

**THE INFLUENCE OF STUDENTS LEARNING
STYLES ON STUDENTS ENGLISH
COMPREHENSION AT
SMPN 7 SINJAI**



THESIS

As Requirements to Obtain a Bachelor's
Degree in English Education Study Program (S.Pd)

Filed by:

KHAIRUL UMMAH

Students ID. 190110025

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI
YEAR 2023**

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI
YEAR 2023**

STATEMENT OF AUTHENTICITY

I am the undersigned :

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Stating truthfully that :

1. This Thesis is my own work, not plagiarism or duplication of other people's writings / works that I admit as the result of my own writing or thoughts..
2. All parts of this Thesis were my own work in addition to the quotations shown by the source. All the confusion in it is my responsibility.

Thus this statement is made accordingly. If in the future this statement is not true, then I am willing to accept sanctions for such actions in accordance with applicable laws and regulations.

Sinjai, June 16, 2023
Statement maker



KHAIRUL UMMAH
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PENGESAHAN SKRIPSI

Skrripsi berjudul, *The Influence of Students Learning Styles on Students English Comprehension at SMPN 7 Sinjai*, yang ditulis oleh Khairul Ummah Nomor Induk Mahasiswa (NIM) 190110025, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari **Senin, tanggal 31 Juli 2023 M** bertepatan dengan 13 Muharram 1445 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd).

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ABSTRAK

Khairul Ummah. *The Influence of Students Learning Style on Students English Comprehension at SMPN 7 Sinjai.* Skripsi. Sinjai: Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Sinjai, 2023.

Penelitian ini bertujuan untuk membuktikan pengaruh gaya belajar siswa terhadap pemahaman bahasa Inggris siswa SMPN 7 Sinjai.

Jenis penelitian yang digunakan dalam penelitian ini adalah jenis penelitian *ex-post facto* dengan pendekatan kuantitatif. Subjek dalam penelitian ini sebanyak 93 siswa. adapun tehnik pengumpulan data yaitu dengan kuesioner, tes dan dokumentasi. Tehnik analisis data dalam penelitian ini menggunakan regresi linear sederhana dengan bantuan aplikasi SPSS 22.

Hasil penelitian menunjukkan bahwa gaya belajar siswa berpengaruh terhadap pemahaman bahasa Inggris siswa. pernyataan ini didukung dan dibuktikan dari hasil analisis dengan menggunakan SPSS 22, pada tabel koefisien menunjukkan t hitung gaya belajar $5.862 > 4.959$ t tabel dan nilai signifikansi sebesar $0.000 < 0.05$. hal ini menunjukkan bahwa H_a diterima dan H_o ditolak, yang artinya terdapat pengaruh gaya belajar siswa terhadap pemahaman bahasa Inggris siswa SMPN 7 Sinjai.

Kata Kunci: *Gaya Belajar, Pemahaman, Bahasa Inggris*

ABSTRACT

Khairul Ummah. *The Influence of Students' Learning Style on Students' English Comprehension at SMPN 7 Sinjai.* Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Islamic University of Ahmad Dahlan Sinjai, 2023.

This research aims to prove the influence of students' learning style on students' English comprehension at SMPN 7 Sinjai.

The type of research used in this study was ex-post facto research with a quantitative approach. The subjects in this research were 93 students, while the data collection techniques were questionnaires, tests, and documentation. Data analysis techniques in this research used simple linear regression with the help of the SPSS application 22.

The result showed that there is an influence of students' learning style on students' English comprehension. This statement was supported and proven from the results of the analysis using SPSS 22, the coefficient table shows t-count of learning style value was $5.862 > 4.959$ t-table and the significance value was $0.000 < 0.05$. It indicates that there is an influence of students' learning style on students' English comprehension at SMPN 7 Sinjai.

Keyword: Learning Style, English Comprehension, SMPN 7 Sinjai

مستخلص البحث

بحر الأثر. تأثير أساليب تعلم الطلاب على فهم اللغة الإنجليزية في المدرسة المتوسطة الحكومية السابعة سينجالي. البحث. سينجالي؛ قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين ، جامعة أحمد دهلان الإسلامية سينجالي ٢٠٢٣.

هدف هذا البحث إلى إثبات تأثير أساليب تعلم الطلاب على فهم الطلاب للغة الإنجليزية في المدرسة المتوسطة الحكومية السابعة سينجالي.

نوع البحث المستخدم هو بحث تأثير رجعي مع نمج كمي. كان عدد المشاركين في هذا البحث ثلاثة وتسعون طالباً، بينما استخدمت تقنية جمع البيانات الاستبيانات والاختبارات والتوثيق. تستخدم تقنية تحليل البيانات في هذا البحث الانحدار الخطي البسيط بمساعدة تطبيق SPSS 22.

أظهرت نتائج البحث أن هناك تأثير لأساليب تعلم الطلاب على فهم اللغة الإنجليزية. تم دعم هذه العبارة وإثباتها من خلال نتائج التحليل باستخدام برنامج SPSS 22، حيث يوضح جدول المعامل قيمة أسلوب التعلم واختبار ت بقيمة ٥.٨٦٢ < t جدول ٤.٩٥٩ وقيمة الدلالة هي ٠.٠٠٥ > ٠.٠٠٠. مما يوضح تأثير الطلاب على أسلوب التعلم. أساليب التعلم على فهم الطلاب للغة الإنجليزية في مدرسة المتوسطة الحكومية السابعة سينجالي.

الكلمة الأساسية: أساليب التعلم، المجموعة، الإنجليزية

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CHAPTER I

INTRODUCTION

A. Background

Learning is a procedure, known as the procedure of coordinating and regulating the domain around students so they were able to encourage and grow student knowledge when engaging in the process of learning, various methods and activities are employed. (Pane & Dasopasng, 2017). In other words, learning can be said to be the process of providing assistance or guidance given by teachers to students in carrying out the learning process (Jamaluddin, 2014). The learning process is indicated by the existence of interactive education that takes place based on interaction with learning objectives.

Learning is a process in order to develop all students' potentials such as physical (physical health) and spiritual (thought, taste, character, work, creation and conscience) which continuous processes that foster positive developments in cognition, emotions and physical skills aimed at reaching learning objectives (Wahyuni, 2020). Learning refers to what a teacher should do as a guide. The concept of learning in the classroom held by students and teachers is integrated within one activity (Saputra, 2015).

This shows that most of the development of cognitive aspects of students is developed through learning.

Learning is described as an activity that takes place by involving interaction during the learning phase, there exists an interaction and dynamic relationship between educators and learners. (Harmilawati, 2018). Learning is given by teacher that impart knowledge to students to facilitate their learning and understanding, character building and mastery of student interest. This process will always be inherent in students in the scope of formal education (Djamaluddin & Wardana, 2019). A learning process that will make changes in students to make ends meet. Change will happen if one seriously learns to make a change.

Learning has a design as an effort to engaged students actively in the process of learning (Jamaluddin et al., 2022). Therefore, in learning, students not only interact with the teacher as one of the learning resources, but interact with the entire learning resource used to achieve the desired learning goals. Learning is a translation of instruction. Where the role of the teacher is more directed at how the teacher designs or arranges various resources and facilities available for students to use or use in learning

something. Teachers in designing or arranging existing resources and facilities must also pay attention to predetermined learning objectives (Sari, 2020).

Learning is also referred to a purposeful and deliberate endeavor aimed at education, with goals that have been set in advance prior to the execution of the procedure and its implementation is controlled as a regulation and creation of conditions in such a way, so as to support the student's learning process and not hinder it (Yuberti, 2014).

One of the most important things to understand and has a crucial position in the student learning activity is learning styles. In this section, getting to know student learning styles is a starting point for teachers to analyze and group students according to their respective learning styles so that later educators can attach the core of the learning process on target and make it easier for students to absorb learning materials (Wahyuni, 2017).

Learning style are habit that students perform in capturing stimulation, absorbing, organizing and also processing the information received. It refers to the way the students uses information or lesson materials based on the sensory approach, which is the learning style that is

done by putting information into the brain through its sensory modality (Ismail et al., 2017). Knowing the dominant learning style in a student alone is very important. This is because, with students knowing their respective learning styles, it will help to achieve the maximum learning process. Applying the key to students success in learning activity lies in finding a suitable type of learning style, as it is one of the influencing factors affecting students' academic performance in English comprehension which is no less important. Different ways or learning styles have an influence on students' understanding. Students implement learning styles as strategies in their educational journey to attain desired objectives, particularly aiming for positive academic achievements (Putri, 2013).

Research habits (learning styles) were a reflection of student behavior when receiving and entering, as well as processing the learning information obtained. This habit is the best choice that is appropriate and makes students comfortable in learning so as to make learning effective (Saputri, 2020). These two things were inherent naturally and present in every student.

By realizing this, students were able to receive information well so that they can make learning easier to understand (Chania et al., 2016). The way students learn in the classroom is often introduced to as a learning style. The learning style of students on each individual is expressed according to their own habits and pleasures. Some learn by listening, some learn by reading, and some learn by discovering. Each student does not only have one learning style, many individuals have a different type of learning style, but basically the supreme learning style that the individual has is only one, according to the individual's ability to understand the learning activity. The diverse learning styles of students aim to make students able to research comfortably and help students in comprehending their lesson material (Kurniati et al, 2019).

Each student is a unique individual, between students have differences from each other, such as different backgrounds, interests, talents, intelligence, ability to receive information and others. In a learning activity, each student is able to receive lessons in different ways. This method is usually called a learning style. Learning style were a habit shown by students in converting information, knowledge and learn a new skill (Nia, 2020).

Ghufron & Rini (2014) explained that Learning styles are inherent in each individual, including students during their classroom learning experiences. They represent distinct approaches to learning and how each student assimilates and grasps challenging and novel information based on their unique perspectives. The efficiency of learning experiences held in the class is closely tied to these learning styles. To enhance teaching, educators should adeptly communicate and convey information using diverse methods, ensuring that every student comprehends the material and can later apply the knowledge as necessary.

Learning styles show how students operate the stimulants they collect in learning procedure. The student's learning style is determined by how they take in, organize and process the material (Khoerun et al., 2014). In general, learning styles were understood as a way that students like to absorb, process, organize, understand, remember the information obtained and solve the problems they face in learning activities by interacting and responding to their learning environment. The way of learning that students have is often mentioned to as the student's learning style or learning modality. Although the learning styles were

different, the goals to be achieved remain the same, namely to achieve learning goals and achieve expected learning outcomes (Rahman & Yanti, 2016).

