PERPUSTAKAAN STAIN JURAI SIWO METRO

AN UNDERGRADUATED THESIS

THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND STUDENTS' ENGLISH LEARNING RESULT AT THE NINTH GRADE OF SMP PGRI 4 LABUHAN RATU EAST LAMPUNG

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1435 H /2014 M

THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND STUDENTS' ENGLISH LEARNING RESULT AT THE NINTH GRADE OF SMP PGRI 4 LABUHAN RATU EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirments for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program

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1435 H/ 2014 M

The Correlation Between Students' Learning Style and Students' English Learning Result At The Ninth Grade Of SMP PGRI 4 Labuhan Ratu East Lampung

ABSTRACT

By:

Isnaini Masruroh

Learning is the process of changing behavior through practice or training , which proved to be a permanent change in behavior . In order to find the quality individuals in the process of learning. This is caused by incrising of knowledge that is gotten.

Learning style is the way to do that in person to be able to learn , so that learning objectives will be achieved . So if students use their learning style and optimal then the english they will achieve well.

At the ninth grade of SMP PGRI 4 are still many students who get low grades . This is evident from the documents data is gotten from teacher of English subjects .

Based on this phenomenon , researchers interested in examining whether students use their learning styles optimally in their learning process , both when studying independently or with a teacher .

The purpose of the study to determine whether the student uses an optimal learning style , so that there is a correlation with the results of their English result.

The characteristics of this research is quantitative research . The writer uses questionnaires and tests to find out if there is a significant correlation between students' learning styles and english result . the Researchers analyzed the data by using the product moment formula

Finally , the data confirms that " rhitung " higher than " rtable " = 0.667 > 0.334 . It can be concluded that Ha is accepted . This means that there is a positive and significant correlation between learning styles and english result at the ninth grade of SMP PGRI 4 labuhan Ratu East Lampung .

The Correlation Between Students' Learning Style and Students' English Learning Result At The Ninth Grade Of SMP PGRI 4 Labuhan Ratu East Lampung

ABSTRACT

By:

Isnaini Masruroh

Belajar adalah proses perubahan prilaku melalui praktik atau latihan, yang di buktikan dengan perubahan perilaku secara permanen. Sehingga dalam sebuah proses di temukan individu dengan kualitas yang baru. Ini di sebabkan dengan bertambahnya pengetahuan yang di peroleh.

Gaya belajar adalah cara yang di lakukan seseorang untuk dapat belajar, sehingga tujuan belajar akan tercapai. Sehingga jika siswa menggunakan gaya belajar mereka secara baik dan optimal maka nilai bahasa inggris mereka akan tercapai dengan baik.

Pada siswa kelas XI SMP PGRI 4 masih banyak siswa yang mendapatkan nilai rendah. Hal ini terlihat dari data nilai semester yang di peroleh peneliti dari dokumen sekolah melalui guru mata pelajaran bahasa inggris. Berdasarkan fenomena ini, peneliti tertarik untuk meneliti apakah siswa menggunakan gaya belajar mereka secara optimal dalam proses belajar mereka, baik ketika beljar mandiri ataupun dengan guru.

Tujuan dari penelitian untuk mengetahui apakah siswa menggunakan gaya belajar secara optimal, sehingga ada korelasi dengan hasil nilai bahasa inggris mereka.

Karakteristik penelitian ini adalah penelitian kuantitatif. Penulis menggunakan angket dan tes untuk mengetahui apakah ada korelasi yang signifikan antara gaya belajar siswa dan hasil bahasa inggris. Peneliti menganalisis data dengan menggunakan product moment formula.

Akhirnya, data menegaskan bahwa "r_{hitung}" lebih tinggi dari "r_{tabel}" = 0.667> 0,334. Hal ini dapat disimpulkan bahwa Ha diterima. Ini berarti ada hubungan yang positive dan signifikan antara gaya belajar dan hasil bahasa inggris siswa kelas XI SMP PGRI 4 Labuhan Ratu Lampung Timur.

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To:

The Honorable the Head of

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Assalamua'laikum Wr.Wb.

We have given guidance and enough improvement to the undergraduate thesis which s written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the monaqosyah. Thank you very much.

Wassalamua'alaikum Wr.Wb

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The Undergraduated Thesis entitled: THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE ND STUDENTS' ENGLISH LEARNING RESULT AT THE NINTH OF SMP PGRI 4 LABUHAN RATU EAST LAMPUNG written by: ISNAINI MASRUROH, Student Number 0735207, English Education Program, has been examined (Munaqosyah) in Tarbiyah Department on Saturday , September 9, 2014.

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Stated that it undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, September 2014

The researcher



Isnaini Masruroh

St. N. 0735207

MOTTOS

خير جليس في الزمان كتاب

THE BEST FRIEND WHILE THE TIME IS BOOK

(Arabic Proverb)

Mistakes happen-learn from them

The things which hurt, instruct.
(Benjamin Franklin)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to my big family for my parent, husband and my daughter. Thanks for their support and love so that I can finish my thesis. I love you all.

ACKNOWLEDGMENT

Glory to Allah SWT,the most Gracious, the Most Marciful who has given us knowledge by pen and thought us everything we don't know yet. May peace be upon to our prophet Muhammad SAW, his family and his companions.

This undergraduated thesis entitled "The Correlation Between Students' Learning Style and Students' English Result" . The research will be conducted to the students of SMP PGRI 4 Labuhan Ratu East Lampung.

There were many helpful for both her advisor, Drs Kuryani, M.Pd and J. Sutarjo, M.Pd may Allah give them reward for supporting and guiding during the research proposal writing process. Her deepest gratitude goes to her family especially her beloved husbandwho always gives the highly motivation.

The writer do apologize for all mistakes she has made in writing and presentation item. Comment and criticizes are really welcome to lighten up the quality of those proposal.

Metro, September 2014

The writer

ISNAINI MASRUROH


STAIN

TABLE OF CONTENTS

COVER i

TITLE ii

ABSTRACT iii

APPROVAL PAGE iv

RATIFICATION PAGE v

STATEMENT OF RESEARCH ORIGINALITY vi

MOTTOS vii

DEDICATION PAGE viii

ACKNOWLEDGEMENT ix

TABLE OF CONTENTS x

LIST OF FIGURES xiii

LIST OF TABLE xiv

APPENDICES xiv

CHAPTER I INTRDUCTION

A. Background Of Study 1

B. Problem Identification 4

C. Problem Limitation 5

D. Problem Formulation 5

E. Objectives and Benefits Of Study 5

CHAPTER II REVIEW OF THE RELATED THEORIES

A. Theoretical Review 7

1. Consept of Learning 7

a. The Definition of Learning 7

b. The Principle of Learning 8

c. Classified of Learning 8

2. Consept of Learning Result 11

a. Definition of Learning Result 11

b. Benefit of Learning Result 11

3. Concept of Learning Style 13

a. Definition of Learning Style 13

b. Kinds of Learning Style 14

1. Visual Learning 15

2. Auditory 15

3. Khinestetic 17

B. Theoretical Framework and Paradigm 18

1. Theoretical Framework 18

2. Paradigm 19

C. Hypothesis Formulation 19

CHAPTER III RESEARCH METHODOLOGY

A. Research Design 21

B. Population and Sampling Technique 22

1. Population 22

2. Sampling Technique 22

C. Oprational Definition 24

1. Independent Variable 24

2. Dependent Variable 26

D. Data Collection Method 26

1. Test 26

2. Questionnaire 26

3. Documentation 27

E. Research Instrument 27

1. Instrument Blueprint 28

2. Instrument Calibration 28

F. Data Analysis Technique 29

CHAPTER IV RESULT OF THE RESEARCH

A. Description of Research Setting 30

B. Research of Data 34

C. Hypothesis Testing 39

D. Interpretation 44

E. Limitation 46

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 47

B. Suggestions 47

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF FIGURE

Figure	Page
The Correlation Between Students' Learning Result and Students' English Result.	19

