

**THE CORRELATION BETWEEN VISUAL LEARNING STYLE AND
STUDENTS' LEARNING ACHIEVEMENT IN LEARNING ENGLISH**

(a study at SMA Muhammadiyah 1 Unismuh Makassar)



MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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ABSTRACT

Arni Safira Wanda Sari. 2022. *The Correlation between visual learning style and students' learning achievement in learning English (a Study at SMA Muhammadiyah 1 Unismuh Makassar).* A Thesis. English Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Ummi Khaerati Syam and Hijrah.

This research aimed to find out the correlation between visual learning style and students' learning achievement in learning English at SMA Muhammadiyah 1 Unismuh Makassar. The method used in this research was quantitative method in correlational design. The instrument used was the questionnaire and documentation. The questionnaire used to know students' visual learning style and documentation data about students' score achievement in learning English. Both of data were analyzed by using *pearson product moment* formula to correlate both students' visual learning style and students' learning achievement in learning English. The procedures of data analysis consisted of analyzing the questionnaire and calculating the correlation. The result of this study shows that there was a strong correlation between visual learning style and student learning achievement in learning English of XI grade students of SMA Muhammadiyah 1 Unismuh Makassar because the value of $r_{xy} = 0.781$ on the correlation scale table 0.60 up to 0.79 means in strong correlation level. So, it can be concluded that there was a significant correlation between students' visual learning style and students' learning achievement in learning English of XI grade students at SMA Muhammadiyah 1 Unismuh Makassar.

Keywords: *Visual Learning Style, Learning, Achievement, Learning Style, Learning Achievement*

ABSTRAK

Arni Safira Wanda Sari. 2022. Hubungan Gaya Belajar Visual dengan Prestasi Belajar Siswa dalam Pembelajaran Bahasa Inggris (Studi di SMA Muhammadiyah 1 Unismuh Makassar). Sebuah tesis. Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi Khaerati Syam dan Hijrah.

Penelitian ini bertujuan untuk mengetahui hubungan antara gaya belajar visual dengan prestasi belajar siswa dalam pembelajaran bahasa Inggris di SMA Muhammadiyah 1 Unismuh Makassar. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain korelasional. Instrumen yang digunakan adalah angket dan dokumentasi. Kuesioner digunakan untuk mengetahui gaya belajar visual siswa dan data dokumentasi tentang pencapaian skor siswa dalam belajar bahasa Inggris. Kedua data tersebut dianalisis dengan menggunakan rumus product moment untuk mengkorelasikan gaya belajar visual siswa dan prestasi belajar siswa dalam belajar bahasa Inggris. Prosedur analisis data terdiri dari menganalisis kuesioner dan menghitung korelasi. Hasil penelitian menunjukkan bahwa terdapat hubungan yang kuat antara gaya belajar visual dengan prestasi belajar bahasa Inggris siswa kelas XI SMA Muhammadiyah 1 Unismuh Makassar karena nilai $r_{xy} = 0.781$ pada tabel skala korelasi 0.60 sampai 0.79 berarti korelasi berada pada taraf kuat. Jadi, dapat disimpulkan bahwa ada hubungan yang signifikan antara gaya belajar visual siswa dengan prestasi belajar bahasa Inggris siswa kelas XI SMA Muhammadiyah 1 Unismuh Makassar.

Kata Kunci: Gaya Belajar Visual, Pembelajaran, Prestasi, Gaya Belajar, Prestasi Siswa

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The person of the visual learning type will quickly learn the materials presented in writing, tables, charts, pictures. Those with a visual learning style easily learn learning materials that can be seen with their sense of sight. On the contrary, it will be difficult to learn if approached with teaching materials in the form of movements and sounds.

Learning achievement is the finding of student learning after participate in learning activities which are then describe in the form of values, numbers, or letters. learning achievement is the finding of student learning activities depicted in numbers, letters, and sentences that can reflect learning achievements achieved in time (Cece Wiyaja, 1991:130).

Various factors can affect student achievement, one of which is student learning itself. Based on observation when I is *Magang* 3 at SMA Muhammadiyah Unismuh Makassar at XI-grade, mostly student interest to learning english when they see powerpoint slide or media that they can see and touch like paper also. It can be seen from their antusiasism when the teacher shows the media.

Based on the description above, the researcher is interested in learning about students' visual learning style, such as students' achievements in learning English, and finding out the correlation between students' visual learning style and students' achievement in learning English. Therefore, the researcher will conduct the correlational research titled "The correlation between visual learning style and students' learning achievement in learning English" (a study at SMA Muhammadiyah 1 Unismuh Makassar).

Teachers can apply mixed techniques in teaching to achieve the best learning quality.

c. For Next Researcher

The findings of this research should be an additional guideline or reference for the future researcher who will research related problems.

E. The Scope of Research

For the research not to deviate from the subject matter, the researcher set limits on the problems including the following:

- a. Students' learning visual learning style in English lesson, in terms of graphic, picture and video.
- b. Learning achievement will be seen from students' English semester score.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

There have been some research findings on the correlation between visual learning style and students' achievement in learning English. First, Nurkhofifah (2021) in her graduating paper entitled "*The correlation between learning style and achievement in english skill at sman 1 kepekharu*" the result showed that there is positive correlation between learning style and achievement in English skill is positive significant correlation between two variables. Besides, it is found that the visual learning style was the most preferred, followed by the kinesthetic learning style and auditory learning style.

Second, Hapizoh, R. S., Susanti, T., & Gusfarenic, D (2019) in her graduating paper entitled "*Hubungan antara gaya belajar dengan hasil belajar ipa terpadu siswa kelas viii mts al-khairiyah kota jambi*". This is a descriptive quantitative research using the correlation method with the finding, there is a positive and significant correlation between visual, auditory, and kinesthetic learning style with student learning achievement in science subjects in grade VIII MTS al-Khairiyah Jambi City.

