

**Students' Learning Style toward Their Achievement in Learning English**

**(A Correlative Research at the Eleventh Grade of SMA Somba Opu)**



**A THESIS**

**Submitted as the fulfillment to accomplish Sarjana Degree  
at Faculty of Teachers Training and Education  
Makassar Muhammadiyah University**

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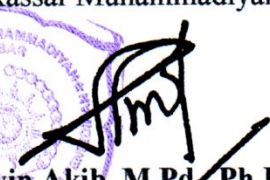
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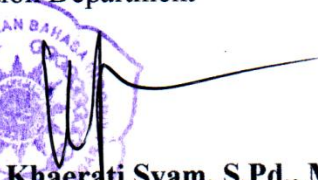
  
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## **MOTTO AND DEDICATION**

“Don’ t let yesterday take a lot of things today”

This thesis is dedicted to:

**My beloved father**

*You have made my dream come true with your motivation  
and your prayer*

**My beloved mother**

*Your endless love, prayer and encouragement always  
motivate me to do the best*

I Love You

## ABSTRACT

INDAH TRIANA PUTRI. 2019. *Students' Learning Style toward Their Achievement in Learning English at SMA Somba Opu*. A Thesis. English Education Department. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Bahrin Amin and Radiah Hamid.

This research aimed to find out the students learning style and to find out the correlation between students' learning style toward their achievement in learning English at the Eleventh Grade students of SMA Somba Opu.

The method used in this research was Quantitative Method in Correlation design. The instrument used the questionnaire and students' score achievement to measure students' learning style and their achievement. Both of data were analyzed by using Pearson Product Moment Formula to correlate both students' learning style toward their achievement.

The result showed that the most dominant students choose Auditory Learning Style as their learning style, it means that the students learning style was Auditory Learning Style. It also showed the students' learning style at the eleventh grade students of SMA Somba Opu was very good with the mean score was 79. Meanwhile, the mean score of students' achievement in learning English was 79 as classified as high. Furthermore, there was low correlation between students' learning style and students' achievement. It was found that  $r$  analysis was 0.334, it lied on 0.20-0.399 which was interpreted as low correlation. It can be concluded that there was low correlation between students' learning style and their achievement in English class at the Eleventh Grade Students of SMA Somba Opu in Academic Year 2018/2019.

Key word: Correlation, Students' Learning Style, Their Achievement

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Finally, the researcher realizes that this thesis is still far from being perfect. Critics and suggestions are really acceptable to make it better.

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2019

The Researcher

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## CHAPTER I

### INTRODUCTION

#### A. Background

English is the most important tool of communication in the world for the people from different countries to convey idea, message, purpose, feelings, and opinions to others. In Indonesia, English is taught as a foreign language learned from elementary school up to university level. It is learned formally as a compulsory subject in the school. So that is why English is really important to learn from now on, because to know English language deeply people should know how to influence our English.

There are several factors that influence the English learning process, they are motivation and environment (Brown 2002:14). Students who want to learn on their own would be easier to learn rather than students who learn because told by parents. Therefore, parents should generate interest or motivation in students first, then if the students lives in an environment with the majority of mastering english, it will usually be easier to learn this language. The more students use English, the students will be easier to master this language.

In learning English, there are four language skills and language components that teacher has to teach the students, namely listening, speaking, reading, writing, pronunciation, vocabulary, and grammar. The skills and components are crucial in developing the language competence. When



motivation and environment are support, then students will be easier to understand the four skills and the students should be able to used English in real communication.

To master the skills and the components, although the students have a good treatment and facility in teaching learning activity, actually they have different style of learning and different way to achieve the learning competence. In theory, there are two categories of how individual learning. First, the way individuals can absorb information with easy, this concept was called learning modality. Second, how individuals organize and manage such information, this concept is called domination absorb, organize, and manage information.

Learning style based on modalities according to Grinder in Nihayah (2011:1) can be classified into three kinds, namely visual learning style (more sensitive to the sense of sight), auditory learning style (more sensitive against the sense of hearing), and kinesthetic learning style (more sensitive with move, work, and touch). All of the learning styles are basically owned by every individual but there were one more dominant. Every individual have a tendency to one learning style that make it easier to absorb the lesson. Every individual who knows the tendency of their learning and able to implement a learning strategy so they will success in learning.

Wang (2007: 409) defines learning style as an individual's preferred or habitual ways of process in the knowledge and transforming the knowledge into

personal knowledge. It was an educational condition under which a student was most likely to learn. Thus learning style was not really concerned with what the learners learn, but rather than they prefer to learn the materials. Furthermore, each person has his or her best way to learn, governing how they prefer to receive and process the knowledge. Some learners may rely on image or presentation, others prefer listening to the music while learning; still others may respond better to hands-on activities.

The individuals that have a tendency of visual learning style are more excited to see what has been studied. Pictures or visualization will help them who have a visual learning style to understand the ideas or information better than presented in the form of explanation. Meanwhile, the individuals that have a tendency of an auditory learning style will learn better by listening. They enjoy what others say. The individuals who have a tendency of kinesthetic learning style will learn better when physically involved in direct activities. They will learn very well if they are physically involved in learning. They will succeed in learning if they get a chance to manipulate the media to learn new information. Learning styles are also important to be known by teachers who teach, including lecturers. That is because the optimal learning outcomes will be obtained if various differences such as habits, interests, and learning styles in learners are accommodated by teachers through the choice of teaching methods and teaching materials that fit the learning style of learners.

Based on the discussion above, the researcher found some problems that appear in Senior High School SOMBA OPU Gowa, one of them the ability of someone to understand and absorb the lessons are different levels. They are also slow and fast in absorbing the lessons taught by teachers. Therefore, they often have to take different ways to understand the same information or lessons. Students prefer to teachers by writing everything on the board. That way they can read and then try to understand. But, some students prefer to teachers by delivering them orally and they listen to understand. Meanwhile, there are students who prefer to form small groups to discuss questions related to the lesson. Therefore, the researcher wants to know about the learning style that students use and the correlation between students learning style and their achievement in learning English in SMA SOMBA OPU Gowa. Based on the background of this problem, the researcher interest to do the discussion with Learning Style theme, with the tittle: *Students Learning Style toward Their Achievement in Learning English at the Eleventh Grade of SMA SOMBA OPU Gowa.*

## **B. Problem Statement**

Based on the background of the research, the resercher formulated the problems as follows:

1. What are the students learning style towards in learning English at the eleventh grade of SMA Somba Opu?

2. How are the correlation between students learning style and their achievement in learning English at the eleventh Grade of SMA Somba Opu

### **C. Objective of the Study**

Based on the research problem above, the research objective formulated:

1. To found the students learning style in learning English
2. To found the correlation between the students learning style towards their achievement in learning English at the eleventh grade of SMA Somba Opu.

