CHAPTER I

INTRODUCTION

1.1   The Background of the Study

It has been acknowledged that English has been used all over the world. It means that English is a means of communication that is used internationally by people to communicate with others to transfer ideas, thoughts, feelings, attitudes, or messages. Nowadays, people need to be able to use English in order to challenge globalization.

To prepare competitive society to challenge globalization, the government has decided some compulsory subjects that have to be taught to students. One of them is English. According to (Sipayung &Tagor, 2019: 24) The competencies of students in English become an additional value to support their future careers in this globalized era. (Boroujeni & Fard, 2013) states that mastering English can guarantee one's opportunities and success in work, academic and social life. For this reason,it is important to prepare students with English. This subject becomes a compulsory subject in Junior and Senior High Schools Levels.

In learning English, students got different achievements in English learning. The reasons, many factors hypothesized to enhance or inhibit the foreign language acquisition capability of learners; they are social, motivational, affective, aptitude, personality, experimental, instructional, biological, and cognitive. One of the efforts in improving the quality of education is also by paying attention to the uniqueness or characteristics of students. Characteristics are found in motivation, intelligence, interests, attitudes, and even in their ways of learning or also referred to as learning styles. At present, in language learning and teaching especially in foreign languages, awareness of personal differences, especially learning styles are other important factors in mastering foreign languages besides language skills and language content regarding

student academic success. Where, learning style consist of three types according to Bobbi De Poter and Mike Hernacki(1999) they are; visual, auditory and kinesthetic learning style. Awareness of student learning styles is very important in the learning process because it was affect student learning achievement.

Learning styles are important in teaching and learning because they are part of the characteristics of students; and each student brings their own style to class. According to (Chiya 2003: 27), teachers must consider students' learning styles for their learning success. When teachers realize the importance of learning styles, they can provide a good map to their students. For this reason, a teacher must be able to identify student learning styles to provide the right teaching methodology for each student.

Learning styles are about the way students learn and understand the information conveyed by their teacher in class. Based on writer experience when doing the observation at SMPN 17 MEDAN, the writer is making test about their understanding in English learning in classroom and share27 questionnaires by Whatsapp group about their learning styles too. Based on these observations. Only 5 students responded to the questionnaire by the author of Share. Which is where they got a value 70, 70, 60, 50, 30. The result show where the highest score 70 is more dominant in auditory learning styles, the middle value 50 is more dominant in visual learning styles, and the lowest value 30 is more dominant in kinesthetic learning styles in English learning test based on their individual learning styles.

Student learning styles refers to the fastest and best ways for individuals to learn. Each student have a different style of learning. They have their own style of receiving information from outside. Some students learn best by seeing, some students best by hearing and listening, and others learn by touching and moving.

Learning style is one of the main factors that helps determine how and how well students learn a foreign language which can influence their comprehension both in reading, writing, listening, and speaking. From the explanation above, the writer decides to do a research about "Students Learning Styles and its Relation to English Learning Achievement".

1.2 The Statement of the Problem

Based on the background mentioned above, the writer wants to state a problem:

1. Is there any significant correlation between the students' learning styles and their English learning achievement of the second grade students at SMPN 17 MEDAN?

1.3 The Objective of the Study

The Objective of the research isto find out whether there is any significant correlation between the students' learning styles and their English learning achievement of the secondgrade students at SMPN 17 MEDAN.

1.4 The Scope of the Study

This study focused on the students' learning style and the students English learning achievement. In this research, the writer used Bobbi De Poter and Mike Hernacki (1999) as learning style theory. The theory consists of three learning styles, and the writer used all of them, they are; "Visual" learning style: Students with visual learning style like to learn by seeing and observing things, "Auditory" learning style: Students with auditory style prefer to learn by hearing and listening, "Kinesthetic" learning style: students have orientation to do trial-error activity. The writer used questionnaire to get the data of students' learning style.

In the English learning achievement, the writer used four skills in English learning. They are: "Reading" is the receptive skill in the written mode, it can help build vocabulary that helps listening comprehension at the later stages, particularly, "Writing" is the productive skill in the

written mode, "Listening" is the receptive skill in the oral mode, when student speak of listening what student really mean is listening and understanding what student hear and "Speaking" is the productive skill in the oral mode, it like the other skills, is more complicated than it seems at first and involves more than just pronuncing words. In the students' English learning achievement the writer used documentation to get the data about students' English learning achievement. Whereas, the writer got a value or score by they English teacher as a data in this research which was do in class VIII-9 at SMPN 17 Medan for academic year 2020/2021.

1.5   The Significance of the Study

This study is expected to have two benefits. They are :

- **Theoritically**

  1. This research results are expected to contribute to the development of education, especially in a learning style which is related to English learning achievement.