Third, Ulfa (2017) in her graduating paper entitled "*Hubungan gaya belajar terhadap prestasi belajar ilmu pengetahuan sosial siswa kelas v SD negeri 10 metro timur*". This is a quantitative research using the correlation method with the findings of the research showing that there is a significant

images to memorize or process some information, will have trouble recalling visual instructions, will use auxiliary images to memorize or process some information, will use auxiliary images to memorize or process some information, will use auxiliary images to memorize or process some information, will use auxiliary images expect them to be printed, and often enlist the help of others to memorize or process information. They read easily and diligently, preferring to read alone rather than have someone read to them, preferring art to music, often preferring to illustrate or rehearse, and typically have no noise problems. People recognise diverse types of sensory stimulation during object or pattern recognition. As people recognize objects, their sensory processes alter and understand the raw information provided by their sensory receptors. Any student who studies visually has a deep need to see and understand information before grasping it. It's safe to say that students who learn using visual style do so by seeing what they see through their own eyes.

The retrieval of knowledge by pictorial content is made easier with this learning style. They have a keen sense of color and a remarkable grasp of the arts. In this case, visualization techniques teach the brain to describe a real or imagined entity, and it ultimately becomes what it is.

The best way for readers to learn is for them to see the meaning and relevance of the knowledge discussed in grade. Students can not understand if they are not interested in the content presented. Visual learners absorb information through the use of charts, graphs, and images. The following are the features of visual learning style:

style.

A visual person is neat and structured, speaks quickly, is a good long-term planner and organizer, is concerned with presentation, both in terms of clothing and percentage, and remembers what he sees rather than what he hears. The swift and consistent reader, usually unaffected by the hype, prefers reading to reading.

Visual learners are those who learn best by looking at things. Without visual images, visual learners have a hard time absorbing information from the verbal portion. Since their power is visual, you'll need props or props that they can directly see and witness. If you're giving a percentage, use handouts, overheads, strengths, slides, and cartoons with fun learning messages. Visual learners are those who learn best by looking at things. Without visual images, visual learners have a hard time absorbing information from the verbal portion. Since their power is visual, you'll need props or props that they can directly see and witness. If you're giving a percentage, use handouts, overheads, strengths, slides, and cartoons with fun learning messages. Visual learners have a deep need to see and acquire knowledge visually before they can comprehend it. They think that the pictorial content makes it easier for them to understand the lessons. They also have a good understanding of the craft and a high sensitivity to color as well as a thorough knowledge of the medium. In this case, visualization methods teach the brain to envision a variety of items, from describing a scene of both actual and imagined objects to actually obtaining what it desires.

The characteristics of a visual learning style are:

- a) It's easier to remember by looking

(from what has been done, etc.). The realization is the finding of an activity carried out, created, individually or in a group. The finding will never be generated until someone performs a task. Meanwhile, according to Mas'ud Khasan Abdul Qohar (1998) success is what has been created, the findings of the work, the findings that are pleasing to the heart are achieved with persistence in work. Meanwhile, Harahan (1996) states that learning achievements are an educational assessment of students' development and progress in correlation to their mastery of the teaching material and values contained in the curriculum.

According to Ridwan in the book by Faturrohman & Sulistyorini (2012) entitled "Belajar dan Pembelajaran" the finding can be interpreted as the findings obtained thanks to the learning activities carried out. While learning is an activity that is consciously performed to obtain different impressions from the material that has been studied. Learning achievements change in individuals. According to Daryanto (2015) explained that learning is the self-development of a person expressing himself in new ways of behaving thanks to experience and training, learning is a change in psychological traits.

Learning is a process of changing individual behavior that is relatively permanent as a finding or as a finding of experiences and interactions with the environment that involve cognitive, affective, and psychomotor processes.

According to Skinner in the book Wahab (2015) entitled Learning Psychology, learning is a progressive process of adaptation or behavior adjustment. Meanwhile, according to Nochi Nasution in Rohmalina Wahab's book explains that learning can be interpreted as a process that allows the

3. Community Environment

Community environmental factors greatly affect student achievement, the community environment includes neighbors, playmates around the student's village. The social conditions of the community greatly determine learning achievement, for example, if the place around the residence consists of people who are educated and have noble character. This is can encourage children to be more diligent and active in learning. However, if the condition of the community in the slum environment is completely deficient and the community is not educated, it will affect student learning activities and will find it difficult to become learning partners.

b.) Non-social factors

Which includes the condition and location of the school building, the conditions and location of the residence, learning tools and resources, weather conditions, and the research time use by students. This factor is seen as determining the level of student learning success in school.

3. The Correlation Between Visual Learning Style and Learning Achievement

A match or mismatch between learning style and teaching style that are structured for learners, according to several research findings, has a major impact on learning outcomes. The research conducted by Agnes Susanto, argued that if the learners' learning style matched the different teaching style structured for them, for example visual learning with a visual teaching style, auditory learning with an auditorial teaching style, so students have distant appearance better in absorbing

information and in understanding the material presented compared to the average student whose learning style does not match the style teacher-structured teaching for him. Bobbi Depotter and Hernacki mentioned that knowing the learning style different has helped the students, thus will give a positive perception. For students, consider the teacher's way so that learning activities can be achieved in accordance with the objectives of the desired teaching, the student's learning style must be understood by the teacher. According to Bobby Depotter, Learning style are people learning in different ways-different, and all methods are equally good. Each method has its own strengths. In fact, we all have these learning style (auditory, visual, and kinesthetic); only alone is usually one style that dominates.