### **D. Significance of the Study**

The result of this research will give an understanding for the researcher and the others English Educational Department students about types of learning style that students used. This information will also help English Education Department (especially English Education Department of Makassar Muhammadiyah University) in order to prepare the students as a professional teacher.

### **E. Scope of the Study**

This research will limit on subject learning, the researcher will only put in visual, auditory, and kinesthetic learning style subject and also it will be restricting only to saw the correlation between students learning style and their achievement in learning English to support their English learning ability in their learning process at the eleventh grade of SMA Somba Opu Gowa.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, was take about of related literature after found some researches inforation about the learning style. The researcher has found the information from many sources like text book, journals, web pages, and research findings that the researcher constructs to selected theories.

#### A. Previous Related Research Findings

In previous related research findings, the researcher found some previous studies from the other research that related with the present research as comparison as follows:

1. Nihayah (2011) in her study entitled *Profil Gaya Belajar (Learning Style) dan IPK Mahasiswa Jurusan Biologi FMIPA Universitas Negeri Semarang* found that “learning style is one of the important factors that influence learning achievement, but until now the learning style factor is often forgotten in the learning process. Not only by teachers / lecturers who teach but also by individuals who learn”.
2. Hidayana (2009) entitled *Pengaruh Gaya Belajar terhadap Prestasi Belajar Siswa Kelas X SMK Negeri 2 Balikpapan* obtained the conclusion that students should be able to recognize their learning style by recognizing self concept related to learning difficulties experienced because by recognizing their own learning style, students are able to determine how or what how to

learn optimally for themselves, and teachers should pay attention to different learning styles of students during the learning process. Because it can help and facilitate teachers in determining the appropriate teaching methods and delivery of materials that can be accepted by students. So that students with different learning styles can also easily accept and understand the subject matter presented by the teacher.

3. Pallapu (2007) in his study entitled *Effects of Visual and Verbal Learning Styles on Learning* found that "learning style differences affect learning and hence if handled appropriately, there will be a large increase in achievement of learning outcomes". The results of the research were indicated that the majority of the learners were visual and the remaining were categorized as verbal. Academically, the visual learners maintained higher academic success rates. This study reinforces the importance of meeting individual learners' learning styles in an educational setting as well as instructor awareness and curriculum enhancements possibilities.

Based on the previous researches findings, the researcher can conclude the similarity of the research with previous research are about to know the types of students learning style and see the students achievement in learning. While the difference are the research place and there is a research using Verbal Learning Style as a research object.

## **B. Some Pertinent Ideas**

### **1. The Concept of Learning**

According to De Porter & Hernacki in Nihayah (2011: 5), learning is a flowing, dynamic, and full of risk. Another definition of learning by Slameto in Nihayah (2011: 5) is a process of one's efforts to obtain a change in the new behaviour overall, as a result of his own experiences in interaction with the environment. The changes that occur in a person include a lot of things like characteristic and etc, therefore, not all the changes in a person is the result of the learning process. According to Surya in Kyuna (2011), there are six characteristics of behaviour changes in learning definition as follows:

➤ Changes occurs consciously

Means that someone who is learning to be aware of the occurrence of that change or at least have a sensed a change in him

➤ Changes in learning are continue and functional

As a result, a changestakes place continuously and not static, it's mean that one changes will cause the next change and it will useful for life or the next learning process.

➤ Changes in learning are positive and active

In learning, a changes will increase to obtain one thing that is better than before.

- A change is not temporary

It means that a change that occurs because of the learning process is settled or permanent. The behaviour after learning is settled.

- Changes in learning are aimed and purposeful

Changes in behaviour as a result of learning is something which is purposeful and has a goal to be achieved before.

- Changes include aspects of behaviour

A change that someone achieves after passing through a learning process envelops changes in overall behaviour

In addition, someone who is learning also requires technique and a certain skill that make it easier to absorb the information or knowledge being studied. According to De Porter and Hernacki in Nihayah (2011: 6) there were five skills that affect learning till more quickly and effectively, as follows:

- a. Focused Concentration
- b. How to record
- c. Organization and test preparation
- d. A quick reading
- e. Remember technique



## **2. The Concept of Learning Style**

### **a. Definition of Learning Style**

According to Pashler, et. al .in Soflano and Hainey (2015: 4) learning style was "the concept that individuals differ in regard to what mode of instruction or study is most effective for them". Rayner and Riding (1998,) define learning styles as "individual sets of defferences that include not only a stated personal preference for instruction or an association with a particular form of learning activity but also individual differences found in intellectual or personal psychology. Another definition of learning style by Kocinski in Soflano and Hainey (2015: 4) is the strategy preferred by a learner to perceive, interact and respond to the learning environment. Learning style is described as individualistic differences in approach within the process of information receiving and processing Kolb in Cabi and Serpil (2012: 4460). In more general terms, it can be defined as the preferences of individuals in the methods of information gathering, organization, thinking and interpreting Davis in Okur & Bahar (2010: 3632).

In summary, learning styles are a consistent way that doing by the students in capturing stimuli or information, how to remember, think, and solve the problems. Everyone do not have the same style. Each shows a difference but the researchers can categorize it. This learning style is closely related to a personality, which is influenced by his education and history of development. As the Garcia, et. al. (2008:

560) state that new students who have not received training and lessons from teachers have different background styles.

#### **b. Types of Learning Style**

There were many researcher classify learning styles into several types, but the most commonly used are classification referred to in De Porter & Hernacki in Nihayah (2011: 8) which divides learning styles into 3 types:

##### **1) Visual Learning Style**

According to Indonesian Dictionary visual is visible to the eye. It means that the visual learning style was the style of learning by looking. The characteristics of this visual learning style relate to visibility. Visual learning style emphasizes the visual acuity. That was, concrete evidence must be shown first so that students understand. The characteristics of students who have a visual learning style was a high need to see and capture the information before understanding it. Students who have a visual learning style capture lessons through pictorial materials, have a strong sense of color, and have sufficient understanding of artistic problems. But it have the constraint to dialogue directly because it was too reactive to the sound so that difficult to follow the advice orally and often misinterpret words or speech. In addition, people who love the visual learning style love to make excellent and neat notes. This learning style can be applied in learning by using several

approaches: using various forms of graphics to convey information / course material in the form of films, slides, illustrations, scribbles or serialized cards to explain the information sequentially.

