Read/write Kineshtetic	Identify someone learn best	Level/magnitude	1, 3, 4, 8, 10	5
	Determine someone most effectively learning style	Generally	2, 5, 6, 12, 15	5
	Increase someone productivity and success by sharing own learning style	Medium	7, 9, 11, 17, 18	5
	Develop a plan to increase someone style-flexibility and effectiveness in learning environments	Strenght	13, 14, 16, 19, 20	5
Total	20			

The questionnaire was translated into Bahasa Indonesia. This is aimed to avoid possibility of different perception in understanding the statement. Therefore, using Bahasa Indonesia in the statement had useful for students to understand and answer the question.

2. Test

Test is a method of measuring a person ability, knowledge, or performance in a given domain. The procedures of collecting the data through test are:

- a. The question and answer sheets are firstly distributed.
- b. Then the researcher reads the instruction and explains how to do test.
- c. The students are asked to put their identity on to the answer sheet.
- d. After that, the researcher gives time for doing the test.
- e. Finally, the researcher collects the answer sheet after the time is over.

The researcher uses multiple choices to test the students' present continuous tense mastery. There will be 50 items of multiple choice prepared, the item is usually set out in such way an required students to select the right answer from the number of given options. The 50 items will be validated and 30 valid items will be used as the instrument of present continuous tense test.

Table 6
The Classifying the Students' Score

No	Category	Score
1.	Excellent	80-100
2.	Good	61-80
3.	Fair	41-60
4.	Poor	22-40
5.	Very Poor	0-21

The test will be good on two indicators that have been state before. The indicators and numbers of items can be seen in the following table :

Table 7
Table of indicators of present continuous tense Before Validity¹

No	Indicators	Number of Item	Total Item
1.	Identifying expressions that show events that are happening	3, 6, 13, 16, 20,	5
2.	Identifying actions, activities that are being carried out that appear on the visual display	1, 2, 4, 7, 9, 10, 15	7
3.	Identifying activities that are being carried out in class with the correct structure and new vocabulary	11, 17, 18,19	4
Total			20

¹J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (United State of America: Addison-Wesley Publishing Company, 1996).

F. Validity and Reliability Instrument

a. Validity

Validity is to see the correctness an instrument to do the function to be measured. Validity is the extent to which a test measures what it claims to be measured. To validate questionnaire, the researcher uses construct validity to establish validity of instrument. Construct validity concerns the qualities that the task measures. So, in this research the questionnaires validated by checking the test to the students.

Item validity is a part of the test as a test by Items. The test consisted of 20 multiple choices test that validated in other sample. To get the validity of the test, the formula of r pointbiserial can be used as follow:²

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where :

r_{pbi} : coefficient item validity

M_p : mean score

M_t : mean score of the total score

SD_t : Standard Deviation of the total score

p : Presentation of the right answer of the item tested validity

q : Presentation of the wrong answer of the item tested validity.

²Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, ed. Mara Samin Lubis, April 2015 (Medan: Perdana Publishing, 2015).P.128

The researcher used multiple choice tests to know students' present continuous tense mastery. There are 30 items of multiple choice questions before valid and 20 items of multiple choice questions after valid. The number of valid could be seen in appendix.

b. Reliability

Reliability is also needed to create a good test because the test must be reliable as the measuring of instrument. The instrument becomes reliable when the instrument of the research is believable to use as an instrument of collecting data.

The reliability of the test can be found by using K-R 20 formula. The formula is as follow:³

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s_t^2 - \sum pq}{s_t^2} \right)$$

Where:

R₁₁: Reliability of the Instrument

N : Total of Question St₂ : Variants Total

p : $\frac{\text{Proporsi Subject who is right Answer}(1)}{N}$

q : $\frac{\text{Proporsi Subject who is Wrong Answer}(0)}{N}$

³Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2002).P.182

Table 8**The Table of Classifications of Test Reability**

No	Reliability (r_{11})	Description
1	$0 < r_{11} > 0,2$	Lowest
2	$0,2 < r_{11} > 0,4$	Low
3	$0,4 < r_{11} > 0,6$	Medium
4	$0,6 < r_{11} > 0,8$	High
5	$0,8 < r_{11} > 1,02$	Highest

The result that have been ontained were r_{11} 0.9797 so that could be concluded the descriptions of reability was highest and be declared reliable.