In a group of students, although students grow up in the same environment, each of those students does not necessarily have the same way of accepting and absorbing learning. Students have their own learning styles such as *Auditory*, *Visual* and *Kinesthetic*. The thing that often makes students feel less enthusiastic in the classroom is the incompatibility of learning styles used by teachers with students' research habits (Gudnason, 2017). Therefore, students experience a loss of focus during the learning process. Carrying factors (natural) and environmental factors influence the learning style of every student. In students, there were certain things that cannot be changed. It is unique for each student because it has a different way of capturing learning points and is a form that must be understood by teachers in strengthening performance and improving the process of developing student science (Marpaung, 2015). This may express the proficiency level of student understanding is highly dependent on each student's learning style in the learning process. The smoothness of the process of receiving and absorbing

learning is largely determined by the learning style so that students were able to master the essence in the learning process (Kurniati & Sari, 2019).

Learning style is a way that a person has to accept the subjects presented. One of the challenges encountered by students are their inability to manage their research schedule and choose the correct and suitable learning style for themselves. Most students research if they were going to face a test or exam only. There were also some students who choose to research by listening to the radio, watching television or while eating. This kind of thing can happen because the way each student receives lessons or receives information obtained is different (Riani, 2014).

The results of research conducted by Khoerun demonstrate that there is a correlation between learning styles and their substantial impact on students academic performance (Khoerun et al., 2014). The results of other studies that have been studied by Rosvita Angliana Saiman show that learning styles have an impact on students learning results and learning styles owned by dominant students with the type of Audio Learning Style or learning styles with *auditory* type (Saiman, 2021). The student's

learning style also determines how far the student's level of English comprehension is in learning activities.

English Comprehension is the embedding of learning objectives on aspects of English lessons through activities carried out by students, where students interact and know what is being communicated and can absorb the ideas contained in the communication (Dita, 2019).

English comprehension in lessons shows the ability of students to respond, understand correctly what is taught by the teacher, interpret, explain and summarize the subject matter (Ramli, 2011). Therefore, understanding English in learning activities in the classroom can make students master English lessons by knowing the meaning of what is conveyed by the teacher and being capable of obtaining a summary of educational tasks to empower students comprehension of the lesson.

Understanding English in the scope of lessons at school were some of the skills learned by students. In English comprehension, students were not only taught about the ability to speak, but students were also taught to be able to understand several English language abilities like verbal communication, *Listening, Writing and Reading* (Tambusai & Nasution, 2022). English language

comprehension is integrated and converted into four competencies that has been mentioned, all of which must be carried out in learning activities and as a determinant of success in English comprehension (Daulay, 2018).

Students' English comprehension refers to the extent to which students know and understand the lessons that have been presented and given by the teacher (Handayani, 2016). English Comprehension shows the skills possessed by students in the cognitive realm which includes knowledge, understanding and application to English subjects obtained by students after participating in English learning activities.

In the digital era like today, the understanding of English is used to make it easier for students in the scope of education and in the next level to benefit students in the world of work (Setyowati, 2019). English language understanding can be used by students as the primary access to research broader knowledge.

Understanding English will make it easier for students to process their studies towards a higher level of education. One of them is in college. This is in accordance with Article 37 Paragraph 3 of the Law of the Republic of Indonesia Number 12 of 2012 concerning the Language of

Instruction which explains that foreign languages in this case English can be used as an introduction in higher education (Konstitusi, 2016).

Previous research researched by Niswatin revealed that understanding English is very important to achieve for students in the global era (Hidayati, 2018). The results of another research by Tillayeva showed that understanding English is a mandatory thing that must be mastered by every individual because this is needed to make interactions wider (Tillayeva, 2020).

Derived from the results of an interview conducted with a teacher at SMPN 7 Sinjai, it was revealed that according to the minimum completion criteria of 72 in English subjects, there were 40% or 10 students in each class who did not meet these standards. One of the factors that cause it is that the students' learning styles were varied. This shows that teachers were required to know and classify their students' learning styles before going far in the discussion of learning materials so that students were able to grasp the core and learning objectives (Interview December 13, 2022).

Based on the needs and facts found in the discussion above, researchers need to research and find

information related to the Influence of Students Learning Styles on Students English Comprehension at SMPN 7 Sinjai.

B. Problem Formulation

The articulation of the issue in this study is as follows whether The Influence Of Students Learning Styles on Students English Comprehension at SMPN 7 Sinjai?

C. Research Objectives

Based on the framing of the issue, this research aims to determine The Influence Of Students Learning Styles on Students English Comprehension at SMPN 7 Sinjai.

D. Research Benefits

The advantage derived in this study were:

1. Theoretical Advantages

Theoretically, this research can add to and enrich our thinking about the influence of students learning styles on students English Comprehension at SMPN 7 Sinjai.

2. Practical Benefit

a. Writer

Could be reference cited, data resources for additional investigation reference so it can be further developed in other materials.

b. School

Could serve as assessment material for school administrators for enhancing the caliber of education.

c. Community

Has a potential applications to find solutions and addressing social issue connected to the scenario above that occur in society. It can be used to obtain causal of a phenomenon, policy or social change.

CHAPTER II

THEORETICAL STUDIES

A. Review of Existing Literature

1. Learning Style

In learning process, each student uses his method of absorbing and receiving material in classroom.

a. Definition of Learning Styles

A method utilized by students during learning tasks and is felt interesting by students while engaging in educational tasks, when they were alone or in a research group with school friends.(Chania et al., 2016). This explains that students were more inclined to use their learning style according to the preferences of each student.

Ghufron & Risnawita in Naini (2019) describe that the style of learning is a type of approach that explains how students learn or a separate method used by students to make students focus on learning activities and can make students master subjects that were difficult to understand through different methods. (Naini, 2019). According to Sarasin in Riani (2014) explains that learning

styles were certain patterns of behavior in receiving information and developing new skills. (Riani, 2014). According to another opinion, learning style encompass various methods of acquiring knowledge, comprehending new information and how students absorb it express and remember information (Setiyani, 2019). According to Ahmad, learning style is the way students choose in learning activities that students use to carry out thinking activities and absorb information (Ahmad, 2020). Learning styles can be described as a stage for absorbing and obtaining information. Fleming & Baume in Alkooheji & Al-Hattami (2018) explains that learning styles were identified in four types: Visual, Auditory, Read/Write and Kinesthetic, known as the VARK Model (Alkooheji & Al-hattami, 2018). Therefore it can be ascertained that the learning style is a characteristic contained in students who will influence the process of attaining learning results.

Approaches to learning was a unique form used by students in educational tasks. Each student has his own learning style, therefore we should not force a student to learn in the way and atmosphere

we want. (Permana, 2016). Learning style could also referred as the person's method of processing, organizing and absorbing learning material or information. Keefe & languis in Nandia (2017) explain that learning styles were consistent patterns of behavior and performance possessed by each individual to approach their learning experience. Thus learning styles were a mixture of cognitive, emotional and behavioral traits which also become an indications of how a student learns, interacts with, and responds to his learning environment (Nandia, 2017).

According to Sajna and Anne, learning styles were specific strategies in learning that were inherent in each student used in learning activities and certain approaches to solving problems based on the intellectual schemes of students' thinking. according to Pritchard there were several approaches learning of students during the learning process in classroom. These learning styles include learning preference favoring visual stimuli, prioritize auditory stimuli and emphasizing physical engagement and hands-on activities (Sajna & Anne, 2019).

Beyond the aforementioned points, researchers conclusion about learning styles were a method or technique owned by each student, where students feel happy or enjoy the learning process when using these methods or techniques. Once students have identified their individual learning preference, students will automatically make themselves able to know and absorb the essence of each learning process.

b. The Urgency of Learning Styles

As per the authoritative Indonesian dictionary, urgency is an important matter or a very urgent need. Meanwhile, according to Rafiq & Utomo, urgency is an urgent situation in which there were things that must be resolved or found the core of the solution and the solution of a subject matter (Rofiq & Utomo, 2019).

Learning styles were an important aspect that teachers must pay attention to Students' success in learning hinges on understanding and embracing their individual learning styles. To ensure active and effective learning, teachers must be aware of the varying learning preferences among students. This

knowledge empowers educators to tailor their teaching methods and approach, fostering an environment where each student can engage optimally and achieve academic excellence (Setiyani, 2019). Learning styles can make students receive, process information in learning easily and think more easily (Wahab & Nuraeni, 2020).

Understanding student learning styles is a way to increase the potential in students while still providing students with opportunities to learn according to the model that each one likes (Mufida, 2017). The diversity in learning approach is important to know in the early stages of the learning process. This will make its more straightforward for students to learn and for teachers to instruct during in learning activity (Syofyan, 2018). Knowledge of student learning styles will create a learning process with good planning and results and can increase the efficiency of learning time. In addition, teachers could invent a creative concept into an effective learning atmosphere (Megawati, 2018). Learning styles can develop and improve teacher performance as educators. When the teacher understands how

students absorb lessons, teachers would facilitate and make the learning and communication process easier to understand for students (Diswantika & Tanod, 2020).

Teachers were said to be successful when they know what students need and treat them according to what they need, including learning styles. Therefore, the teacher must identify types of learning style of the students he teaches in order to know the learning style trends of the students he teaches (Lestari & Djuhan, 2021).

Quran Surah An-Nahl verse 125 explains that:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ
وَالْمَوْعِظَةِ الْحَسَنَةِ^ط وَجَدِلْهُمْ بِلَا تِي
هِيَ أَحْسَنُ^ج إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ
ضَلَّ عَنْ سَبِيلِهِ^ط وَهُوَ أَعْلَمُ
بِالْمُهْتَدِينَ

Translated:

Guide people with wisdom and gentle admonition along the path of your lord, and engage in respectful discourse. Indeed, your lord know best those who deviate from the right path and those who are rightly guided.

The verse above reinforces the theory that a good lesson is when the teacher can identify and classify the learning styles of his students, then the teacher will directly provide learning that is liked by students and simplifies process for students to capture the essence of education objectives.

c. Types of learning styles

1) Visual Learning Style

Vision has a crucial and primary position for students who have a visual learning style. Students were emphasize learning through what students see or objects around them (Marpaung, 2015). Students with this type of learning style have characteristics such as having to see the facial expressions and body language of their teacher.