LIST OF TABLES

Table Page

1. The Result of Students' Semester Test 3
2. The Research Sample Data 23
3. The Indicators of Learning Style 24
4. The Items of Instrument 28
5. The Condition of Teacher and The official 31
6. The Number of Students of SMP PGRI 4 33
7. The Score of Students' Learning Style 35
8. Frequency Distribution of Students' Score of Learning Style 37
9. The Score of Students' English Result 37
10. The Frequency Distribution of Students' English Result 39
11. The Data Score of Studnts' Learning Style and Students' English Result 40
12. The Table of interpretation to The Grade of "$r_{observed}$" 44

Appendices

1. Instrument of Learning Style and English Result
2. The Result of Students' Assessment
3. Research Letter
4. Surat Tugas dari STAIN Jurai Siwo Metro
5. Consultation Card
6. Curriculum vitae

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CHAPTER I

INTRODUCTION

A. Background Of Study

Education is a process of teaching, training and learning, everyone needs to get this for help his/her life. Education follows the conscious effort to grow up the competences of human at all life process and it includes to all interaction between the human with the environment both formal and informal to get the purpose optimally.

Education is done to achieve of developing the intellectual life of the Indonesian nation. At least three potential difficulties can be identified, including motivating students, preparing lessons, and delivering information. Education covers the instructional (learning and teaching) process. In instructional process, the student are affected to adjust the environment and the behavior change may happen, here the process to get something that someone does not yet.

Learning is the process of transforming of new information into the memory of learner, till bringing the change of behavior, skills, habits and hobbies. Learning involve two elements, they are body and soul. It can change of behavior as individual experience result in interaction with the environment that includes cognitive, affective and psychomotor. Cognitive is to recall, calculate, discuss, problem solve,

The cognitive domain involves thinking of all sorts. The affective domain includes feelings, emotions, attitudes, values, and motivations. Levels within the affective domain range from initial awareness to a commitment to values that guide behavior and decisions. The psychomotor domain of learning includes physical movement, coordination,motor and sensory skills.

Teacher has important role in learning process. Teacher can be a planner and an organizer which carry out the student to be comfortable. They also will give stimulation and use the right plan. the good way in learning process is suitable what students are. The students wish getting the knowledge as most as possible, because sometime students are forced to understand and master of the materials which were thought.

Based on this phenomenon, the symbol of affective, psychomotor and cognitive have not been optimal yet. So these are not balancing among them. Some of the teacher do not be able to analyze their student. They do not attend the way of students learning process, they hope the students understand enough with their way. Whereas every student has different way to get the point from materials.

Learning can be said success if there is permanent change of attitude, behaviour and knowledge. From the book of the learning revolution that, human in all age can learn everything if he is given a chance to do using their unique style, with their own power.

The right manner or way in learning will be gotten the quality result. The failure in learning result is often factored by wrong way in learning

process. It can be from the condition, time, facilitations that can not be hold by teacher.

The teacher is the best one for students learning process, they do not hope to be the perfect one, but there are some ways to make the failure in learning process is minimized that can they do. In this undergraduated thesis, the writer does not identify the students' learning style, but to know how far the students' use their style in english learning.

The writer is the student English department, so the writer focus in this subject, because English is one of terrify subject in junior high school. they feel that English is difficult to mastered by them, although in some place English is the favorite one. SMP PGRI 4 East Lampung is one of school that has this problem. The writer involves in their daily activities, so the writer gets some information directly.

Based on data that is gotten, the result of learning more of 50% the students failed in achievement of the Minimum Mastery Criteria (KKM) in English. Their response in English is lower than others subject. the table below is the result of their term.

Table 1

The Result Of Student's Semester Test Of The Eight Grades Of SMP PGRI 4 Labuhan Ratu East Lampung

NO	STUDENTS SCORE	TOTAL STUDENTS	PERCENTAGE (%)	CRITERIA

1.	> 70	52	37 %	Passed
2.	< 70	89	63%	Failed
	Total	141	100%	

The score above takes from the competence 141 students. Based on the Mastery Minimum Criteria (MMC) is 70, there are 52 students or 37 % get > 70 and they were passed. On the other hand there are 89 students of the student get score under 70, it is about 50-68, it means that 63 % from 141 students were failed.

Based on the table, the writer interests the title of this research is " **The Correlation Between Student's Learning Style and Student's English Result At The Ninth Grades Of SMP PGRI 4 Labuhan Ratu East Lampung."**

A. Problem Identification

Based on the background of the problem above that the students' achievement of Minimum mastery criteria in English is low, the writer assumes that there are some wrong in students learning.

The writer identifies of the problem as follows :

1. The students still get difficulties in English learning.
2. The students still don't know their style in learning.
3. The students still do not use their style in learnig optimally

4. The students has low motivation in English learning.
5. The methods in English learning are not variation.

B. Problem Limitation

the writer realized that is not possible to investigate all of the problems concerned in english learning. Therefore, the writer limits the problem only to the third problem that is the students still don't se their tyle in english learning. So, the writer will research how far they use their style , is there the correlation between students' learning style and the student's English result at the ninth grade of SMP PGRI 4 East Lampung.

C. Problem Formulation

Based on the problem above, the writer would be formulated the problem formulation as follows, " is there any positive and significant correlation between students' learning style and students' english result?".

D. Objectives and Benefits Of The Study

1. Objective of the study.

a. To know how significant the correlation between students' learning style and students' English result at the ninth of SMP PGRI 4 Labuhan Ratu East Lampung.

2. Benefits of the study

a. For the students

1. To help the students in order to use their learning style optimally
2. To help the students understand English easily using the right style.
3. To help the students get the result optimally after they use the right style in English learning optimally.
4. The students can practice their style at home when they learn selves.

b. For the teacher

1. To help the teacher know the style in learning process.
2. To give inspiration to the teacher in using style learning in the class.
3. Teacher can random the style every come in the class.

c. For the head master

1. To help the head master to monitor the teacher when teaching in the class.
2. To help the head master when giving therapy consultation to the students.


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CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Learning

a. The Definition of Learning

Howard L. Kingskey stated that learning is the process by which behavior (in the broader sense) is originated or change trhough practice or training.[1]learning is shown by a change in behaviour as a result of experience. it means that learning can be passed by doing and follow the adventure, this throught to observe, read, imited, listen, follow direction or try something to get new information, because here new information is delivering, so the acuquisition of habit, knowledge and attitude is gotten.