Specific learning style may be gradeified into three (three) groups based on the brain's capacity to consume and control the knowledge transmitted. Visual, auditory, and kinesthetic learning style are the three types, but there isn't a feature of each learning style. The categorization is simply a guideline that the pupil has one of the most obvious characteristics, so that if he receives the right learning stimulus, he would be able to absorb the lessons more easily. To put it another way, if a person discovers a learning method that suits the characteristics of self-learning, he will soon be a smart people. From the explanation above, it is very clear that the student's learning style is in accordance with the learning style has a very significant effect on improving learning achievement

According to Susilo (2009: 15) learning style is a movement, behavior, appreciation and tendency of a student to learn or acquire something science in its own way. A person's learning style is a combination of how they consume,

organize, and process knowledge. One of the keys to improving success at school and in interpersonal contexts is to understand one's learning style. When students understand how other people absorb and nurture knowledge, they can use their own learning style to make learning and communication easier. Student learning style can affect individual learning achievement the. If students choose the wrong learning style, it can cause failure, stress, and perhaps frustration on the student whereas if Students choose the right learning style so that it can support success student learning and can also overcome the problems encountered during the process learning (Westwood, 2004).

The Meshing hypothesis says that learning outcomes can be good if learning is in accordance with the dominant learning style of students (Liew, Sidhu, and Barua, 2015). If we recognize learning styles, we can manage learning in students what conditions, where, when, and how good learning and effective. Recognizing learning styles will be able to determine better ways of learning effectively so that we can take advantage of learning abilities effectively maximum so that the learning outcomes obtained can be optimal (Wulandari, 2011).

If students are familiar with their own learning style, then students can take the necessary steps to help students learn faster and more easily. Each individual has his or her own method which is considered to be quite optimal in learning new information, including students.

Learning success says, according to Dimyati: "Success learning is how far the student's learning progresses in the form of knowledge and other skills that

students learn at the end of each semester, the end of the year, have reached gradees or the end of education.” Based on this understanding, then student learning success is the degree to which the level is achieved in the form of knowledge, attitudes and behavior, as well as student skills during school learning that are graded or evaluated each semester and end of education usually stated in the form report card. From statement above that the level of learning success is much influenced by learning style of students



C. Conceptual Framework

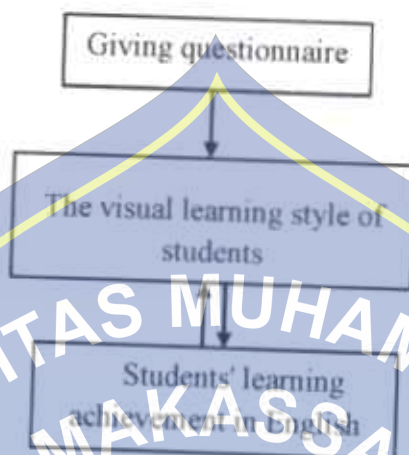


Figure 2.1

The conceptual framework describes the research to be carried out by the researcher. First, the researcher observe students who have a visual learning style by providing questionnaires to students. Then the researcher collected data on student achievement. Next, the researcher performs several quantitative processes to determine the correlation between visual learning style and students' English learning outcomes.

D. Hypothesis

1. Hypothesis Formulation

a. Alternative Hypothesis (H_a)

There is significant correlation between students' visual learning style and students' learning achievement in learning English.

b. Null Hypothesis (H_0)

There is no significant correlation between students' visual learning style and students' learning achievement in learning English.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design



Figure 3.1

The research aimed to determine the correlation between students' visual learning style and students' learning achievement. The researcher used quantitative method in correlational design.

B. Research Subject

1. Population

The population in this research was all students of the XI grade of SMA Muhammadiyah 1 Unismuh Makassar in the 2020/2022 school year. There are 28 students as a population in this research.

2. Sample

There 14 students with visual learning style from XI grade SMA Muhammadiyah 1 Unismuh Makassar was the sample in this reasearch.

C. Research Instruments

1. Questionnaire

The questionnaire was used to gather information on students' learning style in English grade at XI grade of SMA Muhammadiyah 1 Unismuh Makassar . The questionnaire adopted from Yulia Setyawati then the

researcher makes improvements. The assessment of the questionnaire was as follows:

- a. For alternative answer a given 4 score
- b. For alternative answer b given 3 score
- c. For alternative answers c given 2 score
- d. For alternative answer d given 1 score

2. Documentation

The documentation of this research used as collecting data about students' score achievement in learning English as students' learning achievements.

D. Method of Collecting Data

There are the steps of collecting data of this research:

1. Distributing Questionnaires

- a. The researcher explained the research to the students who became the sample.
- b. Researcher distributed questionnaires to the students.

2. Collecting Data about students' learning achievement in English

- a. The researcher took students' learning achievement data from students' English semester score.

E. Data Analysis Technique

1. Analyzing The Questionnaire

The data analysis started by summarizing the credit items of the questionnaire, to which the interviewees replied.

2. Calculating The Correlation

This research used to determine the correlation between two variables. The researcher used the product-moment correlation technique to analyze the research data.

The formula:

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

r_{xy} = correlation coefficient between x and y

n = number of samples

X = item score

Y = total score

$\sum X$ = total item score

$\sum Y$ = total score

$\sum X^2$ = sum of squares of item score x

$\sum Y^2$ = sum of squares of the total score y

Where:

X as independent variable data (independent variable).

Y as the dependent variable data (student learning achievements).

