THE CORRELATION BETWEEN LEARNING STYLE AND ACADEMIC ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF UIN RADEN FATAH PALEMBANG

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirement to get The title of Sarjana Pendidikan (S. Pd)

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di

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Assalamuallaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul : **"THE CORRELATION BETWEEN LEARNING STYLE AND ACADEMIC ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF UIN RADEN FATAH PALEMBANG"**, *ditulis oleh saudari* **Nemisis Dahnisah Argasetra (12250097)** telah dapat diajukan dalam sidang munaqasah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang. Demikianlah terima kasih.

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2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if none day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my magister degree that I have received through this thesis.

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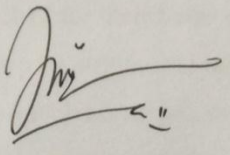

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ABSTRACT

The main purpose of the this research was to investigate the correlation and the influence between students' learning styles and academic achievement. 122 Students in the fifth semester and 103 students in the third semester of English education study program at UIN Raden Fatah Palembang were selected as the sample. Felder-Silverman Learning Style model questionaire containing 44 items were administered to the participants. Academic documentation was obtained to determine their GPA. *Pearson product moment* and *regression analysis* were used to find out the correlation and the influence between variables. The result showed that there was a significant correlation between students' verbal style and academic achievement with r = .145. and there were no correlation among active, reflective, sensing, intuitive, visual, sequential, global and academic achievement. Besides, there was also a significant influence of verbal learning style on academic achievement with 2.1%. This study could have implications for English language teachers, course designers, learners, and text book writers.

Keyword – learning styles, academic achievement.

CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) research problems, (3) research objectives, and (4) the significance of the study.

1.1. Background

Educational system is an essential factor for promoting educational quality. Evaluation of the important educational aspects is a basis for evaluating educational institutes (Leenaars & Laster, 2006, p. 1). Educational achievement evaluation can be considered as one of the most important educational evaluations. Continuous evaluation of the students' educational achievement during their academic period and examining its effective factors is one of the critical and inevitable bases of educational system improvement especially in the universities. The result of educational system can be identified from students performance or academic achievement.

According to Oommen (2015, p. 19818), academic achievement is considered as key to judge one's potentialities and capabilities. It is based on the number of factors, such as children's attitudes, interest, personality characteristics and social class in addition to learning. Furthermore, Lawrence and Vimala (2012, p. 211) define academic achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Also, academic achievement is defined as the specified level of attainment of proficiency in academic work designed by test scores (Shamshudin, Reddy & Rao, 2007, p. 26). It can be concluded that academic achievement is the main parameter that present students'

performance as the result of learning process which become main consideration in competing with other workers.

In gaining brighter future to get a good job, a**cademic achievement holds the important role because it prepares students for future careers.** It also allows students to enter competitive fields. Furthermore, academic achievement is often a sign of a refined intellect, which can help students in all areas of their lives. The highest level of educations indicates that people have a good academic achievement In order to win the competition and get a good job. Also, Meenudev (2016, p. 70) argues that academic achievement of learners has attracted attention of scholars, parents, policy makers and planners. The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and man power for the country thus responsible for the country's economic and social development (Ali, 2009, p. 12).

Prasetyo (2013, p. 1) reports that academic achievement in Indonesia was low. United Nations for Development Programme (UNDP) announced the results of the study of human qualities simultaneously around the world through a report titled Human Development Report 2004. In this annual report Indonesia only occupy 111th position out of 177 countries. Therefore, this academic achievement should be obtained from younger years. Graduating from high school allows students to earn far more, and many employers only hire those who graduated. As a result, academic achievement helps students avoid poverty. College education provides, even more benefits and employers are increasingly looking for employees with college degrees even in unrelated fields.

In terms of academic achievement, there are several factors associated with students' academic performance in higher education. Farooq and Berhanu (2011, p. 1)

explain the inside and outside school factors that affect students' quality of academic achievement. Moreover, Crosnoe, Johnson and Elder (2004, p. 23) state that these factors may be termed as *student factors, family factors, school factors and peer factors*. Furthermore, one of those aspects in students factors is learning style. It is supported by Warn (2009, p. 3) who states that learning style is one of the predictor of academic achievement, for study performed. In short, learning style has the essential role in students academic performance.

Learning style refers to individuals' fastest and best way to learn. Every student absolutely has different way in learning. Some students fell confortable with the audio, visual, and kinestatic. All in all, every students must be covered with the suitable treatment. It is supported by Naning and Hayati (2011, p. 2) who explain this learning style is the way a person prefers to learn and process the information. Some students tend to learn through reading, other students tend to learn through listening and the others tend to learn through experiencing. Warn (2009, p. 1) defines learning style as a person's preferred way of learning. Furtheremore, Nzesei (2015, p. 2) argues that learning style is both a characteristic which indicates how a student learns and likes to learn, as well as instructional strategy informing the cognition, context and content of learning. Further, Yeaung, Read, and Schmid (2015, p. 137) claim that student's learning style preference refers to the way they respond to stimuli in a learning context, and to their characteristic way of acquiring and using information.

Learning style is one of the main factors that help determine how and how well the students learn a second language or foreign language which can influence their comprehension both in reading, writing, listening and speaking (Oxford, 2003, p. 1). Moreover, Nzesei (2015, p. 2) indicates that utilizing awareness of learning style within the educational background promotes more effective learning and improved

academic achievement. He adds that if teacher and learners are conciuos with the learning style, learners will become more motivated to learn by knowing their strengths and weaknesses (p. 2). In short, greater awareness of learning preferences and styles helps teachers to be more flexible in their teaching and to utilize a wide range of classroom methodologies.

Meanwhile, if teacher or students do not consider that learning style is the supporting factor in academic performance. It will affect students motivation and performance. According to Begam (2013, p. 2), unappropriate teaching styles and learning styles could give negative impact to students. Students tend to be bored an inattentive in class, do poorly on tests, get discouraged about the course and may conclude that they are not good in the subject and give up. Furtheremore, Yeaung, Read, and Schmid (2015, p. 137) explain that having to learn in a less preferred style helps to broaden students' range of skills. All in all, an effective function of learning style will bring good effect to students performance, otherways, poor learning style make students fain in academic performance, unmotivated, and fail in overcoming their problem in learning.

In relation to academic achievement and learning style, based on interview with undergraduate EFL students of English Education UIN Raden Fatah Palembang, it was found that some of them were not satisfied with their academic achievement. Therefore, unfamilliar subjects related to linguistic give contribution to their GPA. Another factor that affected their academic performance and achievemnt was their ways in learning. In addition, they could not cover every learning style which needed in different subjects. Moreover, even though, the students knew what learning styles were, the knowledge about their own learning styles was not applied in their learning

well. Further, they did not know what type of learning styles exacly they used when they are learning.

There are some previous studies conducted related to learning style and academic achievement. Therefore, the result is still debatable and inconsistent upon the findings. Nzesei (2015) found that there was a significant correlation. On the contrary, Warn (2009) found that there was no correlation between students' learning styles and academic achievement. The findings from the previous studies take an urgent role in designing this research

Based on the explanation above that the researcher claimed that learning style as one of affective factor is fundamental aspect for student to achieve successfully in academic performance. besides, there is no research that has been conducted at the Islamic University of Raden Fatah before related to learning style and academic achievement. Therefore, the researcher concluded that, it is still important to concern this issues.

1.2 The Problems of the Study

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between each learning style and academic achievement of English Education Study Program students of UIN Raden Fatah Palembang ?
2. Does each learning style significantly influence academic achievement of English Education Study Program students of UIN Raden Fatah Palembang?

1.3 The Objectives of the Study

In accordance with the problems above, the objectives of this study are:

1. To find out whether or not there is significant correlation between each learning style and academic achievement of English Education Study Program students of UIN Raden Fatah Palembang.
2. To know if each learning style significantly influences their academic achievement of English Education Study Program students of UIN Raden Fatah Palembang.

1.4 The Significance of the Study

From this study, the writer hopes that this study will give some information in development for language teaching and learning process. Primely, understanding the students' learning style related to the academic achievement. Therefore, the study hopefully can be useful for teachers, material developer, course designer, next reseacher, and students.

In term of teaching, teachers will know the concept of learning style as one factor that can affect the students' success or failure in their learning. Also, teacher can handle their students and give special treatment to each student by taking consideration to students learning style. Besides, it will be useful for material developers in making and designing material which well suited to learning style. By doing this, there will be suitable from learning style characteristic and materials. Therefore, course or class designer can conduct survey to know the types of students learning style. It is important for course designer to put the students in the right dimension of learning style and the suitable class with others peers. Also, this study will be important infromation for the next researchers. Specially for the students when they know about their learning style, it

will help them realize to improve their ability effectively. They can cope with their weaknesses effectively and be motivated in learning by taking consideration to learning style as one of factor affecting their academic achievement.

Besides, this research will be important information for the next researchers who attempt to identity the relationship between learning style and academic achievement. Besides, there are many possibilities to correlate learning style to other language skills. Last, as the researcher, this study will give many benefits especially to improve researchers' knowledge about learning style and testing academic achievement. The knowledge about learning styles and academic achievement will be applied related to researcher as the candidate of teacher whom contributes in the better education.

CHAPTER II

LITERATURE REVIEW

This chapter presents the review of (1) correlational study, (2) the concept of learning style, (3) learning style model, (4) the concept of academic achievement, (5) student academic factors, (6) previous related studies, (7) hyphotheses, and (8) criteria for testing hyphothesis.

2.1. Correlational study

Johnson and Christensen (2012, p. 44) state that in correlational research, "the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables". There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

The meaning of a given correlation coefficient can be seen below based on Johnson and Christensen (2012, p. 340):

Table 1

Coeficient Correlation

Interval Coefficient	Level of Correlation
0.00 – 0.34	Very Weak
0.34 – 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

There are two primary types of correlational research design; explanation and prediction (Creswell, 2005, p. 326). The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2005, p. 327) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results. Johnson and Christensen (2012, p. 339) add that in an explanatory study, all the data on both variables will usually be

collected within a fairly short time. Often, the instruments used are administered in a single session, or in two sessions—one immediately after the other.

In a prediction design, researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2005, p. 328) shows that the characteristics of this design are that the researchers typically include the word "prediction" in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

In addition, the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Fraenkel, Wallen & Hyun, 2012 p. 338; and Creswell, 2005, p. 150).

2.1. The Concept of Learning Style

Learning style is the way a person prefers to learn. Sometimes, this person enjoys with her or his way in learning. She or he feels comfortable in absorbing the information with her or his own way. According to Ahmed (2012, p. 221), learning style refers to an individual's characteristics and preferred ways of gathering, interpreting, organizing and thinking about information. Some learners prefer to learn by means of visual forms of information, like pictures, diagrams, and schematics; others prefer to learn from verbal forms, such as written and spoken explanations; some learners tend to focus on facts and

data; others are more comfortable with theories and mathematical models; some students favor learning actively and interactively; others prefer to learn more introspectively and individually.

Many experts define what learning style actually is. Begam (2013, p. 2) defines Learning style is the way a person processes, internalizes and studies new andchallenging material. Furthermore, Pritchard (2009, p. 41) defines that learning style is defined variously as a particular way in which an individual learns; a mode of learning – an individual's preferred or best manner(s) in which to think, process information and demonstrate learning; an individual's preferred means of acquiring knowledge and skills; habits, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning, that an individual displays. Meanwhile, Liu (2008) defined it as "approaches to learning which refer to information processed in a preferred way in accordance to learner's habitual characteristics". In addition, Yassin (2015, p. 39) defines that learning style is the way in which somebody approaches the acquisition of knowledge.

According to Naning and Hayati (2011, p. 4) defines learning style is the way a person prefers to learn. Sometimes, this person enjoys with her or his way in learning. She or he feels comfortable in absorbing the information with her or his own way. Furthermore according to Chermahini et.al (2013, p. 324) define learning style is generally used to explain an individual's natural or habitual pattern of acquiring and processing information in learning situations.

2.2. Learning Style Model

2.2.1. General Learning Style

According to Pritchard (2009, p. 44) states that over many years, and through many research projects, including close and detailed observation of the way we communicate, three particular learning styles visual, auditory and kinesthetic have been identified.

2.2.1.1. Visual Learners

Students with visual learners prefer to learn by using picture to understand the lessons. It is supported by Pritchard (2009, p. 44) states visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and have amtendency to look upwards when thinking or recalling information.

In relation, Gilakjani (2012, p. 105), visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom. They also take descriptive notes over the material being presented

2.2.1.2. Auditory learners

Students with auditory style prefer to learn by listening. They are easy to understand and comprehend lesson or information by listening to the lectures, discussions, or recording. Therefore, they will fell disturbed when there is noise around them. According to Gilakjani (2012, p. 106) states these individuals discover information through listening and interpreting information by the means of pitch,

emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.

In relation Pritchard (2009, p. 44) claims auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements.

2.2.1.3. Kinesthetic learners

Students with kinesthetic style study by learning by doing to comprehend something. According to Pritchard (2009, p. 45) claims kinesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. They often find it difficult to keep still and need regular breaks in classroom activities.

Furthermore, Gilakjani (2012, p. 106) state individuals that are kinesthetic learn best with and active "hands-on" approach. These learners favor interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

2.2.2. Felder and Silverman's Learning Style

A model is developed by Felder and Silverman (1988, p. 674). They explain that a learning style model classifies students according to where they fit on a number of scales pertaining to the ways they receive and process information. They divided

learning style in eight kinds active, reflective, sensing, intuitive, visual, verbal, sequential and global

1. **Active and Reflective Learners**

An “active learner” is someone who feels more comfortable with, or is better at, active experimentation than reflective observation, and conversely for a reflective learner. Active learners do not learn much in situations that require them to be passive (such as most lectures), and reflective learners do not learn much in situations that provide no opportunity to think about the information being presented (such as most lectures). Active learners work well in groups; reflective learners work better by themselves or with at most one other person. Active learners tend to be experimentalists; reflective learners tend to be theoreticians.

