AN ANALYSIS OF STUDENTS' LEARNING STYLE IN LEARNING ENGLISH AT EIGHTH GRADE OF SMP N 1TEMBILAHAN HULU

Sipa Sapira[1], Melda Yeni[2], Felci Tria Sauhana[3]
English Study Program
Universitas Islam Indragiri - Tembilahan Riau[1,2,3]
Email: [1]*syifasafira273@gmail.com,* [2]*meldayenirez@gmail.com,* [3]*sauhanafelcitria@gmail.com*

ABSTRACT

This study was a descriptive study that aimed to determine students' learning styles in learning English. The population of this study was the eighth grade students of SMP Negeri 1 Tembilahan Hulu using random sampling technique. The data collection method used is a questionnaire. The results of this study of learning style tendencies indicated that the learning style with the number of respondents was 30 students with average score of 93.38 into the enough category. In addition, it was found that learning outcomes with *visual learning styles* were included in the "Enough category" with average score of 95.13, *auditory learning styles* were in the "Good category" with average score of 104, and *kinesthetic learning styles* were included in the "Enough category" with average score of 81. Thus the learning style applied in the eighth grade was more likely to be an auditory learning style with the number of respondents being 30 students and obtaining learning outcomes in a good category with an average value of 104. From these results, it can be concluded that the eight SMP N 1 Tembilahan Hulu pay less attention to their learning style. This could be one of the reasons why some of the scores of their kinesthetic learning style showed less and bad categories. Besides that, it could be a reminder for teachers to be able to prepare strategies in growing student learning styles that could help to improve students in learning English.

Keywords: *Learning Style, Learning English*

INTRODUCTION

Learning is a fundamental part of our life which is basically based on personal experience, practice, ability, and approach (Becirovic & Sinanovic, 2016: 115). Without studying, a person may not be able to develop his potential properly optimally and without learning someone is also difficult to master knowledge and

technology. Beside that, learning is one of the human needs because by learning someone will be able to increase knowledge, skills and attitudes that can all be useful for him as well in people's life. From learning someone will be able to do which could not be done before learning. It is also a change in human behavior or skills.

In the learning process, a person needs a way that he considers suitable or comfortable with what he is doing during the learning process. Convenience in learning is a learning style that is considered suitable by the learner. Diago et al. (2018: 95) argued, the idea behind learning styles is that everyone has a preferred learning style and learns optimally if the information presented is appropriate for that style.

In general, learning styles are divided into 3, which are commonly known as VAK (Visual/vision, Auditory/hearing, and Kinesthetic/ movement). Visual, auditory, and kinesthetic learning styles offer teachers insight into their students' learning styles, which can help in enhancing students teaching and learning leading to higher academic achievement. (Payaprom & Payaprom, 2020: 61).

Rusman as quoted in Rukmana (2018: 158) argued that the VAK models are learning models that emphasize that learning must utilize the sensory tools possessed by students and the learning style of each individual with the aim that all student learning habits will be fulfilled.

In learning English, visual learners are greatly helped by the presence of pictures, photos, tables, and others when reading an English reading. For example, when they want to read an English reading, it is better if they observe the picture or photo that is illustrated by the reading. After finishing reading, they can make a reading picture in the form of a mind mapping which can help them understand an English reading better.

Auditory learners are greatly helped when voicing what they read when reading an English reading. For example, when they want to memorize, they usually read it louder and record their voice when reading it so that it makes it easier for them to understand and digest the words in the reading.

Kinesthetic learners are greatly helped if they feel involved either emotionally or physically in English subjects. For example, when memorizing English vocabulary, kinesthetic students will usually move their hands to write on paper or in the air to help them in the process of remembering.

Every student has a learning style, especially in learning English so that it automatically becomes a discipline. Likewise, students at eighth grade of SMP N 1 Tembilahan Hulu, they must also have their own learning styles in the desired learning objectives. In fact, it turns out that from the results of the interview that the researcher conducted during the pre-observation at eighth grade of SMP N 1 Tembilahan Hulu, there were several phenomenon that the researcher found:

1. Most of students at eighth grade of SMP N 1 Tembilahan Hulu hardly knows their learning style.
2. The teaching style of the teacher is match with the learning style of the students.
3. The teacher indicates that she understand the learning styles that students have when the learning process is taking place.
4. Sometimes students at eighth grade of SMP N 1 Tembilahan Hulu find it difficult to learn English.