(Suharsimi Arikunto, 2010: 213)

How to test the significance of the correlation/correlation between two variables, it was necessary to look at the product-moment price table r. If $r_{xy} >$ table with a significant level of 1%, that means there was significant correlation.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Research Findings

1. Students' Visual Learning Style

a. Description of Learning Style Questionnaire Data

To find out the visual learning style of students, the data was taken from a questionnaire answered by 28 respondents (XI students of SMA Muhammadiyah 1 Unismuh Makassar) about student learning style. The assessment of the questionnaire as follows:

1. For alternative answer a given 4 score
2. For alternative answer b given 3 score
3. For alternative answers c given 2 score
4. For alternative answer d given 1 score

After the researchers distributed questionnaires to 28 respondents, the researchers found that there were 14 students who had visual learning style.

Table 4.1
Recapitulaion of learning style questionnaire

No	Student's name	Learning Style	Questionnaire Final Score
1	FAKH	Visual	115
2	AFL	Visual	133
3	YOS	Visual	100

4	RZQ	Visual	123
5	DEF	Visual	153
6	KAYL	Visual	101
7	ATI	Visual	108
8	NUR	Visual	155
9	AZZ	Visual	112
10	AFG	Visual	107
11	ASY	Visual	128
12	ARA	Visual	121
13	WAH	Visual	135
14	MUH	Visual	106

2. Students Learning Achievement Data With Visual Learning Style in XI Grade at SMA Muhammadiyah 1 Unismuh Makassar

The data in this research are data that was obtained from students' English semester score. The following data was a list of students' learning achievement data with visual learning style:

Table 4.2

The Learning Achievement of XI Students of SMA Muhammadiyah 1 Unismuh Makassar With Visual Learning Style In English Subjects

No	Student's Name	Score
1	FAKH	90
2	AFL	80
3	YOS	85
4	RZQ	80
5	DEF	85
6	KAYL	85
7	ATI	80

8	NUR	80
9	AZZ	85
10	AFG	80
11	ASY	80
12	ARA	90
13	WAH	80
14	MUH	80
ΣY		1160

3. The Correlation Between Students' Visual Learning Style and Students' Learning Achievement in XI grade students of SMA Muhammadiyah 1 Unismuh Makassar

To find out the correlation between students' visual learning style and learning achievement of XI grade students in learning English at SMA Muhammadiyah 1 Unismuh Makassar, researchers used the product moment formula. Where in this formula there was a correlation between students' visual learning style and student learning achievement in learning English. Furthermore, it would be discussed in the following table, regarding students' visual learning style and student learning achievement in learning English.

Table 4.3

Calculation of The Correlation Coefficient Between Students' Visual Learning Style And Student Achievement In Grade XI SMA Muhammadiyah 1 Unismuh Makassar

No.	Student's Name	Student's Name	X	Y	XY	X ²	Y ²
1	FAKH	S1	115	90	10350	13225	8100
2	AFL	S2	133	80	10640	17689	6400
3	YOS	S3	100	85	8500	10000	7225
4	RZQ	S4	123	80	9840	15129	6400

5	DEF	153	85	13005	23409	7225
6	KAYL	101	85	8585	10201	7225
7	ATI	108	80	8640	11664	6400
8	NUR	155	80	12400	24025	6400
9	AZZ	112	85	9520	12544	7225
10	AFG	107	80	8560	11449	6400
11	ASY	128	80	10240	16384	6400
12	ARA	121	90	10890	14641	8100
13	WAH	135	80	10800	18225	6400
14	MUH	106	80	8480	11236	6400
Total		1697	1160	140450	209821	96300
Symbol		ΣX	ΣY	ΣXY	ΣX^2	ΣY^2

From the data it was known that:

$$n = 14$$

$$\Sigma X = 1697$$

$$\Sigma Y = 1160$$

$$\Sigma XY = 140450$$

$$\Sigma X^2 = 209821$$

$$\Sigma Y^2 = 96300$$

Then, researcher enter into the product moment correlation formula with the following numbers:

$$r = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{n\Sigma X^2 - (\Sigma X)^2\} \{n\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r = \frac{14 \cdot 140450 - (1697)(1160)}{\sqrt{\{14 \cdot 209821 - (1697)^2\} \{14 \cdot 96300 - (1160)^2\}}}$$

$$r = \frac{1966300 - 196850}{\sqrt{\{2853494 - 2879809\} \{1348200 - 1345600\}}}$$

$$r = \frac{1769450}{\sqrt{(26315)(2600)}}$$

$$r = 0.781$$

Table 4.4

***The Correlation Index Number Between Visual Learning Style And
Students Learning Achievement***

Coefficient Interpretation	Correlation Level
0.00-0.199	Very low There was indeed a correlation between variable X and variable Y, but the correlation was very weak or so low that the correlation was ignored (it is assumed that there was no correlation between variable X and variable Y)
0.20-0.399	Low Between variable X and variable Y there was a weak or low correlation.
0.40-0.599	Moderate Between variable X and variable Y there was a moderate or sufficient correlation
0.60-0.799	Strong Between variable X and variable Y there was a strong or high correlation
0.80-1.00	Very strong Between variable X and variable Y there was a very strong or or very high correlation

(Sugiyono, 2013)

0.40-0.599	Moderate Between variable X and variable Y there was a moderate or sufficient correlation
0.60-0.799	Strong Between variable X and variable Y there was a strong or high correlation
0.80-1.00	Very strong Between variable X and variable Y there was a very strong or or very high correlation

(Sugiyono, 2013)

B. Discussion

According to Depoter (1989: 116) visual learning style has many features, one of which is that students are always dressed neatly. They talk quickly, can spell, will remember more what they see than what they hear, will use auxiliary images to memorize or process some information, will have trouble recalling visual instructions, will use auxiliary images to memorize or process some information, will use auxiliary images to memorize or process some information, will use auxiliary images to memorize or process some information, will use auxiliary images expect them to be printed, and often enlist the help of others to memorize or process information. They read easily and diligently, preferring to read alone rather than have someone read to them, preferring art to music, often preferring to illustrate or rehearse, and typically have no noise problems. People recognize diverse types of sensory stimulation during object or pattern recognition. As people recognize objects, their sensory processes alter and understand the raw information provided by their sensory receptors.