In order to see clearly, students tend to sit in the front row. Students learn quickly

through video displays, picture textbooks and diagrams by thinking and forming an illustration in the brain(Lestari & Djuhan, 2021). This is done by students in order to make the capture of subject matter visually clewerer.

DePorter & Hernacki in Marpaung (2015) explains that there were several appropriate strategies to make it easier for students who learn visually benefit from incorporating visual elements into the learning concept, namely using multimedia such as computers and videos, providing books in the form of illustrations, using visual material such as maps, diagrams and other pictures and guide students to try to illustrate ideas that appear in the form of pictures.

Based on the preceding conversation, the researcher reached the conclusion that in Visual learning style, prefer to carry out learning activities through visual contact such as pictures, posters and illustrations.

2) Auditory learning style

Ears or hearing aids were one of the senses used by students with a preference for auditory learning to achieve their learning success. By capitalizing on engaging in verbal exchanges and actively listening to what their instructor has to say, students who possess this learning preference can grasp concept rapidly. Students can process information directly that reaches the brain through the ear (Khoerun et al, 2014). Therefore the estimated time needed is relatively short to understand the content of learning. Sometimes written information is difficult to digest quickly for students who prefer auditory learning.

Type Students with this type have characteristics such as pronouncing writing and moving their lips while reading, their focus is easily diverted by ambient noise, Usually listen and read audibly, can modify and repeat bars, tone and intonation of voice, great at speaking with rhythmic patterns but difficult to write and

very fond of discussing and explaining things at length (Lestari & Djuhan, 2021).

Some tips for expediting learning activities for students who have this learning style were using music, discussing ideas verbally, reading learning material aloud, recording the subject matter and listening to it again and inviting students to exchange ideas both in class and in the classroom (Marpaung, 2015).

Considering with discussion over, researcher concludes as the Auditory learning style is the way students learn by using information input tools based on the sense of hearing.

3) Kinesthetic learning styles

Learning through touch, body movement and doing things by practicing or commonly known as Learning by Doing were characteristics of this learning preference. Students tend to feel bored if they were silent during the learning process, it will felt excited when learning activities were accompanied by

body movements. In this type of learning style students reflect action through body movements when reading, learn through practice and manipulation of movements, memorize material by walking, and were always physically oriented and move a lot (Marpaung, 2015).

There were several strategies that can be implemented by the teacher, namely inviting students to research while exploring the surrounding space, using bright colors to highlight important points in reading texts and making it a habit to give students instructions that involve their body movements.

d. Learning Style Indicator

According to Wilyadanti (2013) there were several factors that indicate students were in accordance with their respective learning styles. Some of these indicators were:

- 1) Student with visual learning style were more likely to memorize lessons with visual associations, easier to memorize about the material that visualized than what they heard.

- 2) Students with an auditory learning preference enjoy reading aloud and listening, often mimic tone of voice and may silently move their lips while reading or writing.
- 3) Students with kinesthetic preference were always inclined towards physical engagement and prone to frequent movement, learn through manipulation and practice and cannot remember geography unless they have actually been there.

Some of the points above show indications associated with characteristics of learning preference which conclude that type of Visual learning style were inclined to learn through visual means, students with Auditory criteria were motivated to learn by listening and students with a type of Kinesthetic learning style were more likely to learn by practice learning methods.

2. English Comprehension

a. Definition of Comprehension

Understanding is in-depth knowledge of the material taught by the teacher. Understanding from an early age, especially during adolescence is important because it is the foundation for students

towards maturity so that students can apply what they understand (Rusydi, 2018). According to Riyatuljannah, understanding is the synchronization of knowledge between students and teachers in learning (Riyatuljannah, 2018). Meanwhile, according to Nahdi, understanding is a benchmark that leads students to mastery of subject matter (Nahdi et al., 2018). Understanding in students is also an effort that involves thinking activities that occur within students as an outcome of an active interaction in the classroom to obtain an improvement of knowledge, behavior, skills and attitudes that were relative and leave a mark on students.(Sutarto, 2017). This can show when students were in the classroom, students were given subject matter that has never been obtained before. During the learning process students can respond and re-explain the content presented by the teacher. Thus, students have achieved the process of understanding the subject matter.

Understanding according to Michael & Marc is a result of stimuli that were processed in the mind. One of the results of this stimulation will make

students catch the outlines related to the information provided (Michael & Marc, 2018).

From some of the definitions above, the researcher concludes that understanding was the result of a thought process that makes students able to understand a discussion in a subject.

b. English Comprehension

In learning English there were several types of comprehension that must be understood by students, including:

1) Reading Comprehension

Reading comprehension is a critical skill in the success of each student in learning. Without adequate reading skills, students will have difficulty in various subjects (Baier, 2005). Reading holds significant importance for students. This skill is developed after students enter formal education. Reading plays a crucial role in comprehending a text provided by the teacher (Kurniaman et al., 2018).

Reading is an introduction to lead into the continuous process of deepening English. To do this successfully, students must understand the

meaning of a word and understand the ideas or arguments contained in the text (Ismail et al., 2017). In learning Reading, students will get a lot of information from various types of sources. In learning English, reading is a basic requirement for students to be able to understand other subjects because at this stage students were taught how to understand the meaning of a word, sentence and paragraph which contains information that must be understood by students (Larasaty & Sulastri, 2019).

In activities that involve speaking activities, students must read to prepare things that will be conveyed first. In listening activities, if students do not know the meaning of the vocabulary conveyed, students will have difficulty understanding what the speaker is conveying (Meylana, 2019).

Reading learning holds the key to the success of all student lessons in the classroom. In discussing the material, students must read to be able to find the topic of discussion that students will write back.

2) Writing comprehension

Writing is a way to share meaning personally. This means that indirectly writing is a way to convey meaningful feelings and thoughts to other people. Harmer in Septiani (2018) states that writing is a way to process language and describe feelings, opinions and ideas which means that in the writing process students produce language that has been developed in their minds (Septiani, 2018).

Writing is a skill that will be continuously learned and developed by every individual, especially students. one of the basic needs in understanding writing learning is for academic needs. Especially students who will major in English at tertiary institutions will face a final assignment, writing a thesis which will require an adequate understanding of writing (Natsir, 2018).

Writing is an activity that produces language in written form where this activity is a productive activity because it can provide a great

opportunity to produce more language than to receive it (Wibowo, 2013).

Based on the discussion above, it can be concluded that in order to lead to understanding writing students must be able to understand contextually the form of discussion, orders, instructions and write them according to some of these instructions.

3) Speaking Comprehension

Hornby in Yanti (2019) suggests that Speaking is one of the language arts that is most often used by all people in the world. Speaking is also an oral type of communication or a type of communication that utilizes the human mouth which functions to convey ideas or information to listeners (Yanti, 2019). In general speaking is a form of communication and an ability to express something using the language spoken.

Speaking is the use of language in the simplest way by producing common sounds. Speaking is not only referred to as a way of communicating between people but with Speaking, new or useful information will appear

and make it possible to share ideas and ideas with others (Ahmad et al., 2013).

Speaking is a complex skill that requires several different abilities simultaneously where these abilities were often found in other fields. Speaking in general is referred to as an analysis of the speaking process which includes Pronunciation, grammar, vocabulary, fluency and comprehension (Bohari, 2019).

In learning Speaking, speakers and listeners must have the same understanding so that conversations result in positive communication.

4) Listening Comprehension

Listening comprehension is a complex listening activity, an interactive activity in which the listener engages in the dynamic formation of understanding. The interactive process contains several aspects such as vocabulary, grammatical structure, stress and intonation. In the understanding of Listening, it is referred to as a process that requires the capture of the meaning or meaning of words, sentences or spoken language (Yulia & Lastri, 2019). Listening comprehension

pertains to the skill of comprehending the meaning of spoken words or sentences. According to Hamouda in Rangkuti, explaining that listening comprehension indicates that a listener understands the information spoken (Rangkuti, 2017).

Listening is the ability to understand and identify all forms of information conveyed by others. Barnes in Alponiyati et al (2020) revealed that Listening is a very complex problem-solving activity where listeners interact with speakers with the aim of compiling the meaning contained in their experiences and knowledge (Alponiyati et al., 2020).

Some of the definitions above show that Listening is an important, meaningful, and natural component. Listening plays a significant role in the learning process which means that without listening students were unable to accept the language they hear because listening presents language through sound input.

c. The Urgency of English Comprehension

Urgency is something that encourages, which is something that needs to be done and is important and must be followed up immediately (Pamungkas, 2018). Urgency refers to something that is a part, which holds the main control or an important element (Wahab, 2004).

The foreign language spoken by many people is English. Therefore English is called an international language. Whatever is happening in other parts of the world, information is obtained using English and Literature around the world is written in many languages and can only be understood by those who research it (Kusuma, 2019).

For students, learning English is an important thing that students should not miss in the learning process. Students as the next generation must have broad insights that can help students to access various types of existing knowledge. When they understand learning English, it is also easier for students to get opportunities in the competitive world at the international education level (Kusmaryati, 2017).

English is the language of instruction in the world. Thus, English is a language that needs to be mastered by almost everyone in today's global era. This can be seen from the process of learning international languages that has started from the lowest level of education to the tertiary level in Indonesia (Hidayati, 2018). In fact, it is not uncommon to find quite a number of parents starting to enroll their children in English tutoring in order to deepen the language.

d. English Comprehension Indicator

In learning English there were several indicators that show student understanding, these indicators include:

1) Reading Comprehension

Students were said to be able to understand Reading lessons when students were able to read vocabulary according to their pronunciation and students were able to capture the message conveyed in a sentence (Kurniaman et al., 2018).

2) Writing Comprehension

Students were said to be able to comprehending written text lessons when the students could compose written work and organize content in writing, use a lot of vocabulary and according to enhanced spelling (Ekorini, 2021).

3) Speaking Comprehension

Students were said to be able to understand Speaking lessons when students were able to demonstrate fluency in pronouncing words or sentences and have a rich vocabulary (Batdriyah, 2019).

4) Listening Comprehension

Students were said to be able to understand Listening lessons when students were able to capture and understand implied vocabulary and students were able to respond to material or stories conveyed by the teacher (Budiati & Sabila, 2019).

5) Relevant Research

The results of previous research that were relevant to the title or problem in this thesis were as follows:

1. Natalia Tri Astuti, 2017 with the research title "The Influence of Learning Styles on English Vocabulary Mastery". Based on the results of research with SPSS at a significance level of $\alpha = 0.05$, a sig value of 0.000 < 0.05 was obtained and $F_{hit} > F_{tab}$ or $16.544 > 3.148$. Then H_0 is rejected and H_1 is accepted. This means that there is an influence of learning styles on mastery of English vocabulary (Astuti, 2017).