- **Practically**

  This study is expected to give benefit for :

  1. Students : By understanding learning styles, they can be able to improve their achievement in English learning.
  2. Teacher   : It will gives a teacher real description about learning style of their students and also the importance of knowing their students' learning style to improve their students' achievement in English learning.
  3. Researcher : By knowing the finding of this thesis, they can know the importance of knowing learning style used by students in English learning.

1.6   Hypothesis

The statistical hypothesis consists of Ha (Alternative Hypothesis) and Ho (Null Hypothesis) with significance level $\alpha=0,5$ in this research was be formulated as follow:

Ho: There was no significant correlation between students' learning style and their English learning achievement.

Ha: There was significant correlation between students' learning style and their English learning achievement.

The hypothesis criterion was according to Chi-Square analysis "Rejecting Ho if counted $X^2 > X^2$ table or $X^2 > X^2$ (k-1)(r-1) and accepting Ho if counted $X^2 < X^2$ table or $X^2 > X^2$(k-1)(r-1).

CHAPTER II

REVIEW OF LITERATURE

2.1   Theoretical Framework

This theoretical framework consists of the presentation of two topics. The first topic discusses the students' learning style comprising the understanding of learning, the understanding of learning style, the types and characteristics of learning style. The second topic is concerned about students' English learning achievement including the understanding of learning achievement, the factors affecting of learning achievement, and the measurement of learning achievement.

2.1.1 The Understanding of Learning

The word 'learning' has some definitions. Chance (1985: 17) states that learning as a relatively stable and unspecified change with an organism that makes a change in behavior that is due to experience and that can't be accounted for in terms of reflexes, instincts, or the influence

of fatigue, injury, disease, or drug. This definition implies that learning refers to the changing of human being which is due to experience or planning, not due to natural growth.

Another experts, Bigge and Shermish (1992: 1) state that learning is basic to development of athletic prowess, of tastes in food and dress and of the appreciation of art and music. It contributes to ethnic prejudice, to drug addiction, to fear, and to pathological maladjustment. It produces the miser and the philanthropist, the bigot and the patriot. In short, it influences our lives at every turn, accounting in part for the best and worst of human beings and for the best and worst in each of us.

More specifically, Brown (1987: 6) breaks down the definition of learning into some items, they are:

(1)   Learning is acquisition or getting.

(2)   Learning is retention of information or skills.

(3)   Retention implies storage system, memory, cognitive organization.

(4)   Learning involves active, conscious focus on and acting upon event inside
        or outside the organism.

(5)   Learning is relatively permanent.

(6)   Learning involves some forms of practice.

(7)   Learning is a change in behavior.

For the definitions above, it can be concluded that learning is a process that indicated by people's changes from the interaction between individual and his environment. The process done by individual for the better result of the society interaction. The process of learning of individual can happen in one day, one week, one month, or even for many years.

2.1.2 The Undertanding of Learning Style

People's ability in understanding and absorbing is definitely different from each other. Some are fast, some are moderate, and some are slow. Therefore, they have to use different learning styles according to their easiest way to understand the same information or lesson. These people's different learning styles are their specific way in learning. People's specific ways in learning are affected by subject matter, context, age, prior knowledge, gender, motivation, and ethnicity.

Different learning styles indicate individuals' fastest and best way to absorb and comprehend information from the outside. Understanding learning style is a key to develop individuals' ability in their work, school, and environment. By understanding it, they are be able to learn easily, communicate easily, and get maximum result in learning.

Many experts define what learning style actually is. According to Dunn and Dunn in Dunn and Griggs (2000) learning style is the beginning way of students to focus on, process, absorb, and remember new and difficult information in which it is derived from biological and developmental characteristics. DePorter and Hernacki (1999) state that students' learning style is the combination of how students absorb, manage, and process information. Zhang and Stenberg (2011) in Santrock also define that students' learning style is students' preferred ways to use their abilities in learning.

From the definition above, it can be concluded that students' learning style is a term used to describe the students' beginning way to receive any information. It also refers to the students' easiest, fastest, and preferred way to receive and understand any information in learning activity. It is possible for every student to have the combination of learning styles, but every student usually have a dominant learning style or their own preference style.

2.1.3 The Types of Learning Style

In Quantum Learning and Quantum Teaching written by Bobbi De Porter and Mike Hernacki (1999) there are consist of three learning style; visual, auditory, and kinesthetic learning style. Furthermore, students' behavior with one of those types of learning style is explained as follow:

2.1.3.1 Visual Learning Style

Students with visual learning style like to learn by seeing and observing things. It includes seeing and observing books, pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc.

Visual students are also neat and disciplinary. They have neat hand writing and they usually learn with orderly books and pens. This type of students cannot bear if their room is in chaos with things. They also usually give attention to their appearance both in and outside school.

Visual students usually have problem in remembering verbal instruction. They usually forget to convey verbal message and feel hard to choose words when they want to reveal something. Therefore visual students prefer to demonstrate something than to present it.

Mostly, students with visual learning style understand well about position, shape, numeral, and color. These students remember thing visually. These students can exactly remember a picture of an object although the position of it is changed.