2. **Sensing and Intuitive Learners**

Sensing and intuition are the two ways people tend to perceive the word. Sensing involves observing, gathering data through the senses; intuition involves indirect perception by way of the unconscious speculation, imagination, hunches. Sensors like facts, data, and experimentation; intuitors prefer principles and theories. Sensors like solving problems by standard methods and dislike “surprises”; intuitors like innovation and dislike repetition. Sensors are patient with detail but do not like complications; intuitors are bored by detail and welcome complications. Sensors are good at memorizing facts; intuitors are good at grasping new concepts. Sensors are careful but may be slow; intuitors are quick but may be careless. These characteristics are tendencies of the two types, not invariable behavior patterns: any individual even a strong sensor or intuitor may manifest signs of either type on any given occasion

3. Visual and Verbal Learners

The ways people receive information may be divided into there categories, sometimes referred to act modalities; *visual* – sights, pictures, diagrams, symbols, *auditory* – sounds, words, *kinesthetic* – taste, touch and smell. Visual learners remember best what they see; pictures, diagrams, flow charts, time lines, films, demonstrations. If something is simply said to them they will probably forget it. Auditory learners remember much of what they hear and more of what they hear and they say. They get a lot of discussion, prefer verbal explanation to visual demonstration, and learn effectively by explaining things to others.

4. Sequential and Global Learners

Sequential learners follow linear reasoning processes when solving problems; global learners make intuitive leaps and may be unable to explain how they came up the solutions. Sequential learners can work with materials when they understand it partially or superficially, while global learners may have difficulty doing so. Sequential learners may be strong in convergent thinking and analysis, global learners may be better at divergent thinking and synthesis. Sequential learners learn best when material is presented in a steady progression of complexity and difficulty, global learners sometimes do better by jumping directly to more complex and difficult material. However, global learners are the last students who should be lost to higher education and society. They are the synthesizers, the multidisciplinary researchers, the systems thinkers, the ones who see the connections no one else sees.

In this study, the researcher will use the model of learning style from Felder and Silverman (1988). This theory described four deminsions of learning style and each deminsion has two kind of learning styles. Those learning styles are Active and

Reflective learners, Sensing and Intuitive learners, Visual and Verbal learners, and Sequential and Global learners.

2.3. The Concept of Academic Achievement

Lawrence and Vimala (2012, p.211) define "academic achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees." It means that academic achievement is the last result based on the previous process with an indicator score. Here, the achievement level of the student is judged by the marks that the students have scored in the quarterly examinations. Meenudev (2016, p. 70) argues Academic achievement of learners has attracted attention of scholars, parents, policymakers and planners. The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali et.al, 2009). In line with Musthaq and khan (2012, p. 17) argue that

> student academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors.

Based on the quotation above, academic achievement was affected many factors especially elements around the the students, whether it is inside or outside factors.

Galiher (2006) and Darling (2005), used GPA to measure student performance because they main focus in on the student performance for the particular semester. Students' academic achievement refers to the grades obtained by students upon accomplishing the courses in their study. In the university, the students' academic achievement in each semester is represented by Grade Point Average (GPA). The academic grade scale for each course ranges from the lowest "F" to the highest "A", with corresponding grade point ranging from the lowest "0.00" to the highest "4.00". The total of the GPA for all semesters or the last semester the students belong to is called Cumulative GPA. To sum up, Cumulative GPA is the total score obtained for all the completed courses from the first semester to the last semester. The following is the table of students' academic achievement category in accordance with *Buku Pedoman Fakultas Ilmu Tarbiyah dan Keguruan dan Ilmu Pendidikan Universitas Islam Neger Raden Fatah Palembang 2016/2017*.

Table 2

Students' Academic Achievement Category

No	Score Range	Category
1	3.51 – 4.00	Very Good/ Cum laude
2	3.01 – 3.50	Good
3	2.51 – 3.00	Average
4	2.01 – 2.50	Poor
5	0.00 – 2.00	Very Poor/ Fail

2.4. Students' Academic Factors

Musthaq and Khan (2012, p. 18-19) explored four factors which affects students' academic performance. Those are students' communication skills, learning facilities, proper guidance and family stress. The details are following :

2.4.1. Communication Skill

Many researchers has been discussed the different factors that affects the student academic performance in their research. There are two types of factors that affect the students' academic performance. These are internal and external classroom factors and these factors strongly affect the students' performance. Internal classroom factors includes students competence in English, class schedules, class size, English text books, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers role in the class, technology used in the class and exams systems. External classroom factors include extracurricular activities, family problems, work and financial, social and other problems.

Harb and El-Shaarawi (2006) found that the most important factor with positive effect on students' performance is student's competence in English. If the students have strong communication skills and have strong grip on English, it increases the performance of the students. The performance of the student is affected by communication skills.

2.4.2. Learning Facilities

Karemera (2003) found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution. With regard to background variables, he found a positive

effect of high school performance and school achievement he found no statistical evidence of significant association between family income level and academic performance of the student. Young (1999), held the view that student performances are linked with use of library and level of their parental education. The use of the library positively affected the student performance. The academic environment is the effectivevariable for students and has positive relationship with fathers' education and grade level (Kirmani & Siddiquah, 2008).

2.4.3. Proper Guidance

Noble (2006), students' academic accomplishments and activities, perceptions of their coping strategies and positive attributions, and background characteristics (i.e., religion, family income, parents' level of education, guidance from parents and number of negative situations in the home) were indirectly related to their composite scores, through academic achievement in high school. The students face a lot of problems in developing positive study attitudes and study habits. Guidance is of the factor through which a student can improve his study attitudes and study habits and is directly proportional to academic achievement. The students who are properly guided by their parents have performed well in the exams. The guidance from the teacher also affects the student performance. The guidance from the parents and the teachers indirectly affect the performance of the students (Hussain, 2006).

2.4.4. Family Stress

Socio-economic factors like attendance in the class, family income, and mother's and father's education, teacher-student ratio, presence of trainedteacher in school, sex of student and distance of school are also affected the performance of the students. (Raychauduri et al., 2010) Kernan, Bogart & Wheat (2011), academic success of graduate student will be enhanced if the optimal health related barriers are low. There is negative relationship between college credit and stress but weak relationship between GPA (Grade Point Average) and stress. (Zajacova, The students' academic performance depends on a number of socio-economic factors like students' attendance in the class, family income, mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of the student, and distance of schools.

2.5.Previous Related Studies

Begam (2013) conducted a research to determine MARA Professional Colleges students' perception on learning style. The study builds on the Dunn and Dunn model and instruments of learning style. The learning style dimensions studied were environment, emotional, sociological, physiological and psychological. Data were collected via questionnaires from 508 students. The study utilized correlation and regression statistics to analyse the data. The finding of the survey showed there was a relationship between the five dimension measured environment (r=0.006), emotional (r=0.624), sociological (r=0.138), physiological (r=0.260) and psychological (r=0.431). Emotional contributed the most which is 28.3%, followed by psychological (9.4%), sociological (1.9%), physiological (1%) and environment did not contribute towards educational performance. The results suggested that focuses should be given on student's level of motivation, persistence, responsibility and need for structure. It also revealed that environmental elements of sound, light, temperature

and furniture or seating design did not contribute to academic performance. The results of the study had valuable implication to the college lecturers and administrators to adapt teaching style and activities to student learning preferences.

Pellon, Nome, and Aran (2013) determined the learning styles of fifth-year medical students who attended the ophthalmology course and to also determined the correlation with their academic performance. Kolb'slearning style and neurolinguistic programming (NLP) questionnaires were applied and related tothe final grades obtained. The variables were analyzed using Pearson's r test. The findings revealed a relation between the variables of learning styles and academic performance (p δ 0.05).According to Kolb's model, students with better performance were reflective style and according to the NLP model, students with visual style.

Vaisnav (2013) investigated an analysis of learning styles prevalent among secondary school students. It was conducted on three learning styles-visual, auditory and kinesthetic (VAK). It also tried to find out relation and effect of different learning styles on academic achievements of students. A sample of 200 students of class 9th, 10th and 11th standard of Maharashtra state were selected for the study. Findings of the study revealed that, kinesthetic learning style was found to be more prevalent than visual and auditory learning styles among secondary school students. There was exist positive high correlation between kinesthetic learning style and academic achievement. The main effects of the three variables - visual, auditory and kinesthetic were significant on academic achievement.

Jhasih and Kestha (2010) identified the learning styles and learning strategies of students, to check whether there were significant differences in the learning style and strategy preferences between male and female learners, and investigate whether there was a relationship between students' learning style , strategy preferences and the

academic achievement among the third year English majors at Al Aqsa University. A total of 60 students were asked to complete learning style questionnaires. it was used to identify students' perceptual learning style preferences In addition, an achievement test was held to determine the students' level, and then correlate results with the learning style preferences , From the analysis of the results of the achievement test and their correlation with the students' learning styles , it was found that there were statistically significant correlation coefficient between achievement and auditory and total degree of style , but there was no statistically significant correlation coefficient between achievement and visual, kinaesthaetic, tactile, group learning, and individual learning.

Warn (2009) asserted to determine the association between students' learning style and their academic performance in two final year subjects, with and without controlling for their previous academic achievement. Kolb's (1976) Learning Style Inventory (LSI) was used to gauge the learning style of the final year accounting students of an institute of higher learning. The students were required to complete two sets of LSI questionnaires in relation to two final year subjects with different final assessment orientation. As such, there was a difference between learning style for subjects with different assessment orientation. However, there was no significant association between the students' learning style and their academic performance, with or without controlling for their previous academic achievement. Future research could consider combining learning style with some other factors, such as study strategy, and test their association with the academic performance.

2.6.Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_o: There is no significant correlation between learning style and their academic achievement of English Education Study Program students of UIN Raden Fatah Palembang.

   H_1: There is a significant correlation between learning style and academic achievement of English Education Study Program students of UIN Raden Fatah Palembang.

2. H_o: Students' learning style does not give significant influence on academic achievement of English Education Study Program students of UIN Raden Fatah Palembang.

   H_1: Students' learning style gives significant influence on academic achievement of English Education Study Program students of UIN Raden Fatah Palembang.

2.7. Criteria for testing hypotheses

In testing hypotheses, there are some criteria. Those are in the following (Creswell, 2012, p. 188-189; Fraenkel, Wallen & Hyun, 2012, p. 228-229; Cohen, Manion, & Marrison, 2007, p. 519-520).

1. If *p*-value is higher than 0,05 (p >0,05), the level of significance is 5 %, H_0 is accepted and H_1 is rejected.

   If *p*-value is less than 0,05 (p<0,05), the level of significance is 5 %, H_0 is rejected and H_1 is accepted.

2. If the significant coeficient correlation is equal to 0.49, H_o is rejected and H_a is accepted.

If the significant coeficient correlation is not equal to 0.49, H_o is accepted and H_a is rejected.

CHAPTER III

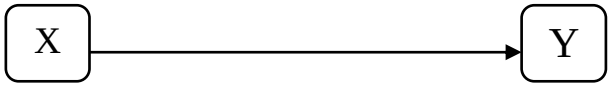
METHOD OF RESEARCH

This chapter presents (1) research design, (2) research variables, (3) operational definitions, (4) subject of the study, (5) data collection, (6) research instruments analysis, and (7) data analysis.

3.1. Research Design

In conducting this study, correlational research was used in terms of explanatory research design to find out the correlation between variables, explain and interpret the results that may appear. The procedures were, first; the students' learning styles was identified by using questionnaire. Second, by having documentation, the students' academic achievement was obtained the form of GPA. Then the correlation and influence between variables were analyzed through Statistical Package for Social and Science (SPSS) 24th version based on the results of the questionnaire and documentation. The last, explanation and interpretation of the results were discussed. The following is the research design:

Figure 1 : Research Design



X : Students' Learning Styles

Y : Academic achievement

3.2. Research Variables

According to Fraenkel, Wallen and Hyun (2012, p. 80), a common and useful way to think about variables is to classify them as *independent* or *dependent.*

Independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In common sense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. In this study, the independent variable is the students' learning style, while the dependent variable is academic achievement.

3.3. Operational Definition

To avoid the possibility of misinterpretation about some terms in this research, especially those used in the title, the definitions are provided. *Correlation* is a statistical measure to determine the tendency of two or more variables to vary consistently. In this research, there was two variables that was correlated which are learning style and academic achievement.

Learning styles refer to the ways of an individual to face every process in learning to aquisite knowledge which come naturally from the inner of oneself. The researcher used the model of learning style developed by Felder and Silverman to measure student's learning style in this study because Felder and Silverman explain clearly information about learning style and the eight kinds of leaning style that students use when they are studying ; (1) active, (2) reflective, (3) sensing, (4) Intuitive, (5) visual, (6) audiotory, (7) squantial, and (8) global.

Academic achievement refers to the students' Cumulative Grade Point Average (GPA). It is the results of the students' study from all the courses they have

taken starting from the first semester to their current semester. It was taken from English education study programs' documentation.

3.4. Subject of The Study

3.4.1. Population

According to Creswell (2005, p. 145), population is a group of individuals who have the same characteristic. The population of this study is all the active students of English Education Study Program UIN Raden Fatah Palembang in the academic year 2016-2017. The distribution of population of the study can be seen below.