The similarity of the research that has been carried out by Tri Astuti with the research that will be carried out is that both were looking for the influence of student learning styles (variable X) in the learning process on learning English, while the difference between the research above and the research that will be carried out is that the above research only discusses one important aspect in learning English is Vocabulary Mastery, while the research that will be carried out discusses the four general aspects of achieving an understanding of English, namely Reading, Writing, Speaking and Listening and the type of research above uses the experimental method while the research that will be carried out uses the Ex-Post Facto method. .

2. Sutriani Asma, 2015 with a research entitled "The Influence of Student Learning Styles on the Development of English at MIN Bontolangkasa, Minasa Te'ne District, Pangkep Regency". The research results refer to the differences in the test criteria which state that if the significant value contained in the multiple comparison output is > 0.05 , then there is no difference. Therefore it can be concluded that there is no significant average difference between students who have visual, auditory and kinesthetic learning styles in achieving English learning outcomes for Class IV MIN Bonto Langkasa(Asma, 2015).

The similarity of the research that has been researched by Sutriani Asma and the research that will be carried out is that they were both looking for the influence of student learning styles, while the difference between these two studies is that the research method used by Sutriani Asma is a type of correlational research while the research that will be carried out is research with the Ex type -Post facto. Another difference that exists is in the classification of research objects, the objects studied in previous research were elementary school students while the objects in the

research to be carried out were junior high school students and the next difference was in variable Y, where the above research discussed student development while the current research will be carried out discussing student understanding.

3. Euis Rabiatal Awaliah, 2018 with the research title "The Influence of Teaching Techniques and Learning Styles on the English Speaking Ability of Polytechnic LP3I Jakarta Students, Cikarang Campus". In this research resulted in a positive influence of Teaching Techniques and learning styles on students' English speaking ability of 8.3%. The correlation coefficient (R) of 0.623 indicates that there is a positive correlation between teaching techniques and learning styles on students' English speaking ability(Awaliah, 2018).

The similarity of the research that has been conducted by Euis Rabiatal Awaliah with the research that will be carried out is that both of them discuss how the influence of learning styles on the object of research while the difference between the two studies is that the research above uses a descriptive-quantitative method while the type of research that will be carried out is the type Ex-Post Facto research. Another difference was

found, namely, in the variables X and Y. There were two X variables in the research above, namely teaching techniques and learning styles, while the research that will be carried out only examines one X variable, namely learning styles. In variable Y, the research above discusses speaking ability, while the research that will be conducted discusses students' understanding of English which includes reading, writing,

4. Ibnu R. Khoerun, Nana Sumarna & Tatang Permana, in 2014 with a research entitled "The Influence of Learning Styles on Student Learning Achievement in Productive Subjects". The results showed that 35.2% of students had a visual learning style, 55.2% of students had an auditory learning style, and 29.6% of students had a kinesthetic learning style. In general, students tend to have visual and auditory learning styles. The results of hypothesis testing show that learning style has a relationship to learning achievement. Learning styles have a significant effect on learning achievement. Learning styles have a contribution or influence of 52% on student achievement and the remaining 48% is influenced by other variables that were not analyzed in the learning model(Khoerun et al., 2014).

The research equation above with the research to be conducted is on variable X, both were looking for related to the influence of student learning styles while the difference is in variable Y. In the research above looking for information related to Productive Subjects while the research to be carried out is looking for information related to Language Understanding english students.

5. Yen Chania, M. Haviz & Dewi Sasmita, in 2016 with a research entitled "The Relationship between Learning Styles and Student Learning Outcomes in Class X Biology Learning at SMAN 2 Sungai Tarab, Tanah Datar Regency. The results of this research indicate that there is no positive and significant relationship between learning styles on student learning outcomes in Biology learning. This is evidenced by $r_{count} (0.089) < r_{table} (0.235)$, H_a is rejected and H_0 is accepted (Chania et al., 2016).

The research equation above with the research to be studied is that both use ex post facto research types. The difference between the above research and the research to be examined is found in the research object. The research above examines the object of high school

students while the research to be examined examines the object of junior high school students. Another difference is that the research above looks for the relationship between student learning styles in the scope of Biology learning, while the research that will be examined looks for the influence of student learning styles in the scope of English Comprehension.

6) hypothesis

Based on the formulation of the problem above, the writer will put forward a hypothesis which is a temporary allegation that still requires further proof. The hypothesis in question is as follows:

Ho = There is no an influence of students learning styles on students English comprehension at SMPN 7 Sinjai.

Ha = There is an influence of students learning styles on students English comprehension at SMPN 7 Sinjai.

CHAPTER III

RESEARCH METHODS

A. Types and Research Approaches

1. Types of research

The type of research used is Ex-Post Facto research. In this research, the researcher begins by observing the dependent variables, and subsequently, the independent variables are introduced during the research process. In Latin ex post facto means "from after the fact". This shows that the research was carried out after the differences in the independent variables occurred due to the natural development of these events (Ibrahim et al., 2018).

When the change in the independent variable has already happened, researchers encounter the challenge of discerning the cause and effect being observed. Because there is no control, in ex-post facto research, it is more difficult for us to conclude that the independent variable X really has something to do with the dependent variable Y (Sappaile, 2010).

In ex post facto research, researcher looked for phenomena that have occurred which were related to the Influence of Student Learning Styles on the

Understanding of English in Grade VIII Students of SMPN 7 Sinjai.

2. Research Approach

The approach used in this research is a quantitative approach which the research can be characterized as positivist in nature, adhering to the principles of examining specific populations or samples. It involves utilizing research instruments for data collection and employs quantitative data analysis methods (Sugiyono, 2019).

Quantitative research is the methods used in testing theories by examining the relationship between variables (Creswell, 2019). The purpose of this quantitative research is to test the hypothesis in the research by looking for the effect of student learning styles on the understanding of English for Grade VIII students at SMPN 7 Sinjai.

B. Definition of Research Variables

By title "The Influence of Students Learning Styles Towards Students English Comprehension at SMPN 7 Sinjai" and to avoid misunderstandings related to the content of the research, the researcher has describe the definitions of the variables as follows:

1. Learning Style (Independent Variable)

The independent variable in this study is the learning style, which refers to the approach individuals employ in their learning activities. Specifically, the study examines three distinct learning styles: visual, auditory, and kinesthetic.

2. English Comprehension (Dependent Variable)

Dependent variable is the variable being tested and measured. The dependent variable in this research is English comprehension. English comprehension in this research is basic knowledge about an aspect that must be studied by students to achieve comprehension in learning English which includes Reading Comprehension, Writing Comprehension, Speaking Comprehension and Listening Comprehension.

C. Place and time of research

1. Place/location of research

The location chosen in this research was SMPN 7 Sinjai which is located at Jln. MH Thamrin No. 1 Biringere Village, North Sinjai District, Sinjai Regency. The researcher choose this location because there were problems faced by students in this school that related to the title which include the influence of

students learning styles on students English Comprehension that caused students do not achieve the minimum completeness criteria so that researcher were interested in doing research.

2. Research time

Time of the research is conducted from March to May 2023.

D. Population and Sample

1. Population

The population refers to a wide group of subjects or objects sharing specific qualities and characteristics selected by the researcher for study, ultimately leading to drawn conclusions. It comprises not only individuals but also various natural and inanimate entities. Additionally, the population includes all traits and attributes possessed by the subjects or objects under consideration, extending beyond mere numbers (Sugiyono, 2019). In this research, the population consisted of 93 students at VIII grade in SMPN 7 Sinjai (Documentation, May 6, 2023).

Population Data of Students at SMPN 7 Sinjai can be seen in the table below

Table 3.1 Research Population

No.	Class	The number of students
1.	VIII.1	20
2.	VIII.2	18
3.	VIII.3	19
4.	VIII.4	17
5.	VIII.5	19
Total		93

(Document, May 6, 2023)

2. Sample

The sample is a subset of the population that has similar characteristics to the population itself. A sample is also referred to as an example. The calculated value obtained from this sample is called statistics (Priadana & Sunarsi, 2021). Based on the population in which individuals have the same probability of being selected, the sampling technique used is Simple Random Sampling. Sampling was conducted randomly without considering the divisions within the population. (Sugiyono, 2019).

To calculate the number of students to be used as a sample, the Krejcie calculation model is used. Krejcie in making calculations is based on a 5% error. So the sample obtained has 95% confidence in the population (Fauzy, 2019). The Krejcie calculation table is as follows:

Table 3.2 Krejcie Calculation Table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4504	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

(Fauzy, 2019)

Information :

N = Total Population

S = Number of Samples

Based on Krejcie's calculations, the sample in this research was 73 students at SMPN 7 Sinjai with a detailed table as follows:

Table 3.3 Sample of The Research

No	Class	The number of students
1.	VIII.1	15
2.	VIII.2	14
3.	VIII.3	15
4.	VIII.4	14
5.	VIII.5	15
Total		73

E. Data collection technique

The data collection method employed in this research were :

1. Questionnaire

A questionnaire or Self-administered questionnaire is a data collection method where respondents are provided with a set of questions to complete on their own. Questionnaires were questions

that have been written down and have been provided with selected answers, so that respondents only have to choose one of the answers that have been provided (Priadana & Sunarsi, 2021). In this research, the data to be obtained through a questionnaire is information about the effect of student learning styles on the understanding of English for Grade VIII students of SMPN 7 Sinjai.

2. Documentation

The documentation method is a research data collection technique regarding things or variables in the form of records in paper or books (Dimiyati, 2013). Documents in this research were in the form of records of the number of respondents, questionnaire sheets, worksheets and student learning outcomes sheets. The documentation method in this research was used to obtain information about the influence of students learning styles on students English comprehension at SMPN 7 Sinjai. The use of this documentation method is to strengthen and support the information obtained from research results.

3. Test

Testing techniques were data collection techniques conducted by feeding a host of problem or tasks and other tools to the subject needed data. Data collection using a testing technique could be called measurement (Tedi, 2017).

F. Research Instruments

The research instrument serves as a means of measurement, taking the shape of tests, questionnaires, interview protocols, and observation guidelines utilized by researchers for data collection. Alternatively, these instruments can also be tools selected and employed by researchers to systematize and streamline their data collection activities (Enny, 2019).