Based on the description above, the researcher is very interested in analyzing how is the learning style of students in learning English at eighth grade of SMP N 1 Tembilahan Hulu in terms of whether they have certain learning styles in absorbing and understanding lessons. This is important to study as a provision for teachers to adapt teaching methods to the learning styles possessed by students. Therefore, to answer how is the learning style of students in learning English at eighth grade of SMP N 1 Tembilahan Hulu the researcher will conduct study related to this discussion.

LITERATURE REVIEW

Learning Style

Learning styles are seen as characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment (Rezaeinejad et al,2015: 219).

Learning style represents a relatively permanent indicator of how the student perceives and copes with the environment and serves as a source of knowledge and defined as cognitive, affective, and physiological personality traits.(Keefe: 1984 as cited in Ana et al: 2020: 2)

The term "learning styles" refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them. Learning style is the way students react and use the stimuli they receive in the learning process. It should be realized that not all students have the same learning style even though they sit in the same school and class. The abilities of each of them are definitely different levels because they take different ways of capturing each lesson.

In addition, Amin & Suardiman (2016: 16) said that learning styles are the key to the success of a person's learning through the easiest way they have in absorbing, organizing and processing the information received. Awareness of students' preferred learning styles can help teachers effectively implement teaching strategies that promote student engagement and learning. (Payaprom & Payaprom, 2020: 61). As a teacher, it is important to know about student learning styles because having an understanding of the learning style preferences of students can provide effective learning strategies for teachers to use (Lohri-Posey (2003) in Ellington & Benders, 2013: 8)

In line with Mufidah (2017: 249) says that the benefits of knowing learning styles are being able to determine more effective learning methods and knowing how to make maximum use of learning abilities so that the learning outcomes obtained can be optimal.

In short, learning style is one of the keys for students to improve their performance at work, at school and in their interpersonal situations. When he realizes how other people absorb and process information, he can make learning and communicating easier by going their own way. They can optimally help themselves how to learn more quickly and easily. Learning styles do not apply to learning in certain fields, but also other fields including the styles that are owned in the teaching and learning process.

Various of Learning Style

According to De Poter & Hernacki as cited in Mufidah (2017: 251) in general, human learning styles are divided into three major groups, namely visual (V) learning styles, auditory (A) learning styles and kinesthetic (K) learning styles. The VAK learning model is a learning model that optimizes the three learning modalities to make the learner feel comfortable. This learning model is a learning model with a multisensory learning style where the teacher not only encourages students to use one modality, but tries to combine all these modalities to provide greater abilities and cover the deficiencies of each student.

1. Visual Learning Style

    Visual learning is defined as the assimilation of information from visual formats. Learners understand information better in the classroom when they see it (Raiyn, 2016: 115). Characteristics of learning styles visually through what is seen (Jazuli et al, 2019: 4). Therefore, concrete evidence must be presented first so that they understand this learning style, rely on visions or see the evidence first to be able to believe it. In additions, students who have this learning style will develop if given regular opportunities to present their work in pictures. For their learning to make sense, they must be able to see, visualize and illustrate their skills and knowledge concepts. The characteristics of visual learning include remembering visual details, preferring to see what they are learning, need to have paper and practical pen, scribbles while listening, likes to write instructions or watch him demonstrate. Visual learners can also benefit from using mind maps or flow maps to

explain different processes and has strong sensitivity to color, and there is nothing to tell these students how to do something-they need to see it. (Ikawati, 2017: 217). In this case, visualization techniques train the brain to be able to visualize things ranging from describing a scene of an object either real or imagined to finally getting what they want.

2. Auditory Learning Style

Auditory students learn through what is heard (Jazuli et al, 2019: 4). Auditory learning styles rely on hearing to understand and remember them. The characteristics of this kind of learning model really place hearing as the main means of absorbing information or knowledge. This means that we must listen and then be able to remember and understand the information. Auditory learners will learn better if they hear spoken words or oral explanation. They re information by reading aloud and moving lips while reading. They prefer joining traditional classroom setting which dominated by written and oral spoken words such as teacher lectures, notes and worksheets. They are also interested in hearing audio tapes and class discussion. (Reid (1995) as cited in Tyas & Safitra, 2017: 56). Students with this learning style can be said to have sharp ears. Specifically, auditory learning styles are further divided into two:

a. Linguistics

That is student who easily learn by way of delivery through listening to grammar, diversity of vocabulary, rhyme (words that end in the same sound) and the importance of sentence content.

b. Musical

Which is easy to learn by way of delivering listening to intonation, tone, words conveyed rhythmically or acustically. Auditory students can learn faster if they are in a group interaction forum or verbal discussion. They are able to listen carefully to what other people say down to small things such as: voice tone, high and low pitch, including speech speed.