From the explanation above, we can assume that they (learners) can be said learn perfectly if there are permanent change of knowledges,attitudes, habits in them. Oemar Malik in his book said that, learning is define as the modification or strengthening of behavior through experiencing.[2] The result of learning will appear in human (learner) in some aspects, they are:

a. Knowledge

b. Understanding

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[1] Syiful Bahri Djamarah, *Psikologi Belajar*,(Jakarta : Rineka Cipta,2008), p. 13

[2] Oemar Malik, *Proses Belajar Mengajar*,(Jakarta : Bumi Aksara,2008), p. 27

c. Habit

d. Creativities

e. Appreciation

f. Emotional

g. Social interaction

h. Body

i. Attitude

j. Action[3]

If someone experienced of learning, will be seem difference of their attitudes.

b. The Principle of Learning

There are the principles of learning :

1. Changes of attitudes,

2. Learning is procces,

3. Learning is experiences.

William burtoon said that, a good learning situation consist of a rich and varied series of learning experiences unified around a vigorous purpose and carried on in interaction with a rich varied and propocative environtment.[4]

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[3] Ibid, p. 30

[4] Agus Suprijiono, *Cooperative Learning*, (Yogyakarta : Pustaka Belajar,2013), p. 4

c. Classified of Learning

Gagne classified of learning activities as follow[5] :

1. Signal Learning

Signal learning is involuntary learning resulting from either a single instance or a number of repetitions of a stimulus which will evoke an emotional response in an individual.

In order for signal learning to occur, there must be a neutral signal stimulus and a second, unexpected stimulus that will evoke an emotional response in the learner which he or she will associate with the neutral stimulus.

2. Stimulus-Respon Learning

Stimulus-response learning is also learning to respond to a signal. It is voluntary and physical. Stimulus-response learning involves voluntary movements of the learner's skeletal muscles in response to stimuli so that the learner can carry out an action when he or she wants to do.

3. Chaining Learning

Chaining is the sequential connection of two or more previously learned non-verbal stimulus-response actions. The examples of chaining are tying a shoe, opening a door, starting an automobile, throwing a ball, sharpening a pencil, and painting a ceiling.

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[5] Budi Santoso,"Learning Process",in *http://yurizkamelia.blogspot.com*, January 23 2012

4. Verbal Association

Verbal association is chaining of verbal stimuli; that is, the sequential connection of two or more previously learned verbal stimulus-response actions.

5. Multiple Discrimination Learning

Discrimination learning is learning to differentiate among chains; that is, to recognize various physical and conceptual objects. There are two kinds of discrimination. They are single discrimination and multiple-discrimination.

6. Consept Learning

Concept learning is learning to recognize common properties of concrete objects or events and responding to these objects or events as a class.

7. Principle Learning

Rule learning is the ability to respond to an entire set of situations (stimuli) with a whole set of actions (responses). Rule learning appears to be the predominant type of learning to facilitate efficient and coherent human functioning. Our speech, writing, routine daily activities, and many of our behaviors are governed by rules which we have learned.

8. Problem Solving Learning

Problem-solving is a higher order and more complex type learning than rule-learning, and rule acquisition is prerequisite to problem-solving.

Problem solving involves selecting and chaining sets of rules in a manner unique to the learner which results in the establishment of a higher order set of rules which was previously unknown to the learner.

From the Gange's opinion, we can learn that the activities of learning that done by the students involved work, stimulus and respon. Next, it can evoke the harmonious in students. So, the purpose of learning will be gotten.

2. Concept of Learning Result

a. Definition of Learning Result

Learning result is the assesment to measure a mastery in learning procces or to realize the deepness of students learning in quantitative or qualitative form.[6]

The learning result approach reflects a conceptual shift towards making learning more meaningful and effective. Making education more meaningful for these students requires that they acquire a sense of the educational project as enabling them to lead a richer and more empowered life rather than a task done primarily to satisfy the demands of others.

b. Benefit of Learning Result

Some of the benefits of using student learning result (outcomes) are as follows:

1. Increased student awareness of and involvement in their own learning

[6] Muhibbinsyah , *psikologi pendidikan*,(Bandung : PT Remaja Rosdakarya, 2010), p. 140

2. A common language and framework for discussions about learning within departments

3. A context for course design and revision

4. An approach to curriculum assessment and change

5. An important first step toward clear communication of expectations to students

6. A requirement of accrediting agencies.

The result is gotten from the assesment that given, The purpose of assessment is to evaluate student learning, not to reward or punish. Nine Principles of Good Practice for Assessing Student Learning :[7]

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge

[7] Bill Scroggins,"The Teaching-Learning Cycle", in *http://www.elcamino.edu.focuson Result.doc* , November 2004

and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those result (outcomes)
5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations.

3. Concept of Learning Style

a. Definition of Learning Style

Students learn in many ways, like seeing, hearing, and experiencing. Some students remember best materials they have seen, some remember things they have heard, while others remember things they have experienced. Learning styles are different ways that a person can learn. It's commonly believed that most people favor some particular method of interacting with, taking in, and processing stimuli or information. Barbara Prashning stated that, human in all age can learn everything if he is given a chance to do using the their unique style, with their own power.[8]

Here are a few definitions of learning style :[9]

- The manner in which a learner perceives, interacts with and responds to the learning environment, coponents of learning style are the cognitive, affective, pshiological elements, all of which maybe strongly influence by a persons caltural background.
- A prefential mode, through which a subject likes to master learning, solve problems, thinks or simply react in pedagogical situation.
- A consistent pattern of behavior and performance by which an individual approaches educational experiences. Learning style is

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[8] Gordon Dryden, *The Learning Revolution*, Translation : Ahmad Baiquni, *Revolusi Belajar* (Bandung : Kaifa, 2011) p. 355

[9] Daniel K. Schneider,"Learning Style", in *http://edutechwiki.unige.ch/en/learning-style.com*, June 27,2007

derived from cultural sosialization and individual personality as well as from the broaden influence of human development.

- Learning style can be defined as a set of cognitive, emotional, characterand physiological factors that serve as relatively stable indicators of how learner perceives, interacts with, and responds to the learning environment.

b. Kinds of Learning Style

There are three basic types of learning style. They are :[10]

1. Visual Learning

Visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it's easy to look at charts and graphs, but they may have difficulty focusing while listening to an explanation.

Visual learners are characterized by the following:[11]

1. Tends to be fast talkers.
2. They exhibit impatience and have a tendency to interrupt.
3. They use words and phrases that evoke visual images.
4. They learn by seeing and visualizing.
5. Is good at spelling but forgets names

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[10] Bobby DePorter,*Quantum Learning*,(New York : Dell Publishing: 1992), p. 116

[11] Grace Fleming, Learning Styles in *http://homeworktips.about.com*, September 20 2013

6. Needs quiet study time
7. Has to think awhile before understanding lecture
8. Is good at spelling.
9. Is good with sign language

Teaching strategy for visual learners should include the use of demonstrations and visually pleasing materials, and should make an effort to paint mental pictures for learners.

2. Auditory Learning

Auditory learners would rather listen to things being explained than read about them. Reciting information out loud and having music in the background may be a common study method. Other noises may become a distraction resulting in a need for a relatively quiet place.

Auditory learners are characterized by the following:

1. They speak slowly and tend to be natural listeners.
2. They think in a linear manner.
3. They prefer to have things explained to them verbally rather than to read written information.
4. They learn by listening and verbalizing.
5. They like to read to self out loud.
6. They are not afraid to speak in class.
7. They like oral reports.

8. They are good at explaining.
9. They remember names.
10. They notice sound effects in movies.
11. They enjoy music.
12. They are good at grammar and foreign language.
13. They read slowly.
14. They follow spoken directions well.
15. They can't keep quiet for long periods.
16. They enjoy acting, being on stage.
17. They are good in study groups.