The calculating could be seen in appendix.

G. Technique of Collection Data

Data collection is the result of the research that get from the informants. In this research the techniques of collecting data will be in the one step to make sure that data is complete and enough to give evidence. The step is :

- a. The first step, the researcher share questions sheet for each students.
- b. The second step, the researcher explain the instruction how to fill the questioner.
- c. The third step, the researcher give 40 minutes for students doing answer the questioner.
- d. The fourth step, the researcher collect the question and answer sheet from the students.

- e. The fifth step, the research checking the students questioner.
- f. The last, the researcher classied the students as the types students' learning styles.

H. Technique of Analyzing Data

After doing a data collecting, the researcher will analyze the data. The researcher uses quantitative formula because this research is a quantitative research. The techniques are used for analyzing the data is a statistical process. The steps of analyzing are :

- a. The researcher will check off all of the sample work sheets and give mark.
- b. The researcher note marks in tables and analyze it. The analysis is consisted of highest, lowest, mean, median, and modus score.

To know the correlation between rlearning styles interestand prsesnt continuous tense, the researcher will use the formula of Pearson product moment. The formula is :⁴

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

where:

N : Number of participants

X : Students' learning styles scores

⁴Riduwan, *Belajar Mudah Penelitian* (Bandung: ALFABETA, 2010).

Y : Students' present continuous tense scores

$\sum X$: The sum scores of learning styles

$\sum Y$: The sum scores of present continuous tense

$\sum X^2$: The sum of the squared scores of learning styles

$\sum Y^2$: The sum of the squared scores of present continuous tense

$\sum XY$: The sum of multiplied score between X and Y

This formula was used in finding index correlation "r" product moment between X variable and Y variable (r_{xy}).

Table 8

The Level of Correlation

CoefficientInterval	Relationship Level
0,80 – 1,000	Very Strong
0,60 – 0,799	Strong
0,40 – 0,599	Enough Strong
0,20 – 0,399	Weak
0,00 – 0,199	Very weak

To know the contribution of coefficient correlation between variable X and Y it can be definite the formula determinant correlation:

$$P = r^2 \times 100\% , \text{ Where :}$$

p = determine correlation

r = coefficient correlation

To examine the significances of correlation between learning styles (variable X) and present continuous tense (Variable Y) the researcher uses formula of :

$$T = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-(r_{xy})^2}}$$

t = result of t-test

n = total of sample

rx_y= coefficient correlation between x and y

CHAPTER IV

FINDINGS AND DISCUSSION

A. RESEARCH FINDING

The research described the findings used to descriptive and inferential statistical analysis to find out whether there is any correlation between students' learning styles and students' present continuous tense mastery and SPSS23. The outline of two variables could be seen clearly in the following explanation:

1. The Students' Learning Styles

In this study, the data from the questionnaire were used to identify the learning preferences of the participants. Numerous methods exist for how students learn. How well pupils learned the topic was evident from their learning styles. The purpose of the questionnaire was to determine how pupils prefer to study. The qualities of the VARK learning style were discussed for those pupils using the four learning modalities of visual, auditory, read/write, and kinesthetic. Each of them needs to assess how they prefer to study or process information in order to better understand themselves as students. The student would then be able to create techniques that would improve their capacity for learning. The questionnaire's explanation informed the students about the finest ways for them to learn using straightforward methods. It can be seen in table 10 below:

Table 10

Distribution of Students' English Learning Styles

Coefficient Interval	Classification	Frequency	Percentag
81-100	Excellent	39	81,25%
61-80	Good	9	18,75%
41-60	Average		0%
20-40	Bad		0%
0-20	Poor		0%
Total			100%

14 (29%) of the students had a visual learning style, 8 (16,66%) had an auditory learning style, 8 (16,66%) had a read/write learning style, and 18 (37,5%) had a kinesthetic learning style, according to the results of the questionnaire.

2. Students' Present Continuous Tense Mastery

To assess the pupils' command of the present continuous tense, the researcher utilizes multiple choice questions. There are 50 prepared multiple-choice items, each of which requires students to choose the correct response from a range of available possibilities. The present continuous tense test was administered using the 50 validated items, of which 30 were considered valid. Excellent was the rating given to the eighth-grade pupils at SMPN I Dolok Padang Lawas Utara for their command of the present continuous tense. Based on the mean score of 87.56, which was achieved by 48 students, 36 (or 75% of them) were rated as very high, 5 (or 11% of them) as high, and 7 (15%) as medium.