2.1.3.2 Auditory Learning Style

Students with auditory style prefer to learn by hearing and listening. They are easy to understand and comprehend lesson or information by listening to the lectures, discussions, or recording. Therefore, they will fell disturbed when there is noise around them. This type of students also has problem with visual works. They are hard to read small characters and easily tried to read. They are also usually wrong to read.

Moreover, they have sensitivity through music. They can repeat and imitate tone, rhythm, and sound of voice. These students also like to listen to music. Usually, these students prefer to spend their holiday by listening to music than to play with their friends. They also can remember lyric easily. Furthermore, this type of students likes oral reports. They like to speak, discuss, and explain things. They prefer to get oral test or assignment than to get written test or assignment. In discussing activity, they are usually become vocalist and they usually master the conversation.

2.1.3.3 Kinesthetic Learning Style

In kinesthetic style, students learn practically. These students always have orientation to physic and movement. They cannot stand still for a long time. Because of that these students need more time to do anything. In class, these students prefer to learn by playing games that incite themselves. In explaining information or talking, they usually gesticulate. Mostly, the students with kinesthetic learning style Learning through physical activity. When they are reading a book, usually they point toward words that they read. Usually they also understand and comprehend lesson easily by rewriting the material that they have learnt.

They also give response to physical attention and touch people to get their attention. Because of that, to get people's attention they usually touch and stand near the people whom they talk to. Moreover, these students are also sensitive to the people's expression.

2.1.4 The Understanding of Learning Achievement

Students' understanding about material that they have been learnt and their intelligent ability determine their success in getting achievement. To know students' achievement, it needs to do an evaluation after they passed their learning activity.

Achievement is used to "describe school-based learning". In schools the students experience many changes and many sources based on school's curriculum. The curriculum describes the skills, performance, knowledge, attitudes that the students have to learn in school, and also what achievement that the students have to achieve during their school years.

According to Gregory (2011) in Santrock, achievement is the material that the student has learnt or what skills that the student has mastered. A similar understanding also given by Nana Sudjana (2001)states that achievement is abilities experienced by a person after he receives a learning experience. Furthermore, Gronlund (1976) also states that achievement is something that students have learnt. It means that achievement is as result of measurement and evaluation in learning for a period of time. It cannot be achieved if the students do not learn before.

Moreover, "achievement is the extent to which a person has achieved, something acquired certain information or mastered certain skills, usually as a result of specific information." Based on this definition, after learning in a period of time, the students will get their result. This result is generally called achievement. The students' achievement is based on what they have learnt. For example, in school students is taught some skills in English such as listening, reading, writing, and speaking. To get their result or achievement, they have to be able to master those skills.

Generally, to know the students' achievement the teachers give them a test which is known by achievement test. Achievement test is a test which "is used to determine what you have learned (such as vocabulary, reading comprehension, grammar, etc)."

From the definitions above, it can be concluded that learningachievement is students' attainment about learning material based on what they learnt in a period of time that tested by the teachers usingachievement test in schools.

2.1.5 Factors Affecting Learning Achievement

Roijakkers as quoted by Sofiah (1998: 13) proposes that learning achievement is influenced by two factors. The first is concerned with factors that come from students and the second from the teachers. Students' factors include motivation, attention toward subject, ability to apply what has been learned.

Meanwhile, the teacher' factors are the abilities to establish students and teacher communication, encourage students' interest and motivation, transfer material, response to the students' ability.

According to Suryabrata (1983: 1), there are two factors affecting listening; they are intern and extern factors; (1) intern factor is a factor that comes from the individual itself including physiological and psychological factor. Physiological factor usually includes physical condition of the individual such as health and others whereas psychological factor usually connected with physiological condition such as motivation, interest, aptitude, and cognitive ability. (2) extern factor is factor that comes from the outside including social and nonsocial factor. Social factor is related to social interaction between people whereas nonsocial factor includes learning place, the instrument used to learn, weather, and others.

Besides those two factors, there is another factor that affects achievement; that is learning style. According to Kolb and Kolb in Bhatti and Bart, learning style is influential through

achievement. Learning style is individual' easiest and fastest ability to absorb, manage, and process any information, to understand material given, to solve a difficulty faced.

2.1.6 Measurement of Learning Achievement

Kerlinger (1979: 451) explains that achievement tests measure present proficiency, mastery, and understanding of general and specific areas of knowledge. For the most part, they are measures of the effectiveness of instruction and learning.

Brown (2003: 48) states that the specifications for an achievement test should be determined by:

(1) The objectives of the lesson, unit, or course being assessed,

(2) The relative importance (or weight) assigned to each objective,

(3) The tasks employed in classroom lessons during the unit of time,

(4) Practically issues, such as the time frame for the test and turnaroundtime, and

(5) The extent to which the test structure lends itself to formative wash back.