Teaching strategy for auditory learners should sound good and should be planned and delivered in the form of an organized conversation

3. Kinesthetic Learning

Kinesthetic learners process information best through a hands-on experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand.

Kinesthetic learners are characterized by the following:

1. Tends to be the slowest talkers of all.
2. Tends to be slow to make decisions.

3. Uses all their senses to engage in learning.
4. Learns by doing and solving real-life problems.
5. Likes hands-on approaches to things and learn through trial and error.
6. is good at sports.
7. Can't sit still for long.
8. Is not great at spelling.
9. Does not have great handwriting.
10. Likes science lab.
11. Studies with loud music on.
12. Likes adventure books, movies.
13. Likes role playing.
14. Takes breaks when studying.
15. Builds models.
16. Is involved in martial arts, dance.

Teaching strategy for kinesthetic learners should include handson demonstrations and case examples to be discussed and solve.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

Learning is acquiring new, or modifying existing knowledge,behaviour, skil, and values. The ability to learn is possessed by

humans. Learning does not happen all at once but builds upon and is shaped by what we already know.

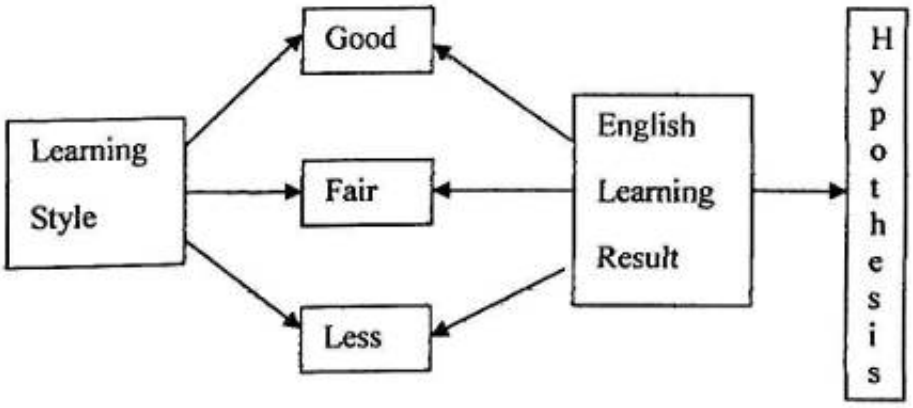
Learning style is the manner of learning. It is important to know to every student, because it will affect their learning value. Therare three style in learning style, they are auditory, visual and kinesthetic.

Every student has different style, how we get learning will affect our structure brain.

In this case, if students use their learning style optimally, they will master english subject easily and get high score and can pass the MMC. The other hand, if they don't know what their style are the are difficult to get high score. It means the learning style has correlation to english result.

2. Paradigm

Based on the theoretical framework above, the writer describes the paradigm as follows :



Based on paradigm above,it can be inferred that if the students use learning style optimally in when their learning , they will get good score in English, and if they use their larning style fairly, the student will get fair score, similarly, if they are less in learning style , they will get less score in English result.

C. Hypothesis Formulation

Hypothesis is a tentative answering to research problems prove by through gathered data. while the other statement explains that hypothesis that will be examined in research is named as the work hypothesis or alternative hypothesis (Ha). For the state examine, it needs thing to compare the work hypothesis. It is the zero hypothesis or null hypothesis (Ho).

Based on the theoretical framework and paradigm above, the writers formulates the hypothesis as follows:

1. There is a positive significant correlation between learning style and students' english learning result at ninth grade of SMP PGRI 4 Labuhan Ratu East Lampung.
2. There is no any positive significant correlation between learning style and students' english learning result at ninth grade of SMP PGRI 4 Labuhan Ratu East Lampung.

Based on exploration above, the hypothesis that the writer chose in this research is There is a significan correlation between learning style and students' english learning result at ninth grade of SMP PGRI 4 Labuhan Ratu East Lampung.




STAIN

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research is choosen becouse of the problem. there are some several research methods that can be applied in a research.the research design explain about then formulation, kinds and characteristic on the research. The choice of which approach to use is based on the research problem In this research, the researcher used the quantitativee research.

This research was intended to investigate whether there is any positive and significant correlation between learning style and students' English learning result.

In this research, the research used the quantitative research method with the type of correlation. Gay said that, correlational research is a research study that involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables.[1] Quantitative research is the procces which uses numeric data to find knowlwdge.[2]

The characteristic of this research is ex-postfacto. Kerlinger stated that, ex-postfacto research more formarly as that in which the independent variables

[1] Sukardi ,*Metodologi Penelitian Pendidikan*,(Jakarta :Bumi Aksara,2005)166
[2] S. Margono, *Metode Penelitian Pendidikan*,(Jakarta :Rineka Cipta,1997), p. 105

have already occurred and in which the researcher start with the observation of a dependent variables.[3]

B. Population and Sampling

1. Population

Population is generalisation part include object or subject that have qualities where it chosen by researcher to learn and then make concluding.[4] The population of this research is the students at the ninth of SMP PGRI 4 Labuhan Ratu East Lampung in academic year 2013/2014. There are four classes. The total of students at the eight grades are 141 students.

2. Sampling Technique

Sample is part of the population that is considered to represent the population. Sampling is a part of characteristic that has by population it self.[5] The sample of this research is the ninth grade of SMP PGRI 4 Labuhan Ratu. Sample is a part or substitute of population that researched.[6]

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[3] Sukardi, op.cit, p. 165
[4] Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif,Kualitatif R&D*,(Bandung : Alfabeta, 2010),p. 117
[5] Ibid. p. 118
[6] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta,1998), p.131

In determining the sample is considered fairly homogeneous population, and number more than 100, it can take to 10% to 25%. But if the amount is less than 100, can be taken at all or take as much as 30% or 70 %. [7]

In this research, sample will take is 25% from all the population because the population is more than 100.

Table 2

Research sample data of SMP PGRI 4 Labuhan Ratu East Lampung in Academic Year 2014/2015

No	Class	Number of students	Percentage of sample	Number of samples taken
1.	VIII. 1	35	25 %	9
2.	VIII. 2	36	25%	8
3.	VIII.3	34	25%	9
4.	VIII. 4	36	25%	9
Total		141		35

From the calculation above,the sample will be taken in this reserch were 35 from 141 students of SMP PGRI 4 with details of the amount of the ninth grade students each class as the table above.

[7] Edi kusnadi

The writer uses cluster random, cluster random sampling is deal when it is impossible or impractical to compile a list of the elements composing the population.

C. Oprasional Definition of Variables

The operational explanation on each variable and it also used as an interaction how to measure a variable.

From the explanation above, the operational variable is the research are as follow:

1. Independent Variable

There were one indeperndent variable in this research, that was learning style. Learning style is The manner in which a learner perceives, interacts with and responds to the learning environment. This variable discuss three style in learning, they are, visual, auditory and kinesthetic.

Independent variable is variable that cause, influence, or affect outcomes. The independent variable is variable where has an effect to change dependent variables.[8]

This variable required indicator that were used to measure the students' learnng style. Bellow was the indicators of learning style:

[8] Sugiono,Opcit, p.61

Table 3

The Indicators Of Learning Style

Learning Style	Indicators	Form of items
Visual	Students can learn optimally by seeing and visualizing.	Multiple Choice Questionnaire
Auditory	Students can learn optimally by listening and verbalizing	
Kinesthetic	Students can learn optimally by doing and touching.	