3. Kinesthetic Learning Styles

Kinesthetic students are the students who are able to get information through experiencing or doing things. They learn best when information is presented using touch and movement. The more the learners are able to touch, manipulate the materials used to present information, the easier they learn them. Kinesthetic learners need to move, build, investigate, and physically create concepts (Nuraini, 2017: 425). According to Alan Pritchard (2009: 45) kinesthetic learner prefer to learn by doing. They are good at reminding things and connect feelings or physical experiences with memory. They do not have interest in listening explanation or watching demonstration. This is caused by the lack of attention in visual and auditory sense. These learners like to be actively involved in the learning process, and learn best through handson activities and movement. Other kinesthetic characteristics are they want to actually do whatever is being talked about or learned, like to move around while listening or talking, often "talk" with their hands, like to touch things in order to learn about them, and remember events by recalling who did what rather than who said what. Children with this learning style will enjoy working in groups. Kinesthetic learners can also be supported by allowing them to use models and objects to describe their ideas. Games can be utilized to support their understanding of materials. Kinesthetic learners will also enjoy reading books with strong plots. It is worth noting that these types of learners can be misdiagnosed as troublemakers because the more tradition visual or auditory learning styles just don't work for them. (Ikawati, 2017: 218).

Learning English

According to Houwer and Moors (2013: 2), learning as ontogenetic adaptation, that is, as changes in the behavior of an organism that result from regularities in the environment of the organism. Meanwhile, English as a foreign language has become a compulsory subject in Indonesian school. Government

regulations mandate secondary schools and colleges to include English in their curriculum as compulsory subjects. Meanwhile, the purpose of learning English is so that students can communicate in English orally and in writing fluently and in accordance with their social context (Depdiknas (2003) in Widyasari, 2018: 13). The crucial problem that many students face in learning English, in this case, a lot of secondary students express their problems related to that and sometimes even admit even their inability to learn to speak English (Akcay (2015 in Hashim, 2018: 208). It was natural for students to face problems in learning. That the dynamics of the learning process can promote confusion and problems that can hinder the language process Acquisition. Student difficulties found due to ineffective inputs and outputs have no real need to interact, too concerned language forms and written tests. Some students also lack motivation to speak English. They see no real need for learn English (Al Hosni (2014) in Hashim, 2018: 208). This cannot be separated in Indonesia, most students are categorized as poor in spoken and written English (Exley, 2005) in Sulistiyo (2016: 2). This may be because; students are not taught how to learn English with proper teaching strategies. Having an idea about how students learn English will greatly help English teachers to facilitate students in the right way to master English and will be very helpful for helping students find their own way of learning.

RESEARCH METHOD

This research was descriptive. That is located on H. Arief Street. The total of students at the eighth grade of SMP N 1 Tembilahan Hulu was 180. The population in this research was 30 students. To take a sample, the researcher used simple random sampling. According to Sugiyono (2017: 64) simple random sampling technique is taking sample members from the population at random without regard to the existing strata in the population.

In this research, the researcher used a questionnaires an instrument. To analyze the test, the researcher used the indicators of learning style. The indicators will analyze the answer of each item in the instrument.

Table 1 Indicator of Learning Style

No	Indicators	Number of Statement
1	Receiving matter through seeing, staring or observing objects.	1,2,3,4
2	Easily learn the materials presented in writing, charts, or graphs.	5,6,7,8
3	Learning or receiving information by listening or through writing.	9,10,11,12
4	Learning through listening to something through tapes, audio, lectures, discussions,debates, and verbal instructions.	13,14,15,16
5	Learning or obtaining information through movement or touch.	17,18,19,20
6	Learning through direct physical action (trying something through movement).	21,22,23,24

1. Answer Scoring

   The answer scoring is the answer value that will be given by the respondent (Sugiyono, 2012: 94). The first thing to do is determine the score of each answer that will be given, namely:

   VO　　: Very Often, rated with a value　　5

   O　　: Often, rated with a value　　4

   R　　: Rarely, rated with a value　　3

   E　　: Ever, rated with a value　　2

   N　　: Never, rated with a value　　1

2. Interpretation of the Score Calculation

   a. Determine the highest score:

      Highest score Likert x Number of respondents

      5 x 30 = 150 (highest score)

   b. Determine the lowest score:

      Lowest score Likert x Number of respondents

      1 x 30 = 30 (lowest score)

c. Determine the Interval

$$\text{Interval} = \frac{150 \ (the \ highest \ score) - 30 \ (the \ lowest \ score)}{5 \ (number \ of \ class \ interval}$$

d. Ideal Score

The ideal score is the score used to calculate the score in determining the rating scale and the total number of answers. To calculate the number of ideal scores (criteria) of all items, the formula was:

$$\boxed{\textbf{T x Pn}}$$

T   : The total respondent who chose Likert scale level

Pn   : The choice of likert scores

The classification of the students was classified into the followinginterval table below:

Table 2 Interval Score

Likert Scale classification	Total Score
Very Often / Very Good	127 – 150
Often / Good	103 – 126
Rarely / Enough	79 – 102
Ever / Less	55 – 78
Never / Bad	30 – 54

FINDING AND DISCUSSION

Table 3 Recapitulation of Students' Learning Styles in learning English

NO	Statement Item	Very Often	Often	Rarely	Ever	Never	Total	Classification
1	St1	30	8	24	26	1	89	Enough
2	St2	30	20	36	12	1	99	Enough
3	St3	45	20	27	14	1	106	Good
4	St4	0	40	30	40	0	90	Good
5	St5	0	36	24	16	5	81	Enough
6	St6	35	24	36	8	1	104	Good
7	St7	30	20	39	12	0	101	Enough
8	St8	15	20	39	16	1	91	Enough
9	St9	70	28	21	2	0	124	Good
10	St10	15	52	21	4	5	97	Enough

11	St11	5	44	18	6	9	82	Enough
12	St12	50	20	21	10	3	104	Enough
13	St13	45	8	24	14	4	95	Enough
14	St14	40	28	21	14	1	104	Good
15	St15	90	12	18	6	0	126	Good
16	St16	5	56	33	4	2	100	Enough
17	St17	25	28	48	6	0	107	Good
18	St18	5	8	51	10	5	79	Enough
19	St19	10	24	42	14	1	91	Enough
20	St20	15	12	21	16	9	73	Less
21	St21	0	4	12	14	18	48	Bad
22	St22	5	24	9	20	10	68	Less
23	St23	10	28	18	30	0	86	Enough
24	St24	30	24	18	24	0	96	Enough
Total							2241/24 = 93.38	Rarely (Enough)

Based on the data analysis above, the students' learning style at eighth grade of SMP N 1 Tembilahan Hulu could answer the research question "How is the learning style of students in learning English at eighth grade of SMP N 1 Tembilahan Hulu?" The Result was in enough level. This could be seen from the recapitulation table that students' learning styles in English were in the category of rarely or enough. We could see from the total sum of all scores for each statement from the questionnaire that has been distributed showing the number 93.38 where this number is in positions 79 – 102 in the interval score table. So, this proves that they paid less attention to their learning style.

In addition, the researcher found that the students' learning styles in learning English that were most dominantly owned by students at SMP N 1 Tembilahan Hulu was auditory learning styles. This was evidenced from answer from points nine to sixteen which were statements for auditory learning styles fall into the good category. As for the learning style that was less in this research was the visual and kinesthetic learning style. The following were the overall results that the authors describe through the table below:

Table 4 Visual Learning Style Results

No	Statement Item	Very Often	Often	Rarely	Ever	Never	Total	Classification
1	St1	30	8	24	26	1	89	Enough
2	St2	30	20	36	12	1	99	Enough
3	St3	45	20	27	14	1	106	Good
4	St4	0	40	30	40	0	90	Good
5	St5	0	36	24	16	5	81	Enough
6	St6	35	24	36	8	1	104	Good
7	St7	30	20	39	12	0	101	Enough
8	St8	15	20	39	16	1	91	Enough
Total							761/8 = 95.13	Enough

Based on the table above, it could be concluded that the eighth grade students of SMP N 1 Tembilahan Hulu were enough at learning English related activities. This could be seen from the total sum of the overall scores of the visual learning style statements from the questionnaires that have been distributed showed the number 95.13 where this number was in positions 79 – 102 in the interval score table indicated the "Enough" category.