Alkin (1982: 6-8) states that there are many techniques that can be used to measure students' learning.

The techniques are as follows:

(1)   Choice-Type Questions

The typical multiple choice item presents a statement or question followed by several alternative responses or answers.

(2)   Short-Answer Items

Short-answer items typically require a single word, phrase, ornumerical answer. It requires students to construct a response ratherthan simply recognizing a best answer and it reduces or eliminates the possibility of getting the right answer by guessing.

(3)   Performance Assessments

The recent growth in interest in essay examinations is part of a larger movement that is calling for construction of performance assessments that mere closely, mirror long-term instructional objectives.

In Indonesia, commonly used types of evaluation technique are the assignments and tests. The form of the assignments that the teachers usually give to the students is doing homework. Meanwhile, in tests, the students are commonly asked to answer a number of the questions.

2.2   Previous of the Study

The research is focused on students' learning style and English learning achievement. From the previous researcher, the writer gets idea to do a further research about the relationship between students' learning style and their achievement English learning. Those related to researcher are explained as follow:

1. Student's Learning Style and Academic Achievement at One State University in Jambi by Yohana Manurung.

The objectives of the research are to describes students personal characteristics at one public university and to find out the relationship between students learning style and their achievement at One State University in Jambi. The research was conducted on six learning styles; they are visual, tactile, auditory, group, kinesthetic, individual. A sample 65 students at One State University in Jambi were participated at this study. Based on the finding, there was no correlation of learning style and achievement. Since from all perceptual learning styles only Kinesthetics learning style had statistical significant correlation of learning style and grade point average with p (,248) and r table (.046), H0 was accepted and Ha was rejected. It meant high or

low the grade point average would not have impact on learning style otherwise whatever the perceptual learning style would not influence students' grade point average in sixth semester.

2. The Relationship between Learning Style and Listening Comprehension Achievement of Twelfth Grade Students of SMA Pusri Palembang by Eska Putri Afriani.

The objectives of the research are to describe the relationship between students' learning style and their achievement in listening skill. The population of the research was the twelfth grade students of SMA Pusri Palembang in the 2016/2017 academic year. There are 128 students from five classes as the population in this research. The sample was taken by using convenience sampling which consist of 86 students' learning style (variable X) and the second one was students' achievement in listening skill (variable Y). The students' learning style score was taken from the questionnaire whereas the students' achievement in listening was taken from scoring. Based on analysis, it was found thet the r-obtained (,084) was lower than r-table (,1768). Then the level of probability (p) significance (sig.2-tailed) was (.443). it means that p (.443) was higher than .05. it means that null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. From the research finding, it can be concluded that there was no significant relationship between students' learning style and their achievement in listening skill. It means that students' learning style is not a dominant factor that affects listening achievement.

3. The Influence of Students' Learning Style on Their Speaking Ability at Class IX of Mts Muslimin Peusing Bandung Barat by Siti Marwiyah & Kaswan.

The objectives of the research are to identify whether students' learning styles influence of speaking ability at class IX of Mts Muslimin Peusing Bandung Barat and to find out which learning style is the best in learning speaking skill. In the research design, the writer used quantitative research, or more specially the survey method which consist of two classes (40

students) as the sample. Questionnaire and test were as the instruments. Data analysis shows that there is no significant difference among students' speaking ability based on their learning styles because the data clearly reports that all the result of significance value are higher than 0.05. Meanwhile, to have the significant difference, the sig, value or significance value should lower than 0.05. the conclusion is the best speaking score is individual learner from other learning styles, and there is no significant difference between learning style on their speaking ability.

2.3   Conceptual Framework

In this research, there are two variables; they are students' learning style as independent variable and students' English learning achievement as dependent variable. To support the research, the writer explains those two variables as follow.

English as a language that is very important to learn. In learning English, several students perform more successfully than others because of several factors inhibiting the ability of language acquisition for both students; they are motivation, grammar, teaching techniques, school facilities, and inadequate use of media. That is also evidenced from their achievements.

There are many efforts in improving the quantity of education. One of the efforts is by paying attention to the students' characteristics. The characteristics are found in students learning style which leads to three important things namely visual, auditory and kinesthetic. For the students, understanding their own learning style can help them to get maximum achievement in the subject because a good understanding and effective using of learning style leads a good achievement. Conversely, a bad understanding and ineffective using of learning style leads a bad achievement.