According to De Porter & Hernacki in Nihayah (2011: 8), the characteristics of students with visual learning styles are:

- a) neat and orderly
- b) talking quickly
- c) Priority in dress and presentation
- d) Usually not disturbed by the commotion
- e) Prefer to read rather than read out
- f) Prefer a demonstration rather than a speech
- g) Frequently answer questions with short answers (yes or no)
- h) Having problems remembering verbal instructions unless written and often asking people for help to repeat it
- i) Remember what is seen rather than what is heard

## 2) Auditory Learning Style

Auditory comes from the word audio which means something related to listening. Auditorial learning style is a learning style by listening. Characteristics of learning style focus on listening as the primary tool of absorbing information or knowledge. That is, must listen, then can remember and understand certain information. There are several approaches that can be done

to learn. That is, must listen, then can remember and understand certain information. There are several approaches that can be done to learn. First is using tape recorder as a tool. This tool is used to record readings or notes read or lecture lecturers in front of the class to be heard again. The second approach, which can be done is by interviewing or engaging in discussion groups. Third is try to read the information, then summarized in oral and recorded form and then listen and understood. The last step is to do a verbal review with friends or lecturers.\

According to De Porter & Hernacki in Nihayah (2011: 8), the characteristics of students with auditory learning styles are as follows:

- a) Talk to yourself while working
  - b) Easily disturbed by the commotion
  - c) Move lips and say the words in the book while reading
  - d) Feeling difficult to write but clever in telling stories
  - e) Prefer to verbal jokes rather than comics
  - f) Speak in patterned rhythm
  - g) Learn by listening and remembering what is being discussed rather than being seen
  - h) Nice to talk, discuss and explain things at length
  - i) Can mimic color, rhythm, tone of voice, and others
- 3) Kinesthetic Learning Style

This learning style requires individuals to touch something that provides certain information in order to remember it. There are several characteristics of this learning model that not everyone can do. The first character is focus to the hand as the primary receiving device in order to keep it in mind. Just by holding it, someone who have this learning style can absorb information without having to read the explanation. The next character is exemplified as a person who can not stand sitting for long listening to the lesson. The individuals who have this learning style feel they can learn better if the process is accompanied by physical activity. The advantage is they have the ability to coordinate a team and the ability to control gestures. People who tend to have this character more easily absorb and understand information by looking at pictures or words and then learn to speak or understand the facts. To apply it in learning, the students who have the characteristics can be done by using various models, such as working in the laboratory or learning that allowed him to play. The simple ways that can also be taken is to periodically allocate the time to rest for a moment in the middle of study.

According to De Porter & Hernacki in Nihayah (2011: 10), the characteristics of students with kinesthetic learning styles are as follows:

- a) Talk slowly

- b) Respond to physical attention
- c) Touch people to get their attention
- d) Stand close when talking to people
- e) Always physically oriented and moving a lot
- f) Memorize by walking and seeing
- g) Using finger as a instruction when reading
- h) Many use body language
- i) hard to remember a map unless he is ever been in that place
- j) Possibly bad writing
- k) Can not sit still for long

**c. The Benefits of Understanding Learning Style**

Understanding learning styles is the best way to maximize learning in the classroom. After found a learning style and knowing the best method to help yourself in learning through that style, then someone can develop and perform well in the classroom even in the subjects that is considered difficult.

Students learning styles can not be changed, but after students understand the learning style the teacher expected to the students can maximize their own learning style that corresponding with each learning style. Some of these benefits by Anonymous in Nihayah (2011: 11) include:

- 1) Academic Benefits
  - 1) Maximize learning potential

- 2) Achieving at all levels of education
  - 3) Understand how to learn best and get better grades on
  - 4) exams and tests
  - 5) Overcome the limitations of learning in the classroom
  - 6) Reduce students' frustration and stress levels
  - 7) Develop an efficient and effective learning strategy
- 2) Personal Benefits
    - 1) Enhance self-esteem and self-esteem
    - 2) Learn how to best use the superiority of the brain
    - 3) Gain insight into your strengths and weaknesses
    - 4) Learn how to enjoy learning more deeply
    - 5) Develop motivation to learn
    - 6) Learn how to maximize your skills and skills natural
- 3) Professional Benefits
    - 1) Stay up to date on professional topics
    - 2) Superior in competition / competition
    - 3) Manage the team in a more effective way
    - 4) Learn how to give presentations more effectively
    - 5) Improving skills in selling
    - 6) Increase productivity

Keep in mind that there is no right or wrong way to learn.  
Everyone is unique and every learning style offers advantages as

well lack of each. Understanding your own learning style can help to learn and work more efficiently.

#### **d. The Advantages of Learning Styles**

There are several ways a teacher can use to help students maximize their learning styles. First, explain to them (students) that people learn in different ways and all ways are just as good. Each way has its own power. Furthermore, it helps students to realize their own learning styles. Once students know their learning styles then provide tips as according to De Porter & Hernacki in Nihayah (2011: 11) below:

##### **1. Visual Learner**

Encourage visual learners to create many symbols and images in their notes. In mathematics and natural science, tables and graphs will deepen their understanding. Mind maps can be a great tool for visual learners in any subject because visual learners learn best when they start with "the whole picture", do a general overview of the subject matter. Reading material at a glance, for example gives a general idea about reading material before going into details.

##### **2. Auditory Learner**

Listening to lectures, examples, and stories and repeating information are the main ways of learning. If teachers see them difficulty in understanding a concept, then help them by inviting



them to speak with themselves to understand it or turn the long fact into a song that is easy for students to remember.

### 3. Kinesthetic Learner

These students interest to applied projects. Short and funny plays proved to help them. Kinesthetic learners interest to learn through movement and best memorize information by associating movements with each fact.

### **3. Learning Style in Learning English (Language)**

English is international languages used to communicate between nations. therefore, English is considered important in the absorption and development of science and technology and cultural arts between nations. So English is a need for learners to be able to communicate in different situations in English.

The purpose of teaching language is that students are able to use the language themselves in communication. Communication can occur if there are two or more people who do it by reading, listening, speaking or writing. And to be able to communicate with the four ways, other components are needed such as vocabulary mastery, language structure and good pronunciation.

In learning language, especially English, students often experiencedifficulties. Difficulties experienced by learners in learning a foreign language, especially English is very diverse. The difference in students' language mastery can be influenced by the different learning

styles of students. According to Keefe in Astuti (2017: 337) defines learning styles as a composite of characteristics of several cognitive, effective and psychological factors that become indicators of how a person makes perceptions and interacts and responds to the natural surroundings.