3. The Correlation Between Students' Learning Styles and Students' Present Continuous Tense Mastery

The table below showed the result of descriptive statistics of learning styles and present continuous tense.

Table 12

Descriptive Statistics of Learning Styles and Present Continuous Tense

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Learning Styles (X)	48	40.00	51.00	46.8333	2.60084
Present Continuous Tense (Y)	48	60.00	90.00	75.3333	10.7425
Valid N (List Wise)	48				

(From SPSS23)

According to the findings, the learning styles variable (Visual, Auditory, and Kinesthetic) received scores of 15.4%, 15.6%, and 15.8% respectively. There is a slight difference in the scores obtained for each sort of learning method. Scores for visual and auditory were lower than for kinesthetic, medium for auditory, and higher for visual than for auditory. Therefore, the researcher might draw the conclusion that 30 individuals were used as examples to represent each type of learning style in one class. The minimum score was 40, the highest score was 51, the mean was 46.8 and the category score for learning styles was medium, according to the study from SPSS23.

Following the completion of the research for the present continuous tense mastery test, the results of variable Y (present continuous) were

obtained from 30 students who were given a theme and then were asked to discuss it. Speaking performance was classified as 90 (Excellent), 80 (Good), 70 (Fair), and 60. (Poor). Based on the study from SPSS24, the researcher discovered that the present continuous tense had a very high category score with a mean of 75.3, a standard deviation of 10.7, a minimum score of 60, a maximum score of 90, and a mean of 75.3.

2. Inferential Statistical

In these case, the researcher used Pearson' Product Moment correlation formula to seen the correlation between students' Learning Styles and students' present continuous tense. The data was described on the following table :

Table 13

Interpretation Correlation (R_{xy})

R_{xy}	Interpretation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.70 – 0.799	High
0.80 – 1.000	Very High

From the calculation Pearson' Product Moment correlation above, the researcher got was 0.416 it was between 0.40 – 0.599. According to the Simple Interpretation, the researcher noticed that there was a medium or enough correlation between variable X (Students' Learning Styles) and

variable Y (Students' Present Continuous Tense Mastery). To know the significance correlation of product moment, the researcher used r table with df formula: $df = N - nr$.

Explanation:

df: degrees of freedom

N: Total number of respondents

nr: Numbers of variable (X and Y).

$df = N - nr = 30 - 2 = 28$ ("r" value consultation table)

df= 28, so it used the nearest df that 30

B. The Test of Hypothesis

After calculated R_{XY} , the result of R_{XY} was 0.416. The researcher determined Degree of freedom (df) to $T_{ables} (T_t)$. $df = N - 2 = 30 - 2 = 28$. After looking the table df 28 with significance 5% was 0.374. The researcher concluded that R_{xy} higher than T_t or $R_{xy} > = 0.416 > 0.374$. H_a was accepted and H_o was rejected. It meant there was correlation between Students' Learning Styles and Present Continuous Tense.

C. Discussion

After did the research, the researcher found that the correlation between learning styles and present continuous mastery at grade VIII students of SMPN 1 Dolok Padang Lawas Utara is maximum correlation. The researcher discussed the result and compared it with result in research

related finding. But, previously, the researcher said that there was no research that was exactly the same as the title of this study, namely “The Correlation Between learning styles and Present Continuous Tense Mastery”.

The researcher compared with other research one by one the variable of this research, the first is Mela sari¹ the finding of the research shows that the students who have kinesthetic learning style is the highest frequency with the percentage is 40.54% or 15 students. The second is re-write with the percentage is 24.32%, followed by visual with the percentage is 18.91% and the last with the lowest percentage is auditory learning style with the percentage is 16.21% or just only 6 students in learning present continuous tense. The most of students are dominant in using kinesthetic learning style in learning present continuous tense. So, most of students got easy in learning present continuous tense by using kinesthetic learning style.

The second relevant study was conducted by Mayna² in her research, she just used questionnaire to collect the data. The questionnaire is adapted from Joy. M. Reid. From the result of the questionnaire, found that: (1) The English learning style of male students is visual (38,6) as

¹ Ratnasari, “Students Learning Style.”