Based on the theory, it is believed that there is a significant relationship between students' learning style and English learning achievement because the students who have good

understanding and using their learning style effectively will get good achievement than the students who have bad understanding and using their learning style ineffectively. But in this study, researcher have to do a test to determine whether that have significant correlation or not.

```
┌─────────────────────────────────────┐
│          Teaching Correlation         │
└─────────────────────────────────────┘
                    │
                    ▼
        ┌───────────────────────────┐
        │  Students' Learning Style  │
        │   and its Relation to      │
        │   English Learning         │
        │   Achievement              │
        └───────────────────────────┘
                    │
         ┌──────────┴──────────┐
         ▼                     ▼
  ┌──────────────┐      ┌──────────────┐
  │  Independent │      │   Dependent  │
  └──────────────┘      └──────────────┘
         │                     │
         ▼                     ▼
  ┌──────────────┐      ┌──────────────────┐
  │  Students'   │      │  Students English │
  │  Learning    │      │  Learning         │
  │  Style       │      │  Achievement      │
  └──────────────┘      └──────────────────┘
         │                     │
         ▼                     ▼
  ┌──────────────┐      ┌──────────────────┐
  │Questionnaire │      │  Documentation    │
  └──────────────┘      └──────────────────┘
         │                     │
         └──────────┬──────────┘
                    ▼
        ┌───────────────────────────┐
        │  The Relationship between  │
        │  Students' Learning Style  │
        │  and Their English         │
        │  Learning Achievemment     │
        └───────────────────────────┘
```
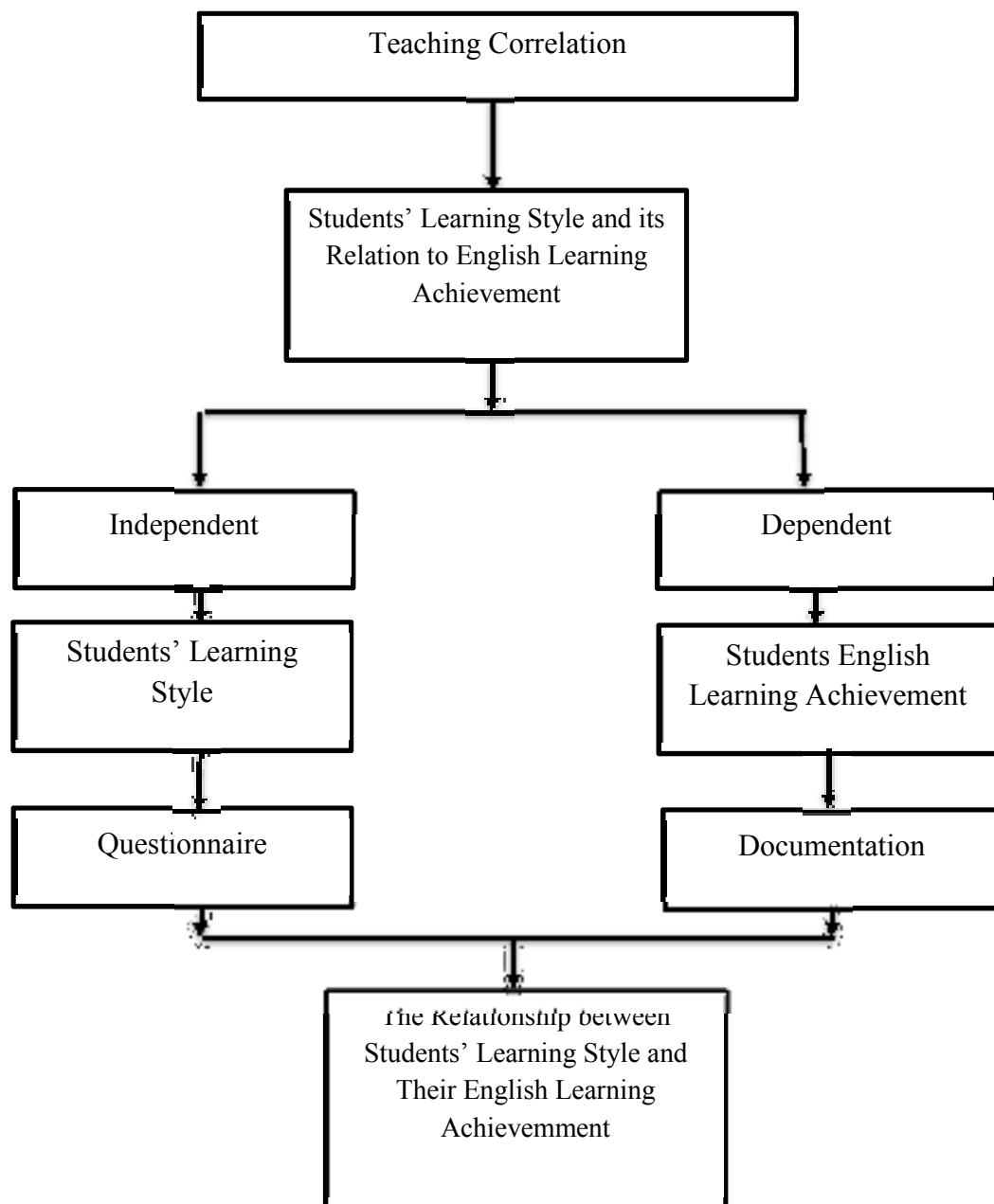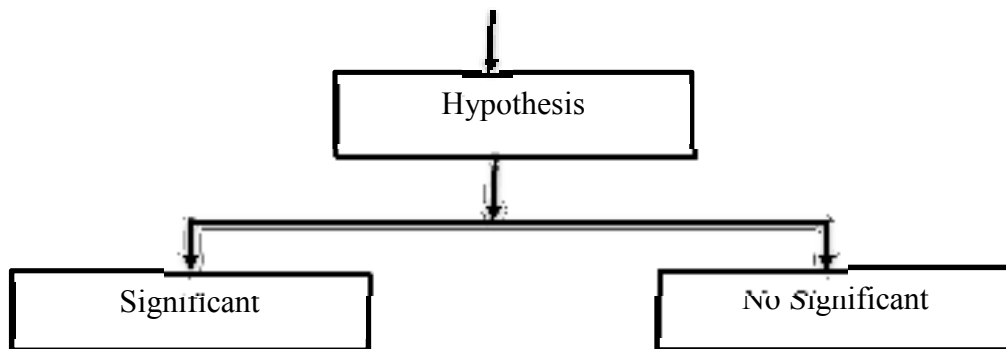
Figure 2.1