The instruments used in this research were:

1. Questionnaire Sheet

Questionnaire sheets were several sheets of paper (ordinary paper and Google Form) containing questions which were accompanied by answers in the questionnaire, so the respondent just selects and fills in according to the answers provided. Then the questionnaire sheets were distributed to respondents who were taken as research samples by researcher so it

could get information about the influence of students learning styles towards students English comprehension at SMPN 7 Sinjai.

The research employed the Likert Scale as its measurement tool. This scale translated the variables into indicators, which served as the basis for developing instrument items, either in the form of questions or statements. Responses were quantitatively analyzed by assigning scores, such as 4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree.

Table 3.4 Questionnaire Scoring Criteria

Answer Criteria	Score
Strongly agree/ always/very positive	4
Agree / often / positive	3
Disagree/almost never/negative	2
Strongly disagree/never/negative	1

(Sugiyono, 2019).

2. Document

Documents were tools used in data collection which can be in the form of:

- a. Notes or data on the number of respondents involved in the research.
- b. Questionnaire sheet.

- c. Document worksheets and student learning outcomes.

3. Test Sheet

Test assessment utilized in this research is the achievement test. This test measures the students achievement in English Comprehension after learning the material that in the form of:

- a. Test of Speaking, students have a conversation.

Sarah: Hey, Jasmine. How about baking a cake when we get home?

Jasmine: That's a brilliant idea! We better buy some ingredients then, while we are here.

Sarah: Well, I guess we need sugar, butter, flour, and icing sugar.

Jasmine: We also need some eggs, chocolate chips, and a chocolate flake to sprinkle on top.

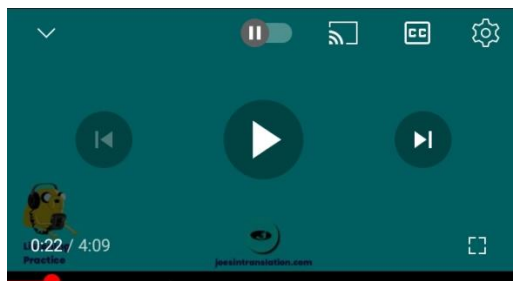
Sarah: Yes, I nearly forgot about that. I'll get the dairy ingredients and you'll get the others.



Jasmine: Alright! Let's do it. See you at the cashier.

Sarah: See you there shortly.

b. Test of Listening, students listen to audio to analyze the meaning.



c. Test of Reading, students read a few paragraph.

*My **hobby** is writing. I have loved writing since I was in elementary school. In the past, I often sent my writings to a magazine.*

d. Test of Writing, students write a sentence based on enhanced spelling
students write about their daily activity.

G. The Validity of The Instrument

Validity or error testing is carried out in order to find out to what extent a proposed questionnaire can extract the required data or information. An instrument is

said to be valid if the instrument used can measure what is to be measured (Sukardi, 2019).

1. Research Instrument Test

a. Test of Validity

Validity test is the accuracy between the data collected and the data that actually occurs on the object under research (Sugiyono, 2019).

The instrument is considered valid, indicating that it accurately measures the intended variables or concepts. Decision making is based on the significance value, when the value of $\text{sig} < 0,05$ is said to be valid and vice versa when the value of $\text{sig} > 0,05$ is said to be invalid (Rahayu, 2020).

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Information :

r_{xy} = Correlation coefficient between X and Y
n = Number of Respondents

X = Score of each statement from each respondent

Y = Total score of all statements from each respondent

Decision making is based on the significance value, when the value of $\text{sig} < 0,05$ is said to be valid and vice versa when the value of $\text{sig} > 0,05$ is said to be invalid.

Table 3.5 Questionnaire Validation Test Result

Item	Pearson Correlations	Sig	Criteria
1	0,608	0,000	Valid
2	0,426	0,001	Valid
3	0,608	0,001	Valid
4	0,414	0,002	Valid
5	0,608	0,000	Valid
6	0,443	0,001	Valid
7	0,426	0,001	Valid
8	0,443	0,001	Valid
9	0,426	0,001	Valid
10	0,608	0,000	Valid
11	0,443	0,001	Valid
12	0,608	0,000	Valid
13	0,443	0,001	Valid
14	0,414	0,002	Valid
15	0,605	0,000	Valid
16	0,607	0,000	Valid
17	0,426	0,001	Valid

18	0,605	0,000	Valid
19	0,535	0,000	Valid
20	0,550	0,000	Valid
21	0,550	0,000	Valid
22	0,550	0,000	Valid
23	0,424	0,001	Valid
24	0,550	0,000	Valid
25	0,607	0,000	Valid
26	0,605	0,000	Valid
27	0,607	0,000	Valid
28	0,605	0,000	Valid
29	0,607	0,000	Valid
30	0,312	0,021	Valid
31	0,589	0,000	Valid
32	0,541	0,000	Valid
33	0,312	0,021	Valid
34	0,543	0,000	Valid
35	0,558	0,000	Valid
36	0,589	0,000	Valid
37	0,573	0,000	Valid
38	0,427	0,001	Valid
39	0,312	0,021	Valid

40	0,622	0,000	Valid
41	0,549	0,000	Valid
42	0,543	0,000	Valid
43	0,653	0,000	Valid
44	0,475	0,000	Valid
45	0,573	0,000	Valid
46	0,622	0,000	Valid
47	0,313	0,000	Valid
48	0,475	0,000	Valid
49	0,535	0,000	Valid
50	0,497	0,000	Valid
51	0,653	0,000	Valid
52	0,441	0,001	Valid
53	0,558	0,000	Valid
54	0,622	0,000	Valid

(Source : SPSS Version 22)

Table 3.6 Test Sheet Validation Test Result

Item	Pearson Correlations	Sig	Criteria
1	0,829	0,000	Valid
2	0,503	0,000	Valid
3	0,829	0,000	Valid
4	0,644	0,000	Valid

5	0,829	0,000	Valid
6	0,726	0,000	Valid
7	0,503	0,000	Valid
8	0,726	0,000	Valid
9	0,503	0,000	Valid
10	0,829	0,000	Valid
11	0,726	0,001	Valid
12	0,829	0,000	Valid
13	0,726	0,001	Valid
14	0,644	0,002	Valid
15	0,379	0,000	Valid
16	0,541	0,000	Valid

(Source : SPSS Version 22)

The result in validity test above shown that the significance value of all items is less than 0,05 which indicate that all items from the questionnaire is valid.

b. Test of Reliability

According to Ghozali, the reliability test is a tool for measuring a questionnaire which is an indicator of a variable. A questionnaire is said to be reliable (reliable) if one's answers to the statement were consistent (stable) from time to time.

In SPSS, the benchmark for reliability is the Cronbach alpha value. Questionnaire items can be said to be reliable if the Cronbach's Alpha value is > 0.70 and is said to be unreliable if the Cronbach's Alpha value is < 0.70 (Rahayu, 2020).

The benchmark for reliability is the Cronbach alpha value. Questionnaire items can be said to be reliable if the Cronbach's Alpha value is > 0.70 and is said to be unreliable if the Cronbach's Alpha value is < 0.70 .

Table 3.7 Reliability Test Result

Reliability Statistics	
Cronbach's Alpha	N of Items
.949	54

(SPSS Data analyst Version 22)

The result in reliability test above shown that the number of Cronbach's Alpha is 0,949. The result prove that the questionnaire items is reliable.

Table 3.8 Test Sheet Reliability Test Result

Reliability Statistics	
Cronbach's Alpha	N of Items
.760	17

(SPSS Data analyst Version 22)

The result in reliability test above shown that the number of Cronbach's Alpha is 0,760. The result prove that the questionnaire items is reliable.

H. Data analysis technique

In quantitative research, data analysis is an activity after data from all respondents or other data sources have been collected. Data analysis techniques in quantitative research use statistics. There were two kinds of statistics used for data analysis in research, namely descriptive statistics and inferential statistics (Sugiyono, 2019). The statistics used in this research were inferential statistics with the aim of knowing or measuring the degree of relationship between two variables (Hadi et al., 2016).

Data analysis techniques used in this research were :

1. Prerequisite Test

a. Test of Normality

The normality test aims to determine whether the variables in the research have a normal distribution or not. To test whether the data is normally distributed or not, a statistical test is

performed using the Kolmogorov Smirnov and Shapiro Wilk tests (Basuki, 2015).

If the sig value is greater than 0.05 then the data is normally distributed

If the sig value is less than 0.05, the data is not normally distributed

b. Test of Linearity

The linearity test aims to determine whether the two variables have a linear relationship or not. This test looks at how the X variable affects the Y variable. To test whether the data affects the variable or not, a statistical test is carried out using SPSS 22 based on the test for linearity (Bustani et al., 2014).

To calculate linearity in this research, researchers using the help of the SPSS for windows program. With using the ANOVA table in SPSS, it will be seen the significance of sig. Deviation from linearity, and the provisions for the linearity test in SPSS were:

- 1) If the value is significant >0.05 , then there is a significant linear relationship between variable X and variable Y.

- 2) If the value is significant < 0.05 , then there is no significant linear relationship between variable X and variable Y.

After the prerequisite test is met, it can proceed to a simple linear regression test (Hartanto & Yualiani, 2019).

c. Test of Homogeneity

The homogeneity test is a statistical procedure used to determine whether two or more groups of sample data originate from populations with equal variances. In regression analysis, it is essential to ensure that the regression errors within each group, based on the dependent variable, exhibit uniform variance. Thus, the primary objective of the homogeneity test is to ascertain whether several groups of research data exhibit similar variances or not (Nuryadi et al, 2017).

d. Hypothesis testing

1. Regression Analyst Technique

This research uses the Simple Linear Regression equation. Simple linear regression describes the relationship between two variables that can be expressed in a regression line, and is a

technique in parametric statistics that is generally used to analyze the average response of variable Y which changes with respect to the amount of intervention from variable X (Kurniawan & Yuniarto, 2016).

To get the results of data analysis, it can be determined by the formula $Y = a + bX$, calculated using the SPSS 22 For Windows application.

In general, the simple regression equation can be formulated as follows :

$$Y = a + b X$$

Note: Y = English Comprehension (the dependent variable)

a = Constant or if the price $X = 0$

b = Regression coefficient

X = Learning Style (independent variable)

(Sugiyono, 2017).