Table 3

Distribution of Population

No	Semester	Number of Students
1	I	140
2	III	132
3	V	122
4	VII	97
5	IX	34

Total	**525**

(Sources : Staff Administration of English Education Study Program of UIN)

3.4.2. Sample

A sample in a research study is the group on which information is obtained (Fraenkel et al. (2012, p. 91). The sample of this study was taken by using purposive sampling method. Purposive sampling (judgmental sampling) is used in both qualitative and quantitative research (Johnson & Christensen, 2012, p. 235). Based on Creswell (2005, p. 204), in this method, the researchers selected individuals and sites to learn and understand about the topic whether they were "information rich". Moreover, Johnson and Christensen (2012, p. 231) add that in purposive sampling, the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics.

In this study, the researcher chose the third and the fifth semester as the participants. It was because students had passed the college process belong to their GPA. In addition, the students had characteristics that needed in this study, those are first, students had experience learning, so, it was suit time to exploreand measure their learning style. Second, The GPA of both semester as the result of accumulation from each semester belong to college process. Besides, both of semesters class were available to study.

According to Creswell (2012, p. 146) there are approximately 30 participants for a correlational study that relates variables. Meanwhile, Fraenkel et al., (2012, p. 103) state that for correlational studies, a sample of at least 50 is deemed necessary to establish the existence of a relationship.

Table 4

Distribution of Sample

No	Semester	Number of Students
2	III	103
3	V	122
Total		**225**

(Sources : English Education Study Program of UIN)

3.5.Data Collection

Techniques for collecting data are (1) distributing questionnaire, and (2) documentation. These techniques require a questionnaire and documentation (GPA).

3.5.1. Questionnaire of Learning Styles

In this research, the questionnaire consist of 44 questions which adopted from Felder-Silverman Learning Style model questionaire. The questionnaire showed the model of students' learning style. The categories are:

Table 5

Learning Style Classifications

Style	Semantic Group answer a	Style	Semantic Group answer b
Active	Trying something out 1, 17, 25, 29 Social oriented 9, 13, 21, 33, 37, 41	Reflective	Thinking about material 1, 5, 17, 25, 29 Impersonal oriented 9, 13. 21, 33, 37, 41

Sensing	Existing ways 2, 30, 34 Concrete material 6, 10, 14, 18, 26, 38 Careful with details 22, 42	Intuitive	New ways 2, 14, 22, 26, 30, 34 Abstract material 6, 10, 18, 38 Not careful with details 42
Visual	Pictures 3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43	Verbal	Spoken words 3, 7, 15, 19, 27, 35 Written words 3, 7, 11, 23, 31, 39 Difficulty with visual style 43
Sequential	Detail oriented 4, 28, 40 Sequential progress 20, 24, 32, 36, 44 From parts to the whole 8, 12, 16	Global	Overall picture 4, 8, 12, 16, 28, 40 Non-sequential progress 24, 32 Relation/ connection 20, 36, 44

Source : Graf, Viola, Leo and Kimshuk (2007)

In answering each question in the questionnaire, the researcher gave letter "a" and "b" for each questionnaire. Letter "a" for activist, sensing, visual and sequential and letter "b" for reflector, intuitive, verbal and global. The students chose which letter that is appropriate with themselves. Each letter have 1 point for each question. The researcher analyzed the result by adding up the answer and calculating the total score.

3.5.1. Academic Documentation

Documentation is defined as the data are obtained by collecting the written achieves such as books, documents, journals, and so on (Hartono, 2008, p. 128). In this research, the data of the students' academic achievement was collected by having their GPA which obtained by the administration staff.

3.6. Research Instruments Analysis

Before the questionnaire and real test are conducted, the researcher checked their validity and reliability. Johnson and Christensen (2012, p. 137) explain that validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure. Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores.

3.6.1. Validity of Questionnaire

Fraenkel, et. al. (2012, p. 148) states that content validity refers to the content and format of the instrument. A content validity is very important since it is an accurate measurement of what it is supposed to measure. In this study, the researcher used ready-made questionnaire that was adopted from Felder-Silverman Learning Style taken from Graf, Viola, Leo and Kimshuk (2007). The questionnaire has been validated by Wang and Mendori (2015) in Mandarin version.

In this study, the researcher need to translate the questionnaire in Indonesian version and then the researcher need to consult it to some experts judgment at least three validators from lecturers in English Education in UIN Raden Fatah Palembang to evaluate whether the the translation was good or not. In addition, the criteria of three validators are :

1. A validator has TOEFL score higher than 550

2. A lecturer of English has passed master degree of M. Pd
3. A validator has experience at least 3 years in teaching

3.6.1.1. Reliability of Questionnaire

In this study, the researcher used Cronbach Alpha technique in SPSS to find out the internal consistency reliability of the questionnaire. Tuckman (1999) suggest that alpha test reliability should be above 0.75 for achievement tests and above 0.5 for attitude tests. The questionnaire has been proven reliable by Wang and Mendori (2015) in Mandarin version. The internal consistency reliability of the questionnaire were active-reflective 0.541, sensing-intuitive 0.62, visual-verbal 0.644, sequential-global 0.509.

3.7. Data Analysis

In analyzing the data, data obtained from correlational research design was calculated by means of SPSS software (Statistical Package for the Social Sciences). Moreover, the researcher used and described some techniques, as follows:

3.7.1. Analysis of Questionnaire

To analyze the questionnaire, the researcher divided the students' learning style into eight categories; active, reflective, sensing, intuitive, visual, verbal, sequential and global learning style. Learning style questionnaire consist of 44 questions of all. Place 1 in the columns a or b that appropriate. The result was added up the column and was written the total score. For each of the four scales, it subtracted the smaller total from the larger one. Write the difference (1-11) and the letter (a or b) with the larger total. The categories are following :

Table 6

Score Categories

Score	Categories
1 – 3	Mild Preference
5 – 7	Moderate Preference
9 – 11	Strong Preference

Source : Graf, Viola, Leo and Kimshuk (2007)

3.7.2. Analysis of Academic Achievement

Secondly, the students' academic achievement was determined and was categorized. There are 5 categories which based on the range of the score or their GPA.

Tabel 7

Grade Point Average Category

No	Score Range	Category
1	3.51 – 4.00	Very Good/ Cum laude
2	3.01 – 3.50	Good
3	2.51 – 3.00	Average
4	2.01 – 2.50	Poor
5	0.00 – 2.00	Very Poor/ Fail

(*Source : Buku Panduan Fakultas Ilmu Tarbiyah dan Keguruan 2017/2018).*

3.7.3. Data Description

Before the data were be analyzed, the distribution of the data were used to see the distribution of frequency the data and descriptive statistics. The procedure in distribution of the data were described as follow:

3.7.3.1. Distributions of Frequency Data

In distributions of frequency data, the students' score, frequency, percentage were achieved. The distributions of frequency data were obtained from students' learning style and academic achievement score. all of participants were presented.

3.7.3.2. Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, range, meanscore, modes, median and standard deviation were analyzed. Descriptive statistics was obtained from students' learning style and academic achievement score. Both of classes will be presented.

3.7.4. Pre-requisite Analysis

As the matter of fact, it was essential to do pre-requisite test since the study was in the notion of parametric statistics, correlation and regression. Thus, before analyzing the data, the researcher tried to find out whether the data distribution from each variable was normal and linear or not between two variables.

3.7.4.1. Normality Test

Normality test was used to determine whether sample data draw from a normally distributed population or not. It was conducted due to many parametric statistical methods, including Pearson correlation test and regression test. Therefore, the researcher applied Kolmogorov-Smirnov test by using SPSS 24. The data was normally if the p-value is greater than 0.05 ($p > 0.05$).

3.7.4.2. Linearity Test

The linearity test was conducted in order to recognize whether the data between the variables are linear or not. Test for linearity by using SPSS 24^{th} was conducted in

order to recognize whether the data of the variables are linear or not. Therefore, if the p-value (linearity) is higher than 0.05 (p-value > 0.05), the data are linearly. Then, after the researcher conduct those test. If the data were normal and linear, the further analysis was able to be administered.

3.7.5. Correlation Analysis

Correlations' analysis was applied after analyzing the data from questionnaire, and student's academic achievement. In order to find out the correlation between students' each styles of learning style and their academic achievement, Pearson – Product Moment Correlation was used. The process were applied by using SPSS 24th version. If the p-value was less than 0,05, there was a significant correlation. Meanwhile, if the p-value was greater than 0,05, there was no significant correlation.

3.7.6. Regression Analysis

Regressions' analysis was applied after analyzing the data from learning style questionnaire, and student's academic achievement. If there was a significant correlation between each style of learning style and academic achievement, it was continued to find out the influence between those variables. To know the influence and percentage between variable. It was obtained from the P<0.05 means there was significant influence. If P>0.05, means there was no significant influence. To know the the best predictor regression analysis with Stepwise Method was applied by using the Statistical Package for Social and Science (SPSS) 24th version computer program.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents (1) researh findings, (2) statistical analyses, and (3) interpretations.

4.1. Research Findings

There were two kinds of researh findings in this study: (1) the result of students' learning styles and (2) the result of students' academic ahievement.

4.1.1 Results of Students' Learning styles

The total active students in the fifth and the third semester of English Education Study Program were 254 students. 225 students participated in this study, and the others did not attend when conducting this study. The 44 items of Felder-Silverman Learning Style model questionaire were used to investigate the participants' learning style.

The desriptive statistical analysis of Felder-Silverman Learning Style model questionaire for the participants is shown in Table 9. The descripstive statistics was described in each style of learning style.

First, the activist learning style was presented with the maximum score is 9.00, and the lowest score is 3.00. The standard deviation is 1.88. The mean of the scores for the participants is 5.72. This mean score indicates that the level of activist learning style of participants is Moderate Preference.

Second, the reflector learning style was presented with the maximum score is 9.00, and the lowest score is 2.00. The standard deviation is 1.88. The mean of the scores for the

participants is 5.27. This mean score indicates that the level of reflector learning style of participants is Moderate Preference.

Third, the sensing learning style was presented with the maximum score is 10.00, and the lowest score is 2.00. The standard deviation is 1.42. The mean of the scores for the participants is 5.98. This mean score indicates that the level of sensing learning style of participants is Moderate Preference.

Fourth, the intuitive learning style was presented with the maximum score is 9.00, and the lowest score is 1.00. The standard deviation is 1.42. The mean of the scores for the participants is 5.00. This mean score indicates that the level of intuitive learning style of participants is Moderate Preference.

Fifth, the visual learning style was presented with the maximum score is 10.00, and the lowest score is 3.00. The standard deviation is 1.77. The mean of the scores for the participants is 6.37. This mean score indicates that the level of intuitive learning style of participants is Moderate Preference.

Sixth, the verbal learning style was presented with the maximum score is 8.00, and the lowest score is 1.00. The standard deviation is 1.77. The mean of the scores for the participants is 4.42. This mean score indicates that the level of verbal learning style of participants is Mild Preference.

Seventh, the sequential learning style was presented with the maximum score is 8.00, and the lowest score is 3.00. The standard deviation is 1.13. The mean of the scores for the participants is 6.19. This mean score indicates that the level of sequential learning style of participants is Moderate Preference.

The last, the global learning style was presented with the maximum score is 8.00, and the lowest score is 3.00. The standard deviation is 1.17. The mean of the scores for the participants is 4.76. This mean score indicates that the level of intuitive learning style of participants is Mild Preference.

Table 8

Descriptive statistics of Learning Styles

Statistics

		Activist	Reflector	Sensing	Intuitive	Visual	Verbal	Sequential	Global
N	Valid	225	225	225	225	225	225	225	225
	Missing	0	0	0	0	0	0	0	0
Mean		5.7244	5.2756	5.9822	5.0089	6.3778	4.4222	6.1911	4.7689
Median		7.0000	4.0000	6.0000	5.0000	6.0000	5.0000	6.0000	5.0000
Mode		7.00	4.00	6.00	5.00	6.00	5.00	6.00	5.00
Std. Deviation		1.88144	1.88144	1.42040	1.42988	1.65412	1.77393	1.13149	1.17637
Minimum		3.00	2.00	2.00	1.00	3.00	1.00	3.00	3.00
Maximum		9.00	8.00	10.00	9.00	10.00	8.00	8.00	8.00

It was revealed that from the questionaire, the eight styles of learning style were all perceived by the students with different numbers; “somewhat above average” as the least perceived level and “significant below average as the most perceived one (See Apeendix). The details are as follow:

Table 9

Distribution of Students’ Learning Styles

No	Category	Semester 3	Semester 5	Total	Percentage
1	Activist	25	16	41	18.22 %
2	Reflector	22	36	58	25.77 %
3	Sensing	5	14	19	8.44 %
4	Intuitive	16	12	28	12.44 %
5	Visual	13	19	32	14.22 %
6	Verbal	11	9	20	8.88 %
7	Sequential	11	6	17	7.55 %
8	Global	4	10	14	6.22 %
Total		103	122	225	100%

4.1.2 Result of Students' Academic Achievement

The desriptive statistical analysis of academic achievement for the participants is shown in Table 11. The maximum score is 4,00 and the lowest score is 1.73 The mean of the academic scores for the participants is 3.41, and the standard deviation is 4325. This mean score indicates that the level of academic achievement of participants is Good.

Table 10

Descriptive statistics of students' academic achievement

N	Valid	225
	Missing	0
Mean		3.4101
Std. Error of Mean		.02884
Median		3.5500
Mode		3.55

Std. Deviation	.43253
Minimum	1.73
Maximum	4.00

For each category, 2 students had very good academic achievement. 17 students had good academic achievement. 42 students had average academic achievement. 18 students had poor and 10 students had very poor academic achievement (See Appendix J). The distribution is presented in the following table:

Table 11

Distribution of Students' Academic Achievement

No	Score Range	Category	Frequency (5)	Frequency (3)	Total	Percentage
1	3.51 – 4.00	Very Good/ Cum laude	34	85	119	52.88%
2	3.01 – 3.50	Good	79	14	93	41.33%
3	2.51 – 3.00	Average	7	2	9	4.00%
4	2.01 – 2.50	Poor	1	-	1	0.40%
5	0.00 – 2.00	Very Poor/	1	2	3	1.30%

		Fail				
Total			122	103	225	100%

4.2 Statistical Analyses

There were three statistical analyses that the researher applied in this study:

1. The statistical analysis of normality and linearity
2. The statistical analysis of correlation analysis between students' learning styles and their academic achievement in all participants.
3. The statistical analysis of regression analysis between students' learning styles and their academic achievement in all participants.