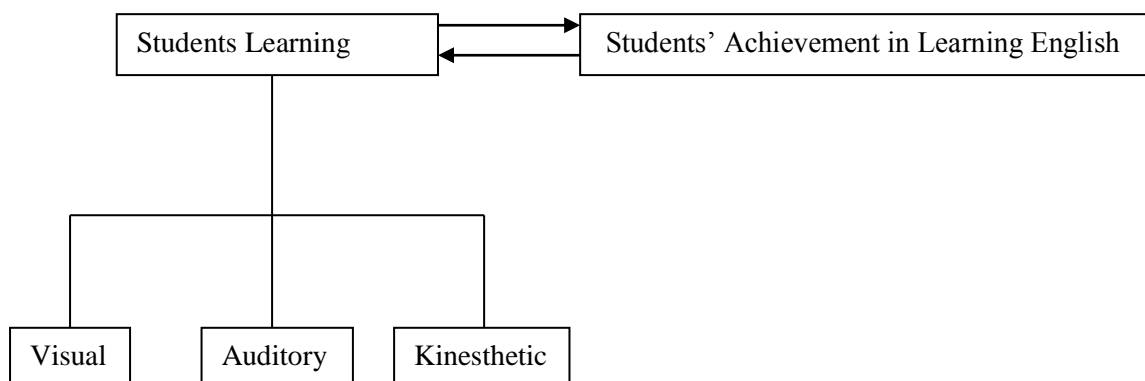
Teachers as instructors and educators need to know their students very well. Each teacher can not equate the same treatment to each learner, given the different learning styles of learners. Teachers must be able to understand the learning style of each student, so that the subject matter can also reach students with different characteristics and learning styles so that the teaching and learning process is effective. Learning style is the tendency of a person to use a certain way of learning so that it can learn well. According Chatib in Astuti (2017: 340) Learning style of children like the opening door. Every item of information that enters through the door is wide open, making it easier for children to understand the information.

The importance of student's learning style observed in the English learning process is that if the teaching style of teacher matches the student's learning style, the result of their learning will be better Banner and Rainer in Arsyad (2018: 28). With the same tone, Oxford in Arsyad (2018: 28) adds that if the learning style and the learning strategy of students go well with the teaching method and the learning materials used by the teacher the students will be very possible to succeed, have a better self-confidence, and a low 'anxiety'; and on the other hand if there is

unsuitability between the learning style and the learning strategy of students with the teaching method and the teaching materials of teacher, the students' learning result will be poor and they will not have self confidence and will experience significant anxiety.

Extra English learning activities have proven that they could help students very much in mastering a language such as English language.

### C. Conceptual Framework



This conceptual framework is representation of this research. The researcher focus on the students learning style toward their achievement in learning English. There are three kinds of learning style, they are: Visual Learning Style, Auditory Learning Style, and Kinesthetic Learning Style. In this study, the students will be given a questionnaire which aim to find out

the students learning style and to find out the relation between students learning style and their achievement in learning English.

#### **D. Research Hypotesis**

Based on the above theoretical study, then formulated a hypothesis. Hypothesis can be interpreted as a temporary answer to the problem of research, until proven through the data collected. Hypothesis in this research is a positive relationship that shows high students achievement, then the learning process will be easier based on the student learning style at SMA Somba Opu.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter explains the research method including research design, population and sample, research variables and indicators, research instrument, procedure of collecting the data, research data collection, and research data analysis.

#### **A. Research Design**

The research aimed to determine the correlation between students' learning style and students' their achievement. In relation to the aim of the research, the researcher used the correlation method in quantitative design. A Correlation Research involved collecting the data to determine whether or not and to what degree, a relationship exists between two or more variables.

#### **B. Research Variable and Indicators**

##### **1. Variables**

This research had two variables namely independent variable and dependent variable. Independent variable in this research was students learning style and dependent variable the students' achievement.

##### **2. Indicators**

###### **a. Students' Learning Style**

The indicators of students' learning style were atmosphere of learning using visual learning style, auditory learning style and kinesthetic learning style.

b. Students' Achievement

The indicators of students' achievement was students' achievement score.

**C. Population and Sample**

**1. Population**

The population of this research were all of the students at the Eleventh Grade of SMA Somba Opu Gowa Academic Year 2018/2019.

**2. Sample**

The researcher was use Total Sample. This technique was used when the number of samples is the same as the population. The sample in this study were all the students at the Eleventh Grade of SMA Somba Opu Gowa with 22 number of students.

**D. Research Instrument**

According to Sugiyono (2017:148) research instrument was a tool used to measure the natural and social phenomena observed. The researcher used questionnaire and students' score achievement as the instrument to collect the data. The questionnaire was closed questionnaire. It means that the respondents were asked to choose one of the options by giving mark or checklist. Each questionnaire consisted of 20 items with five options namely strongly agree, agree, undecided, disagree and strongly disagree.

**E. Procedure of Collecting the Data**

In this research, the researcher collected the data several stages. The steps were as follow:

1. Determining research location.
2. Identifying the problems
3. Determining the scope of the research
4. Determining the population and sample.
5. Determining, arranging and preparing the research instrument.
6. Collecting data of students' learning style by giving questionnaire.
7. Collecting data of students' achievement by using students' achievement score.
8. Analyzing the correlation of both variables using Pearson Product Moment.
9. Lastly, making conclusion of the research

#### **F. Research Data Collection**

Before collecting the data the researcher rechecked to make sure that the students were ready to be the research participants. In collecting the data, the researcher used questionnaire and students' score achievement as instrument. The questionnaire and students' score achievement aimed to obtain data about students learning style and students' achievement. The questionnaire was closed questionnaire consisting of 20. Here, the explanation of two collecting the data:

##### **1. Questionnaire for Students' Learning Style Variable**

The aim of students' learning style was to find out students' got the information about their learning process and how the students adaptation from the material that they have got in the class room. The research

questionnaires were consisted of 20 items, 11 positive questions and 9 negative questions. The questions were made based on the indicators of students learning style.

## 2. Students' Score Achievement

Students' score achievement was aimed to find out students' score during receive lessons the in of semester.

Each variable assessed by using Likert scale that consisted of 5 alternative options: Strongly agree, agree, undecided, disagree, and strongly disagree. We can see the table below:

**Table 3.1**

### **Likert Scale Rating**

Option	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

(Sugiyono, 2017: 135)

There were some steps in collecting the data. Firstly, the respondents were asked to fill out the name, grade and attendance number in the answer sheet. The respondents were asked to read the direction about how to answer



the questionnaire. Then, the researcher gave some explanation about how to answer the questionnaire. Finally, the respondents' answers scored and the results have been analyzed.

## **G. Data Analysis Technique**

After the researcher collected the data, the next step was analyzing the data. The aimed of analyzing data was to find out how the students' learning style in English class and the correlation between their achievement in English class at the eleventh grade students of SMA Somba Opu. The data was obtained from questionnaires and. The steps were as follow:

### 1. Descriptive Analysis

This analysis was used to describe each variable in this research namely students' learning style and students' achievement. This analysis was used to answer the first and the second problem statement. The data was obtained from the questionnaires. The steps were as follow:

- 1) Calculating the total score of each respondents in each variable from questionnaire by using the formula as follow:

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Maximum Score}} \times 100$$

(Sugiyono, 2017: 137)

- 2) Calculating the mean score in each variable by using formula as follow:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{X}$ : The mean score

$\sum x$ : The respondents total score

$N$ : The total number of respondents

(Gay in Hardianti, 2015: 35)

To indicate the level of students' learning style and their achievement, the researcher used the category of range as follow:

**Table 3.2**  
**Scoring Rubric for Students' Learning Style and Their Achievement**

Score Classification	Category	
	Students' Learning Style	Students' Achievement
81-100	Very Good	Very High
61-80	Good	High
41-60	Fair	Medium
21-40	Less	Low
0-20	Poor	Very Low

(Sudijono, 2003: 40)

3) Calculating the percentage of the respondents score in each variable by using the formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P : Percentage

F : Frequency of the correct answer

N : Total number of respondent.