Table 5 Auditory Learning Style Results

No	Statement Item	Very Often	Often	Rarely	Ever	Never	Total	Classification
9	St9	70	28	21	2	0	124	Good
10	St10	15	52	21	4	5	97	Enough
11	St11	5	44	18	6	9	82	Enough
12	St12	50	20	21	10	3	104	Enough
13	St13	45	8	24	14	4	95	Enough
14	St14	40	28	21	14	1	104	Good
15	St15	90	12	18	6	0	126	Good
16	St16	5	56	33	4	2	100	Enough
Total							832/8 =104	

Based on the table above, it could be concluded that students at eighth grade of SMP N 1 Tembilahan Hulu were good in learning English related to auditory activities. This could be seen from the total sum of the overall scores of the auditory learning style statements from the questionnaires that have been

distributed showed the number 104 where this number was in positions 103 - 126 in the interval score table indicating the "Good" category.

Table 6 Kinesthetic Learning Style Results

No	Statement Item	Very Often	Often	Rarely	Ever	Never	Total	Classification
17	St17	25	28	48	6	0	107	Good
18	St18	5	8	51	10	5	79	Enough
19	St19	10	24	42	14	1	91	Enough
20	St20	15	12	21	16	9	73	Less
21	St21	0	4	12	14	18	48	Bad
22	St22	5	24	9	20	10	68	Less
23	St23	10	28	18	30	0	86	Enough
24	St24	30	24	18	24	0	96	Enough
Total							648/8 = 81	Enough

Based on the table above, it could be concluded that students at eighth grade of SMP N 1 Tembilahan Hulu were enough in learning activities related to kinesthetic English. This could be seen from the total sum of the overall scores of the kinesthetic learning style statements from the questionnaires that have been distributed showed the number (104) where this number was in positions 79 – 102 in the interval score table indicating the "Enough" category.

Based on the results described above, it could be seen the difference between the three, in which the auditory learning style with the good category was more prominent than the other two, while the visual and kinesthetic were in the enough category but with a much different score between 104-81. It could be said that kinesthetic was the weakest category in this research.

CONCLUSION

This research was done to find out "How is the learning style of students in learning English at eighth grade of SMP N 1 Tembilahan Hulu?". After distributing questionnaire to 30 students, the result showed that their learning style was enough. This could be seen from the final score which has shown the number 93.38 where the number in the interval table was in the range for the "moderate

category". While, were 95.13 for the *visual learning style*, 104 for the *auditory learning style*, and 81 for the *kinesthetic learning style*. This proved that they paid less attention   to their learning style. This could be one of the reasons why some of the scores of their kinesthetic learning style showed less and bad categories. Besides that, it could be a reminder for teachers to be able to prepare strategies in growing student learning styles that can help improve students in learning English.

REFERENCES

Ahisya, H. et al. 2020. Gaya Belajar dengan Prestasi Belajar Mahasiswa Fakultas Kedokteran Umum Universitas Malahayati. *Jurnal Ilmiah Kesehatan Sandi Husada, 11(1),103.* DOI: 10.35816/jiskh,v10i2.229

Asrining Tyas, P., & Safitri, M. 2017. Kinesthetic Learning Style Preferences: A Surv of Indonesian EFL Learners by Gender. *Journal of English Educators Society, 2(1), 53-64.* DOI:http://dx.doi.org/10.21070/jees.v2i1.688

Becirovic, S. Amna, B. Jasmina, S. 2017. The Use of Metacognitive Reading Strategies among Students at International Burch University: A Case Study. *European Journal of Contemporary Education, 6(4), 115*. DOI: 10.13187/ejced.2017.4.645 www.ejournal1.com

Cimermanová, I. 2018. The Effect of Learning Styles on Academic Achievement in Different Forms of Teaching. *International Journal of Instruction, 11(3), 219-232.* DOI:https://doi.org/10.12973/iji.2018.11316a

Dasopang, M.D., Aprida, P. 2017. Belajar dan Pembelajaran. *Fitrah Jurnal Kajian Ilmu-Ilmu Islam. Vol.3, No. 2. Retrieved from* http://jurnal.iain-padangsidimpuan.ac.id/index.php/F/article/download/945/795