Any student who studies visually has a deep need to see and understand information before grasping it. It's safe to say that students who learn using visual style do so by seeing what they see through their own eyes. Bobbi DePorter and Mike Hernacki's (1989: 120) visual arts students are appropriately clean and disciplined. Gavin Reid (2005: 94) writes neatly and studies with a well-organized book and ink. This sort of student couldn't bear seeing his room trashed. They are often generally conscious of their presence both inside and outside of school.

Visual arts students, according to DePorter and Hernacki (1989: 120), have a hard time recalling verbal instructions. They always forget to express verbal signals and struggle to find the right words to say what they want to say. As a finding, visual learners tend to illustrate rather than present information.

Visual learning style are a type of learning style that uses the sense of sight to consume, organize, and process knowledge. This learning style is also associated with children who have keen eyesight. The propensity to interpret knowledge through the eyes or the visual sense is known as a visual learning style.

A visual person is neat and structured, speaks quickly, is a good long-term planner and organizer, is concerned with presentation, both in terms of clothing and percentage, and remembers what he sees rather than what he hears. The swift and consistent reader, usually unaffected by the hype, prefers reading to reading.

Visual learners are those who learn best by looking at things. Without visual images, visual learners have a hard time absorbing information from the verbal portion. Since their power is visual, you'll need props or props that they can

directly see and witness. If you're giving a percentage, use handouts, overheads, strengths, slides, and cartoons with fun learning messages. Visual learners are those who learn best by looking at things. Without visual images, visual learners have a hard time absorbing information from the verbal portion. Since their power is visual, you'll need props or props that they can directly see and witness. If you're giving a percentage, use handouts, overheads, strengths, slides, and cartoons with fun learning messages.

Visual learners have a deep need to see and acquire knowledge visually before they can comprehend it. They think that the pictorial content makes it easier for them to understand the lessons. They also have a good understanding of the craft and a high sensitivity to color as well as a thorough knowledge of the medium. In this case, visualization methods teach the brain to envision a variety of items, from describing a scene of both actual and imagined objects to actually obtaining what it desires.

According to Depoter and Hernacki (1998) visual learning style prefer to see what they are learning. Pictures or visualizations will further help those with visual learning style to better understand the idea of information presented in the form of explanations. When someone explains something to a visual learning style person, they will create a picture of what that person is describing.

Learning achievement index or learning achievement is one of the indicators of achieving learning objectives in class that cannot be separated from many factors that affect learning achievement. Learning methods contribute to learning achievement. Method this learning includes learning styles, how to choose a

place when studying, and also time to study. By studying regularly every day, good time division, the right way of learning and learning styles and also adequate rest can improve learning outcomes (Dalyono, 2015).

Student learning style can affect individual learning achievement. If students choose the wrong learning style, it can cause failure, stress, and perhaps frustration on the student whereas if Students choose the right learning style so that it can support success student learning and can also overcome the problems encountered during the process learning (Westwood, 2004). The Meshing hypothesis says that learning outcomes can be good if learning is in accordance with the dominant learning style of students (Liew, Sidhu, and Barua, 2015).

If we recognize learning styles, we can manage learning in students what conditions, where, when, and how good learning and effective. Recognizing learning styles will be able to determine better ways of learning effectively so that we can take advantage of learning abilities effectively maximum so that the learning outcomes obtained can be optimal (Yusnan, M., & Wulandari, W, 2021).

By looking at the findings of the questionnaire, it turns out that students' learning style were appropriate, namely they tend to used visual learning style to understand English lesson given by teachers at school.

Based on the analysis that has been done, the research found that the correlation between visual learning style and students' learning achievement in learning English in XI grade of SMA Muhammadiyah 1 Unismuh Makassar was in a strong category. A positive correlation that falls into the strong category

means that there was a correlation between students' visual learning style and students' learning achievement.

The result of this study shows that the correlation between students' visual learning style and students' learning achievement in learning English at SMA Muhammadiyah Unismuh Makassar obtained $r = 0.781$. The hypothesis H_a was accepted and the hypothesis H_o was rejected. So it can be conclude that there was significant correlation between students' visual learning style and students' learning achievement of SMA Muhammadiyah Unismuh Makassar.

The findings of the study were appropriate from some elaborated research Hapizoh, R. S., Susanti, T., & Gusfarenie, D (2019) in her graduating paper entitled "*Hubungan Antara Gaya Belajar Dengan Hasil Belajar IPA Terpadu Siswa Kelas VIII MTs Al-Khairiyah Kota Jambi*". The result showed that $r = 0.53$ with a moderate level of correlation it means that there was a positive and significant correlation between visual, auditory, and kinesthetic learning style with student learning achievement in science subjects in grade VIII MTs Al-khairiyah Jambi City.

Another research from Ulfa M (2017) in her graduating paper entitled "*Hubungan Gaya Belajar Terhadap Prestasi Belajar Ilmu Pengetahuan Sosial Siswa Kelas V Sd Negeri 10 Metro Timur*" the results showed $r = 0.743$ with a strong level of correlation it means that there was a significant correlation between visual learning style, auditory learning style, kinesthetic learning style and student achievement in Social Sciences V SD Negeri 10 Metro Timur.

Another research that appropriate from the findings from Nurkhofifah, Evi

(2021) in her graduating paper entitled "*The Correlation between Learning Style and Achievement in English Skill at SMAN 1 Kepohbaru*" the result showed correlation coefficient $r = 0.579$ with a moderate level of correlation. This study states that a correlation between learning style and achievement in English skill is positive significant correlation between two variables. Besides, it is found that the visual learning style was the most preferred, followed by the kinesthetic learning style and auditory learning style.