(Sudjana in Yuliana, 2018: 30)

## 2. Correlation Analysis

This analysis was used to find out the correlation of students' learning style and their achievement. This analysis used to answer the third problem statement. The data have been analyzed by using Pearson Product Moment formula:

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

The descriptions of the formula above were explained as follow:

$r_{xy}$  : The correlation coefficient between X and Y

N : The number of respondents

$\sum X$  : The sum score of classroom climate

$\sum Y$  : The sum score of students' motivation

$\sum X Y$  : Sum of classroom climate score times sum of students' motivation score

$\sum X^2$  : The sum of square in X

$\sum Y^2$  : The sum of square in Y

(Sugiyono, 2017: 155)

After determined the data by using Pearson Product Moment Correlation, we will see the result and we can interpret whether classroom climate has significant correlation or not with students' motivation in English class.

**Table 3.2 Standard of Pearson Product Moment Correlation**

Standard	Interpretation
0.00-0.199	Considered as no correlation
0.20-0.399	Low correlation
0.40-0.599	Medium correlation
0.60-0.799	High correlation
0.80-1.000	Very high correlation

(Sugiyono, 2016:257)

Significance critical value: 5 % (0.05) and 1 % (0.01)

Criteria:

H1 : There was significant correlation between two variables

H0 : There was no significant correlation between two variables

To attest and prove whether correlation between classroom climate and students' motivation was significant or not, the researcher concluded that result by applying the following comparison between the r analysis and r table. Before, the researcher determined degree of freedom with the formula as follow:

$$df = N - nr$$

$df$  = degree of freedom

$N$  = number of respondent

$nr$  = number of variable

If  $r_{xy} > r$  table, the correlation is positive

If  $r_{xy} < r$  table, the correlation is negative

If  $r_{xy} = r$  table, the correlation is zero

(Gay in Istianti, 2013)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discusses the research findings from which the data were collected and analyzed. Those were about students' learning style, students' achievement, and the correlation between both of them.

#### **A. Findings**

In this section, the researcher presents the result of data analysis which based on the problem statements. Those are students' learning style, students' achievement and correlation both of them. The description was follow:

##### **1. Students' Learning Style and Students Achievement**

In this case, students' learning style was the first variable (X). This section answered the first problem statements. The result of students' learning style was determined by calculating the students' answer of the 20 items questionnaire that given to 22 students as sample. Based on the data collected from questionnaire, students' learning style according to students had been determined.

**Table 4.1**

**List of Students Learning Styles**

<b>No.</b>	<b>Respondent</b>	<b>Score</b>	<b>Students Learning Style</b>
1.	Al-Muspaina	29	Visual
2.	Resky Fitria Ramadhani	29	Visual
3.	Khusnul Khatimah	29	Visual
4.	Samsul Alamsyah	28	Visual
5.	Abdul Jalil	31	Visual
6.	Fahri	31	Visual
7.	Muh. Rafli	28	Visual
8.	Muh. Farid Ikhsan	26	Auditory
9.	Muh. Arya	32	Auditory
10.	Dewa Putra Alamsyah	32	Auditory
11.	Muh. Iswady Saputra	33	Auditory
12.	Siti Erja Zarkasi Kasyim	29	Auditory
13.	Rika Aprilia	31	Auditory
14.	Nuraeni	30	Auditory
15.	Winni Lidya	32	Auditory

16.	Husna	31	Auditory
17.	Devi Sulastri	29	Auditory
18.	Putri Aprilia	30	Auditory
19.	Nurul Anbiya	33	Auditory
20.	Asriani	31	Auditory
21.	Putri Ramadhani	29	Auditory
22.	Sutanzhu	27	Kinesthetic

The illustration of the table above shows that there was 7 students Visual Learning Style, 14 students Auditory Learning Style, and 1 students Kinesthetic Learning Style at the Eleventh Grade students of SMA Somba Opu. The score was take from the highest block scores, so this is the determinant of students learning style.

The mean score of students' learning style presented in the following table:

**Table 4.2**

**Mean Score of Students' Learning Style**

Variable	Mean Score	Classification
Students' Learning Style (X)	79	Good



The illustration of the table above shows that the mean score of students' learning style at the Eleventh Grade Students was 79 and based on the standard classification, it was interpreted as "Good". It can be concluded that students' learning style in eleventh grade class was good condition.

Furthermore, the frequency and percentage of students' learning style in the eleventh grade students can be seen in the following table:

**Table 4.3**

**The Frequency and Percentage of Students' Learning Style**

No.	Score	Classification	Frequency	Percentage
1	81-100	Very Good	6	27.27%
2	61-80	Good	16	72.72%
3	41-60	Fair	0	0
4	21-40	Less	0	0
5	0-20	Poor	0	0
Total			22	100 %

Table 4.2 above indicates that there were 6 (27.27%) students assumed that the students' learning style was very good. There were 16 (72.72 %) students considered that students' learning style was good. From 22 samples, there was no students claimed fair, less and poor students' learning style. It can be concluded that most of students claimed that students' learning style at the Eleventh Grade Students of SMASomba Opu had very good condition.

As mentioned in the previous chapter, the researcher took the score of students' achievement using students' score achievement to 22 students as sample. Based on the data collected from the students' achievement, the score of students' achievement had been determined. The mean score of students' achievement presented in the following table:

**Table 4.4**

**Mean Score of Students' Achievement**

Variable	Mean Score	Classification
Students' Achievement (Y)	79	High

The illustration of the table above describes that the score of students' achievement in the Eleventh grade was 79 and based on the standard classification, it was classified as "High". Concisely, some of students had high achievement in learn English.

Furthermore, the frequency and percentage of students' achievement in eleventh grade students can be seen in the following table:

**Table 4.5**

**The Frequency and Percentage of Students' Achievement**

No.	Score	Classification	Frequency	Percentage
1	81-100	Very High	5	22.72 %
2	61-80	High	17	77.27 %
3	41-60	Medium	0	0 %
4	21-40	Low	0	0 %
5	0-20	Very Low	0	0 %
Total			22	100 %

As shown in the table, there were 5 (22.72 %) students' who were indicated as very high achievement and there were 17 (77.27 %) students who were indicated as high achievement. Lastly, there was no student who had, medium, low and very low achievement. In conclusion, the students at the Eleventh Grade Students of SMA Somba Opu had high achievement to learn English.