Daulay, N. 2015. *Psikologi Kecerdasan Anak*. Medan: Perdana Publishing. *Retrieved from* http://repository.uinsu.ac.id/6432/1/Psikologi%20Kecerdasan%20Anak.pdf

Diago, M. L., Cuetos, M. J., & González, P. 2018. Análisis de las herramientas de medición de los estilos de aprendizaje. *Revista de Educación, 381, 95 – 113.* DOI:10.4438/1988-592X-RE-2017-381-382/

Ellington, S. David, S.B.2012. *Learning Style and it's importance in Education.* *Retrieved   from* ttps://www.researchgate.net/publication/256022625_Learning_Style_and_it's_importance_in_Education

Gay, L.R. 1992. *Educational Research*: Competencies for analysis and application. Fourth Edition. Singapore: Macmillan Publishing Company.

Houwer, J.D. Dermot, B.H. Moors, A. 2013. What is learning? On the nature and merits of a functional definition of learning. *Psychon Bull Rev, nv(20), 631-642.* DOI:10.3758/s13423-013-0386-3

Ikawati, Y. 2017. *Children's Cognitive Development and VAK Learning Styles: Teaching Strategies for Young Learners. Retrieved from*https://eprints.umk.ac.id/7007/27/The-2nd-TEYLIN-ilovepdf-compressed- 223-232.pdf

Irawati, E. 2020. Pemahaman Remaja tentang Ulangan 6:6-8 Relevansinya bagi Peranan Orang Tua terhadap Anak. *Jurnal Teologi Biblika, 5(2),25-32* Jamulia, J. 2018. Identifying Students Learning Style Preferences at IAIN Ternate. *International Journal of Education, 10(2), 121-129*. DOI: http//.dx.doi.org/

Jazuli, L. O. A., Solihatin, E. and Syahrial, Z. 2019. The Effects of Brain-Based Learning and Project-Based Learning Strategies on Student Group Mathematics Learning Outcomes Student Visual Learning Styles. *Pedagogical Research, 4(4), 47*. DOI:https://doi.org/10.29333/pr/5949

Kristanto, V. H. 2018. Metodologi Penelitian Pedoman Penulisan Karya Tulis Ilmiah (KTI). Yogyakarta: CV Budi Utama. *Retrieved from* https://penerbitbukudeepublish.com/shop/buku-metodologi-penelitian-8/

Maria, R. Akbar, A. Habib, G. 2015. The study of learning styles and its relationship with educational achievement among Iranian high school students. *Procedia-Social and Behavioral Sciences, nv(nd), 218-224*. DOI: 10.1016/j.sbspro.2015.07.509

Mufidah, L.L.N. 2017. Memahami Gaya Belajar untuk Meningkatkan Potensi Anak. *Martabat: Jurnal Perempuan dan Anak, 1(2), 249-251. Retrieved from* http://ejournal.iain-tulungagung.ac.id/index.php/martabat/article/view/912

Payaprom, S., & Payaprom, P. 2020. Identifying learning styles of language learners: A useful step in moving towards the learner-centered approach. *Journal of Language and Linguistic Studies, 16(1), 59-72*. DOI: 10.17263/jlls.712646

Sandu Siyoto & M. Ali Sodik. 2015. Dasar metodologi penelitian. Yogyakarta: Katalog Dalam Terbitan. *Retrieved from* https://www.researchgate.net/profile/Muhammad_Sodik/publication/3140934 41_Dasar_Metodologi_Penelitian/links/58b5028492851cf7ae941921/Dasar-Metodologi-Penelitian.pdf

Sekaran, Uma dan Roger Bougie. 2013. Metode Penelitian untuk Bisnis. Jakarta : Salemba Empat

Sugiyono. 2018. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D. Bandung: Alfabeta *Retrived from* https://www.academia.edu/35673299/buku_metode_penelitian_pendidikan_s ugiyono_Download_buku_metode_penelitian_pendidikan_sugiyono

Wahyuni, Y. 2017. Identifikasi Gaya Belajar (Visual, Auditorial, Kinestetik) Mahasiswa Pendidikan Matematika Universitas Bung Hatta. *JPPM Vol. 10 No. 2, 128-130. Retrived from* http://jurnal.untirta.ac.id/index.php/JPPM/article/viewFile/2037/1579

Williams, C. 2007. Research Methods.*Journal of Business & Economic Research, 5(3), 66. Retrived from* https://clutejournals.com/index.php/JBER/article/view/2532