Therefore, the writer used questionnaire to measure the students learning style in english learning. The content of the questonnaire is statement. The questionnaire item will be arranged by using multiple choice types that it will given to respondent. Then the respondent answer statement by choosing one of available alternative choice. Every item will be given 5five alternative choices.

The total item of questionnaire that the writer will be given ia about 20 items, and scoring of these question is bellow:

1. If the respondents choose alternative answer A, it will be given score

5

2. If the respondents choose alternative answer B, it will be given score 4
3. If the respondents choose alternative answer C, it will be given 3
4. If the respondents choose alternative choose answer D, it will be given score 2
5. If the respondents choose alternative choose answer E, it will be given score 1

2. Dependent Variable

Dependent variable the response or the criterion variable is presumable to be caused by or influenced by the independent treatment condition.[9] The dependent variable is the important variable in research. This variable is a product and interaction between variable that correlated in research. In this research the dependent variable is students' English result. English result is the assessment to measure a mastery in learning process or to realize the deepness of students learning in quantitative or qualitative form. the indicator of learning result is student can achieve the mastery minimum criteria. To measure students learning result, the writer gets the data using test method.

D. Data Collection Method

For collecting the data, the writer uses some method as follow:

[9]Craswell, Op. Cit. p. 166

1. Test

Suharsimi Arikunto said that, test is series of question or exercises and other tools used to measure the skill, knowledge, intelligence, or talent abilities possessed by individual or groups. The writer used test as data collection method to know the intelligence and achievement of the students

2. Questionnaire

Arikunto stated that questionaire is an amount of written test that is used to get information from responden about report or the other something .[10] it means the researcher would get information from each students about how far they use their leming style in their learning process. The questionaire is instrument to collect the data that flexible and easy to used.

3. Documentation

The data documentation method is a searching data on variable that percent in a document form. Documentation as the method which is used to get information from writen language of document for example : transcript, book, paper, magazine, pretest, notable meeting, ledger, agenda, and etc.[11] from the definition above the writer have opinion that the documentation method is the way

[10] Arikunto, 150
[11] Edi Kusnadi,*Metode Penelitian*,(Metro : Ramayana Pers & STAIN Metro, 2008), p. 90

to get data as important as possible by using the documentation is used to know the data story of students, lecture, staff, and other element of SMP PGRI 4 Labuhan Ratu.

E. Research Instrument

Research instrument is a tools or facilities that are used by researcher to collecting the data better, completely, and systematically, so the data easy to be used. It means that instrument is tools thatare usedby the writer to collect the data completely and sistematically. The research instrument that used in this research as follows:

1. Instrument Blueprint

To get the data, the writer used test and questionnaire test, as follows:

Table 4

The Items of Instruments

NO	Variable	Indicator	Item Number	Form
1.	Learning Style (X)	The student has apply the learning style in their learn	20	Multiple Choice Questionnaire
2.	Students' English	The student can	20	Test

	Learning Result (Y)	achieve the mastery minimum critera		

2. Instrument Calibration

Instrument calibration is the scale of measurement which used to decide the instrumentstandart which used. Instrument calibration is screening or examination of items of instrument that made by the researcher.

According to Suharsimi Arikunto a test is content validity if the test is could be able to measure a special purpose which parallel with the content of learning have learned.[12] In addition, the writer will collect the data is by using the test.

F. Data Analysis Technique

To investigate whether there is any positive and significant correlation of learning style toward students' english learning result at the eight grade of SMP PGRI 4 Labuhan Ratu. Reseacher would analyses the data by using Product Moment Correlation.

[12] Suharsimi Arikunto, op.cit. p. 37

$$r = \frac{\sum_{i=1}^{n}(X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum_{i=1}^{n}(X_i - \bar{X})^2}\sqrt{\sum_{i=1}^{n}(Y_i - \bar{Y})^2}}$$

r : Correlation Coefecient

n : Number of Students

x : Independent Variable

y : Dependent Variable

GGI AGAMA ISLAM NEGERI (STAIN) SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SEKOLAH TINGGI AGAMA ISL

CHAPTER IV

THE RESULT OF RESEARCH

A. Description of the data

1. Research setting

a. History of SMP PGRI 4 Labuhan Ratu

SMP PGRI 4 founded in 1983/1984 on the initiative of prominent public figures of Rajabasa Lama 2 , Way Jepara, Center Lampung, and it is given the name SLTP PGRI 8 Way Jepara. The establishment of junior high school this is an attempt to help the society to their children who have graduated from elementary education to continue to the SLTP.

SLTP PGRI 8 was built on the Scout Transmigration 2, Rajabasa Lama 2, Way Jepara Center LAMPUNG. SK for the establishment of schools given by YPLP PGRI and CULTURE province of lampung number: 201/YPLP/PGRI/XXIII/1984, February 6, 1984.

While the Statute of YPLP PGRI has been awarded with the number: 141/YPLP/PGRI/XXIII/1985, June 1, 1986 with the status registered.

On the development of students has increased. in 1988 his status moved to accredited with SK Number: Number Accreditation: 10997/i. 12/1/1988, February 15, 1988.

In 1997/1998 SLTP PGRI 8 has 350 students with teachers 23 people and business power 2 people. currently the SLTP PGRI 8 has 12 local learning space. groups of learn 3 classes for each level the 7th grade: 3 classes, grade 8 class 3 , grade 9 : 3 classes.

From year to year the SLTP PGRI 8 enthusiasts more and more, until it was changed to SMP PGRI 4 Labuhan Ratu with SK head of the national education office with number: 420/818 A/15/SK/2003 until now.

b. The Number of Teachers and Official Employees in SMP PGRI 4 Labuhan Ratu

Table 5
The Condition of Teacher and the Official Employers at SMP PGRI 4 Labuhan Ratu East Lampung In the Academic Year of 2014/2015

No	Name	Occupation
1	Sarwono, S,Pd	Principal
2	Abdul Ghofir	Islamic teacher
3	MN Paryanto	IPA Teacher
4	Suroto, S.Pd.I.	Sport Teacher
5	Daliman, S.Pd	Indonesian Teacher
6	Tri Parjono, S.Pd.I.	Mathemtics Teacher
7	Isminah, S.Pd..	Mathematics Teacher

8	Langgeng Rahayu,S.Pd.	Social Teacher
9	Rusmiyati, S.Pd.I.	IPA Teacher
10	H. Hendi S.Pd	PKN Teacher
11	Syahmudi, S.Pd.I.	English Teacher
12	Syaifudin, S.Pd.I.	SBK Teacher
13	Mardiyah PW, S.Pd.I	Lampung Teacher
14	Misubargo, S.E.	Social Teacher
15	Jaki Irwadi, S.Kom	Technology Teacher
16	Arnisati, S.Pd.	English Teacher
17	Asep Mahdiawati, S.E.	English Teacher
18	Untung, S.Pd.	Indonesian Teacher
19	Isnaini Masruroh	Islamic Teacher
20	Pipitasari, S.Pd.	Indonesian Teacher
21	Susnalinda, SH	PKN Teacher
22	Fajar Andri Wibowo	Sport Teacher
23	Jaka Surya Dinata, S.Pd.	Mathematics Teacher