Students Learning Style and its Relation to English Learning Achievement

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The type of this research which was used descriptive quantitative. In this research, the writer investigated the possibility of correlation between independent variable (X variable) and dependent variable (Y variable). The X variable was thestudents' learning styles and the Y variable was students' English learning achievement.

3.2 Population and Sample

3.2.1 Population

In general population according to Craswell (2012: 142) "A population is a group of individuals who have the same characteristic." Based on the understanding of the population above, the writer of this research was choose the second grade student of SMPN 17 MEDAN in the academic year 2020/2021. that place has become a place for researchers to conduct research.

3.2.2 Sample

It is a portion of population that was observed. Sample is a group of people you select to be in your study. According to Suharsimi Arikunto (2010), if the subject of research less than 100, so you must choose all, but if the subject more than 100, you can choose 10-15% or 20-25%. In this research, the researcher used population research. The researcher was choose second grade as a sample because they be able to explore their ability in English learning. In the study of English learning that school have 287 students of second grade junior high school, consist of 9 classes. The writer took one class they are class VIII-9as the sample or 10 % from the population. As a result, the samples of this study was 32 students.

3.3   Variables of the Study

Best (1981: 59) stataes variables are the conditions or characteristics that the experimenter manipulates, controls, or observes. Saleh (2001: 25-26)points out there are five kinds of variables:

(1) Dependent Variable

(2) Independent Variable

(3) Moderator Variable

(4) Control Variable

(5) Interventing Variable

There are two kinds of variables in the study, namely dependent and independent variables. The independent variable is the students' learning style and the dependent variable is English learning achievement. The types of the data of the two variables they are interval for the independent variable, the data was obtained from the result of the learning style questionnaire.

Meanwhile for the dependent variable, the data was obtained from the result of the documentation.

3.4   Instrument of Collecting Data

The instrument used in this research was questionnaire and documentation which could be explained as follow:

3.4.1 The Questionnaire

Hornby (1995: 962) states that questionnaire is a written or printed list of questions to be answered by a number of people especially as part of a survey. In this research, the questionnaire was adapted from Perceptual Learning Style Preference Survey by Joy Reid written in Dede Nurul Faridah (2014). The items on the questionnairewas selected based on the indicators of students' learning style. The questionnaire was distributed to the sample about the students' learning style in statement form. The purpose of questionnaire was to find out in which type of learning styles the students were. The questionnaire was based onthe characteristics of each learning style (visual, auditory, and kinesthetic learning style). The items were devided into two forms, positive and negative items. Each item had five choices which represented each type of learning styles. Those options were based on agreement level of Likert-Type Scale Anchors. Each option had its own score as in Table 3.1. The indicators of students' learning style can be seen in Table 3.2. The Questionnaire Students' Learning Style can be seen in Table 3.3.

Table 3. 1

The Questionnaire Item Scoring

Option / Item	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

(Joy Reid, 1998 quoted by Dede Nurul Faridah, 2014)

Table 3. 2

Learning Style Instrument Prediction before The Instrument Validity and Reliability

Dimension	Indicators	Item No.	
		(+)	(-)
Visual Learning Style	a. Neat and disciplinary	1,2	3
	b. Hard to receive verbal instruction	4	5
	c. Understand well about position, shape, numeral, and color	8	6,7
	d. Learning by visual association	9,11	10
Auditory Learning Style	a. Weak in visual activity	12,13	14
	b. Good in oral activity	16,17	15,18
	c. Having sensitivity through music	19	20
	d. Learning by hearing/listening	21,22	-
Kinsthetic Learning Style	a. Having orientation to do trial-error activity	24,25	23
	b. Learning through physical activity	26,27	-
	c. Physical-oriented and always moving	28,30	29
	d. Having sensitivity through expression and gesture	31,33	32
Total		21	12
Total Item		33	

(Joy Reid, 1998 quoted by Dede Nurul Faridah, 2014)

Table 3. 3

The Questionnaire Students' Learning Style

Nama   :

Kelas   :

Petunjuk Pengisian   :

Berilah tanda ceklist (√) pada salah satu jawaban yang paling sesuai dengan keadaan Anda untuk setiap pernyataan berikut ini!