4.2.1. Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 24th version for windows. As parametric statistics, in term of correlation and regression, and purposive sampling technique were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if p> 0,05. If p< 0,05, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table 11 indicated that the data from each variable were all normal and appropriate for data analysis with Activist (.090), Reflector (.112), Sensing (.224), Intuitive (.087), Visual

(421), Verbal (5.37), Sequential (.348), Global (.169) and academic achievement (.283). (See the test of normality on appendix).

Table 12

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Activist	Reflector	Sensing	Intuitive	Visual	Verbal	Sequential	Global	Academic
N		225	225	225	225	225	225	225	225	225
Normal Parameters[a]	Mean	5.7244	5.2756	5.9822	5.0089	6.3778	4.4222	6.1911	4.7689	3.4101
	Std. Deviation	1.88144	1.88144	1.42040	1.42988	1.65412	1.77393	1.13149	1.17637	.43253
Most Extreme Differences	Absolute	.258	.258	.336	.334	.236	.210	.260	.249	.134
	Positive	.184	.258	.184	.334	.225	.199	.162	.249	.115
	Negative	-.258	-.184	-.336	-.186	-.236	-.210	-.260	-.165	-.134
Kolmogorov-Smirnov Z		3.867	3.867	5.042	5.004	3.545	3.148	3.894	3.732	2.004
Asymp. Sig. (2-tailed)		.090	.112	.224	.087	.421	.537	.348	.169	.283

a. Test distribution is Normal.

4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that, the deviation from linearity between learning styles and academic achievement was active (.817), reflective (.817), sensing (376), intuitive (.375), visual (.051), verbal (.081), sequential (.375), and global (.284) To sum up all the data were linear for each correlation and regression (see test of linearity on appendix P).

Tabel 13

Linearity Test

No	Learning style	Academic	Deviation from Linearity
1	Active	Academic Achievement	.817
2	Reflective		.817
3	Sensing		.376
4	Intuitive		.375
5	Visual		.051
6	Verbal		.081
7	Squential		.365
8	Global		.284

4.2.2 Correlation between Students' learning styles and Their Academic Achievement

This section answered the first research problem, by analyzing the result of desriptive statistics for the Felder-Silverman Learning Style model questionaire and academic ahievement.

Based on Pearson Product Moment Correlation Coeficient, the result indicated that the pattern of correlation among learning styles and academic achievement was presented below.

The result revealed that there was no correlation between activist learning style and academic achievement. The correlation coeficient or the *r*-obtained (.096) was lower than *r*-table (.138). then the level of probability (*p)* significance (sig.2-tailed) was .149. It means that *p* (.149) was higher than .05. Thus, there was no a significant correlation between the students' activist learning style and their academic achievement.

The result revealed that there was negative correlation between reflector learning style and academic achievement. The correlation coeficient or the *r*-obtained (-.96) was lower than *r*-table (.138). then the level of probability (*p)* significance (sig.2-tailed) was .149. It means that *p* (.149) was higher than .05.

The result revealed that there was negative correlation between sensing learning style and academic achievement. The correlation coeficient or the *r*-obtained (-.006) was lower than *r*-table (.138). then the level of probability (*p)* significance (sig.2-tailed) was .928. It means that *p* (.928) was higher than .05.

The result revealed that there was no correlation between intuitive learning style and academic achievement. The correlation coeficient or the *r*-obtained (.003) was lower than *r*-table (.138). then the level of probability (*p)* significance (sig.2-tailed) was .967. It means that *p* (.928) was higher than .05.

The result revealed that there was negative correlation between visual learning style and academic achievement. The correlation coeficient or the *r*-obtained (-.118) was lower than *r*-table (.138). then the level of probability (*p)* significance (sig.2-tailed) was .077. It means that *p* (.077) was higher than .05.

The result revealed that there was no correlation between squential learning style and academic achievement. The correlation coeficient or the *r*-obtained (.057) was lower than *r*-

table (.138). then the level of probability (*p)* significance (sig.2-tailed) was .397. It means that *p* (.397) was higher than .05.

The result revealed that there was negative correlation between global learning style and academic achievement. The correlation coeficient or the *r*-obtained (-.065) was lower than *r*-table (.138). then the level of probability (*p)* significance (sig.2-tailed) was .329. It means that *p* (.329) was higher than .05.

On the contrary, The result revealed that there was positive correlation between verbal learning style and academic achievement. The correlation coeficient or the *r*-obtained (.145) was higher than *r*-table (.138). Then the level of probability (*p)* significance (sig.2-tailed) was .029. It means that *p* (.029) was higher than .05. Based on the r-coeficient, the level of correlation is very weak.

Table 14

Correlation between Students' Learning styles and Their Academic Achievement

		Academic
Activist	Pearson Correlation	.096
	Sig. (2-tailed)	.149
	N	225
Reflector	Pearson Correlation	-.096
	Sig. (2-tailed)	.149
	N	225
Sensing	Pearson Correlation	-.006
	Sig. (2-tailed)	.928
	N	225
Intuitive	Pearson Correlation	.003
	Sig. (2-tailed)	.967
	N	225
Visual	Pearson Correlation	-.118
	Sig. (2-tailed)	.077
	N	225
Verbal	Pearson Correlation	.145*
	Sig. (2-tailed)	.029
	N	225

Sequential	Pearson Correlation	.057
	Sig. (2-tailed)	.397
	N	225
Global	Pearson Correlation	-.065
	Sig. (2-tailed)	.329
	N	225

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4.2.3 Influence of Students Learning Style (Verbal) on Their Academic Achievement

This section answered the second research problem. By analyzing the result of desriptive statistics for the Felder-Silverman Learning Style model questionaire and academic achievement.

In addition, since there ware no a significant correlation between the learning styles (activist, reflector, sensing, intuitive, visual, squential, and global) and academic achievement, it could not be continoued to multiple regression analysis. On the contrary, Verbal learning style was continoued as the result of positive correlation between verbal learning style and academic achievement. However, regression analysis was still used to find out if students' verbal learning style influenced their academic achievement.

The results indicated that the students' Verbal learning style influenced academic achievement significantly with F_{value} (4.813) was higher than F_{table} (3.040) with sig. value (.02) was lower than probability (.05). Therefore, there was a significant influence between students' verbal learning style toward their academic achievement of English Education Study Program of UIN Raden Fatah Palembang. It means that there was a significant influence of students' verbal learning style on their academic achievement.

Table 15

The Regression Analysis of Students' Learning styles and Academic Achievement

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.885	1	.885	4.813	.029[a]
	Residual	41.021	223	.184		
	Total	41.906	224			

a. Predictors: (Constant), Verbal

b. Dependent Variable: Academic

In addition, to know the percentage of students' verbal learning style influence on academic achievement, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .021. It means that students' verbal learning style gave significant effect in the level of 2.1 % toward academic achievement, and 97.9% was unexplained factors value. Table 15 is shown as the result of Model Summary follow.

Table 16

Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.145[a]	.021	.017	.42889

a. Predictors: (Constant), Verbal

4.3. Interpretation

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was a significant correlation and

influennce between verbal learning style and academic achievement. Also, there were no significant correlation between learning styles (Activist, reflector, sensing, intuitive, visual, sequential and global) and academic achievement.

Based on the result of pearson product moment correlations, it was found that there was a positive and a significant correlation between verbal learning style and academic achievement of undergraduate EFL students of English Education study program at UIN Raden Fatah Palembang (r .145). This means that verbal learning style had relation to their performance in academic achievement. The explanation to support this finding is that from the beginning of the first semester the participants had been involved in English academic practices and assignments or explores to English academic materials and interactions from printed textbooks, online media, English academic environment, and social networks. Brown (2004, p. 142) stated that academic consists of micro skills and macro skills. He explained that micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal unit. Other ways, Macro skill involve larger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, strategic option, situations and goals. Also, Richard (2008, p. 20) indicated in designing academic activities or instructional materials recognize very different functions academic performs in daily communication and the different purposes for which our students need academic skills.

Furtheremore, it might be because EFL students of English Education Study Program of UIN are aware of their learning style performance, especially for Verbal style. Verbal learners remember much of what they hear and more of what they hear and they say. They get a lot of discussion, prefer verbal explanation to visual demonstration, and learn effectively by explaining things to others. In line with the college process, it is very suit with the characteristics of verbal learner. In college process involves argumentation, theories,

giving ideas, debate, discussion, doctrin, and critical thinking. Those involve clearly for verbal leaarner. It is caused that verbal learning style had closed correlation to academic performance.

Moreover, there were no significant correlation between learning style (Activist, reflector, sensing, intuitive, visual, sequential and global) and academic achievement. It was caused that those learning style did not match suitly with the college process that happen in the class. The characteristic of those styles opposite with the college activity. Moreover, Graf, Viola, Leo and Kimshuk (2007, p.92) explains that Activist refers someone who feels more comfortable with, or is better at, active experimentation. Reflector reflective learners do not learn much in situations that provide no opportunity to think about the information being presented (such as most lectures). Sensing involves observing, gathering data through the senses. Intuition involves indirect perception by way of the unconscious speculation, imagination, hunches. Visual learners remember best what they see; pictures, diagrams, flow charts, time lines, films, demonstrations. Sequential learners learn best when material is presented in a steady progression of complexity and difficulty, global learners sometimes do better by jumping directly to more complex and difficult material.

The result of this present study is in agreement with the studies of Jahanbaksh (2012). The aim of this study was investigating the relationship of 4 dimensions of Feldr and Silverman's learning styles with academic achievement of high school girls' students in a sample of Iranian students. Findings of study showed that sensing-intuitive learning styles show significant correlations with academic achievement of students whose major mathematic science. Sensing style shows a negative correlation and intuitive style shows a positive correlation. Academic achievement of students whose major was speculative science shows significant correlation with active- reflect learning styles. Active style showed a reversed correlation (negative correlation), while reflective style showed a dir correlation

(positive correlation). In students with empirical science, academic achievement shows significant correlat with both input dimension (visual-verbal) and understand dimension (sequential-global) of learning style .

In part with Blagg (1999) found no relationship between learning style and academic achievement and his finding was similar to the findings this study. He argued that learning style was not affecting academic performance. Verbal communication is more needed in class. It is supported by Elia (2014), verbal and non-verbal communication are supportive atmosphere in the classroom. the supportive atmosphere needed in classroom is also influenced by the good communication between teachers and students. This communication can be verbal and non-verbal communication. Young (2006) states that communication is more than just word. your body language speakes to listenersthrough visual element such as : eye contact, physical distance between the speaker and listener, gestures, postures and body orientation.

Shams and Emaepur (2004) also concludes that there is a significant relationship between verbal learning stand academic achievement of college students. It is caused that verbal learner tends to learn what they hear and more of what they hear and they say. They get a lot of discussion, prefer verbal explanation to visual demonstration, and learn effectively by explaining things to others. Also, Homayoni and Abdolahi (2003) showed a direct correlation between abstract conceptualization of learning style and academic achievement in mathematics and foreign language (English).

Felder (1993) in his study showed that students whose learning styles were coordinate with their instructional styles had bet performance in learning. Multiple regression analysis showed that the best predictor for academic achievement of students whose major speculative science is reflective learning style, for them whose major was empirical science is sequential

learning style and for them whose major was mathematic science is intuitive learning style. Reflective learners prefer to think information quietly first. Intuitive learners are loving innovation and disliked form recurrence (Emamepur and collages 2007). Students who use intuitive style tends to models and theories more than another and they learned based on theory instead of concrete and practical concepts. Further, Rahmanpur, Palezeyan and Zamane (2008) showed that learni styles of students whose majors was engineering are different from students whose majors were speculative. Nevertheless, Felder Silverman (1988) conclude those chemistry students are more active, sensing, verbal and sequential in terms of learn styles.

Finally, this study was successful in investigating the correlation and the influence between verbal learning style and their academic achievement, other ways, this study was unsuccess in investigating the correlation and the influence between activist, reflector, sensing, intuitive, visual, sequential, and global learning style and their academic achievement of undergraduate EFL students of English Education Study Program at UIN Raden Fatah Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents (1) conclusions, and (2) recommendations.

5.1. Conclusions

From the findings and interpretations in the previous chapter, some conclusions could be presented. First, all in all students' verbal learning style gave significant correlation to their academic achievement with *r*.145. Also, students verbal learning style influence academic achievement with 2.1%. Verbal learning style as the best predictor among other styles. On the contrary, this study revealed that learning styles of active, reflective, sensing, intuitive, visual, global, and sequential were not correlated significantly with academic achievement. This study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

5.2. Suggestion

Based upon the result of this research, it is recomended especially for students. Since the verbal learning style is important for themselves, they have to be aware and explore themselves in the certain learning so that they can achieve more in learning. Furthermore, these findings can imply that lecturers still need to know and understand their students' learning style. Due to this fact, since verbal learning style contributed to the students of English education study program of UIN Raden Fatah Palembang, it is suggested that lecturer should focus on the learning style as a non-linguistic factor. Besides, These findings can also have implications for material develover and guide them to create more suitable materials that relevant with students' learning style. Finally, it is recomended that further research be

conducted to consider whether teaching approach, teaching method, teaching strategy or teaching technique related to learning style for academic achievement. Additionally, for future researchers who have interest in this subject and there are possibilities to correlate them with other variables since there are still many unexplained factors that can give contribution for students' academic achievement.