²Mayna, “English Learning Styles of The Students of SMA 1 Mejobo in Academic Year 2019.”

major learning style preference. (2) The English learning style of female students is auditory (38,8) as major learning style preference. (3) The difference of male and female students is the major learning style preference that the male students have visual learning style as major learning style preference, while the female students have auditory learning style as major learning style preference. Then second difference is male students have only individual learning style as negligible learning style preference, while the female students have kinesthetic, individual and group learning style as negligible learning style preference. The similarities of male and female students are tactile, kinesthetic, individual, and group learning style is the minor learning style preference. And the second similarity is male and female have individual learning style as negligible learning style.

The third is Nafis³, she wants to find out why the students able to understand English when they did not like English class. The writer used a questionnaire that VARK questionnaire which was designed by Neil Flemming. The questionnaire was used to find out the types of language learning styles preferred by the students. Based on the results from questionnaire, the most of students chosen visual style (46%) as their own language learning styles that students' preferred.

³STG, "Students' Preference of Language Learning Style in English Classroom, AR-RANIRY STATE ISLAMIC UNIVERSITY DARUSSALAM."

The last is by Faridah⁴, in her research found out that the obtained $\chi^2 = 0.310$ is smaller than the χ^2 table with significance level $0.05 = 5.591$ ($0.310 < 5.591$). It means that null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. From the research finding, it can be concluded that there was no significant relationship between students' learning style and their achievement in listening skill. It means that students' learning style is not a dominant factor that affects listening achievement. In this case, other factors such as motivation, aptitude, cognitive ability, and any other factors are maybe more dominant in affecting listening skill achievement than students' learning style.

Based on the explanation, it can be seen that the correlation both of variable was significant proved between t-count was higher than t-table. So, it is proved learning styles has a significant correlation in present continuous tense mastery. The higher learning styles, the higher present continuous tense mastery. The last from hypothesis testing of the research, it is found that learning styles has significant correlation in present continuous tense mastery at grade VIII students of SMPN 1 Dolok Padang Lawas Utara in medium correlation. based on the result, it found that t-count > t-table ($0.416 > 0.374$).

⁴Faridah, "The Relationship between Students' Learning Style and Their Achievement in Listening Skill."

From the statement above, it can be inferred that some researches had significant correlation and in medium level correlation between variables. It may influence by the situation or the condition of the students during answer the questionnaire.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion of the finding and the second one deals with suggestions.

A. Conclusion

Based on the quantitative research result with correlation method, the researcher took some points as below:

1. The students' mean score learning styles is 84% in which the highest score is 100 and the lowest is 40. It means that students' learning styles is categorized excellent. The students' most dominant learning styles are Kineshtetic, Visual, Auditory and Read/Write.
2. The students' mean score in present continuous tense is 87,56% in which the highest score is 100 and the lowest score is 45. It means that the students' present continuous tense mastery is categorized very high.
3. There is significance correlation between students' learning styles and students' present continuous tense mastery at grade VIII of SMPN 1 Dolok Padang Lawas Utara, it because the result of R_{xy} higher than T_t or $R_{xy} > = 0.416 > 0.374$. H_a was accepted and H_o was rejected.

The conclusion it shown that there was a maximum or good correlation between learning styles and present continuous tense mastery or two variables.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions:

1. The study's findings indicated a connection between students' learning preferences and their proficiency with the present continuous tense.
2. Students can learn in a variety of methods; some are visual, while others are aural, read-and-write, or kinaesthetic. The teacher must be aware of the students' learning preferences in order to effectively teach the content.
3. Teacher also should be more creative in giving a lesson and use appropriate method, technique, media, strategy etc. in the classroom based on students' learning styles.

Result of these research, the researcher could be suggest for the teacher, used to kinesthetic styles for the students' present continuous tense mastery.

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Put a tick (✓) which best explains your preference.