**2. The correlation between Students Learning Style and Their Achievement**

Based on the data from students' learning style and students' achievement, the researcher found the correlation both aspects. The correlation between students' learning style and students' achievement in English class as shown in the following table:

**Table 4.6**

**The Correlation between**

**Students' Learning Style and Students' Achievement**

N	$\Sigma X$	$\Sigma Y$	$\Sigma X^2$	$\Sigma Y^2$	$\Sigma XY$	$r_{xy}$
22	1728	1734	135994	136796	136242	0.334

PEARSON PRODUCT MOMENT CORRELATION

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

$$r_{xy} = \frac{22.136242 - (1728.1734)}{\sqrt{[22.135994 - (1728)^2][22.136796 - (1734)^2]}}$$

$$r_{xy} = \frac{2997324 - 2996352}{\sqrt{(2991868 - 2985984)(3008192 - 3006756)}}$$

$$r_{xy} = \frac{972}{\sqrt{(5884)(1436)}}$$

$$r_{xy} = \frac{972}{\sqrt{8449242}}$$

$$r_{xy} = \frac{972}{2906.758}$$

$$r_{xy} = 0.334$$

The data have been calculated by using Pearson Product Moment correlation formula. Based on the data analysis, the researcher found that  $r$  analysis = 0.334, it lied on 0.20-0.399 which was interpreted as low correlation. It showed that there was positive correlation between students' learning style and students' achievement in learning English at the Eleventh Grade Students' of SMA Somba Opu

## **B. Discussion**

This part deals with presentation of data obtained from the questionnaires. The data are obtained from questionnaires and students score achievement table. The questionnaire was about learning style in learning English and the students score achievement table was take from students block scores.

The present study had two objectives. The first was to find out the students learning style, the second was to find out the correlation between students learning style and their achievement in learning English at the Eleventh Grade Students of SMA Somba Opu.

### **1. Learning Style and Students Achievement**

To reach the first objective of the research, the questionnaire data was run to measure the level of students learning style. Based on the data obtained in the table 4.1 shows that students Visual Learning Style was 7 students, Auditory Learning Style was 14 students, and Kinesthetic Learning Style was 1 students. So it can be concluded that the most dominant learning style at the Eleventh Grade students of SMA Somba Opu was Auditory Learning Style.

Based on the sample statistic as displayed in table 4.1, the overall mean score of students learning style was 79 and classified as “Good”. There were 6 students claimed that the learning style was very good. There were 16 students considered that learning style was good. Lastly, there was no students claimed that the learning style was fair, less and poor. So, it can be concluded that learning style at the Eleventh Grade students of SMA Somba Opu was good.

Based on the data collected from the students achievement, the score of students achievement had been determined. The mean score of students achievement at the Eleventh Grade students of SMA Somba Opu was 79 and based on the standard classification it was classified as “High”. Concisely, some of students had high achievement in learning English.

According to De Porter and Hernacki there are three types of Learning Style that is Visual, Auditory, and Kinesthetic. The Visual learner will learn through what they see, Auditory learner will learn through what listen, and Kinesthetic learner will learn through motion, work, and touch. But in reality, everyone has all the learning style, it does not mean they use them at the same time . Each learner has a dominant learning style or their preference style, they will use different style in different situation. While according to Oemar in Nugiesmansusel learning achievement is a final assessment of the process and introduction that has been done repeatedly, and will be stored for a long time because the learning outcomes participate in

forming individuals who always want to achieve better results so that it will change the way of thinking and produce more work behavior well.

The results of the research conducted by Dwi Fajar in the journal Engineering students of Yogyakarta State University that there is a positive and significant influence of visual learning style, auditory, and kinesthetic together on training eye learning achievement Electric Automotive students of class XI Automotive Body Repair Engineering of SMK 2 Depok Sleman (Y). based on the results of the research it was found that the more students optimize their learning style, the higher the learning outcomes. These results are also in accordance with the results of this study.

Learning styles are an important part of learning, because learning styles are the key to developing performance in work, at school, and in interpersonal situations (De Porter & Hernacki 2005: 110), the more familiar someone is with his learning style, the better the results . Therefore, in the process of learning activities the teacher should develop the teaching method so that students can optimize their learning styles.

## **2. Correlation between Students Learning Style and Their Achievement**

In conducting a correlation research, it was required data of two variables. Before analyzed the correlation between students learning style and students achievement, the researcher collected data from students. All data collected from questionnaires and students score achievement table. Finally, data of questionnaires were being analyzed and calculated to see significant correlation between students learning style and their echievement in learning



English. Pearson Product Moment formula was used to find out the students learning style and their achievement in learning English through the data which have been obtained. After being calculated the correlation coefficient was 0.334. It lied on 0.20-0.399 that was classified low correlation.

The related finding based on the result of the research, the researches found that the most dominant students learning style was Auditory Learning Style so the researches concluded that the successrate of students in learning process was highly determined by the students learning style and how they processed in receiving the material in the class, as already explained by De Porter and Hernacki that Auditory Learning Style is a learning by listening. It means that the students tend to learn through listening media. This is evidenced by the result of the questionnaire that has been given to the students where the most dominant learning style was Auditory Learning Style.

Based on the explanation in chapter 2, De Porter and Hernacki also mention the characteristic of students Auditory Learning Style they are: 1) Talk to your self while working; 2) Easily disturbed by the commotion; 3) Move lips and say the words in the book while reading; 4) Feeling difficult to write but clever in telling stories; 5) Prefer to verbal jokes rather than comics; 6) Speak in patterned rhythm; 7) Learn by listening and remembering what is being discuss and explain things at length; 9) Can mimic the color, rhythm, tone of voice, and others. Four of the characteristic above also on the questionnaire, they are: 1) I move my lips or pronounce the words while

reading; 2) I think writing is difficult but I am good in speaking; 3) I easily remember what the teacher said; and 4) I easily remember the lesson given orally.

The results of this study are in line with previous studies that examined the correlation between learning styles and students achievement. The results of previous studies that examined the correlation between learning styles and learning outcomes include: research conducted by Astindari shows that there is a positive correlation between learning styles and learning outcomes. A similar study also conducted by Pujiarti revealed that there was a positive and significant correlation between learning styles and learning achievement in fifth grade students of SD Negeri Experiment 4 Wates Kulon Progo. Other research conducted by Kasmirawati shows that there is a correlation between learning styles and student achievement. The results of a similar study conducted by Yuridin revealed that there is a relationship between learning styles and learning outcomes. Research in line with that conducted by Markovic and Jovanovic shows that learning styles significantly influence learning outcomes. Furthermore, Suyanto states that learning styles influence learning outcomes.