APPENDICES

Index of Learning Styles (ILS)

Learning Style Questionnaire

This questionnaire is designed to find out what you learning preferences are. It was originally designed by Felder and Silverman at North Carolina State University, USA.

Directions

To complete the questionnaire please circle "a" or "b" to indicate your answer to every question. You may only choose one answer for each question and you must answer every question. If both "a" and "b" seem to apply to you, please choose the one that applies more frequently.

1. I understand something better after I (a) try it out. (b) think it through.

2. I would rather be considered (a) realistic. (b) innovative.

3. When I think about what I did yesterday, I am most likely to get (a) a picture. (b) words.

4. I tend to (a) understand details of a subject but may be fuzzy about its overall structure. (b) understand the overall structure but may be fuzzy about details.

5. When I am learning something new, it helps me to (a) talk about it. (b) think about it.

6. If I were a teacher, I would rather teach a course (a) that deals with facts and real life situations. (b) that deals with ideas and theories.

7. I prefer to get new information in (a) pictures, diagrams, graphs, or maps. (b) written directions or verbal information.

8. Once I understand (a) all the parts, I understand the whole thing. (b) the whole thing, I see how the parts fit.

9. In a study group working on difficult material, I am more likely to (a) jump in and contribute ideas. (b) sit back and listen.

10. I find it easier (a) to learn facts. (b) to learn concepts.

11. In a book with lots of pictures and charts, I am likely to (a) look over the pictures and charts carefully. (b) focus on the written text.

12. When I solve maths problems (a) I usually work my way to the solutions one step at a time. (b) I often just see the solutions but then have to struggle to figure out the steps to get to them.

13. In classes I have taken (a) I have usually got to know many of the students. (b) I have rarely got to know many of the students.

14. In reading non-fiction, I prefer (a) something that teaches me new facts or tells me how to do something. (b) something that gives me new ideas to think about.

15. I like teachers (a) who put a lot of diagrams on the board. (b) who spend a lot of time explaining.

16. When I'm analysing a story or a novel (a) I think of the incidents and try to put them together to figure out the themes. (b) I just know what the themes are when I finish reading and then I have to go back and find the incidents that demonstrate them.

17. When I start a homework problem, I am more likely to (a) start working on the solution immediately. (b) try to fully understand the problem first.

18. I prefer the idea of (a) certainty. (b) theory.

19. I remember best (a) what I see. (b) what I hear.

20. It is more important to me that an instructor (a) lay out the material in clear sequential steps. (b) give me an overall picture and relate the material to other subjects.

21. I prefer to study (a) in a group. (b) alone.

22. I am more likely to be considered (a) careful about the details of my work. (b) creative about how to do my work.

23. When I get directions to a new place, I prefer (a) a map. (b) written instructions.

24. I learn (a) at a fairly regular pace. If I study hard, I'll "get it." (b) in fits and starts. I'll be totally confused and then suddenly it all "clicks."

25. I would rather first (a) try things out. (b) think about how I'm going to do it.

26. When I am reading for enjoyment, I like writers to (a) clearly say what they mean. (b) say things in creative, interesting ways.

27. When I see a diagram or sketch in class, I am most likely to remember (a) the picture. (b) what the instructor said about it.

28. When considering a body of information, I am more likely to (a) focus on details and miss the big picture. (b) try to understand the big picture before getting into the details.

29. I more easily remember (a) something I have done. (b) something I have thought a lot about.

30. When I have to perform a task, I prefer to (a) master one way of doing it. (b) come up with new ways of doing it.

31. When someone is showing me data, I prefer (a) charts or graphs. (b) text summarizing the results.

32. When writing a paper, I am more likely to (a) work on (think about or write) the beginning of the paper and progress forward. (b) work on (think about or write) different parts of the paper and then order them.

33. When I have to work on a group project, I first want to (a) have a "group brainstorming" where everyone contributes ideas. (b) brainstorm individually and then come together as a group to compare ideas.

34. I consider it higher praise to call someone (a) sensible. (b) imaginative.

35. When I meet people at a party, I am more likely to remember (a) what they looked like. (b) what they said about themselves.

36. When I am learning a new subject, I prefer to (a) stay focused on that subject, learning as much about it as I can. (b) try to make connections between that subject and related subjects.

37. I am more likely to be considered (a) outgoing. (b) reserved.

38. I prefer courses that emphasise (a) concrete material (facts, data). (b) abstract material (concepts, theories).

39. For entertainment, I would rather (a) watch television. (b) read a book.

40. Some teachers start their lectures with an outline of what they will cover. Such outlines are (a) somewhat helpful to me. (b) very helpful to me.

41. The idea of doing homework in groups, with one grade for the entire group, (a) appeals to me. (b) does not appeal to me.

42. When I am doing long calculations, (a) I tend to repeat all my steps and check my work carefully. (b) I find checking my work tiresome and have to force myself to do it.

43. I tend to picture places I have been (a) easily and fairly accurately. (b) with difficulty and without much detail.

44. When solving problems in a group, I would be more likely to (a) think of the steps in the solution process. (b) think of possible consequences or applications of the solution in a wide range of areas.

Learning Styles Questionnaire

Scoring Sheet

1. Place a “1” in the appropriate spaces in the table below (e.g. if you answered "a" to Question 3, put a "1" in Column "a" by Question 3).

2. Add up the columns and write the totals in the indicated spaces.

3. For each of the four scales, subtract the smaller total from the larger one. Write the difference (1 to 11) and the letter (a or b) with the larger total.

Activist/Reflector			**Sensing/Intuitive**			**Visual/Verbal**			**Sequential/Global**		
Q	*a*	*b*	Q	*a*	*b*	*Q*	*a*	*b*	*Q*	*a*	*b*
1			*2*			*3*			*4*		
5			*6*			*7*			*8*		
9			*10*			*11*			*12*		
13			*14*			*15*			*16*		
17			*18*			*19*			*20*		
21			*22*			*23*			*24*		
25			*26*			*27*			*28*		
29			*30*			*31*			*32*		
33			*34*			*35*			*36*		
37			*38*			*39*			*40*		
41			*42*			*43*			*44*		

Total (add up each column)

Activist/Reflector			**Sensing/Intuitive**			**Visual/Verbal**			**Sequential/Global**		
Q	a	b	Q	a	b	Q	a	b	Q	a	b

Larger – Smaller + Letter of Larger (see below)*

Explanation of scores

- If your score on a scale is 1-3, you have a mild preference for one or the other dimension but you are essentially well balanced.

- If your score on a scale is 5-7, you have a moderate preference for one dimension of the scale and will learn more easily in a teaching environment which favours that dimension.

- If your score on a scale is 9-11, you have a strong preference for one dimension of the scale. You may have real difficulty learning in an environment which does not support that preference

APPENDIX B

GRADE POINT AVERAGE

SEMESTER 3

No	Nama	GPA	Category
1	Adeliya	3,82	Very Good/ Cum laude
2	Agustina	3,64	Very Good/ Cum laude
3	Ahmad Faiz	3,82	Very Good/ Cum laude
4	Ahmad Nopiani Marda.Z	3,50	Good
5	Ahmad Setiawan	3,36	Good
6	Ainun Saskiyah	3,64	Very Good/ Cum laude
7	Al Akbar Wahyu B.	3,36	Good
8	Alda Nadya Indah Sari	3,64	Very Good/ Cum laude
9	Andini Purnama	4,00	Very Good/ Cum laude
10	Andry Rama Kusuma	3,64	Very Good/ Cum laude
11	Anggia	3,82	Very Good/ Cum laude
12	Anggun Darweni	3,45	Good
13	Anisah	3,55	Very Good/ Cum laude
14	Anjar Wati	3,73	Very Good/ Cum laude
15	Arria Khotimah	3,73	Very Good/ Cum laude
16	Arya Kusuma Perdana	3,73	Very Good/ Cum laude
17	Ayu Santika	3,73	Very Good/ Cum laude
18	Della Avista	3,55	Very Good/ Cum laude
19	Denda Tripandi Putra	3,45	Good
20	Dera Rahma Ayu	3,64	Very Good/ Cum laude
21	Dessy Fitriyani	3,73	Very Good/ Cum laude
22	Destiana	3,55	Very Good/ Cum laude
23	Devi Ratnasari	3,64	Very Good/ Cum laude
24	Devi Yuliati	3,55	Very Good/ Cum laude
25	Diah Yulianti	3,91	Very Good/ Cum laude
26	Diana Mayang Sari	3,55	Very Good/ Cum laude
27	Dinda Saputri	3,55	Very Good/ Cum laude
28	Dinni Widiyasari	3,55	Very Good/ Cum laude
29	Dwi Sherli Astuti	3,64	Very Good/ Cum laude
30	Dwi Wahyu Kurniasari	3,73	Very Good/ Cum laude
31	Egha Armelia	3,55	Very Good/ Cum laude
32	Elga Oktamarliyanti	3,64	Very Good/ Cum laude
33	Elis Karlina	3,55	Very Good/ Cum laude
34	Elsa Nurhayani	3,55	Very Good/ Cum laude
35	Elsa Saputri	3,64	Very Good/ Cum laude
36	Emilia	3,45	Good
37	Erick Patria	3,91	Very Good/ Cum laude
38	Febriansyah	1,45	Very Poor/ Fail
39	Ferdinan Yakub	3,82	Very Good/ Cum laude
40	Fitri Amalia	3,91	Very Good/ Cum laude
41	Fitria Ramadhani	3,91	Very Good/ Cum laude
42	Fitria Rembulan Ramadhani	3,64	Very Good/ Cum laude
43	Fitriani	3,64	Very Good/ Cum laude
44	Handoko	3,55	Very Good/ Cum laude
45	Iin Puspa Sari	3,73	Very Good/ Cum laude

46	Ilham Eko Jaya Wardhana	3,73	Very Good/ Cum laude
47	Ima Wiranti	3,82	Very Good/ Cum laude
48	Indah Aprianti	3,73	Very Good/ Cum laude
49	Indri Putriyani	3,82	Very Good/ Cum laude
No	Nama	GPA	Category
50	Ira Mayasari	3,55	Very Good/ Cum laude
51	Isdayanti	3,55	Very Good/ Cum laude
52	Kartika Ayudia	3,73	Very Good/ Cum laude
53	Khoirul Amri	3,64	Very Good/ Cum laude
54	Kunfuaidah Jayatun Nafisah	3,73	Very Good/ Cum laude
55	Latamia Putri Oktavia	3,73	Very Good/ Cum laude
56	Lilis Anggraini	3,27	Good
57	Lisa Rianti	3,55	Very Good/ Cum laude
58	Lisza Febri Yulastri	3,55	Very Good/ Cum laude
59	Lusi Andriani	3,64	Very Good/ Cum laude
60	M.Yusuf Ag	0,73	Very Poor/ Fail
61	Mareta	3,73	Very Good/ Cum laude
62	Marindah	3,55	Very Good/ Cum laude
63	Mei Sela Putri Tasti	3,64	Very Good/ Cum laude
64	Meli Lestari	3,64	Very Good/ Cum laude
65	Melia Cristiyana	3,64	Very Good/ Cum laude
66	Mersi Ariska	3,45	Good
67	Mila Indriyani	3,73	Very Good/ Cum laude
68	Mira Maryani	3,91	Very Good/ Cum laude
69	Miranda	3,55	Very Good/ Cum laude
70	Ramadhani	3,91	Very Good/ Cum laude
71	Rodiyah	3,45	Good
72	Siswi Febriya Wati	3,64	Very Good/ Cum laude
73	Siti Aisyah	3,18	Good
74	Siti Fadhilah Muharomah	3,18	Good
75	Siti Khusnul Fatimah	3,64	Very Good/ Cum laude
76	Siti Nurhasanah	3,91	Very Good/ Cum laude
77	Sonia Putri	3,09	Good
78	Sri Jahrona	3,82	Very Good/ Cum laude
79	Suci Indah Sari	3,73	Very Good/ Cum laude
80	Sudiasih	3,73	Very Good/ Cum laude
81	Surya Hasanah	3,64	Very Good/ Cum laude
82	Tassyah Marwani Putri	3,55	Very Good/ Cum laude
83	Tia Febri Yanti	3,55	Very Good/ Cum laude
84	Tissa Nursahara	3,73	Very Good/ Cum laude
85	Titania Gustiana	3,73	Very Good/ Cum laude
86	Tri Jumarlia	3,45	Good
87	Tri Nursah	3,27	Good
88	Triana Novitasari	3,55	Very Good/ Cum laude
89	Triyani Damaiyanti	3,00	Average
90	Ulfatul Khasanah	3,82	Very Good/ Cum laude
91	Ulvha Dwi Lestari	3,55	Very Good/ Cum laude
92	Umi Halima	2,00	Very Poor/ Fail
93	Vera Oktaviani	3,36	Good
94	Wahyu Firliyansyah	3,55	Very Good/ Cum laude
95	Wanda Lelga	3,82	Very Good/ Cum laude
96	Winda Retno	3,55	Very Good/ Cum laude

97	Yona Ayu Lestari	3,91	Very Good/ Cum laude
98	Yudhistira Astuti Putri	3,73	Very Good/ Cum laude
No	Nama	GPA	Category
99	Yulianto	3,55	Very Good/ Cum laude
100	Yuni Nurtias Hapsari	3,91	Very Good/ Cum laude
101	Yuni Puspita Sari	3.00	Average
102	Yunia Tri Erlina	3,64	Very Good/ Cum laude
103	Yuyun Widianingsih	3,64	Very Good/ Cum laude

No	**Score Range**	**Category**	**Frequency**
1	3.51 – 4.00	Very Good/ Cum laude	85
2	3.01 – 3.50	Good	14
3	2.51 – 3.00	Average	2
4	2.01 – 2.50	Poor	-
5	0.00 – 2.00	Very Poor/ Fail	2