Keterangan: **SS**: Sangat Setuju **N**: Netral **TS**: Tidak Setuju

S: Setuju   **STS**: Sangat Tidak Setuju

No.	Pernyataan	SS	S	N	TS	STS
1.	Saya memiliki tulisan yang rapi dan teratur sehingga saya mudah membaca buku catatan saya.					
2.	Saya sangat memperhatikan penampilan saya termasuk cara berpakaian baik ketika di dalam sekolah maupun di luar dekolah					
3.	Saya belajar dengan keadaan buku-buku dan alat tulis lainnya berserakan didekat saya					
4.	Sebelum mengerjakan soal, saya lebih memilih membaca petunjuk terlebih dahulu daripada harus mendengarkan penjelasan mengenai petunjuk tersebut					
5.	Saya langsung mengerti ucapan seseorang					

	ketika mereka bertanya atau meminta saya untuk melakukan sesuatu tanpa harus mengulanginya					
6.	Saya tidak suka memperhatikan ilustrasi gambar atau warna yang terdapat dalam buku teks					
7.	Saya tidak bisa mengingat dengan jelas posisi tiap barang yang saya miliki dikamar					
8.	Saat melihat objek dalam bentuk gambar, saya dapat dengan mudah mengenali objek yang sama walaupun posisi objek itu diputar atau diubah					
9.	Saya lebih menyukai penjelasan pelajaran dengan menggunakan poster, diagram, model atau tabel					
10.	Saya tidak menyukai penjelasan atau informasi yang ditulis di papan tulis dan tugas membaca yang diberikan guru					
11.	Saya selalu menuliskan penjelasan guru agar tidak mudah lupa					
12.	Ketika membaca buku untuk waktu yang lama, mata saya mudah lelah walau mata saya normal					
13.	Saya sering salah ketika membaca suatu kata					
14.	Saya merasa mudah membaca tulisan dengan ukuran yang kecil					
15.	Ketika mengerjakan tugas secara berkelompok, saya tidak menguasai pembicaraan dalam kelompok saya					
16.	Belajar lebih menyenangkan bagi saya ketika ada kesempatan untuk berdiskusi					
17.	Saya merasa baik dalam menjelaskan sesuatu dalam dengan menggunakan lisan					
18.	Saya paling suka jika mendapat tugas menulis					

	essay atau laporan, daripada ditanya secara lisan				
19.	Saya lebih banyak mengisi hari libur dengan mendengarkan musik dibandingkan bermain bersama teman				
20.	saya tidak mampu dengan mudah menghafal lirik lagu yang saya dengar				
21.	Saya mampu mengigat pelajaran dengan mendengarkan penjelasan dari guru				
22.	Saya lebih memilih mendengarkan berita dari radio dari pada membacanya dari koran				
23.	Saya tidak berani mencoba-coba mengerjakan soal yang cara penyelesaiannya belum pernah saya kerjakan				
24.	Ketika mendapat lembar soal atau tugas, saya langsung mengerjakannya tanpa harus melihat instruksinya terlebih dahulu				
25.	Daripada memikirkannya matang-matang, saya memilih mencoba mengerjakannya ketika mendapat soal latihan				
26.	Ketika membaca buku, saya menggunakan jari saya untuk menunjuk kata atau kalimat yang sedang saya baca				
27.	Saya mudah mengerti pelajaran dengan menulis ulang catatan pelajaran saya dirumah				
28.	Waktu yang saya butuhkan untuk mengerjakan tugas cukup lama, karena saya harus berjalan kesana kemari, beristirahat sebentar, atau mengerjakan hal lain, untuk mendapatkan ide lebih lanjut				
29.	Saya tidak menyukai pelajaran melalui permainan yang menyibukkan secara fisik di kelas				

30.	Ketika menjelaskan sesuatu dalam kegiatan diskusi atau belajar kelompok, tangan saya tidak bisa diam, pasti ikut menerangkan juga					
31.	Ketika menjelaskan suatu materi yang ditanyakan teman, saya terbiasa menyentuh teman tersebut untuk memperoleh perhatiannya					
32.	Saya tidak peka terhadap perubahan ekspresi teman saya ketika berbicara					
33.	Saya selalu berdiri dekat dengan orang yang saya ajak bicara					

(Joy Reid, 1998 quoted by Dede Nurul Faridah, 2014)

In order to get a valid and reliable instrument, a try out research was conducted at the second grade of the SMPN 17 Medan which is located on Jl. Kapt. M. Jamil Lubis No.108 Medan in September 2020. The try out class was class VIII-8 which consisted of 31 students.