No	Statement	SA	A	D	SD
1.	I can remember most of the information that I have heard in a lecture or class discussion without taking notes.				
2.	I add many original ideas during class discussions.				
3.	I move my hands when I speak				
4.	I write information such as list of ideas				
5.	I make a picture of new words in my mind				
6.	Talking about a subject with someone else helps me better understand my own ideas.				
7.	I practice using new grammar form when I talk.				
8.	I meet new people easily by jumping into the conversation.				
9.	I like reread and rewrite the the textbook and teacher notes				
10.	I will keep talking by looking the object such as picture and notes.				
11.	When I talk to someone I usually play thing that I touch, such as pen.				
12.	I remember information that I have discussed in class with a partner or a small group.				
13.	I enjoy reading and writing in all forms				
14.	When I talk to someone I usually illustrate something with my finger such as the name of places or things, so it helps me describe what I mean.				
15.	I need oral directions for a task.				
16.	I remember things better if I discuss them without loud.				
17.	I remember things with write in notes				
18.	As I learn new material in the target language, I make fine distinctions among speech sounds, grammatical forms, and words and phrases.				
19.	I enjoy read by self than doing discussion with group				
20.	When I can't think of a specific word, I use my hands a lot and call something a "what-cha-macall-it" or a "thing-a-ma-jig".				

Notes:

Strong Agree (SA)

Agree (A)

Disagree (D)

Strong Disagree (SD)

APPENDIX 2

Choose a,b,c or d to complete the sentence below!

1. I ____ reading newspaper on the balcony now.
 - a. is
 - b. am
 - c. do
 - d. are

2. Father ____ coming home now.
 - a. is
 - b. are
 - c. am
 - d. he

3. ____ they ____ to the teacher's explanation seriously?
 - a. Are – listen
 - b. Am – listens
 - c. Do – listening
 - d. Are – listening

4. ____ are walking at the park now.
 - a. They
 - b. He
 - c. She
 - d. I

5. ____ she ____ in the market?
 - a. Are – shpping
 - b. Is – shopping
 - c. Is – shop
 - d. Does – shopping

6. ____ are not playing badminton at the yard.
 - a. He
 - b. I
 - c. We
 - d. She

7. You are ____ your own bike in the street this afternoon.
 - a. rides
 - b. ride
 - c. riding
 - d. to reading

8. I ____ watching TV in the living room.
 - a. is not
 - b. am not
 - c. are not
 - d. they not

9. ____ i not your friend anymore?
 - a. He
 - b. Are
 - c. Is
 - d. Am

10. ____ is running at the park.
 - a. I

- b. We
 - c. They
 - d. Hasan
11. ____ they ____ to the Jakarta?
- a. Are – going
 - b. Is – going
 - c. Do – going
 - d. Are – goes
12. They are _____ coffee in the canteen at this moment.
- a. drinking
 - b. eating
 - c. washing
 - d. beating
13. You ____ restriced area.
- a. is entering
 - b. am entering
 - c. are entering
 - d. was entering
14. _____ are _____ in this restaurant.
- a. He – eating
 - b. It – eating
 - c. I – eating
 - d. We – eating
15. The baby is sleeping _____.
- a. yesterday
 - b. at this time
 - c. this morning
 - d. at the time
16. Mother is praying at her badroom _____.
- a. yesterday
 - b. just now
 - c. at this moment
 - d. at the time
17. ____ they ____ to this house at this morning?
- a. Are – coming
 - b. Am – coming
 - c. Is – coming
 - d. Do – coming
18. What _____ Fatimah _____ at the moment?
- a. does – do
 - b. are – doing
 - c. is – doing
 - d. is – do
19. Don't disturb him. He _____.
- a. sleep
 - b. slept
 - c. sleeping

- d. is sleeping
20. What _____? It looks awful.
- do you drinking
 - are you drink
 - are you drinking
 - does you drink
21. _____ you waiting for a bus?
- Are
 - Do
 - Is
 - Am
22. They are visiting Dubai _____.
- this month
 - next month
 - last month
 - yesterday
23. It is now 05.02am. Aisyah _____ praying in her bedroom.
- is
 - am
 - are
 - were
24. Maryam and Jamilah _____ writing short story for an English subject.
- is
 - are
 - am
 - were
25. _____ Ahmad reading a book in her classroom?
- is
 - am
 - we
 - are
26. What _____ Hamzah _____?
- is – doing
 - am – doing
 - do – doing
 - are – doing
27. _____ they _____ in a favorite school? Yes, they are.
- Is – going
 - Are – working
 - Am – talking
 - Were – studying
28. Is Alshad bringing Fatih's laptop?
- yes, he is
 - yes, she is
 - yes, he does
 - yes, she does

29. Look at the picture.



What is Hasan doing?