24	Fitri Juniarti, S.Pd.	English Teacher
25	Hendri Setiawan	Officer
26	Untung Setyo	Sport Teacher

c. The Quantity of SMP PGRI 4 Labuhan Ratu Students

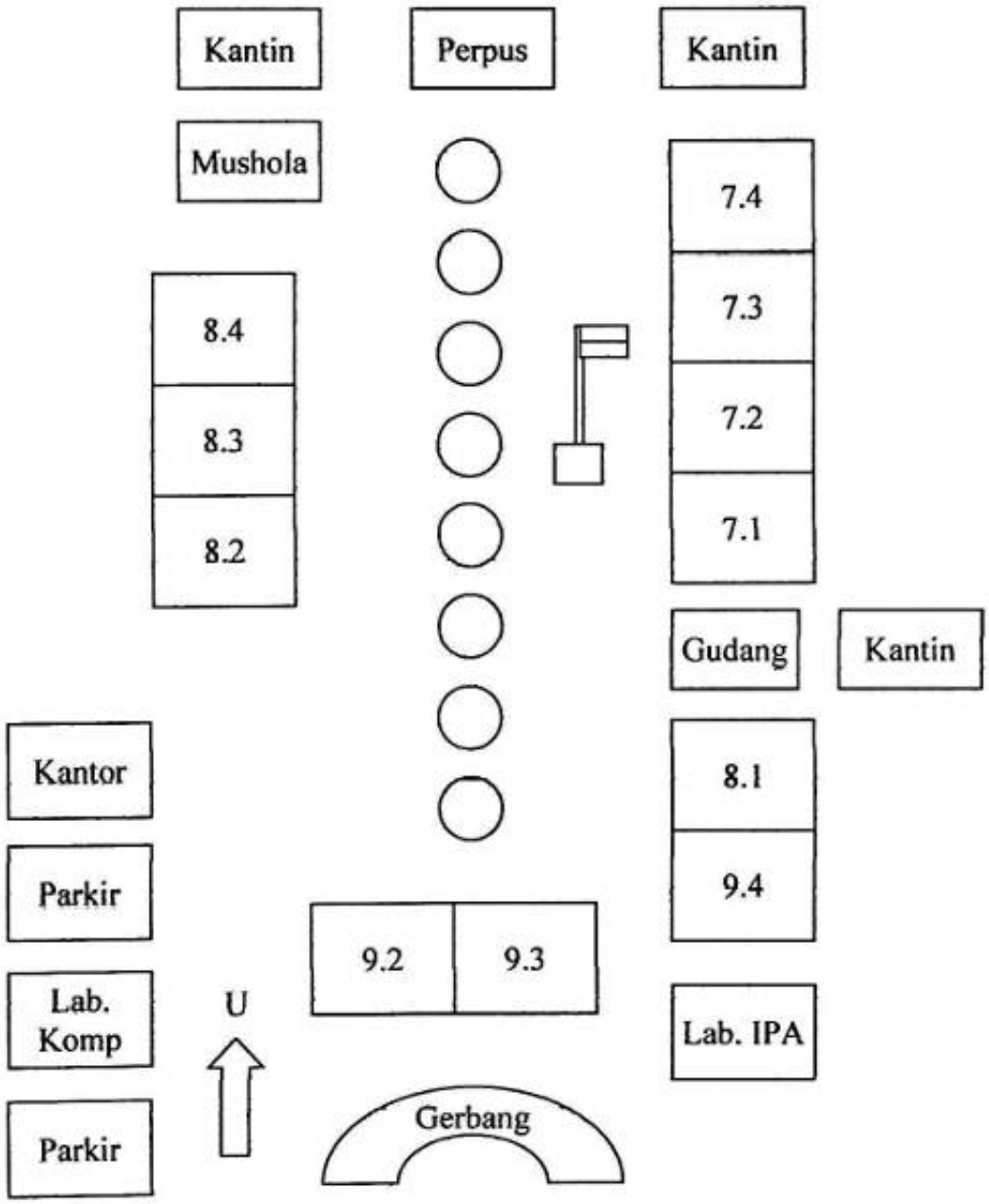
The quantity of SMP PGRI 4 Labuhan Ratu students in academic year of 2014/2015 are persons can be identified as follow:

Table 6

The Number of Sudents SMP PGRI 4 Labuhan Ratu in Academic Year of 2014/2015

No	Class	Sex		Amount
		Male	Female	
1.	VII (1,2,3,4)	54	78	132
2.	VIII(1,2,3,4)	66	79	145
3	XI (1,2,3,4)	69	72	141
Total Students				418

d. The Location of SMP PGRI 4



2. Research Data

In order to get the data independent and dependent variables, the writer has done research in SMP PGRI 4 Labuhan Ratu East Lampung in academic year 2014/2015. The data can be divided as follows:

a. The Students' Learning Style

The students' learning style is independent variable of the research. To measure how far the students use their learning style, the writer used questionnaire. The total of the questionnaire are 20 items with five alternative answers, a, b, c, d or e. The students scores of questionnaire is as follow :

Table 7

The Scores of Students' Learning Style Among the Ninth Grades of SMP PGRI 4 Labuhan Ratu East Lampung in Academic Year 2014/2015

Items of Questionnaire																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Jumlah
4	5	3	3	4	3	3	4	3	4	4	4	4	4	4	5	4	5	5	5	80
3	2	4	3	3	3	4	3	3	3	3	3	3	4	3	3	5	4	4	5	68
3	4	3	4	3	5	3	4	3	4	4	4	4	5	5	4	5	5	5	5	82
4	3	3	3	4	3	4	3	4	3	3	4	3	5	5	4	5	4	5	5	77
5	3	4	3	4	3	3	4	4	4	3	4	4	4	5	3	5	5	5	5	80
3	2	3	2	3	3	4	3	3	2	3	3	4	5	5	4	4	5	5	4	70
3	2	4	3	3	3	3	3	4	4	3	3	4	4	5	4	5	5	4	5	74
3	2	2	2	2	2	3	2	2	3	3	2	3	3	3	3	3	4	3	4	54
3	2	3	3	3	4	3	3	4	3	3	4	3	4	4	5	4	5	4	5	72
4	4	4	3	3	3	4	4	4	3	4	3	4	4	5	5	5	5	4	5	80
3	3	3	3	3	3	3	4	3	4	3	4	4	4	4	4	4	5	5	4	73