GRADE POINT AVERAGE

SEMESTER 5

No	Name	GPA	Category
1	Ahmad santri	3,94	Very Good / Cum Laude
2	Alisa Ratna Ningsih	3,75	Very Good / Cum Laude
3	Andini	3,81	Very Good / Cum Laude
4	Ayu Wandira	3,28	Good
5	Emilia Kontesa	3,21	Good
6	Fitriyah Bestari M.	3,41	Good
7	Hafiz Husaini	3,24	Good
8	Lulu Khairiyah	3,19	Good
9	Marisa Setianingsi	3,05	Good
10	Ningrum Kartikasari	3,41	Good
11	Nita Fernelia	3,18	Good
12	Nova Tri Lestari	3,56	Very Good / Cum Laude
13	Novia Sari Damayanti	3,88	Very Good / Cum Laude
14	Pitria Aisyah	3,63	Very Good / Cum Laude
15	Puji astuti	3,07	Good
16	Rhennika Anggraeni	3,69	Very Good / Cum Laude
17	Robiyah	3,09	Good
18	Septia Laila	3,43	Good
19	Sri Utami	3,18	Good
20	Suci Ramadhanti	3,31	Good
21	Sukma Azari Subowo	3,19	Good
22	Syida Nabila	3,79	Very Good / Cum Laude
23	Veronica	3,19	Good
24	Wulan Suci Ramadon	3,49	Good
25	Aminus Solihin	3,79	Very Good / Cum Laude
26	Ayu Nurmi	3,07	Good
27	Ayu Putri Masito	3,71	Very Good / Cum Laude
28	Ayuliza Sri Andriani	3,19	Good
29	Dedi Iskandar	3,43	Good
30	Desnawati	3,35	Good
31	Devi Meyzahra	3,69	Very Good / Cum Laude
32	Devi Oktaviani	3,59	Very Good / Cum Laude
33	Eko Satria. S	3,06	Good
34	Endang Lesa	3,18	Good
35	Euis solihat	3,56	Very Good / Cum Laude
36	Fifit Wulantika	3,11	Good
37	Hamdan	2,83	Average
38	Hasnatul Aini	3,54	Very Good / Cum Laude
39	Hayatun Nupus	3,46	Good
40	Jihad Abie Sultan	3,38	Good
41	Nurul Eva Ariani	3,46	Good

42	Putri Ayu Lestari	3,63	Very Good / Cum Laude
43	Rika Restina	3,66	Very Good / Cum Laude
44	Risca Afriliani	3,25	Good
45	Rita Zuniarti	2,26	Average
46	Rizky Wulan Arum	3,56	Very Good / Cum Laude
47	Ryandini Rizky Amelya	3,29	Good
48	Selvi Karina	3,30	Good
49	Sinta Putri	2,87	Average
No	Name	GPA	Category
50	Yayu Rozalia	3,00	Good
51	Ade Melliza	2,91	Average
52	Afifah Marshalina	3,56	Very Good / Cum Laude
53	Ahmad Syafei	3,20	Good
54	Alvino Ghali Anugra	3,05	Good
55	Ana Tasya Zahara	2,93	Average
56	Ananda Fadilah	3,68	Very Good / Cum Laude
57	Annisa Amalia	3,15	Good
58	Ayu Aknes Anatasya	1,36	Poor
59	Ayu Lestari	3,15	Good
60	Ayu Pramita	3,00	Good
61	Ayu Septi Lestari	3,24	Good
62	Deria Triska	3,18	Good
63	Dian Fitri Yani	3,68	Very Good / Cum Laude
64	Dicky Andrian	3,54	Very Good / Cum Laude
65	Dina Shalatin Mifta As-Saidah	3,38	Good
66	Enjelia Siti Lestari	3,26	Good
67	Erin Virgio Dayani	2,15	Average
68	Fasella	3,63	Very Good / Cum Laude
69	Ferbria Rabeca Putri	3,66	Very Good / Cum Laude
70	Firsty Meylany Maghfiroh Janna	3,44	Good
71	Hanny Fransiscka	3,79	Very Good / Cum Laude
72	Herni Anggraini	3,06	Good
73	Indah Putri Tri Utami	3,56	Very Good / Cum Laude
74	Intan Puspita Sari	3,00	Good
75	Jesica Triane K	3,82	Very Good / Cum Laude
76	Lesy Kasturi	2,76	Average
77	Maratul Fitri	3,66	Very Good / Cum Laude
78	Muhammad Haikal Maulavi	3,44	Good
79	Muhammad Harris Silajiq	2,00	Average
80	Muhammad Nurhidayat	3,76	Very Good / Cum Laude
81	Nensi Rahma	2,78	Average
82	Nur Halimah	3,59	Very Good / Cum Laude
83	Nurul Halimah	3,57	Very Good / Cum Laude
84	Osi Suretma	3,13	Good
85	Panji Ramadhan	2,06	Average
86	Pina Eltiana	3,47	Good
87	Pratama Ade Putra	2,29	Poor
88	Putra Andika	3,29	Good
89	Putri Dewi Suciati	3,29	Good
90	Putri Maulina	3,44	Good

91	Rima Putri Indah	3,08	Good
92	Riska Amelia	3,10	Good
93	Saidatul Rohimah	3,34	Good
94	Sari Wulandari	3,47	Good
95	Selly Anggraini	3,26	Good
96	Shaleh Hudin Al Ayubi	3,50	Good
97	Sinta Ariska	3,04	Good
98	Siti Yulaikah	3,18	Good
No	Name	GPA	Category
99	Saidatul Rohimah	3,34	Good
100	Sari Wulandari	3,47	Good
101	Selly anggraini	3,26	Good
102	Shaleh Hudin Al Ayubi	3,50	Good
103	Sinta Ariska	3,04	Good
104	Siti Yulaikah	3,18	Good
105	Sundari	3,69	Very Good / Cum Laude
106	Tiara Putri	3,22	Good
107	Uliza Koestia Hati	3,24	Good
108	Viranti Hasmaningtyas	3,14	Good
109	Widia	3,05	Good
110	Wita Anggelia	3,00	Good
111	Afista Meidiana Iluzazfa	3,34	Good
112	Agnis Diah Rivanti	3,84	Very Good / Cum Laude
113	Alfin Febriansyah	3,50	Good
114	Depi Apriani	3,35	Good
115	Dia Amelia	3,13	Good
116	Sandriyani	3,24	Good
117	Siti Fadhilah Hartika	3,13	Good
118	Tri Indriani	3,35	Good
109	Ulfa Hasanah	3,53	Very Good / Cum Laude
120	Walia Anggraini	3,16	Good
121	Windi Andriani Tutut H.	3,68	Very Good / Cum Laude
122	Yulisyah Apriyani Ar	3,29	Good

No	Score Range	Category	Frequency (5)	Frequency (3)	Total	Percentage
1	3.51 – 4.00	Very Good/ Cum laude	34	85	119	52.88%
2	3.01 – 3.50	Good	79	14	93	41.33%
3	2.51 – 3.00	Average	7	2	9	4.00%

4	2.01 – 2.50	Poor	1	-	1	0.40%
5	0.00 – 2.00	Very Poor/ Fail	1	2	3	1.30%
Total			122	103	225	100%

APPENDIX C

SEMESTER 3

No	Nama	GPA	**Act**	**Ref**	**Sen**	**Int**	**Vis**	**Ver**	**Seq**	**Glo**	**Category**
1	Adeliya	3.82	3	8	5	6	6	5	7	4	Reflector
2	Agustina	3.64	3	8	6	5	4	7	7	4	Reflector
3	Ahmad Faiz	3.82	7	4	8	3	6	5	7	4	Sensing
4	Ahmad Nopiani Marda.Z	3.50	7	4	8	3	4	7	7	4	Sensing
5	Ahmad Setiawan	3.36	8	3	6	5	6	5	7	4	Activist
6	Ainun Saskiyah	3.64	7	4	6	5	6	5	6	5	Activist
7	Al Akbar Wahyu B.	3.36	5	6	7	4	4	7	5	6	Sen,verbal
8	Alda Nadya Indah Sari	3.64	3	8	6	5	5	6	6	5	Reflector
9	Andini Purnama	4.00	3	8	7	4	6	5	6	5	Reflector
10	Andry Rama Kusuma	3.64	3	8	5	6	6	5	7	4	Reflector
11	Anggia	3.82	3	8	6	5	6	5	7	4	Reflector
12	Anggun Darweni	3.45	7	4	8	3	10	1	7	4	Visual
13	Anisah	3.55	7	4	8	3	10	1	7	4	Visual
14	Anjar Wati	3.73	8	3	6	5	6	5	7	4	Activist
15	Arria Khotimah	3.73	7	4	6	5	6	5	6	5	Activist
16	Arya Kusuma Perdana	3.73	5	6	7	4	4	7	5	6	Sen,Ver
17	Ayu Santika	3.73	3	8	6	5	5	6	6	5	Reflector
18	Della Avista	3.55	3	8	7	4	6	5	6	5	Reflector
19	Denda Tripandi Putra	3.45	4	7	7	4	6	5	3	8	Global
20	Dera Rahma Ayu	3.64	5	6	3	8	6	5	7	3	Intuitive
21	Dessy Fitriyani	3.73	3	8	6	5	5	6	6	5	Reflector
22	Destiana	3.55	3	8	6	5	5	6	6	5	Reflector
23	Devi Ratnasari	3.64	3	8	6	5	5	6	6	5	Reflector
24	Devi Yuliati	3.55	3	8	7	3	6	5	7	3	Reflector
25	Diah Yulianti	3.91	3	8	6	5	7	3	5	6	Reflector
26	Diana Mayang Sari	3.55	7	4	3	8	6	5	7	3	Intuitive
27	Dinda Saputri	3.55	6	5	3	8	7	3	6	5	Intuitive
28	Dinni Widiyasari	3.55	7	4	3	8	6	5	7	3	Intuitive
29	Dwi Sherli Astuti	3.64	7	4	3	8	6	5	7	3	Intuitive
30	Dwi Wahyu Kurniasari	3.73	6	5	3	8	7	3	6	5	Intuitive
31	Egha Armelia	3.55	8	3	6	5	6	5	7	4	Activist
32	Elga Oktamarliyanti	3.64	7	4	6	5	6	5	6	5	Activist
33	Elis Karlina	3.55	6	5	3	8	7	3	6	5	Intuitive
34	Elsa Nurhayani	3.55	7	4	3	8	6	5	7	3	Intuitive
35	Elsa Saputri	3.64	4	7	8	3	4	7	8	3	Sen, Seq
36	Emilia	3.45	6	5	3	8	7	3	6	5	Intuitive
37	Erick Patria	3.91	7	4	7	4	6	5	8	3	Sequental
38	Febriansyah	1.45	3	8	6	5	7	3	5	6	Reflector

39	Ferdinan Yakub	3.82	8	3	7	4	6	5	7	4	Activist
40	Fitri Amalia	3.91	8	3	6	5	6	5	6	5	Activist
41	Fitria Ramadhani	3.91	3	8	3	8	7	3	5	6	Reflector
42	Fitria Rembulan Ramadhani	3.64	7	4	6	5	7	4	7	4	Act,vis,seq
43	Fitriani	3.64	7	4	6	5	9	2	7	4	Visual
44	Handoko	3.55	7	4	6	5	3	8	7	4	Verbal
45	Iin Puspa Sari	3.73	7	4	6	5	7	4	6	5	Act,visual
46	Ilham Eko Jaya Wardhana	3.73	7	4	7	4	7	4	5	6	Act,sen,vis
47	Ima Wiranti	3.82	8	3	6	5	6	5	7	4	Activist
48	Indah Aprianti	3.73	8	3	6	5	6	5	6	5	Activist
49	Indri Putriyani	3.82	8	3	7	4	6	5	7	4	Activist
50	Ira Mayasari	3.55	7	4	6	5	10	1	7	4	Visual
51	Isdayanti	3.55	7	4	6	5	9	2	7	4	Visual
52	Kartika Ayudia	3.73	6	5	6	5	3	8	7	4	Verbal
53	Khoirul Amri	3.64	7	4	6	5	3	8	7	4	Verbal
54	Kunfuaidah Jayatun Nafisah	3.73	7	4	5	6	3	8	6	5	Verbal
55	Latamia Putri Oktavia	3.73	8	3	6	5	6	5	6	5	Activist
56	Lilis Anggraini	3.27	6	5	6	5	3	8	7	4	Verbal
57	Lisa Rianti	3.55	6	5	6	5	3	8	7	4	Verbal
58	Lisza Febri Yulastri	3.55	7	4	6	5	3	8	7	4	Verbal
59	Lusi Andriani	3.64	7	4	6	5	10	1	7	4	Visual
60	M.Yusuf Ag	0.73	7	4	6	5	9	2	7	4	Visual
61	Mareta	3.73	6	5	3	8	7	3	6	5	Intuitive
62	Marindah	3.55	7	4	7	4	6	5	8	3	Sequental
63	Mei Sela Putri Tasti	3.64	7	4	6	5	7	4	6	5	Act,Visual
64	Meli Lestari	3.64	7	4	7	4	7	4	5	6	Act,sen,vis
65	Melia Cristiyana	3.64	8	3	6	5	6	5	6	5	Activist
66	Mersi Ariska	3.45	3	8	6	5	7	3	5	6	Reflector
67	Mila Indriyani	3.73	7	4	7	4	7	4	8	3	Sequental
68	Mira Maryani	3.91	7	4	4	7	6	5	8	3	Sequental
69	Miranda	3.55	4	7	7	4	6	5	3	8	Global
70	Ramadhani	3.91	3	8	6	5	7	3	6	5	Reflector
71	Rodiyah	3.45	3	8	6	5	7	4	5	6	Reflector
72	Siswi Febriya Wati	3.64	8	3	6	5	6	5	6	5	Activist
73	Siti Aisyah	3.18	6	5	3	8	7	3	6	5	Intuitive
74	Siti Fadhilah Muharomah	3.18	7	4	7	4	6	5	8	3	Sequental
75	Siti Khusnul Fatimah	3.64	6	5	3	8	7	3	6	5	Intuitive
76	Siti Nurhasanah	3.91	7	4	7	4	6	5	8	3	Sequental
77	Sonia Putri	3.09	3	8	6	5	7	3	5	6	Reflector
78	Sri Jahrona	3.82	8	3	6	5	6	5	6	5	Activist
79	Suci Indah Sari	3.73	8	3	4	7	6	5	7	4	Activist
80	Sudiasih	3.73	8	3	6	5	6	5	6	5	Activist
81	Surya Hasanah	3.64	3	8	6	5	7	3	5	6	Reflector
82	Tassyah Marwani Putri	3.55	7	4	7	4	7	4	8	3	Sequental
83	Tia Febri Yanti	3.55	7	4	7	4	6	5	8	3	Sequental
84	Tissa Nursahara	3.73	4	7	7	4	6	5	3	8	Global
85	Titania Gustiana	3.73	3	8	6	5	7	3	6	5	Reflector
86	Tri Jumarlia	3.45	3	8	6	5	7	3	5	6	Reflector
87	Tri Nursah	3.27	8	3	6	5	6	5	6	5	Activist
88	Triana Novitasari	3.55	6	5	3	8	7	4	6	5	Intuitive
89	Triyani Damaiyanti	3.00	7	4	7	4	6	5	8	3	Sequental
90	Ulfatul Khasanah	3.82	8	3	6	5	6	5	6	5	Activist
91	Ulvha Dwi Lestari	3.55	6	5	6	5	3	8	7	4	Verbal
92	Umi Halima	2.00	6	5	6	5	3	8	6	5	Verbal
93	Vera Oktaviani	3.36	7	4	6	5	3	8	7	4	Verbal
94	Wahyu Firliyansyah	3.55	7	4	6	5	10	1	8	3	Visual