Meanwhile, there was a research with a low level of correlation results from Halim, A., Wahyuni, A., & Hamid, A. (2021) entitled "Correlation between Learning style and achievement in Physics Learning" the result showed that there was a positive relationship between visual learning styles and student learning achievement in physics subjects at Unsyiah Laboratory High School with a correlation value of $r_{xy} = 0.367$ with a low level of correlation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After processed the data and analyzed the data collected, the conclusion in this research is there was a strong correlation between visual learning style and student learning achievement in learning English in XI grade students of SMA Muhammadiyah 1 Unismuh Makassar because the value of $r_{xy} = 0.781$. So, it can be concluded that there was a correlation between variable x (visual learning style) and variable y (students' learning achievement) in learning English.

B. Suggestion

Things that can be suggested related to this research are:

1. For Student

For students who tend towards visual learning style, they should develop their intelligence by using media, materials or tools related to visuals (images) so that it is easier to access and understand lessons. And with students developing their visual learning style, it is hoped that their learning achievement can increase as they develop their visual learning style because as it is known in the discussion above that visual learning style is closely related to student learning achievement.

2. For Teachers

Students with visual learning style make more use of visual abilities, so

teachers should deliver lessons using pictures/media that can well illustrate the lessons given so that students with visual learning style can easily understand the material being taught.

3. For The Next Researcher

This research only examines visual learning style, so it is recommended for further researchers to examine auditory learning style and kinesthetic learning style.



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APPENDIX 1

LEARNING STYLE QUESTIONNAIRE

Angket Gaya Belajar

A. Identitas Diri

Nama :

Kelas :

A. Petunjuk Pengisian Angket

1. Isilah identitas diri di atas.
2. Di bawah ini terdapat pernyataan, adik-adik diminta memilih salah satu jawaban dengan memberi tanda silang pada pilihan jawaban yang sesuai dengan yang kalian alami. Adapun pilihan jawabannya adalah :
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Tidak Pernah
3. Jika ada kekeliruan dalam memilih jawaban, maka adik-adik cukup mencorel jawaban yang salah kemudian mencentang pilihan jawaban yang benar.
4. Jawaban adik-adik **tidak** berpengaruh pada nilai adik-adik, maka jawablah sesuai keadaan yang kalian alami.

Selamat mengerjakan dan terimakasih atas kerjasama adik- adik.

1. I remembering English material based on what I see

(Dalam mengingat materi bahasa inggris berdasar apa yang saya lihat)

Selalu b. Sering c. Kadang-kadang d. Tidak pernah

2. I really pay attention to the neatness of both the arrangement of books and the way I dress both inside and outside of school

(Saya sangat memperhatikan kerapian baik pada susunan buku ataupun cara berpakaian saya baik ketika di dalam sekolah maupun diluar sekolah)

a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

3. When research, I prefer to read alone rather than read by other person

(Ketika belajar saya lebih suka membaca sendiri daripada dibacakan orang lain.)

a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

4. In responding to the teacher's explanation, I really careful and need a thorough explanation

(Dalam merespon penjelasan guru, saya bersikap hati-hati dan membutuhkan penjelasan secara menyeluruh)

a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

5. When viewing objects in picture form, I easily recognize the same object even if the object's position is rotated or changed

(Saat melihat objek dalam bentuk gambar, saya dapat dengan mudah mengenali objek yang sama walaupun posisi objek itu diputar atau diubah)

a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

6. I have a hard time remembering spoken commands unless they are written.

(Saya sulit mengingat perintah lisan kecuali jika dituliskan.)

a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

7. I like the teacher when they write the material on the blackboard rather than

mudah mengenali objek yang sama walaupun posisi objek itu diputar atau diubah)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

6. I have a hard time remembering spoken commands unless they are written.

(Saya sulit mengingat perintah lisan kecuali jika dituliskan.)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

7. I like the teacher when they write the material on the blackboard rather than read it

(Saya suka guru menuliskan materi di papan tulis dari pada dibacakan)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

8. I find it easier to learn English by remembering what I saw than heard

(Saya lebih mudah belajar bahasa inggris dengan cara mengingat apa yang dilihat daripada didengar)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

9. I prefer to explain lessons using posters, pictures, models or tables.

(Saya lebih menyukai penjelasan pelajaran dengan menggunakan poster, gambar, model atau tabel)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

10. I scribbled on paper while listening to the teacher's explanation

(Saya mencorat-corek kertas saat mendengarkan penjelasan guru)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

11. I like reading assignments given by the teacher

(Saya menyukai tugas membaca yang diberikan guru)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

12. While I research English, I'm not bothered by the noise around me

(Saat sedang belajar bahasa Inggris, saya tidak terganggu oleh suara bising di sekitar)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

13. I have neat and orderly writing so I can easily read my notebook

(Saya memiliki tulisan yang rapi dan teratur sehingga saya mudah membaca buku catatan saya)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

14. I can't research with books and other stationery scattered around me

(Saya tidak bisa belajar dengan keadaan buku-buku dan alat tulis lainnya berserakan di dekat saya.)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

15. Before working on the problem, I prefer to read the instructions first rather than having to listen to the explanation of the instructions.

(Sebelum mengerjakan soal, saya lebih memilih membaca petunjuk

(Saya lebih suka menjelaskan sesuatu dengan cara
memperagakannya dibanding menjelaskannya secara lisan ataupun
tulisan)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

44. When studying I like to make things with my two hands

(Ketika belajar saya senang membuat sesuatu dengan kedua tangan
saya.)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

45. I prefer physical activity to reading books.

(Saya lebih menyukai kegiatan fisik daripada membaca buku.)