12	5	4	4	3	4	5	3	4	4	4	5	4	5	5	5	4	5	5	5	5	88
13	4	3	3	3	3	4	3	4	3	4	3	4	5	3	4	3	5	4	5	5	75
14	3	4	3	3	2	3	3	3	4	3	3	4	3	3	4	4	4	4	5	5	70
15	4	4	3	4	3	3	3	4	3	3	4	3	3	4	4	4	5	5	5	4	75
16	4	3	3	3	4	3	4	3	3	4	3	3	3	4	4	5	4	5	5	5	75
17	4	3	3	3	3	4	3	4	3	4	4	4	5	5	5	5	5	5	5	5	82
18	5	3	4	3	4	4	3	4	4	3	4	4	4	3	4	4	5	5	5	4	79
19	4	3	3	3	3	3	3	2	3	3	4	3	3	4	3	4	4	4	5	4	68
20	4	4	3	3	4	3	4	3	3	4	3	4	3	4	4	5	5	4	5	5	77
21	3	2	3	3	3	2	3	3	3	3	3	3	3	2	3	4	3	4	3	4	60
22	3	4	4	3	3	3	3	4	3	4	3	3	3	4	5	4	4	4	5	5	74
23	5	4	4	3	4	4	4	3	4	3	3	4	3	4	4	5	5	4	5	5	80
24	4	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	62
25	4	4	3	3	3	3	3	4	3	4	3	3	4	5	4	4	4	5	4	5	75
26	3	2	2	3	2	3	2	3	3	3	3	3	3	3	3	3	4	3	4	3	58
27	4	4	3	4	3	4	4	4	4	4	4	4	5	5	5	5	5	5	5	4	85
28	3	4	3	4	3	4	3	4	3	4	4	4	4	4	4	5	5	4	5	5	79
29	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	4	3	64
30	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
31	4	3	4	3	3	3	3	4	4	3	4	4	3	4	4	5	4	5	4	5	76
32	3	4	4	4	5	4	4	4	4	4	4	4	5	4	5	5	4	5	4	5	85
33	4	3	3	3	4	3	3	4	3	4	4	3	3	4	4	4	5	4	5	4	74
34	4	4	3	3	3	4	3	4	4	4	4	3	4	5	4	5	4	5	5	5	80
35	3	2	3	3	4	3	3	3	4	3	3	4	4	3	4	4	4	5	4	5	71

Source: the result of students' learning style among the ninth grades of SMP PGRI 4 Labuhan Ratu East Lampung in academic year of 2014/2015 on august 18, 2014

Based on the table above, the writer measured the class interval, as follow:

R = the highest score – the lowest score

= 88- 54

= 34

K = 1 + 3.3 log n

= 1 + 3.3 log 35

= 1 + 3.3 (1,544)

= 1+5.095

$= 6.095 = 6$

$P = \frac{R}{K}$

$= \frac{34}{6}$

$= 5,6 = 6$

After it is known the class interval, the data was put on the table of frequency distribution, as follow:

Table 8
Frequency Distribution of Students' Score of Learning Style

Class Interval	Frequency	Percentage %
84-89	3	8,57
78-83	9	25,7
72-77	12	34,2
66-71	5	14,2
60-65	4	11,4
54-59	2	5,71
Total	35	100%

Based on the table above, it can be seen that 68,47% of the students get score > 72, about 25,6 % the students get score > 60, and 5,71 % the students get score > 54. It means that the students use their learning style is good enough.

b. Students' English Result

Students' english result is as the dependent variable in this research. To measure the students' english result, the writer has tested the students

by giving of english test. The result of students' english result had measure by the scores of multiple choice. The scores can be identified as follow :

Table 9

The Score of Students' English Result Test Among The Ninth Grades of SMP PGRI 4 Labuhan Ratu East Lampung

No	Items of Questionnaire																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Jumlah
1	5	5	0	5	5	5	5	0	5	5	0	5	5	5	0	5	0	5	5	5	75
2	5	5	0	5	5	5	5	5	5	5	5	0	5	5	5	5	0	5	0	5	80
3	5	5	5	0	5	0	5	5	0	5	0	5	0	5	0	5	5	5	5	5	70
4	5	5	5	5	5	5	5	0	5	5	5	5	5	5	5	0	5	5	5	5	90
5	0	0	5	5	5	5	0	5	5	5	5	5	5	0	5	5	5	0	5	5	75
6	5	5	0	5	5	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	60
7	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	5	55
8	0	5	5	5	0	5	0	5	0	5	5	0	5	5	0	5	0	5	5	0	60
9	5	5	0	5	5	0	5	0	5	0	5	5	0	5	5	0	5	5	0	5	65
10	5	0	5	0	5	5	0	5	5	5	0	5	5	0	5	5	5	5	5	5	75
11	0	5	0	5	0	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	80
12	5	5	5	5	5	0	5	5	5	0	5	5	5	5	0	5	5	5	5	5	85
13	0	5	5	0	5	5	5	0	5	5	5	5	0	5	5	5	5	5	5	5	80
14	5	0	5	5	0	5	5	5	0	5	0	0	5	5	5	0	5	0	5	5	65
15	5	5	0	5	5	5	0	5	5	0	5	5	5	0	5	5	5	5	5	5	80
16	0	5	5	0	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	5	85
17	5	0	5	5	5	0	5	5	0	5	5	5	5	5	0	5	5	5	5	5	80
18	5	5	0	5	0	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	85
19	0	5	5	0	5	5	0	5	5	0	5	0	5	0	5	5	5	5	5	5	70
20	5	0	5	5	5	0	5	0	5	5	5	5	0	5	5	0	5	5	5	5	75
21	5	5	0	5	0	5	0	5	5	0	5	0	5	0	5	5	0	5	0	5	60
22	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	95
23	5	5	5	0	5	5	5	5	5	5	0	5	5	5	5	5	5	0	5	5	85
24	0	5	5	5	5	0	5	5	0	5	5	5	0	5	0	5	0	5	0	5	65
25	5	5	5	5	5	5	5	0	5	5	5	5	0	5	5	5	0	5	5	0	80
26	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	5	55
27	0	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	90
28	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	0	5	0	5	85
29	5	5	0	5	5	0	5	5	5	0	5	5	5	0	5	0	5	0	5	5	70
30	5	0	5	5	0	5	0	5	0	5	5	5	0	5	5	5	5	5	5	5	70
31	5	0	5	0	5	5	5	0	5	5	5	0	5	5	5	5	5	5	5	5	80

32	0	5	5	5	0	5	5	5	5	0	0	5	5	0	5	5	0	5	0	5	65
33	5	5	0	5	5	0	5	5	0	5	5	5	0	5	0	5	5	5	5	5	75
34	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	0	5	5	5	5	90
35	5	0	5	5	5	5	5	0	5	5	5	0	0	5	5	5	5	0	5	5	75

Source : the result of students' english result test among the ninth grades of SMP PGRI 4 Labuhan Ratu East Lampung

Based on the table above, the writer measured the class interval, as follow:

R = the highest score – the lowest score

= 95-55

= 40

K = 1 + 3.3 log n

= 1 + 3.3 log 35

= 1 + 3.3 (1,544)

= 1+5.095

= 6.095 = 6

$P = \frac{R}{K}$

$= \frac{40}{6}$

= 6,6 = 7

After it is known the class interval, the data was put on the table of frequency distribution, as follow:

Table 10
Frequency Distribution of Students' Score of Learning Result

Class interval	Frequency	Percentage %
90-96	4	11,4
83-89	5	14,2
76-82	7	20
69-75	10	28,6
62-68	4	11,4
55-61	5	14,2
Total	35	100%

Based on the table above, it can be seen that 45,6% of the students get score > 76, about 40 % the students get score > 62, and 14,2 % the students get score > 55.

B. Hypothesis Testing

After applying questionnaire and tested methods, the writer analyzed the data by using analysis product moment in order to prove whether the students' learning style correlated with students' english result or not.

Preparation the table in order to prove whether there Is positive or negativecorrelate between the students' learning style and students' english result at the eight grades of SMP PGRI 4 Labuhan Ratu East Lampung in academic year 2014/2015. Therefore to make easier, the writer symbolizes at the variable where students' learning style is (X) and students' english result is (Y).