95	Wanda Lelga	3.82	7	4	6	5	9	2	7	4	Visual
96	Winda Retno	3.55	6	5	3	8	7	3	6	5	Intuitive
97	Yona Ayu Lestari	3.91	4	7	7	4	6	5	3	8	Global
98	Yudhistira Astuti Putri	3.73	8	3	6	5	6	5	6	5	Activist
99	Yulianto	3.55	7	4	6	5	9	2	7	4	Visual
100	Yuni Nurtias Hapsari	3.91	6	5	3	8	7	3	6	5	Intuitive
101	Yuni Puspita Sari	3.00	6	5	2	9	7	3	6	5	Intuitive
102	Yunia Tri Erlina	3.64	8	3	6	5	6	5	6	5	Activist
103	Yuyun Widianingsih	3.64	9	2	6	5	6	5	6	5	Activist

SEMESTER 5

No	Name	GPA	**Act**	**Ref**	**Sen**	**Int**	**Vis**	**Ver**	**Seq**	**Glo**	**Category**
1	Ahmad santri	3.94	3	8	5	6	6	5	7	4	Reflector
2	Alisa Ratna Ningsih	3.75	3	8	6	5	6	5	7	4	Reflector
3	Andini	3.81	7	4	8	3	10	1	7	4	Sensing
4	Ayu Wandira	3.28	7	4	8	3	10	1	7	4	Visual
5	Emilia Kontesa	3.21	8	3	6	5	6	5	7	4	Activist
6	Fitriyah Bestari M.	3.41	7	4	6	5	6	5	6	5	Activist
7	Hafiz Husaini	3.24	5	6	7	4	4	7	5	6	Sensing
8	Lulu Khairiyah	3.19	3	8	6	5	5	6	6	5	Reflector
9	Marisa Setianingsi	3.05	3	8	7	4	6	5	6	5	Reflector
10	Ningrum Kartikasari	3.41	3	8	5	6	6	5	7	4	Reflector
11	Nita Fernelia	3.18	3	8	6	5	6	5	7	4	Reflector
12	Nova Tri Lestari	3.56	7	4	8	3	10	1	7	4	Visual
13	Novia Sari Damayanti	3.88	7	4	8	3	10	1	7	4	Visual
14	Pitria Aisyah	3.63	8	3	6	5	6	5	7	4	Activist
15	Puji astuti	3.07	7	4	6	5	6	5	6	5	Activist
16	Rhennika Anggraeni	3.69	5	6	7	4	4	7	5	6	Sen,ver
17	Robiyah	3.09	3	8	6	5	5	6	6	5	Reflector
18	Septia Laila	3.43	3	8	7	4	6	5	6	5	Reflector
19	Sri Utami	3.18	4	7	7	4	6	5	3	8	Global
20	Suci Ramadhanti	3.31	5	6	3	8	6	5	7	3	Intuitive
21	Sukma Azari Subowo	3.19	3	8	6	5	5	6	6	5	Reflector
22	Syida Nabila	3.79	3	8	6	5	5	6	6	5	Reflector
23	Veronica	3.19	3	8	6	5	5	6	6	5	Reflector
24	Wulan Suci Ramadon	3.49	3	8	6	5	5	6	6	5	Reflector
25	Aminus Solihin	3.79	3	8	6	5	5	6	6	5	Reflector
26	Ayu Nurmi	3.07	3	8	6	5	5	6	6	5	Reflector
27	Ayu Putri Masito	3.71	3	8	7	3	6	5	7	3	Reflector
28	Ayuliza Sri Andriani	3.19	3	8	6	5	7	3	5	6	Reflector
29	Dedi Iskandar	3.43	7	4	3	8	6	5	7	3	Intuitive
30	Desnawati	3.35	6	5	3	8	7	3	6	5	Intuitive
31	Devi Meyzahra	3.69	7	4	6	5	9	2	7	4	Visual
32	Devi Oktaviani	3.59	7	4	6	5	3	8	7	4	Verbal
33	Eko Satria. S	3.06	7	4	8	3	7	4	6	5	Sensing
34	Endang Lesa	3.18	7	4	9	2	7	4	5	6	Sensing
35	Euis solihat	3.56	7	4	8	3	10	1	7	4	Visual

36	Fifit Wulantika	3.11	7	4	6	5	10	1	7	4	Visual
37	Hamdan	2.83	7	4	6	5	9	2	7	4	Visual
38	Hasnatul Aini	3.54	6	5	6	5	3	8	7	4	Verbal
39	Hayatun Nupus	3.46	7	4	6	5	3	8	7	4	Verbal
40	Jihad Abie Sultan	3.38	7	4	5	6	3	8	6	5	Verbal
41	Nurul Eva Ariani	3.46	5	6	7	4	4	7	5	6	Sens,ver
42	Putri Ayu Lestari	3.63	6	5	3	8	7	3	6	5	Intuitive
43	Rika Restina	3.66	3	8	6	5	6	5	7	4	Reflector
44	Risca Afriliani	3.25	7	4	8	3	10	1	7	4	Visual
45	Rita Zuniarti	2.26	3	8	6	5	6	5	7	4	Reflector
46	Rizky Wulan Arum	3.56	6	5	10	1	7	4	6	5	Sensing
47	Ryandini Rizky Amelya	3.29	3	8	6	5	6	5	7	4	Reflector
48	Selvi Karina	3.30	7	4	6	5	10	1	7	4	Visual
49	Sinta Putri	2.87	3	8	6	5	6	5	7	4	Reflector
50	Yayu Rozalia	3.00	3	8	6	5	6	5	7	4	Reflector
51	Ade Melliza	2.91	7	4	6	5	10	1	6	5	Visual
52	Afifah Marshalina	3.56	7	4	8	3	10	1	7	4	Visual
53	Ahmad Syafei	3.20	7	4	6	5	9	2	7	4	Visual
54	Alvino Ghali Anugra	3.05	3	8	6	5	6	5	7	4	Reflecctor
55	Ana Tasya Zahara	2.93	6	5	3	8	7	3	6	5	Intuitive
56	Ananda Fadilah	3.68	6	5	3	8	7	3	6	5	Intuitive
57	Annisa Amalia	3.15	6	5	3	8	7	3	6	5	Intuitive
58	Ayu Aknes Anatasya	1.36	7	4	7	4	9	2	7	4	Visual
59	Ayu Lestari	3.15	7	4	7	4	9	2	7	4	Visual
60	Ayu Pramita	3.00	8	3	7	4	9	2	6	5	Visual
61	Ayu Septi Lestari	3.24	6	5	3	8	7	3	6	5	Intuitive
62	Deria Triska	3.18	7	4	7	4	9	2	7	4	Visual
63	Dian Fitri Yani	3.68	7	4	7	4	6	5	8	3	Sequental
64	Dicky Andrian	3.54	7	4	9	2	7	4	6	5	Sensing
65	Dina Shalatin Mifta As-Saidah	3.38	7	4	8	3	7	4	5	6	Sensing
66	Enjelia Siti Lestari	3.26	8	3	6	5	6	5	6	5	Activist
67	Erin Virgio Dayani	2.15	3	8	6	5	7	3	5	6	Reflector
68	Fasella	3.63	7	4	7	4	7	4	8	3	Sequental
69	Ferbria Rabeca Putri	3.66	7	4	7	4	6	5	8	3	Sequental
70	Firsty Meylany Maghfiroh Janna	3.44	7	4	7	4	6	5	8	3	Sequental
71	Hanny Fransiscka	3.79	4	7	7	4	6	5	3	8	Global
72	Herni Anggraini	3.06	3	8	6	5	7	3	6	5	Reflector
73	Indah Putri Tri Utami	3.56	3	8	6	5	7	3	5	6	Reflector
74	Intan Puspita Sari	3.00	8	3	6	5	6	5	6	5	Activist
75	Jesica Triane K	3.82	6	5	3	8	7	3	6	5	Intuitive
76	Lesy Kasturi	2.76	3	8	6	5	7	3	6	5	Reflector
77	Maratul Fitri	3.66	8	3	6	5	6	5	6	5	Activist
78	Muhammad Haikal Maulavi	3.44	4	7	7	4	6	5	3	8	Global
79	Muhammad Harris Silajiq	2.00	3	8	6	5	7	3	6	5	Reflector
80	Muhammad Nurhidayat	3.76	7	4	7	4	6	5	8	3	Sequental
81	Nensi Rahma	2.78	3	8	6	5	7	3	6	5	Reflector
82	Nur Halimah	3.59	8	3	6	5	6	5	6	5	Activist
83	Nurul Halimah	3.57	4	7	7	4	6	5	3	8	Global
84	Osi Suretma	3.13	3	8	6	5	7	3	6	5	Reflector
85	Panji Ramadhan	2.06	6	5	3	8	7	3	6	5	Intuitive
86	Pina Eltiana	3.47	3	8	6	5	7	3	6	5	Reflector
87	Pratama Ade Putra	2.29	8	3	6	5	6	5	6	5	Activist
88	Putra Andika	3.29	4	7	7	4	6	5	3	8	Global
89	Putri Dewi Suciati	3.29	3	8	6	5	7	3	6	5	Reflector

90	Putri Maulina	3.44	7	4	8	3	7	4	5	6	Sensing
91	Rima Putri Indah	3.08	8	3	6	5	6	5	6	5	Activist
92	Riska Amelia	3.10	7	4	6	5	3	8	7	4	Verbal
93	Saidatul Rohimah	3.34	7	4	8	3	7	4	5	6	Sensing
94	Sari Wulandari	3.47	7	4	8	3	7	4	5	6	Sensing
95	Selly Anggraini	3.26	7	4	8	3	7	4	5	6	Sensing
96	Shaleh Hudin Al Ayubi	3.50	8	3	6	5	6	5	6	5	Activist
97	Sinta Ariska	3.04	4	7	7	4	6	5	3	8	Global
98	Siti Yulaikah	3.18	3	8	6	5	7	3	6	5	Reflector
99	Saidatul Rohimah	3.34	8	3	6	5	6	5	6	5	Activist
100	Sari Wulandari	3.47	4	7	7	4	6	5	3	8	Global
101	Selly anggraini	3.26	3	8	6	5	7	3	6	5	Reflector
102	Shaleh Hudin Al Ayubi	3.50	6	5	3	8	7	3	6	5	Intuitive
103	Sinta Ariska	3.04	7	4	8	3	6	5	6	5	Sensing
104	Siti Yulaikah	3.18	6	5	3	8	7	3	6	5	Intuitive
105	Sundari	3.69	3	8	6	5	7	3	6	5	Reflector
106	Tiara Putri	3.22	8	3	6	5	6	5	6	5	Activist
107	Uliza Koestia Hati	3.24	3	8	6	5	7	3	6	5	Reflector
108	Viranti Hasmaningtyas	3.14	7	4	7	4	6	5	8	3	Sequental
109	Widia	3.05	8	3	6	5	6	5	6	5	Activist
110	Wita Anggelia	3.00	6	5	6	5	3	8	7	4	Verbal
111	Afista Meidiana Iluzazfa	3.34	6	5	6	5	3	8	7	4	Verbal
112	Agnis Diah Rivanti	3.84	7	4	6	5	3	8	7	4	Verbal
113	Alfin Febriansyah	3.50	7	4	6	5	10	1	7	4	Visual
114	Depi Apriani	3.35	7	4	6	5	9	2	7	4	Visual
115	Dia Amelia	3.13	6	5	3	8	7	3	6	5	Intuitive
116	Sandriyani	3.24	4	7	7	4	6	5	3	8	Global
117	Siti Fadhilah Hartika	3.13	7	4	8	3	7	4	5	6	Sensing
118	Tri Indriani	3.35	8	3	6	5	6	5	6	5	Activist
109	Ulfa Hasanah	3.53	4	7	7	4	6	5	3	8	Global
120	Walia Anggraini	3.16	3	8	6	5	7	3	6	5	Reflector
121	Windi Andriani Tutut	3.68	8	3	6	5	6	5	6	5	Activist
122	Yulisyah Apriyani Ar	3.29	4	7	7	4	6	5	3	8	Global