The above interpretation is in accordance with the opinion of Purwanto who suggests factors that influence learning outcomes, which are classified into two groups, namely (1) the factors that exist in the organism itself are also called individual factors and (2) existing factors outside of individuals called social factors. Wulandari states the factors of learning

habits possessed since childhood, where in the first year of high school education is usually still traditional. Information is mostly given only visually or auditory, so the habit of obtaining this information will cause students to be more patterned with visual or auditory learning styles. They will bring visual or auditory learning habits when they enter the higher education bench. Another possibility is from external factors, namely the existence of an education system in Indonesia currently patterned more on the delivery of theory, as well as with the exams given more referring to mastery of the theory. In addition, there are factors in facilities, facilities to support the teaching and learning process (PBM), curriculum, instructional methods which are more conditioned to learn Visually or Auditoriously. As De Porter, et al. have stated that in reality we have all three learning styles, namely visual, audio and kinesthetic, only one learning style dominates them. From these results we know that in fact we are more likely to use just one learning style and all learning styles possessed by students have equal opportunities to obtain good learning outcomes. In this relationship in our opinion, this is what makes the reason why the results of this study reveal the correlation between learning styles and learning outcomes.

Learning style is one of the factors that can affect students achievement, although the correlation was low, but student learning styles are still important to be considered by each teacher.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

Based on the previous chapters, in this chapter the researcher gives some conclusions. It also provides the suggestions for both teachers and students involved in the teaching and learning process, in term of developing level of students learning style and students' achievement.

#### A. Conclusions

As the data presented and discussed in the chapter four, the researcher concluded this research as follow:

1. Based on the result of questionnaire, the most dominant students choose Auditory Learning Style as their learning style. So it could be provided by the students learning style at the Eleventh Grade Students of SMA Somba Opu was Auditory Learning Style.
2. Based on the result of using Pearson Product Moment formula the researcher found that there was low correlation between students learning style and their achievement in learning English at the Eleventh Grade Students of SMA Somba Opu. It was found that r analysis was 0,334, it lied on 0.20-0.399 which was interpreted as low correlation.

## **B. Suggestion**

As the data presented in the chapter four, the researcher gave the suggestion for students especially at the Eleventh Grade Students of SMA Somba Opu, English teacher, and researches as follows:

1. From the results of the study, the researcher found that there was low correlation between students' learning style and students achievement in learning English. For that, the researcher suggest that teacher pay more attention to the students learning style especially Auditory Learning Style in the classroom so that students grades increase when appropriate learning style are applied.
2. The researcher suggest to students when learning are ongoing, show your ability to adapt to the learning process with learning style that you think are very suitable, so the results can be what you expect.
3. The reseacher suggest to another reseachers who want to know how about to determined the sudents' learning style related to the sudents' achievement, the researcher hopes this thesis would become one of reference to improve the the knowledge related to learning style method.

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A

P

P

E

N

D

I

C

E

S



## APPENDIX 1

### QUESTIONNAIRE ABOUT STUDENTS LEARNING STYLE

Name :

Class :

Attendance number :

#### INSTRUCTION

1. Write your name, class, and attendance number in the upper left corner
2. Give cross (X) on the choice that suits with your situation
3. Your answer will not affect your value
4. Thank you for your willingness to fill this questionnaire

#### NOTE:

SA : Strongly Agree

A : Agree

U : Undecided

D : Disagree

SD : Strongly Disagree

No.	STATEMENTS	OPTION				
		SA	A	U	D	SD
1.	I better remember what is seen than what is heard					
2.	I prefer reading than people read to me					
3.	I like to write the instructions that delivered to me					
4.	I learn the teaching materials by reading					

	and summarizing.					
5.	I am easy to understand lessons when using media images, posters, videos, and so on.					
6.	I enjoy doodling on my book when learning are ongoing.					
7.	I mark important parts of teaching materials using different colors.					
8.	I move my lips or pronounce the word while reading.					
9.	I like to read aloud and listen					
10.	I think writing is difficult but I am good in speaking.					
11.	I easily remember the lessons given orally					
12.	I like if the teacher gives an oral test rather than writing test.					
13.	I easily remember what the teacher said					
14.	I don't like writing task.					
15.	I memorize the teaching materials while walking.					
16.	I use a lot of body language when explain something.					
17.	I move the pen, finger, or leg when listening.					
18.	I easily learn while practicing/doing.					
19.	I usually use my finger to point the sentence that I read.					
20.	I am not skilled in giving verbal explanations or directions					

**APPENDIX 2**

**THE RESULT OF STUDENTS' LEARNING STYLE QUESTIONNAIRE  
AT THE ELEVENTH GRADE STUDENTS OF SMA SOMBA OPU**

Respondent	Question Number																				Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	4	3	4	3	4	3	4	4	3	4	4	3	4	3	3	4	3	4	3	71
2	5	5	4	5	4	2	4	5	4	3	4	3	4	4	4	5	3	4	5	4	81
3	3	4	5	5	3	4	4	5	4	5	4	4	5	5	5	4	3	4	3	4	83
4	4	3	5	3	5	3	4	5	5	5	5	5	4	3	4	4	3	4	4	1	79
5	5	4	4	5	4	4	3	5	5	3	2	4	3	3	4	4	4	3	2	3	74
6	5	4	3	3	2	3	3	5	4	5	5	4	5	5	2	4	5	5	5	5	82
7	3	3	4	3	5	2	4	5	4	3	4	2	4	5	5	4	5	4	5	4	78
8	4	4	3	4	3	3	4	4	4	4	3	5	4	5	5	4	5	4	4	4	80
9	5	5	4	3	4	3	4	5	5	4	5	5	4	3	4	3	4	4	2	3	79
10	3	3	4	4	4	2	4	4	5	3	4	5	4	5	3	4	5	4	4	4	78
11	5	5	4	4	4	3	4	5	4	3	4	4	3	4	5	4	4	3	3	3	78
12	5	4	3	3	3	3	1	5	5	4	4	5	4	5	5	2	5	5	5	3	79
13	5	4	5	4	3	3	4	5	4	4	4	5	4	5	5	3	4	4	4	3	82
14	4	4	4	4	5	3	4	4	4	4	3	4	3	3	4	3	4	2	3	4	73
15	5	5	3	4	5	4	5	5	3	3	4	4	3	4	2	4	4	3	4	4	78
16	4	5	4	3	4	3	4	3	4	4	5	5	5	3	5	4	4	3	4	4	80