2. One Sample T-test

The partial test purpose is to assess whether independent variable included in the regression model has a distinct impact on the

dependent variable. This test has provisions, namely:

- a. If $t_{\text{count}} > t_{\text{table}}$ and significance level < 0.05 , then H_0 is rejected and H_a is accepted, so the independent variable partially has an influence on the dependent variable.
- b. If $t_{\text{count}} < t_{\text{table}}$ and significance level > 0.05 , then H_0 is accepted and H_a is rejected, so the independent variable partially has no effect on the dependent variable.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description of The Research Location

1) The Profile of UPTD SMPN 7 Sinjai

Name	: UPTD SMP Negeri 7 Sinjai
Under the Auspices	: Ministry of Education, Culture, Research and Technology
Accreditation	: A
Curriculum	: Independent Curriculum and K-13
Province	: South Sulawesi
Regency/City	: Sinjai
Address	: Husni Thamrin Street
Status	: State
Ownership Status	: Local Government
Decree of School Establishment:	2147483647
Date of Decree Establishment:	1997-03-07
Teacher	: 39 Teachers
Students	: 417 Students

2. Vision and Mission of UPTD SMPN 7 Sinjai

a. Vision

Realization of a generation that achieve faith and piety with knowledge and technology based on the

profile of Pancasila students and environmentally cultured.

b. Mission

- 1) Creating a profile of Pancasila students who believe and have piety to the Almighty God and have a noble character through Dzikir with Dhuha prayer, Dzuhur prayer, congregation, praying before and after carry out activities and worship diligently according to order and each others beliefs.
- 2) Creating learning that is creative, interesting, fun and has character that is able to facilitate students according to their talents and interests.
- 3) Get used to students doing smiles, greetings. Who polite and courteous.
- 4) Familiarize reading culture and literacy activities.
- 5) Improving sports and arts achievements from the sub-district level to the national level.
- 6) Improving the management of educational units that were addictive, have character and ensure the quality of education.
- 7) Increasing the professionalism of education and education staff.

- 8) Carry out IT-based learning and CBT-based assessments and utilize the environment as a learning medium.
- 9) Creating a profile of pancasila students who were noble, independent, critical and creative reasoning so as to be able to create ideas and innovative skills.
- 10) Carry out a partnership program with the environment and forestry police service, religious community organization and regional library.
- 11) Creating a school environment as a place for intellectual, social, emotional development, skills and local cultural development in global diversity.
- 12) Creating active participation of parents and society in diversity which accommodates the creativity of students who have a competitive spirit.
- 13) Carry out a culture of clean and healthy living by carrying out clean and healthy Fridays and implementing health protocols (Documentation, May 27, 2023).

B. The Result and Discussion of The Research

1. Normality Test Result

The normality test aims to determine whether the variables in the research have a normal distribution or not. To test whether the data is normally distributed or not, a statistical test is performed using the Kolmogorov Smirnov. If the sig value is greater than 0.05 then the data is normally distributed, If the sig value is less than 0.05, the data is not normally distributed (Basuki, 2015).

Table 4.9 Normality Test Result

One-Sample Kolmogorov-Smirnov Test		
		Nilai Hasil Tes
N		73
Normal Parameters ^{a,b}	Mean	44.00
	Std. Deviation	8.646
Most Extreme Differences	Absolute	.093
	Positive	.069
	Negative	-.093
Test Statistic		.093
Asymp. Sig. (2-tailed)		.187 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

(SPSS Data analyst Version 22)

The result of the data above shows that the significance value of the test is 0,187 which indicate the data is normally distributed.

Table 4.10 Variable X Normality Test

One-Sample Kolmogorov-Smirnov Test		Learning Style
N		73
Normal Parameters ^{a,b}	Mean	80.14
	Std. Deviation	5.998
Most Extreme Differences	Absolute	.088
	Positive	.084
	Negative	-.088
Test Statistic		.088
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 4.11 Variable Y Normality Test

One-Sample Kolmogorov-Smirnov Test		English Comprehension
N		73
Normal Parameters ^{a,b}	Mean	84.36
	Std. Deviation	5.982
Most Extreme Differences	Absolute	.083
	Positive	.083
	Negative	-.062
Test Statistic		.083
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

2. Linearity Test Result

To calculate linearity in this, researcher using the help of the SPSS for windows program. With using the ANOVA table in SPSS, it will be seen the significance of sig. deviation from linearity, and the provisions for the linearity test is:

- c. If the value is significant >0.05 , then there is a significant linear relationship between variable X and variable Y.
- d. If the value is significant <0.05 , then there is no significant linear relationship between variable X and variable Y (Bustani et al., 2014).

Table 4.12 Test Sheet Linearity Test Result

ANOVA Table							
			Sum of		Mean		
			Squares	df	Squares	F	Sig.
Test Result * Learning Style	Between Groups	(Combined)	1702.611	21	81.077	1.124	.356
		Linearity	9.155	1	9.155	.127	.723
		Deviation	1693.457	20	84.673	1.174	.314
		from Linearity					
	Within Groups		3679.389	51	72.145		
Total			5382.000	72			

(SPSS Data analyst Version 22)

The linearity test above a significance value of $0,314 > 0,05$ which state that the data is linear.

3. Homogeneity Test Result

Homogeneity test is a statistical test procedure that is intended to show that two or more groups of sample data come from populations that have the same variance (Nuryadi et al, 2017).

Table 4.13 Test Sheet Homogeneity Test result

Test of Homogeneity of Variances			
Test Result			
Levene Statistic	df1	df2	Sig.
.368	4	68	.831

(SPSS Data analyst Version 22)

Based on the result of the data processing above, it shows a significance value of the test result is 0,831 and the value is greater than 0,05 which indicates that the data come from the same variance.

4. Simple Linear Regression Test Result

Simple linear regression describes the influence of the independent variable to dependent variables (Kurniawan & Yuniarto, 2016). The sentence hypothesis in research is :

- H0 : There is no an influence of students learning styles on students English

comprehension at SMPN 7 Sinjai

- Ha : There is an influence of students learning styles on students English

comprehension at SMPN 7 Sinjai

The testing criteria in this is reject H0 if P Value (sig.a) $< 0,05$ and accept H0 if P Value (sig.a) $> 0,05$.

Table 4.14 Test Sheet Simple Linear Regression Test Result

Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
Model				T	Sig.
(Constant)	1.399	.628		2.227	.029
Learning Style	.984	.008	.998	125.920	.000

a. Dependent Variable: Y1
(SPSS Data analyst Version 22)

The result of Simple Linear Regression Test above shown that the significance value of both variable is $0,000 < 0,05$. The result prove that H0 is rejected and Ha is accepted.

The explanation prove that There is an influence of students learning styles on students English comprehension at SMPN 7 Sinjai. the simple regression equation can be formulated as follows :

$$Y = a + b X$$

Note: Y = understanding of English (the dependent variable)

a = Constant or if the price $X = 0$

b = Regression coefficient

X = learning style (independent variable)

The regression equation of the Simple Linear Regression test result is :

$Y = (38.716) + 0.570X$. The equation indicate that students Learning Style have a positive effect on students English Comprehension.

5. One Sample T-test Result

The partial test aim to determine whether the independent variable contained in the regression model individually affect the dependent variable (Widana, 2020).

This test has provisions, namely:

- If $t \text{ count} > t \text{ table}$ and significance level < 0.05 , then H_0 is rejected and H_a is accepted, so the independent variable partially has an influence on the dependent variable.
- If $t \text{ count} < t \text{ table}$ and significance level > 0.05 , then H_0 is accepted and H_a is rejected, so the independent variable partially has no effect on the dependent variable.

Table 4.15 One Sample T-Test Result

One-Sample Test						
	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Learning Style	114.145	72	.000	80.137	78.74	81.54

(SPSS Data analyst Version 22)

The result of data analyst above indicate that the significance value of the X variable is $0,00 < 0,05$. So the independent variable has an influence on the dependent variable.

Based on the data that has been collected, it can be shown that there is an influence on students Learning Style on students English Comprehension. The

influence of students Learning Style on Students English Comprehension can be seen from the data result of the Questionnaire Sheet. Students feel enthusiastic when they learn in a learning model that matches their respective Learning Styles, then the process of understanding the learning materials will be quick and effective for students.

6. Discussion

The results showed that there was an influence of student learning styles on students' understanding of English. Based on the calculations and data analysis that the researchers did in this study, the significance value of the X variable was $0.000 < 0.05$ so that H_a could be accepted. Based on the learning style regression coefficient value of 0.570 the regression coefficient is positive so it can be said that student learning styles have a positive effect on students' understanding of English.

The influence of learning styles on students' understanding of English can be seen in the average score of the English proficiency test of 73.32 and the suitability of student learning styles with the results of the English proficiency test. Students who have a Visual learning style are able to answer questions

correctly and get high scores in the Reading test, students who have an Auditory learning style tend to score high and are able to answer questions in the Listening and Speaking tests and students who have the characteristics of a Kinesthetic learning style get fairly balanced scores in all aspects of the English test.

Visual learning styles that rely on the sense of sight help expedite the process of understanding in reading learning because reading learning makes it easier for students to receive and digest information packaged in the form of images or text.

Auditory learning style has an important role in learning Listening. In learning listening students are emphasized to utilize their sense of hearing to receive and process information in the learning process. Students who have an Auditory learning style will more easily capture and understand information presented in verbal form.

The Kinesthetic learning style has harmony in the Writing learning process. Students who have a Kinesthetic learning style receive and process information by moving one part of their body. In this case students are more likely to make small notes on the information received with the aim of facilitating

students in achieving an understanding process in a lesson.

The results of the research above are in line with the theory expressed by Gudnason (2017), learning styles affect language learning, which can be as a result of learning training to change student learning behavior and improve abilities in mastering language material. The results of this study are in line with research conducted by Awaliah (2018) which states that there is a positive correlation between teaching techniques and learning styles on students' English speaking ability as indicated by a correlation coefficient (R) of 0.623.

Based on what has been described above, to bring out students' understanding in the English learning process, a learning model or teaching method is needed that is appropriate to the characteristics of each student so that learning objectives can be achieved and learning activities run effectively. Therefore, teachers need to pay attention to and classify students' learning styles in learning English so that the atmosphere and learning materials get attention and so that students can accept learning materials naturally so

as to be able to lead students into the process of understanding English learning.

CHAPTER V

CLOSING

A. Conclusion of The Research

Based on the research that has been conducted at VIII grade of UPTD SMPN 7 Sinjai, after analyzing the data using questionnaire and test, it can be concluded that the result of the hypothesis indicate that Learning Style has an influence on students English Comprehension. It can be seen by the result of Simple Linear Regression showed that the significance value obtained is $0,000 < 0,05$, its mean H_0 is rejected and H_a is accepted. In the other word there is an influence of students Learning Style on students English Comprehension.