Category	Semester 3	Semester 5	Total	Percentage
Activist	25	16	41	18.22 %
Reflector	22	36	58	25.77 %
Sensing	5	14	19	8.44 %

Intuitive	16	12	28	12.44 %
Visual	13	19	32	14.22 %
Verbal	11	9	20	8.88 %
Sequential	11	6	17	7.55 %
Global	4	10	14	6.22 %
Total	103	122	225	100%

APPENDIX D

Descriptive Statistics of Learning Style

Statistics

		Activist	Reflector	Sensing	Intuitive	Visual	Verbal	Sequential	Global
N	Valid	225	225	225	225	225	225	225	225
	Missing	0	0	0	0	0	0	0	0
Mean		5.7244	5.2756	5.9822	5.0089	6.3778	4.4222	6.1911	4.7689
Median		7.0000	4.0000	6.0000	5.0000	6.0000	5.0000	6.0000	5.0000
Mode		7.00	4.00	6.00	5.00	6.00	5.00	6.00	5.00
Std. Deviation		1.88144	1.88144	1.42040	1.42988	1.65412	1.77393	1.13149	1.17637
Minimum		3.00	2.00	2.00	1.00	3.00	1.00	3.00	3.00
Maximum		9.00	8.00	10.00	9.00	10.00	8.00	8.00	8.00

Frequency Table

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	3	58	25.8	25.8	25.8
	4	15	6.7	6.7	32.4
	5	7	3.1	3.1	35.6
	6	31	13.8	13.8	49.3
	7	80	35.6	35.6	84.9
	8	33	14.7	14.7	99.6
	9	1	.4	.4	100.0
	Total	225	100.0	100.0	

X2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.4	.4	.4
	3	33	14.7	14.7	15.1
	4	80	35.6	35.6	50.7
	5	31	13.8	13.8	64.4
	6	7	3.1	3.1	67.6
	7	15	6.7	6.7	74.2
	8	58	25.8	25.8	100.0
	Total	225	100.0	100.0	

X3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.4	.4	.4
	3	29	12.9	12.9	13.3
	4	2	.9	.9	14.2
	5	6	2.7	2.7	16.9

	6	117	52.0	52.0	68.9
	7	47	20.9	20.9	89.8
	8	20	8.9	8.9	98.7
	9	2	.9	.9	99.6
	10	1	.4	.4	100.0
	Total	225	100.0	100.0	

X4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.4	.4	.4
	2	2	.9	.9	1.3
	3	22	9.8	9.8	11.1
	4	45	20.0	20.0	31.1
	5	117	52.0	52.0	83.1
	6	6	2.7	2.7	85.8
	7	2	.9	.9	86.7
	8	29	12.9	12.9	99.6
	9	1	.4	.4	100.0
	Total	225	100.0	100.0	

X5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	18	8.0	8.0	8.0
	4	8	3.6	3.6	11.6
	5	13	5.8	5.8	17.3
	6	92	40.9	40.9	58.2
	7	65	28.9	28.9	87.1
	9	13	5.8	5.8	92.9
	10	16	7.1	7.1	100.0
	Total	225	100.0	100.0	

X6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	16	7.1	7.1	7.1
	2	13	5.8	5.8	12.9
	3	45	20.0	20.0	32.9
	4	20	8.9	8.9	41.8
	5	92	40.9	40.9	82.7
	6	13	5.8	5.8	88.4
	7	8	3.6	3.6	92.0
	8	18	8.0	8.0	100.0
	Total	225	100.0	100.0	

X7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	14	6.2	6.2	6.2
	5	25	11.1	11.1	17.3
	6	93	41.3	41.3	58.7
	7	76	33.8	33.8	92.4
	8	17	7.6	7.6	100.0
	Total	225	100.0	100.0	

X8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	26	11.6	11.6	11.6
	4	67	29.8	29.8	41.3
	5	93	41.3	41.3	82.7
	6	25	11.1	11.1	93.8
	8	14	6.2	6.2	100.0
	Total	225p	100.0	100.0	

APPENDIX E
DESCRIPTIVE STATISTICS GPA

Statistics

Y

N	Valid	225
	Missing	0
Mean		3.4101
Std. Error of Mean		.02884
Median		3.5500
Mode		3.55
Std. Deviation		.43253
Minimum		.73
Maximum		4.00

Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0.73	1	.4	.4	.4
	1.36	1	.4	.4	.9
	1.45	1	.4	.4	1.3
	2	2	.9	.9	2.2
	2.06	1	.4	.4	2.7
	2.15	1	.4	.4	3.1
	2.26	1	.4	.4	3.6
	2.29	1	.4	.4	4.0
	2.76	1	.4	.4	4.4
	2.78	1	.4	.4	4.9
	2.83	1	.4	.4	5.3
	2.87	1	.4	.4	5.8
	2.91	1	.4	.4	6.2
	2.93	1	.4	.4	6.7
	3	6	2.7	2.7	9.3

	3.04	2	.9	.9	10.2
	3.05	3	1.3	1.3	11.6
	3.06	2	.9	.9	12.4
	3.07	2	.9	.9	13.3
	3.08	1	.4	.4	13.8
	3.09	2	.9	.9	14.7
	3.1	1	.4	.4	15.1
	3.11	1	.4	.4	15.6
	3.13	3	1.3	1.3	16.9
	3.14	1	.4	.4	17.3
	3.15	2	.9	.9	18.2
	3.16	1	.4	.4	18.7
	3.18	8	3.6	3.6	22.2
	3.19	4	1.8	1.8	24.0
	3.2	1	.4	.4	24.4
	3.21	1	.4	.4	24.9
	3.22	1	.4	.4	25.3
	3.24	4	1.8	1.8	27.1
	3.25	1	.4	.4	27.6
	3.26	3	1.3	1.3	28.9
	3.27	2	.9	.9	29.8
	3.28	1	.4	.4	30.2
	3.29	4	1.8	1.8	32.0
	3.3	1	.4	.4	32.4
	3.31	1	.4	.4	32.9
	3.34	3	1.3	1.3	34.2
	3.35	3	1.3	1.3	35.6
	3.36	3	1.3	1.3	36.9
	3.38	2	.9	.9	37.8
	3.41	2	.9	.9	38.7
	3.43	2	.9	.9	39.6
	3.44	3	1.3	1.3	40.9
	3.45	6	2.7	2.7	43.6

3.46	2	.9	.9	44.4
3.47	3	1.3	1.3	45.8
3.49	1	.4	.4	46.2
3.5	4	1.8	1.8	48.0
3.53	1	.4	.4	48.4
3.54	2	.9	.9	49.3
3.55	24	10.7	10.7	60.0
3.56	5	2.2	2.2	62.2
3.57	1	.4	.4	62.7
3.59	2	.9	.9	63.6
3.63	3	1.3	1.3	64.9
3.64	21	9.3	9.3	74.2
3.66	3	1.3	1.3	75.6
3.68	3	1.3	1.3	76.9
3.69	3	1.3	1.3	78.2
3.71	1	.4	.4	78.7
3.73	19	8.4	8.4	87.1
3.75	1	.4	.4	87.6
3.76	1	.4	.4	88.0
3.79	3	1.3	1.3	89.3
3.81	1	.4	.4	89.8
3.82	10	4.4	4.4	94.2
3.84	1	.4	.4	94.7
3.88	1	.4	.4	95.1
3.91	9	4.0	4.0	99.1
3.94	1	.4	.4	99.6
4	1	.4	.4	100.0
Total	225	100.0	100.0	

APPENDIX F

NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		X1	X2	X3	X4	X5	X6	X7	X8	Y
N		225	225	225	225	225	225	225	225	225
Normal Parameters[a]	Mean	5.7244	5.2756	5.9822	5.0089	6.3778	4.4222	6.1911	4.7689	3.4101
	Std. Deviation	1.88144	1.88144	1.42040	1.42988	1.65412	1.77393	1.13149	1.17637	.43253
Most Extreme Differences	Absolute	.258	.258	.336	.334	.236	.210	.260	.249	.134
	Positive	.184	.258	.184	.334	.225	.199	.162	.249	.115
	Negative	-.258	-.184	-.336	-.186	-.236	-.210	-.260	-.165	-.134
Kolmogorov-Smirnov Z		3.867	3.867	5.042	5.004	3.545	3.148	3.894	3.732	2.004
Asymp. Sig. (2-tailed)		.090	.112	.224	.087	.421	.537	.348	.169	.283

a. Test distribution is Normal.

APPENDIX G

LINEARITY TEST

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Academic * Activist	Between Groups	(Combined)	.809	6	.135	.715	.638
		Linearity	.390	1	.390	2.066	.152
		Deviation from Linearity	.419	5	.084	.444	.817
	Within Groups		41.098	218	.189		
	Total		41.906	224			

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.

Academic * Reflector	Between Groups	(Combined)	.809	6	.135	.715	.638
		Linearity	.390	1	.390	2.066	.152
		Deviation from Linearity	.419	5	.084	.444	.817
	Within Groups		41.098	218	.189		
	Total		41.906	224			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Academic * Sensing	Between Groups	(Combined)	1.421	8	.178	.947	.478
		Linearity	.002	1	.002	.008	.928
		Deviation from Linearity	1.419	7	.203	1.082	.376
	Within Groups		40.486	216	.187		
	Total		41.906	224			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Academic * Intuitive	Between Groups	(Combined)	1.421	8	.178	.948	.478
		Linearity	.000	1	.000	.002	.966
		Deviation from Linearity	1.421	7	.203	1.083	.375
	Within Groups		40.485	216	.187		
	Total		41.906	224			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Academic * Visual	Between Groups	(Combined)	3.286	6	.548	3.092	.006
		Linearity	.586	1	.586	3.307	.070

		Deviation from Linearity	2.700	5	.540	3.049	.051
	Within Groups		38.620	218	.177		
	Total		41.906	224			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Academic * Verbal	Between Groups	(Combined)	3.877	7	.554	3.160	.003
		Linearity	.885	1	.885	5.052	.026
		Deviation from Linearity	2.991	6	.499	2.845	.081
	Within Groups		38.030	217	.175		
	Total		41.906	224			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Academic * Squential	Between Groups	(Combined)	.733	4	.183	.979	.420
		Linearity	.135	1	.135	.720	.397
		Deviation from Linearity	.598	3	.199	1.065	.365
	Within Groups		41.174	220	.187		
	Total		41.906	224			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Academic * Global	Between Groups	(Combined)	.891	4	.223	1.195	.314
		Linearity	.179	1	.179	.962	.328

	Deviation from Linearity	.712	3	.237	1.273	.284
Within Groups		41.015	220	.186		
Total		41.906	224			

APPENDIX H

Correlations

Correlations

		Activist	Reflector	Sensing	Intuitive	Visual	Verbal	Sequential	Global	Academic
X1	Pearson Correlation	1	-1.000**	.028	-.019	.141*	-.052	.342**	-.327**	.096
	Sig. (2-tailed)		.000	.674	.777	.034	.438	.000	.000	.149
	N	225	225	225	225	225	225	225	225	225
X2	Pearson Correlation	-1.000**	1	-.028	.019	-.141*	.052	-.342**	.327**	-.096
	Sig. (2-tailed)	.000		.674	.777	.034	.438	.000	.000	.149
	N	225	225	225	225	225	225	225	225	225
X3	Pearson Correlation	.028	-.028	1	-.998**	.062	.060	-.084	.131*	-.006
	Sig. (2-tailed)	.674	.674		.000	.356	.373	.209	.049	.928
	N	225	225	225	225	225	225	225	225	225
X4	Pearson Correlation	-.019	.019	-.998**	1	-.060	-.061	.079	-.121	.003

	Sig. (2-tailed)	.777	.777	.000		.371	.360	.238	.070	.967
	N	225	225	225	225	225	225	225	225	225
X5	Pearson Correlation	.141*	-.141*	.062	-.060	1	-.975**	.066	-.056	-.118
	Sig. (2-tailed)	.034	.034	.356	.371		.000	.323	.404	.077
	N	225	225	225	225	225	225	225	225	225
X6	Pearson Correlation	-.052	.052	.060	-.061	-.975**	1	-.020	.008	.145*
	Sig. (2-tailed)	.438	.438	.373	.360	.000		.761	.900	.029
	N	225	225	225	225	225	225	225	225	225
X7	Pearson Correlation	.342**	-.342**	-.084	.079	.066	-.020	1	-.986**	.057
	Sig. (2-tailed)	.000	.000	.209	.238	.323	.761		.000	.397
	N	225	225	225	225	225	225	225	225	225
X8	Pearson Correlation	-.327**	.327**	.131*	-.121	-.056	.008	-.986**	1	-.065
	Sig. (2-tailed)	.000	.000	.049	.070	.404	.900	.000		.329
	N	225	225	225	225	225	225	225	225	225
Y	Pearson Correlation	.096	-.096	-.006	.003	-.118	.145*	.057	-.065	1
	Sig. (2-tailed)	.149	.149	.928	.967	.077	.029	.397	.329	
	N	225	225	225	225	225	225	225	225	225

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX I

REGRESSION

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Verbal[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.145[a]	.021	.017	.42889

a. Predictors: (Constant), Verbal

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.885	1	.885	4.813	.029[a]
	Residual	41.021	223	.184		
	Total	41.906	224			

a. Predictors: (Constant), Verbal

b. Dependent Variable: Academic

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.253	.077		42.280	.000
	Verbal	.035	.016	.145	2.194	.029

a. Dependent Variable: Academic