17	5	4	4	4	5	3	4	5	4	4	4	4	5	3	5	4	4	5	4	4	4	84
18	5	4	5	3	5	4	5	4	4	2	5	5	4	4	2	5	4	3	3	4	80	
19	5	3	4	5	3	5	3	5	4	5	4	5	5	5	3	2	4	3	4	5	82	
20	4	3	3	3	2	5	4	4	3	5	4	5	5	5	4	5	3	4	3	5	79	
21	5	4	4	2	5	4	4	3	5	4	4	4	2	2	5	4	5	3	4	4	77	
22	4	4	3	3	3	3	3	4	4	4	4	4	4	5	3	3	4	4	2	3	71	
N=22	Total Score																				1728	
	Mean Score																				79	
	Category																				Good	

**APPENDIX 3****STUDENTS' SCORE ACHIEVEMENT**

No.	Students'	Students' Achievement			Mean Score
		1	2	3	
1.	Muh. Farid Ikhsan	80	75	75	77
2.	Al-Muspaina	80	80	80	80
3.	Muh. Arya	80	80	70	77
4.	Dewa Putra Alamsyah	76	78	80	78
5.	Resky Fitria Ramadhani	76	78	77	77
6.	Muh. Iswady Saputra	82	84	83	83
7.	Sutanzhu	77	77	80	78
8.	Siti Erja Zarkasi Kasyim	80	81	82	81
9.	Rika Aprilia	82	84	83	83
10.	Nuraeni	90	75	80	82
11.	Khusnul Hatimah	80	85	75	80
12.	Winni Lidya	85	80	78	81
13.	Husna	80	80	80	80
14.	Samsul Alamsyah	80	80	75	78
15.	Abdul Jalil	75	75	80	77
16.	Devi Sulastriani	85	80	75	80
17.	Putri Aprilia	80	75	85	80
18.	Fahri	75	75	75	75
19.	Nurul Anbiya	75	75	75	75
20.	Asriani	75	75	75	75
21.	Muh. Rafli	75	85	80	80
22.	Putri Ramadhani	80	75	75	77

N=22	Total Score	1734
	Total Mean Score	79
	Category	High

#### APPENDIX 4

#### THE SCORE OF SUDENTS' LEARNING STYLE AT THE ELEVENTH GRADE STUDENTS OF SMA SOMBA OPU

Respondents	Score	Category
1	71	Good
2	81	Very Good
3	83	Very Good
4	79	Good
5	74	Good
6	82	Very Good
7	78	Good
8	80	Good
9	79	Good
10	78	Good
11	78	Good
12	79	Good
13	82	Very Good
14	73	Good
15	78	Good
16	80	Good
17	84	Very Good
18	80	Good
19	82	Very Good
20	79	Good
21	77	Good
22	71	Good

Total	1728
Mean Score	78.54



**APPENDIX 5****THE SCORE OF STUDENTS' ACHIEVEMENT AT THE ELEVENTH GRADE  
STUDENTS OF SMA SOMBA OPU**

Respondents	Score	Category
1	77	High
2	80	High
3	77	High
4	78	High
5	77	high
6	83	Very High
7	78	High
8	81	Very High
9	83	Very High
10	82	Very High
11	80	High
12	81	Very High
13	80	High
14	78	High
15	77	High
16	80	High
17	80	High
18	75	High
19	75	High
20	75	High
21	80	High
22	77	High
Total	1734	

Mean Score	78.81
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## APPENDIX 6

### THE CORRELATION BETWEEN SUDENTS' LEARNING STYLE AND STUDENTS' ACHIEVEMENT AT THE ELEVENTH GRADE STUDENTS OF SMA SOMBA OPU

Respondents	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	71	77	5467	5041	5929
2	81	80	6480	6561	6400
3	83	77	6391	6889	5929
4	79	78	6162	6241	6084
5	74	77	5698	5476	5929
6	82	83	6806	6724	6889
7	78	78	6084	6084	6084
8	80	81	6480	6400	6561
9	79	83	6557	6241	6889
10	78	82	6396	6084	6724
11	78	80	6240	6084	6400
12	79	81	6399	6241	6561
13	82	80	6560	6724	6400
14	73	78	5694	5329	6084
15	78	77	6006	6084	5929
16	80	80	6400	6400	6400
17	84	80	6720	7056	6400
18	80	75	6000	6400	5625
19	82	75	6150	6724	5625
20	79	75	5925	6241	5625

21	77	80	6160	5929	6400
22	71	77	5467	5041	5929
N = 22	$\Sigma X =$ 1728	$\Sigma Y =$ 1734	$\Sigma XY =$ 136242	$\Sigma X^2 =$ 135994	$\Sigma Y^2 =$ 136796

## APPENDIX 7

### PEARSON PRODUCT MOMENT CORRELATION

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

$$r_{xy} = \frac{22.136242 - (1728.1734)}{\sqrt{[22.135994 - (1728)^2][22.136796 - (1734)^2]}}$$

$$r_{xy} = \frac{2997324 - 2996352}{\sqrt{(2991868 - 2985984)(3008192 - 3006756)}}$$

$$r_{xy} = \frac{972}{\sqrt{(5884)(1436)}}$$

$$r_{xy} = \frac{972}{\sqrt{8449242}}$$

$$r_{xy} = \frac{972}{2906.758}$$

$$r_{xy} = 0.334$$

## APPENDIX 8

### CRITICAL VALUES FOR PEARSON PRODUCT MOMENT CORRELATION COEFFICIENT

$$df = n - 2$$

= 22-2

= 20

<i>df</i>	Level of Significance	
	5 %	1 %
1	0.997	0.999
2	0.950	0.990
3	0.878	0.959
4	0.811	0.917
5	0.754	0.874
6	0.707	0.834
7	0.666	0.798
8	0.632	0.765
9	0.602	0.735
10	0.576	0.708
11	0.553	0.684
12	0.532	0.661
13	0.514	0.641
14	0.497	0.623
15	0.482	0.606
16	0.468	0.590
17	0.456	0.575
18	0.444	0.561
19	0.433	0.549
<b>20</b>	<b>0.4223</b>	<b>0.537</b>
25	0.381	0.487
30	0.349	0.449
35	0.342	0.418
40	0.304	0.393
45	0.288	0.372
50	0.273	0.354

60	0.250	0.324
70	0.232	0.301
80	0.217	0.283
90	0.205	0.267
100	0.194	0.254

(Gay in Hardianti, 2015: 77)

## DOCUMENTATION





## CURRICULUM VITAE



**Indah Triana Putri** was born on March 22, 1996 in Tuppu, Pinrang from the marriage of her parents Ir. Arifuddin and Diana Jamari. She is the third child from 3 siblings. In 2003, she started her elementary school in SDN 141 Lembang and she finished in 2008. Then, she continued her study in SMPN 1 Lembang in 2008 until 2011. At the same time, she continued in senior high school in SMK Negeri 2 Pinrang and graduated in 2014. In 2014, she accepted as a student in English Education Department at Muhammadiyah University of Makassar. At the end, she could finish her study in 2018 with the thesis title *“The Correlation between Students’ Learning Style toward Their Achievement in Learning English”*.