- a. Hasan is studying
- b. Hasan is walking
- c. Hasan is sleeping
- d. Hasan is reading

30. Ms.Hana is ____ the lesson by Basmallah.

- a. starting
- b. to start
- c. start
- d. started

APPENDIX 3
List of students' learning styles

No	Respondent	Score	Students Learning Style
1	Respondent 1	78	Visual
2	Respondent 2	70	Read/Write
3	Respondent 3	81	Visual
4	Respondent 4	81	Visual
5	Respondent 5	76	Read/Write
6	Respondent 6	88	Kinesthetic
7	Respondent 7	90	Kinesthetic
8	Respondent 8	91	Auditory
9	Respondent 9	85	Read/Write
10	Respondent 10	92	Auditory
11	Respondent 11	92	Auditory
12	Respondent 12	83	Visual
13	Respondent 13	74	Read/Write
14	Respondent 14	84	Visual
15	Respondent 15	86	Kinesthetic
16	Respondent 16	82	Visual
17	Respondent 17	83	Visual
18	Respondent 18	93	Kinesthetic
19	Respondent 19	75	Visual
20	Respondent 20	83	Visual
21	Respondent 21	90	Kinesthetic
22	Respondent 22	90	Kinesthetic
23	Respondent 23	90	Kinesthetic
24	Respondent 24	78	Visual
25	Respondent 25	98	Kinesthetic
26	Respondent 26	91	Read/Write
27	Respondent 27	91	Read/Write
28	Respondent 28	91	Read/Write
29	Respondent 29	87	Kinesthetic
30	Respondent 30	89	Kinesthetic
31	Respondent 31	91	Kinesthetic
32	Respondent 32	90	Kinesthetic
33	Respondent 33	90	Kinesthetic
34	Respondent 34	89	Kinesthetic
35	Respondent 35	71	Read/Write
36	Respondent 36	84	Visual
37	Respondent 37	88	Kinesthetic
38	Respondent 38	87	Auditory
39	Respondent 39	87	Auditory
40	Respondent 40	92	Auditory
41	Respondent 41	96	Kinesthetic

No	Respondent	Score	Students Learning Style
42	Respondent 42	93	Auditory
43	Respondent 43	87	Auditory
44	Respondent 44	82	Kinesthetic
45	Respondent 45	82	Kinesthetic
46	Respondent 46	82	Kinesthetic
47	Respondent 47	78	Visual
48	Respondent 48	75	Visual

APPENDIX 4

List of Students' Present Continuous Tense Mastery

No	Initials	Score
1	APR	100
2	ARS	100
3	AD	87
4	AL	57
5	ADP	97
6	APN	60
7	ASR	90
8	BSR	83
9	BPN	100
10	BJS	57
11	CR	63
12	DPS	87
13	EST	100
14	EFS	100
15	FR	100
16	FT	70
17	GH	70
18	JN	100
19	KMS	87
20	KL	100
21	LS	70
22	IP	93
23	MS	97
24	MOH	100
25	MFS	100
26	MR	100
27	MH	100
28	MID	100
29	MPH	45
30	MRA	100
31	MHR	87
32	NS	100
33	NHL	100
34	NSD	100
35	NAR	87
36	NN	100
37	PRD	83
38	OAR	70
39	RRD	77
40	RR	67
41	RS	83

No	Initials	Score
42	SH	100
43	SH	100
44	SAR	100
45	SKD	93
46	SYA	67
47	TS	100
48	WRT	80

APPENDIX 5
Descriptive Statistics of Learning Styles and Present Continuous Tense

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Learning Styles (X)	48	40.00	51.00	46.8333	2.60084
Present Continuous Tense (Y)	48	60.00	90.00	75.3333	10.7425
Valid N (List Wise)	48				

Explanation:

ΣX = Sum of score in learning styles distribution

ΣY = Sum of score in present continuous tense distribution

ΣXY = Sum of multiplication of learning styles and present continuous tense

N = Number of Respondents

ΣX^2 = Sum of learning styles quadrate

ΣY^2 = Sum of present continuous tense quadrate

$$\begin{aligned}
 R_{xy} &= \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}} \\
 &= \frac{30 \times 106180 - 1405 (2260)}{\sqrt{\{30 \ 65997 - 1405)^2\} \{30 \ 173600 - (2260)^2\}}} \\
 &= \frac{3185400 - 3175300}{1979910 - 1974025 \{5208888 - 5107600\}} \\
 &= \frac{10100}{\sqrt{5885 \times 100400}} \\
 &= \frac{10100}{\sqrt{590854000}} \\
 &= \frac{10100}{24307.49} = 0.4155098 = 0.416
 \end{aligned}$$

APPENDIX8
DOCUMENTATION







APPENDIX 6

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

APPENDIX 8

Table r Product Moment

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5%	1%		5 %	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,874	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,396	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,276	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

CURRICULUM VITAE



A. Identify

Name : Siti Nirwana Harahap
Reg. Number : 18 203 00079
Place/Birthday : Parimburan, 24th Mei 2000
Sex : Female
Religion : Islam
Address : Parigi, Kec. Dolok,
Kab. Padang Lawas Utara
Phone Number : 0812 6999 3639
Email : Nirwanasyarif84@gmail.com

B. Parents

Father's Name : Marwan Syarif Harahap
Job : Entrepreneur
Mother's Name : Nisma Siregar
Job : Farmer

C. Educational Background

Elementary School : SD N 100280 Parigi (2012)
Junior High School : PP. Nurul Falah, Labusel (2015)
Senior High School : MAN Rantau Prapat (2018)
Collage : IAIN Padangsidempuan (2022)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733

Telepon (0634) 22080 Faximile (0634) 24022

Website: <https://fik-iain-padangsidimpuan.ac.id> E-Mail: ftik-@iain-padangsidimpuan.ac.id

Nomor : B - 2801 /In.14/E.1/TL.00/09/2022

Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMPN 1 Dolok Padang Lawas Utara

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Siti Nirwana Harahap
Nim : 1820300079
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Bahasa Inggris
Alamat : Parigi

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between Students' Learning Styles and Students' Present Continuous Tense Mastery at Grade VIII of SMPN 1 Dolok Padang Lawas Utara"**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas kerjasama yang baik diucapkan terimakasih.

Padangsidimpuan, 21 September 2022
a.n Dekan
Wakil Dekan Bidang Akademik
Dr. Hj. Lili Yulianti Syafrida Siregar, S.Psi, MA
NIP. 19801224 200604 2 001



**PEMERINTAH KABUPATEN PADANG LAWAS UTARA
PROVINSI SUMATERA UTARA
UNIT PELAKSANA TEKHNIS (UPT)
SMP NEGERI 1 DOLOK**



Jln. Jend. Sudirman, No.
NSS. 201122002001

Sipiongot,
NPSN. 10207059

Kecamatan Dolok,
Kode Pos : 22756

SURAT KETERANGAN

Nomor : 074/021/SMPN.1D/2022

Yang bertanda tangan dibawah ini :

Nama : **H. SAMAN RAMBE, S.Ag. MA**
NIP : 19720410 201001 1 011
Jabatan : Kepala Sekolah

Menerangkan, bahwa telah menerima Mahasiswa Penelitian di bawah ini :

Nama : **SITI NIRWANA HARAHAP**
Nim : 18 203 00079
Jenis Kelamin : Perempuan
Asal Universitas : UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan
Fakultas/Program Studi : Tarbiyah dan Ilmu Keguruan/Bahasa Inggris
Alamat Universitas : Jl. T. Rizal Nurdin KM. 4,5 Sihitang
Judul Penelitian : **THE CORRELATION BETWEEN STUDENTS' LEARNING STYLES AND STUDENTS' PRESENT CONTINUOUS TENSE MASTERY AT GRADE VIII of SMPN 1 DOLOK PADANG LAWAS UTARA**

Diterima di SMP N 1 Dolok untuk melaksanakan pengumpulan data. Guna melengkapi penyusunan tugas akhir (Skripsi).

Demikian Surat Keterangan Penelitian ini dibuat agar dapat dipergunakan seperlunya.

Sipiongot, 28 September 2022
Kepala Sekolah



H. SAMAN RAMBE, S.Ag. MA.
NIP. 19720410 201001 1 011