3.4.1.1 The Instrument Validity

Validity is a criterion to show legality level of an instrument. A valid instrument can produce a high validity of data. Conversaly, an invalid instrument can produce a low validity of data. SPSS 16.0 program was used to test the validity of items in the instrument. The validity criterion is presented on the coefficient correlation (r) interpretation (see Apendix7).

The judgement criteria whether the item is valid/invalid is based on the result of corrected Item-Total Correlation. If the score is smaller than 0.355 (< 0.355) the item is invalid (dropped). In contrast if the score is higher than 0.355 (> 0.355) the item is valid.

Before the testing, there were 33 items in the questionnaire. After the test, there were only 20 valid items which were used to determine the students' learning style; they were number 3 ,4, 5, 8, 9, 10, 13, 14, 15, 17, 18, 20, 21, 22, 23, 24, 25, 26, 29, 32. Those valid items were used in the real research. The remaining items were invalid; they were number 1, 2, 6, 7, 11, 12, 16, 19, 27, 28, 30, 31, 33.

3.4.1.2   The Instrument Reliability

Reliability is a consistency of an instrument. It means that an instrument can be called reliable if it has a consistency in the result of measurement. The reliability of an instrument is needed to support the validity of an instrument.

Alpha Cronbach formula was used to test the reliability of the instrument. The calculation used SPSS 16.0. The reliability criterion according to Goilford is presented on the as Table 3.4.

Table 3. 4

Reliability Coefficient Correlation (r) Interpretation

Coefficient Correlation (r)	Interpretation
0.00-0.20	Not Reliable
0.21-0.40	Less Reliable
0.41-0.70	Reliable Enough
0.71-0.90	Reliable
0.91-1.00	Very Reliable

The reliability coefficient obtained from the calculation was 0.899. from the interpretation of reliability coefficient correlation (r) as in Table 3.4, it could be concluded that the questionnaire was reliable.

The indicators of learning style used determine the students' learning style for the real research can be seen in Table 3.5.

Table 3. 5

Learning Style Instrument Prediction in The Real Research

Dimension	Indicators	Item No.	
		(+)	(-)
Visual Learning Style	a. Neat and disciplinary	-	3
	b. Hard to receive verbal instruction	4	5
	c. Understand well about position, shape, numeral,	8	-

	and color		
	d. Learning by visual association	9	10
Auditory Learning Style	e. Weak in visual activity	13	14
	f. Good in oral activity	17	15,18
	g. Having sensitivity through music	-	20
	h. Learning by hearing/listening	21,22	
Kinsthetic Learning Style	e. Having orientation to do trial-error activity	24,25	23
	f. Learning through physical activity	26	-
	g. Physical-oriented and always moving	-	29
	h. Having sensitivity through expression and gesture	-	32
Total		10	10
Total Item		20	

3.4.2 Documentation

In this documentation, the instrument used was the writer itself. The documentation was used to know the students' English learning achievement. The indicator of the students' English learning achievement can be seen in Table 3.6

Table 3. 6

The Indicator of Students' English Learning Achievement

Indicator	English learning achievement	Value
A	80-100	Very good
B	66-79	Good
C	56-65	Fair
D	40-55	Poor
E	≤39	Fail

3.5   Procedure of Collecting Data

The technique of the data collection used in the research was non-test technique. There were two instruments of non-test technique applied; they were questionnaire and documentation.

In answering the questinnaire, the students are asked to choose one option by giving checklist (√). To identify the students' learning style, the writer counted the score of each learning style type (visual, auditory, and kinesthetic) by using the assessment in Table 3.1. The students' highest score of learning style determined in which type they were.

The data of the students' English learning achievement was collected by the writer from the English teacher as documentation. The writer asked the English teacher of the class of VIII-9 for the data of the students' learning English weekly test.

3.6   Technique of Analyzing Data

In the research, there are two techniques of data analysis used. The analysis was calculated by using SPSS (Statistical Product and Service Solution) 16.0 program. The writer used the SPSS program because the program helped to get the results of statistical calculations to be faster. Those technique were consisted of two,descriptive analysis and inferential analysis.

1. Descriptive analysis: Descriptive analysis was used to describe the conditioned or the characteristic of data obtained from measurement of each variable statistically. Descriptive statistics quantities which were used in the research were consist of mean, median, mode, and standard deviation. Moreover, each research variable was presented using distribution table and charts.

2. Inferential analysis: inferential analysis was used to analyze, to estimate, and to draw out conclusion concerning about the data obtained or phenomena occured based on the results of hypothesis testing. Because the data werepresented in the categorical form, nonparametric

statistics was used to analyze the data and to test the hypothesis. The non-parametric was

Coefficient Contingency (C) which has close relationship with Chi-square (X^2) formula.