B. Suggestion of The Research

The suggestion put forward by researcher related to this research were as follows :

1. For the students to look for learning models that were consistent with each others learning style so that can be more energized and more focused in the learning process.
2. For the teachers should able to categorize the students learning style so the learning process could run effectively and the students learning outcome could be according to standard school grade.

3. To the school to able to complete the facility inside the class like learning media so the teacher can improve their their way to teach.

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Appendix 1: Grid of Research Instruments

RESEARCH INSTRUMENT GREATER

THE EFFECT OF STUDENTS' LEARNING STYLES ON CLASS VIII STUDENTS' UNDERSTANDING OF ENGLISH AT SMPN 7 SINJAI

No	Variable	Indicator	Sub-Indicators	Item No		Number of Items
				(+)	(-)	
1.	Learning Style	<i>Visual</i>	Learn with pictures.	1,3,5	2,4	5
			It is easier to understand what is seen than what is heard.	6,8,10	7,9	5
		<i>Auditory</i>	Loves to read aloud and listen.	1,3,5	2,4	5
			Can repeat and imitate tone of voice.	6,8,10	7,9	5
		<i>Kinesthetic</i>	Oriented to the physical and body movement	1,3,5	2,4	5
			Learn through manipulation and practice	6,8,10	7,9	5
2.	Understanding of English	Reading	Able to read vocabulary according to the pronunciation	1,2	3	3

			Able to capture the message contained in a sentence	4,5	6	3
		Writing	Able to write and organize content in writing	7,8	9	3
			The use of a lot of vocabulary and in accordance with enhanced spelling	10,11	12	3
		speaking	Able to demonstrate fluency in pronouncing words or sentences.	13,14	15	3
			Use a variety of vocabulary in speaking	16,17	18	3
		Listening	Able to understand the meaning of the words that have been spoken.	19,20	21	3
			Able to respond to material or stories conveyed by the teacher.	22,23	24	3

Appendix 2 :**Learning Style Questionnaire Instrument and Students****English Comprehension****Visual Learning Style Questionnaire Instrument**

School :

Student's name :

Class :

Gender :

A. General Instructions

1. Write down your identity, namely your school name, student name, class, and gender in the upper left corner of the answer sheet.
2. Read the statement of each number carefully.
3. This questionnaire has nothing to do with or influence your score and there are no wrong answers, all the answers you choose are correct. As long as you answer honestly. The confidentiality of your identity and answers is guaranteed by the researcher. Therefore, try not to leave any numbers unanswered.

B. Charging Instructions

1. Please choose the answer that seems most likely to you if you find yourself in such a situation by ticking (√).

2. Each statement must be answered.
3. Double-check the answers before submitting them to the researcher.

Answer Category

Strongly agree : SS (4)

Agree :S (3)

Don't agree :TS (2)

Strongly Disagree : STS (1)

NO	STATEMENT	ANSWER CHOICES			
		SS	S	TS	STS
	Visual Learning Style				
1.	I feel enthusiastic in learning when I see pictures in reading books.				
2.	I don't like lessons that have a lot of pictures				
3.	I like to read silently and quickly to understand text on books.				
4.	I prefer to hear the teacher speak rather than				

	read the text of the subject matter				
5.	I find it easier to remember stories that contain lots of colorful pictures than stories without pictures.				
6.	I like to put markings or color (highlighter) on important information in the book				
7.	I don't like the color of the pen ink different or highlighter to emphasize the writings in my notebook.				
8.	I like to pay attention to pictures or color illustrations contained in the book				
9.	I don't like coloring pictures by using bright and bright colors				
10.	The pictures and posters in the textbook really helped me remember and understand the lessons.				

Auditory Learning Style Questionnaire Instrument

School :
Student's name :
Class :
Gender :

A. General Instructions

1. Write down your identity, namely your school name, student name, class, and gender in the upper left corner of the answer sheet.
2. Read the statement of each number carefully.
3. This questionnaire has nothing to do with or influence your score and there are no wrong answers, all the answers you choose are correct. As long as you answer honestly. The confidentiality of your identity and answers is guaranteed by the researcher. Therefore, try not to leave any numbers unanswered.

B. Charging Instructions

1. Please choose the answer that seems most likely to you if you find yourself in such a situation by ticking (√).
2. Each statement must be answered.
3. Double-check the answers before submitting them to the researcher.

Answer Category

Strongly agree : SS (4)

Agree :S (3)

Don't agree :TS (2)

Strongly Disagree : STS (1)

NO	STATEMENT	ANSWER CHOICES			
		SS	S	TS	STS
	Auditory Learning Style				
1.	I feel passionate about learning when I listen to music.				
2.	I don't like lessons that use music or videos.				
3.	I like listening to the teacher talk in class.				
4.	I prefer reading to listening to stories				
5.	I more easily remember stories I listen to than stories I read.				
6.	I can remember what the teacher said in class.				
7.	It's not easy for me to remember what the teacher said.				

8.	I am able to repeat what my teacher said.				
9.	I can't remember what the teacher said.				
10.	I can imitate my friend's voice and intonation when speaking.				

Kinesthetic Learning Style Questionnaire Instrument

School :

Student's name :

Class :

Gender :

A. General Instructions

1. Write down your identity, namely your school name, student name, class, and gender in the upper left corner of the answer sheet.
2. Read the statement of each number carefully.
3. This questionnaire has nothing to do with or influence your score and there are no wrong answers, all the answers you choose are correct. As long as you answer honestly. The confidentiality of your identity and answers is guaranteed by the researcher. Therefore, try not to leave any numbers unanswered.

B. Charging Instructions

1. Please choose the answer that seems most likely to you if you find yourself in such a situation by ticking (√).
2. Each statement must be answered.
3. Double-check the answers before submitting them to the researcher.

Answer Category

Strongly agree : SS (4)

Agree :S (3)

Don't agree :TS (2)

Strongly Disagree : STS (1)

NO	STATEMENT	ANSWER CHOICES			
		SS	S	TS	STS
	Kinesthetic Learning Style				
1.	I often move my lips when reading silently.				
2.	I do not like lessons that require a lot of body movement.				
3.	I like to walk when I'm reading.				
4.	I prefer to read theory rather than put it into practice.				
5.	I more easily remember the theory of lessons that I practice.				

6.	I prefer to learn through practice rather than theory.				
7.	I don't like practical learning.				
8.	I like to play games in between lessons.				
9.	I'm less excited when I do a lot of body movement.				
10.	I like to practice a word through the movement of my hands, feet and other body parts.				

English Comprehension Questionnaire Instrument

School :

Student's name :

Class :

Gender :

A. General Instructions

1. Write down your identity, namely your school name, student name, class, and gender in the upper left corner of the answer sheet.
2. Read the statement of each number carefully.
3. This questionnaire has nothing to do with or influence your score and there are no wrong answers, all the answers you choose are correct. As long as you answer honestly. The confidentiality of your identity and answers is guaranteed by the researcher. Therefore, try not to leave any numbers unanswered.

B. Charging Instructions

1. Please choose the answer that seems most likely to you if you find yourself in such a situation by ticking (√).
2. Each statement must be answered.
3. Double-check the answers before submitting them to the researcher.

Answer Category

Strongly agree : SS (4)

Agree :S (3)

Don't agree :TS (2)

Strongly Disagree : STS (1)

NO	STATEMENT	ANSWER CHOICES			
		SS	S	TS	STS
	Understanding of English				
1.	I can pronounce the letters of the alphabet according to their pronunciation.				
2.	I can read English text according to the pronunciation.				
3.	I have difficulty in reading English text.				
4.	I am able to understand the words in the English text that I read.				
5.	I am able to catch the message contained in a paragraph of English text.				
6.	I have difficulty				

	capturing the message conveyed in a sentence.				
7.	I am able to write words in English according to the correct arrangement of letters.				
8.	I am able to write sentences in English according to the correct word order.				
9.	I am not able to write words or sentences in English.				
10.	I can write a large number of English vocabulary.				
11.	I can write a short story in English.				
12.	I do not master enough English vocabulary.				
	Understanding Speaking				
13.	I am able to speak according to the accuracy of pronunciation.				

14.	I am able to pronounce the sound and intonation of each English word correctly.				
15.	I can't pronounce the word in English according to the correct pronunciation.				
16.	I pronounce different vocabulary on the same topic.				
17.	I use many variations of vocabulary in speaking.				
18.	I can't pronounce the word in English according to the correct pronunciation.				
19.	I am able to understand the English words that I hear.				
20.	I am able to understand information in English based on what my interlocutor says.				
21.	I am not able to understand the English speech that I hear.				
22.	I am able to respond to a story in English that I hear.				

23.	I am able to respond to questions in the form of English delivered by the teacher.				
24.	I am unable to respond to stories and questions in English.				