- a. Selalu b. Sering c. Kadang-kadang d. Tidak pernah

(Yulia Setiawati, 2018)



22	3	3	2	4	3	2	4	3	2	4	3	3	3	3	3	3	2
23	2	3	2	3	2	2	3	3	2	4	2	3	3	3	3	3	2
24	2	4	4	1	2	2	4	3	3	3	4	2	2	2	2	2	3
25	3	2	4	2	2	4	3	3	1	2	2	3	3	3	2	2	2
26	4	4	1	3	2	2	2	3	3	2	2	3	3	3	2	2	2
27	2	3	1	2	2	2	2	3	3	2	2	3	3	3	2	2	2
28	2	3	4	2	3	2	2	3	3	2	2	3	3	3	2	2	2
29	3	4	2	4	3	2	2	2	2	2	2	3	3	3	2	2	2
30	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2
	34	44	37	47	32	41	45	35	35	39	29	46	41				
31	2	3	4	4	3	2	4	3	2	2	4	3	2				
32	1	3	4	4	2	2	3	2	2	4	3	3	3				
33	3	4	1	2	3	2	2	2	2	2	2	4	3				
34	2	3	1	3	3	2	2	2	2	2	2	3	2				
35	3	3	2	4	2	2	2	2	2	2	2	3	3				
36	2	4	4	4	2	2	2	2	2	2	2	4	3				
37	3	2	4	2	2	2	2	2	2	2	2	3	3				
38	2	2	4	2	2	2	2	2	2	2	2	3	3				
39	3	3	4	3	1	2	3	3	2	4	4	4	3				
40	2	4	4	2	2	2	2	2	2	2	2	2	2				
41	3	3	2	4	2	2	2	2	2	2	2	2	2				
42	2	4	2	2	2	2	2	2	2	2	2	2	2				
43	2	3	1	1	2	2	2	2	2	2	2	2	2				
44	2	3	4	2	2	2	2	2	2	2	2	2	2				
45	2	3	2	4	2	2	2	2	2	2	2	2	2				
S	34	44	40	38	33	31	49	37	35	39	43	45	31				

APPENDIX 3

SEMESTER SCORE OF STUDENTS

DAFTAR NILAI SEMESTER MATA PELAJARAN BAHASA INGGRIS
SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
BULAN DESEMBER 2022

Student's Name	NILAI
FAKH	90
AFL	80
YOS	85
RZQ	80
DEF	85
KAYL	85
ATI	80
NUR	80
AZZ	85
AFG	80
ASY	80
ARA	90
WAH	80
MUH	80

APPENDIX 4

DATA ANALYSIS

No.	Student's Name	X	Y	XY	X ²	Y ²
1	FAKH	115	90	10350	13225	8100
2	AFL	133	80	10640	17689	6400
3	YOS	100	85	8500	10000	7225
4	RZQ	123	80	9840	15129	6400
5	DEE	153	85	13005	23409	7225
6	KAYL	101	85	8585	10201	7225
7	ATI	108	80	8640	11664	6400
8	NUR	155	80	12400	24025	6400
9	AZZ	112	85	9520	12544	7225
10	AFG	107	80	8560	11449	6400
11	ASY	128	80	10240	16384	6400
12	ARA	121	90	10890	14641	8100
13	WAH	135	80	10800	18225	6400
14	MUH	106	80	8480	11236	6400
Total		1697	1160	140450	209821	96300
Symbol		ΣX	ΣY	ΣXY	ΣX^2	ΣY^2

From the data it was known that:

$$n = 14$$

$$\Sigma X = 1697$$

$$\Sigma Y = 1160$$

$$\Sigma XY = 140450$$

$$\Sigma X^2 = 209821$$

$$\Sigma Y^2 = 96300$$

$$r = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{n\Sigma X^2 - (\Sigma X)^2\} \{n\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r = \frac{14.140450 - (1697)(1160)}{\sqrt{\{14.209821 - (1697)^2\} \{14.96300 - (1160)^2\}}}$$

$$r = \frac{1966300 - 196850}{\sqrt{\{2853494 - 2879809\} \{1348200 - 1345600\}}}$$

$$r = \frac{1769450}{\sqrt{\{26315\} \{2600\}}}$$

$$r = 0.781$$

Coefficient Interpretation	Correlation Level
0.00-0.199	Very low There was indeed a correlation between variable X and variable Y, but the correlation was very weak or so low that the correlation was ignored (it is assumed that there was no correlation between variable X and variable Y)
0.20-0.399	Low Between variable X and variable Y there was a weak or low correlation.
0.40-0.599	Moderate Between variable X and variable Y there was a moderate or sufficient correlation
0.60-0.799	Strong Between variable X and variable Y there was a strong or high correlation
0.80-1.00	Very strong Between variable X and variable Y there was a very strong or or very high correlation

APPENDIX 5

DOCUMENTATION

1. The Researcher giving the questionnaire to students via whatsapp



APPENDIX 5

DOCUMENTATION

1. The Researcher giving the questionnaire to students via whatsapp



2. The students' answer from the quationnaire

←  **Nurul Fakhriah**

Nama : Nurul Fakhriah
Kelas : XI IPS

1. d
2. d
3. c
4. a
5. b
6. c
7. c
8. d
9. a
10. b
11. c
12. d
13. c
14. a
15. d
16. a
17. a
18. b
19. a
20. a
21. c
22. a
23. a
24. a
25. b
26. b
27. c
28. c
29. b
30. a
31. a
32. b
33. b
34. a
35. d
36. b
37. b
38. a
39. a
40. a
41. a
42. c
43. d
44. a
45. d