Table 11

The Data of Students' Learning Style(X) and Students' English Result(Y)

No	X	Y	X^2	Y^2	XY
1	80	75	6400	5625	6000
2	68	80	4624	6400	5440
3	82	70	6724	4900	5740
4	77	90	5929	8100	6930
5	80	75	6400	5625	6000
6	70	60	4900	3600	4200
7	74	55	5476	3025	4070
8	54	60	2916	3600	3240
9	72	65	5184	4225	4680
10	80	75	6400	5625	6000
11	73	80	5329	6400	5840
12	88	85	7744	7225	7480
13	75	80	5625	5625	6000
14	70	65	4900	4225	4550
15	75	80	5625	6400	6000
16	75	85	5625	7225	6375
17	82	80	6724	6400	6560
18	79	85	6241	7225	6715

19	68	70	4624	4900	4760
20	77	75	5929	5625	5775
21	60	60	3600	3600	3600
22	74	95	5476	9025	7030
23	80	85	6400	7225	6800
24	62	65	3844	4225	4030
25	75	80	5625	6400	6000
26	58	55	3364	3025	3190
27	85	90	7225	8100	7650
28	79	85	6241	7225	6715
29	64	70	4096	4900	4480
30	60	70	3600	4900	4200
31	76	80	5776	6400	6080
32	85	65	7225	4225	5525
33	74	75	5476	5625	5550
34	80	90	6400	8100	7200
35	71	75	5041	5625	5325
	2582	2630	192708	200575	195730

N : 35

$\sum X$: 2582

$\sum Y$: 2630

$\sum X2$: 192708

$\sum Y2$: 200575

$\sum XY$:19573

Based on the result above, it can entry to the product moment formula as follow :

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

$$= \frac{35x\,195730 - (2582)(2630)}{\sqrt{\{35x\,192708 - (2582)^2\}\{35x\,200575 - (2630)^2\}}}$$

$$= \frac{6850550 - 6790660}{\sqrt{(6744780 - 6666724)(7020125 - 6916900)}}$$

$$= \frac{59890}{\sqrt{78056\,x\,103225}}$$

$$= \frac{59890}{\sqrt{8057330600}}$$

$$= \frac{59890}{89763}$$

$$= 0{,}667$$

Therefore, "$r_{observed}$" is 0,667. "$r_{observed}$" is correlation coefecient (r) as the result of counting by using product moment correlation above.

To anylisis the hypothesis we need the value of product table. To know the critical value of product moment table ("r_{table}"), the writer firstly count the *df* (degree of freedom) by using the formulation of *df* = N – 2. (N is the number of the research sample).

$Df = N - 2$

$= 35 - 2$

$= 33$

After considering the product moment table by using df 33, it can be known as follow :

a. The critical value of product moment table ("r_{table}") for 5% level is 0,334
b. The critical value of product moment table ("r_{table}") for 1% level is 0,442

Finally, the data confirmed that "$r_{observed}$" is higher than "r_{table}". therefore, it can inferred that Ha is accepted and Ho is rejected. It means that there is a positive and significant correlation between the students' lerning style and students' english result.

C. Interpretation, Discussion and Limitation

1. Interpretation of "$r_{observed}$"

In this resarch, questionnaire and test had done individually by the students. From the result of questionnair and test methods, we know that there are different score from the students.

We interpret the citical value based on the table, the critical value of product moment correlation ("$r_{observed}$") is 0,667 as follow :

Table 12s

The Table of Interpretation To The Grade of "$r_{observed}$"

No	The Grade of "r observed"	Category
1.	0.800- 1,00	The High Correlation
2.	0,600- 0,800	The Average Correlation
3.	0,400- 0,600	The low Correlation
4.	0.200- 0,400	The Lower Correlation
5.	0,000- 0,200	The Lowest correlation

Source : suharsimi arikunto, *prosedure penelitian suatu pendekatan praktek*, Rineka Cipta, Jakarta,2002, p.245

Based on the table above, it can be inferred that there is average correlation between students' learning style and students' english result at the ninth grade of SMP PGRI 4 Labuhan Ratu in academic year of 2014/2015.

The writer formulated the alternative hypothesis (Ha) is there is a positive and significant correlation between students' learning style and

students' english result. on the other hand, the writer formulated Null hypothesis is there is negative correlation and no significant between students' learning style and students' english result.

The interpretation of this reseacrh is there is a positive and significant correlation between students' learning style and students' eglish result.

2. Discussion

Learning styles are different ways that a person can learn. It's commonly believed that most people favor some particular method of interacting with, taking in, and processing stimuli or information. Learning result is the assessment to measure a mastery in learning process or to realize the deepness of students learning in quantitative or qualitative form. the witer concludes that there is correlation between learning style and english result, because students learn in many ways, like seeing, hearing, and experiencing. Some students remember best materials they have seen, some remember things they have heard, while others remember things they have experienced.

From the data in hypothesis testing above that, the students which applying their leraning style optimally, they got the english result better.

Results of hypothesis testing about the learning styles, as independent variables is 0.667. that is, a n average positive correlation between learning style and english result. to determine the significance of the correlation, it can be compared with the "r_{table}". For 35 samples, r_{table} at the 5% significance level is 0.334 and at 1% significance level is 0.442. from the calculation we

found that 0,667 ("$r_{observed}$") higher than 0.334 and 0.442 ("r_{table}") . So the correlation between learning style and english result is average. If learning style is good, so are the english result . it is proved from the result of hypothesis above.

3. Limitation

This research was conducted of SMP PGRI 4 Labuhan Ratu East Lampung. This research is done in the ninth of SMP PGRI 4 only, so the results can only be generalized in this school only and can not be generalized to other existing SMP in East Lampung . this is due to limitations of time and energy which is owned by the researcher.

The writer hope this research can be continued by the other researcher, so can improve the quality of education.


STAIN

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of data analysis about the correlation the students' learning style and the students english result, it can be concluded that for df = 33, r_{xy}= 0,667>r_{table}=0,344 for the 5% significant level, r_{xy}=0,667>r_{table} = 0,442 for the 1% significant level.

Lastly, the data confirmed that "$r_{observed}$" is higher than "r_{table}". Therefore, it can be inferred that Ho is rejected and Ha is accepted.

So there is a positive and significant correlation between students' learning style and students' english result at the ninth grade of SMP PGRI 4 Labuhan Ratu East Lampung.

B. Suggestion

Based on the research, the writer will give some suggestions:

1. For The Students
   a. The students better to practice their english in their daily life.
   b. The students should use their learning style better than before.
   c. Apply their learning style ability during learning self in order to get english result optimally.

2. For The English Teacher

   a. The english teacher should explain the subject uses random methods, so the students understand.

   b. The english teacher should keep the inside motivation that do the best for their students.

3. For The School

   a. The school should give the positive motivation for the teacher and students.

   b. The scholl should support the english learning process by preparing the facilities and instrument completely.

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CURRICULUM VITAE



The writer, ISNAINI MASRUROH, was born in Rajabasa Lama II, East Lampung on november 29th 1988. She is the 4th daughter of married couple Abdul Ghofir and Kusmini. She graduated from Elementary School at SDN Rabala II and graduate in2001, her secondary school was at MTs Khoirunnasi AL-Amin Rajabasa lama II and graduate in 2004, and she continued to Senior High School at MA Al- Iman Way jepara . She was graduated from senior high school in 2007

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