Appendix 3 : Data Analyst

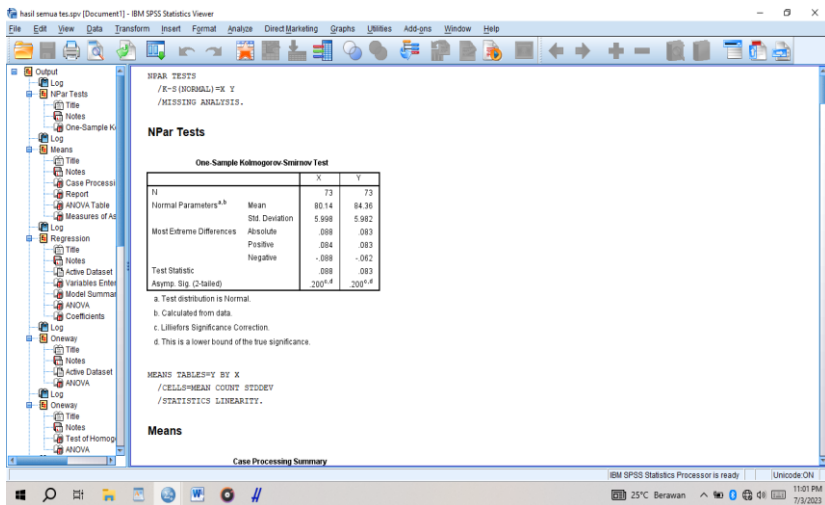


Figure 1 Normality Test

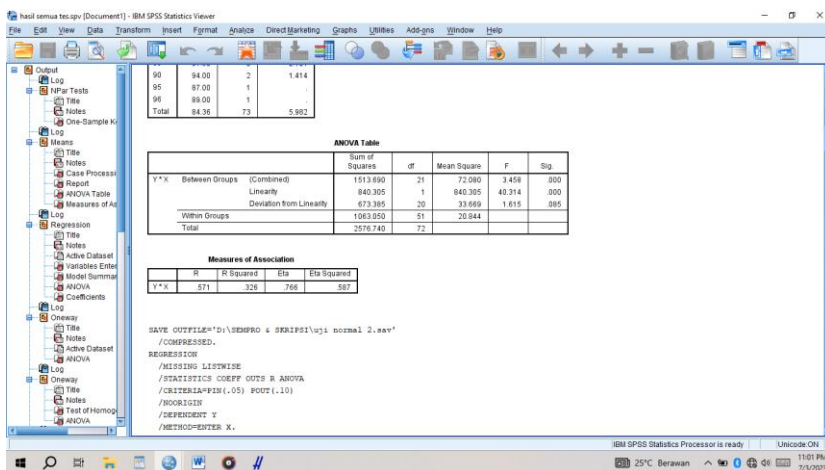


Figure 2 Linearity Test

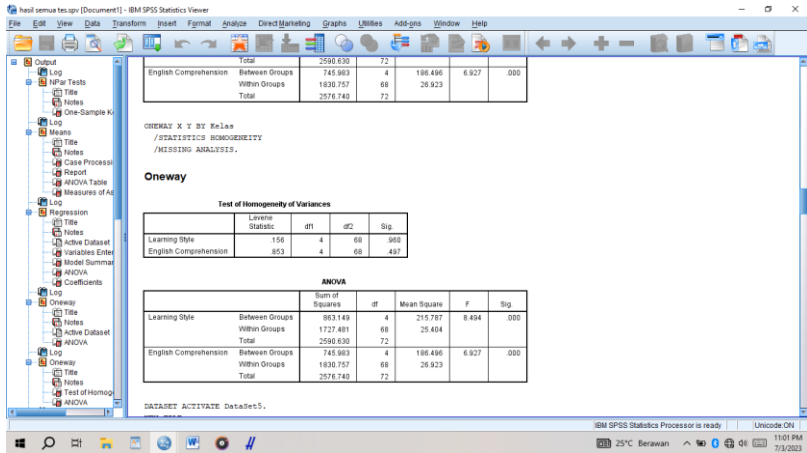


Figure 3 Homogeneity Test

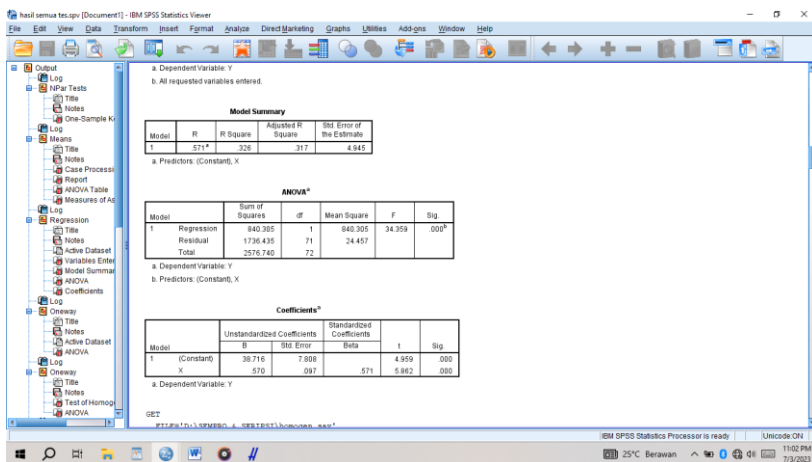


Figure 4 Simple Linear Regression Test

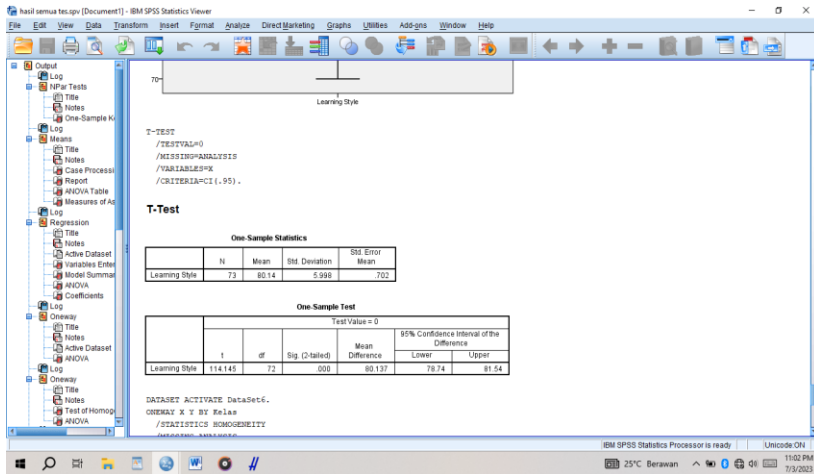


Figure 5 T-test

Appendix 4 :

Research Permit Application



Nomor : 173.D1/IL3.AUF/2023
 Lamp : Satu Rangkap
 Hal : Permohonan Izin Penelitian
 Kepada Yang Terhormat
 Kepala Sekolah SMPN 7 Sinjai

Sinjai, 27 Ramadhan 1444 H
 17 April 2023 M

Di - Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Khairul Ummah
 NIM : 190110025
 Program Studi : Tadris Bahasa Inggris (TBI)
 Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Influence Of Students Learning Styles On Students English Comprehension At SMPN 7 Sinjai".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di Kepala Sekolah SMPN 7 Sinjai.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Siti Nur, S.Pd.I., M.Pd.I.
 1213495

mbusan disampaikan Kepada Yth :

1. Rektor IAIM Sinjai
3. Kepala Dinas Pendidikan Kabupaten Sinjai

Appendix 5 : Supervisor Decree

INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Komplek Jl. Sultan Hassanudin No. 20 Kab. Sinjai, Tj. 91221 (0822) 913047, Kode Pos 92612
Email : ibu@iaim-sinjai.ac.id Website : <http://www.iaim-sinjai.ac.id>
TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1095/SK/BAN-PT/Akred/PT/XII/2020

SURAT KEPUTUSAN
NOMOR: 1092.DI/III.3.AU/F/KEP/2022

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN T.A. 2022/2023

DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

Menimbang :

1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2022/2023, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.

Mengingat :

- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
- b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
- c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
- e. Surat Keputusan Rektor IAIM Nomor : 216/1.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
- f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
- g. Statuta Institut Agama Islam Muhammadiyah Sinjai.

Memperhatikan :

1. Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2022/2023.
2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 305.R/III.3.AU/F/KEP/2022 tanggal 15 Oktober 2022 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Institut Agama Islam Muhammadiyah Sinjai tahun akademik 2022/2023.

MEMUTUSKAN

Menetapkan :

Pertama :

Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.

Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Jamaluddin, S.Pd.I., M.Pd.I.	Harnilawati, S.S., S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : Khairul Ummah
NIM : 190110025
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Pengaruh Gaya Belajar Siswa Terhadap Pemahaman Bahasa Inggris Siswa Kelas VIII di SMPN 7 Sinjai

Islami, Progresif dan Konqetitif



**INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Kampus : Jl. Sultan Hassanudin No. 20 Kab. Sinjai, Tlp. 08221431870 Kode Pos 92612

Email : fuksaim@gmail.com

Website : <http://www.iaimsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1089/SK/BAN-PT/Akred/PT/XII/2020

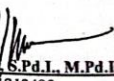


- Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.
- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- K keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai

Pada Tanggal : 25 Oktober 2022 M

: 29 Rabiul Awal 1444 H

Dekan,


Tukudin, S.Pd.I., M.Pd.I.
NBM: 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. BPH IAIM Sinjai
2. Rektor IAIM Sinjai
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM IAIM Sinjai

Appendix 6

Research Certificate



SURAT KETERANGAN PENELITIAN

Nomor : 423.1/005/SMPN7/2023

Yang bertanda tangan dibawah ini Kepala UPTD SMP Negeri 7 Sinjai, menerangkan bahwa :

Nama : **Khairul Ummah**
 Tempat/Tanggal lahir : Makassar 24 September 1999
 Nama Perguruan Tinggi : Universitas Islam Ahmad Dahlan
 NIM : 190110025
 Program Studi : Tadris Bahasa Inggris (TBI)
 Pekerjaan : Mahasiswi
 Alamat : Jl. Dr. Samratulangi Kec. Sinjai Utara Kab.Sinjai

Berdasarkan Surat Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai (IAIM) Nomor : 173.D1/III.3.AU/F/2023 tanggal 17 April 2023 yang bersangkutan tersebut diatas telah melakukan penelitian pada UPTD SMP Negeri 7 Sinjai dengan Judul Skripsi :

“ The Influence Of Students Learning Styles On Students English Comprehension At UPTD SMP Negeri 7 Sinjai ”

Pelaksanaan penelitian dari Bulan : **17 April 2023 s/d 30 Mei 2023.**

Demikian surat keterangan ini untuk dipergunakan sebagaimana mestinya.



Appendix 7 : Research Documentation





Appendix 8 : Free Plagiarism Release

		Similarity Report ID: old:30061:59213250	
PAPER NAME 190110025		AUTHOR KHAIRUL UMMA	
WORD COUNT 14831 Words		CHARACTER COUNT 81998 Characters	
PAGE COUNT 78 Pages		FILE SIZE 3.4MB	
SUBMISSION DATE May 14, 2024 1:00 PM GMT+7		REPORT DATE May 14, 2024 1:02 PM GMT+7	
● 28% Overall Similarity			
The combined total of all matches, including overlapping sources, for each database.			
• 25% Internet database		• 15% Publications database	
• Crossref database		• Crossref Posted Content database	
• 20% Submitted Works database			
			

Appendix 9 : Biography

	Biography
Name	: Khairul Ummah
Students ID	: 190110025
Place and Date of Birth	: Makassar, September 24 th , 1999
Address	: Dr. Samratulangi Street, North Sinjai District, Sinjai Regency
Organizational History 2020-2021	: 1. English Students Association
	2. Student Executive Board 2021- 2022
Educational History	
Primary School	: SDN 125 Karampue
Junior High School	: MTS Lenggong-Lenggong Sinjai Timur
Senior High School	: MAN 1 Sinjai
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