15.14

17.05  

←  **Almiradefi Khumayra**
terakhir dilihat hari ini pukul 16:26

Nama : Almiradefi Khumayra
Kelas : XI IPS

1. B
2. C
3. B
4. D
5. C
6. B
7. D
8. C
9. B
10. D
11. C
12. A
13. B
14. B
15. A
16. D
17. B
18. C
19. D
20. A
21. B
22. B
23. D
24. C
25. D
26. A
27. B
28. C
29. C
30. B
31. A
32. C
33. A
34. A
35. A
36. A
37. D
38. A
39. B
40. A
41. C
42. B
43. n

Syahidah Guffarat XI Ips
 terakhir dilihat Hari ini pukul 17.56

← Atika Uffa Taufiqah

Nama : Atika Uffa Taufiqah
 Kelas : XI IPS

Tabe kak, Ini jawabku :

Nama : syahidah ghuffarat

Kelas : XI IPS

1. b
2. d
3. c
4. a
5. b
6. a
7. c
8. d
9. a
10. b
11. c
12. d
13. c
14. a
15. d
16. a
17. a
18. a
19. a
20. a
21. c
22. a
23. a
24. a

1. A
2. C
3. A
4. B
5. D
6. D
7. C
8. A
9. B
10. A
11. B
12. D
13. C
14. B
15. A
16. B
17. B
18. B
19. A
20. D
21. C
22. C
23. B
24. A
25. C
26. D
27. A
28. B
29. A
30. C
31. B
32. A
33. B
34. B
35. A
36. A
37. D
38. A
39. B
40. B
41. D
42. A
43. A
44. B
45. A



3. Surat Izin Meneliti LP#M



MAJELIS PENDIDIKAN TINGGI RIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 270, Lapp. No. 12, 90111, 90116, 90117, 90118, 90119, 90120, 90121 E-mail: ip@muhammadiyah.ac.id



Nomor : 4565/05/C.4-VIII/IX.40/2021
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian
Kepada Yth.
Bapak / Ibu Kepala Sekolah
SMA Muhammadiyah 1 Unismuh
di – Makassar

08 Safar 1443 H
15 September 2021 M

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 6955/FKIP/A.4-II/IX.4403/2021 tanggal 13 September 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ARNI SAFIRA WANDA SARI
No. Stambul : 10535 1132816
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Relationship Between Visual Learning Style and Students' Learning Achievement in Learning English (A Study at SMA Muhammadiyah 1 Unismuh Makassar)"

Yang akan dilaksanakan dari tanggal 17 September 2021 s/d 17 Nopember 2021

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّامِعُ الْمُطِيعُ

Ketua P3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

4. Surat Keterangan Telah Meneliti



MAJLIS PENDIDIKAN DASAR DAN MENENGAH
MUHAMMADIYAH KOTA MAKASSAR
SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
LABSCHOOL, UNISMUH TERAKREDITASI UNGGUL
Alamat: Jln. Sultan Alaudin No. 259 Makassar Telp. 081-4080881
Email: smc1703@gmail.com Website: <https://anammuhmadiyah1.unismuh.ac.id/>

SURAT KETERANGAN PENELITIAN Nomor: 098/SK/SMA-MOH1-UM/XII/2021

Assalamu 'Alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan di bawah ini:

Nama	: Drs. Amir MR, M.M.
Jabatan	: Kepala Sekolah
Unit Organisasi	: SMA Muhammadiyah 1 Unismuh Makassar
Alamat	: Jl. Sultan Alaudin No. 259 Makassar

Dengan ini menerangkan bahwa:

Nama	: Ami Safira Wanda Sari
Nomor Pokok	: 105351132816
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Universitas Muhammadiyah Makassar
Pekerjaan	: Mahasiswa (S1)

Benar telah melaksanakan penelitian/pengumpulan data pada tanggal 12 September s.d. 03 November 2021, dalam rangka penyusunan skripsi dengan judul:

"The Relationship Between Visual Learning Style and Student's Learning Achievement in Learning English (a study at SMA Muhammadiyah 1 Unismuh Makassar)"

Demikian surat keterangan penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya. *Salamullahu Khaerun Kotirraan*

Wassalamu 'Alaikum Warahmatullahi Wabarakatuh

Makassar, 20 Desember 2021
Kepala Sekolah,

Drs. Amir MR, M.M.
NBM: 792813

5. Surat Keterangan Bebas Plagiasi

 MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Jl. Sultan Alauddin No. 250 Makassar 90222 Telp. (0411) 865 593 Fax (0411) 865 598

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Mengatakan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ami Safira Wunda Sari
NIM : 105351132816
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	5 %	10 %
2	Bab 2	3 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang dilakukan oleh UPT- Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperbunya.

Makassar, 3 Februari 2022
Wichetahui
Kepala UPT- Perpustakaan dan Penerbitan,


Wichetahui, M.P.
NIM 001 591

Jl. Sultan Alauddin no 250 makassar 90222
Telepon (0411)866872,861 593,fax (0411)865 588
Website: www.library.umasmuh.ac.id
E-mail : perpustakaan@umasmuh.ac.id



The author, Arni Safira Wanda Sari was born on March 28th, 2000 in Balocci, South Sulawesi. She is the second child of the marriage of Syamsuddin Kuma and Fatimah. She has 2 brothers and 1 sister. In 2005, she began her study at SDN 5 Padangtanalau and graduated in 2011. Then she continued at SMP Swasta Semen Tonasa 1 and graduated in 2014. Afterwards, she continued her study at SMA Negeri 1 Pangkajene and graduated in 2016. In 2016, she was registered as a student of English Education Department of Teacher Training and Education Faculty at Universitas Muhammadiyah Makassar. And at the end of her study, she could finish her thesis entitled "The Correlation between Visual Learning Style and Students' Learning Achievement in Learning English (a Study at SMA Muhammadiyah 1 Unismuh Makassar)."

