

**LEARNING STYLE AND LANGUAGE LEARNING STRATEGIES: ARE
THERE ANY RELATION?**

SKRIPSI

By

MIFTAHUL JANNAH
1042019029

Degree (S1)
Study Program : English Department
Tarbiyah and Teacher
Training Faculty



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By

Miftahul Jannah

1042019029

English Education Department

Approved by :

Supervisor I



Shafrida Wati, MA

NIP. 19840904 202321 2 028

Supervisor II



Ella Yuzar, M. Appling

NIP. 19910704 202012 2 021

STATEMENT OF CERTIFICATION

LEARNING STYLE AND LANGUAGE LEARNING STRATEGIES: ARE THERE ANY RELATION?

By

Miftahul Jannah

1042019029

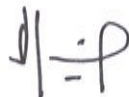
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Tuesday, 23 January 2024

11 Rajab 1445 H

Board of Examiners

Chairman,



Shafrida Wati, MA

NIP. 19840904 202321 2 028

Secretary,



Ella Yuzar, M. Appling

NIP. 19910704 202012 2 021

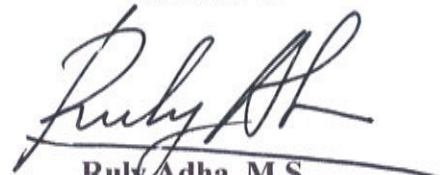
Examiner I



Muslem, S.Pd., M.Pd., M.TESOL

NIP. 19760527 200904 1 002

Examiner II



Rully Adha, M.S

NIP. 19840830 200901 1 006

Certified By :

**The Dean of Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Langsa**



Dr. Amiruddin, MA

NIP. 19750909 200801 1 013

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya :

Nama : Miftahul Jannah
NIM : 1042019029
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Judul Skripsi :

LEARNING STYLE AND LANGUAGE LEARNING STRATEGIES: ARE THERE ANY RELATION?

Menyatakan pengetahuan saya, karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Langsa, 4th December 2023

Yang Membuat Pernyataan



Miftahul Jannah
NIM. 1042019029

DEDICATION

My beloved father, Abu Bakar

My beloved mother, Radiah

MOTTOS

**“DO NOT GRIEVE OVER WHAT HAS PASSED UNLESS IT MAKES
YOU WORK HARDER FOR WHAT IS ABOUT TO COME.”**

[Umar Bin Khattab]

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NIM. 1042019029

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ABSTRACT

Miftahul Jannah, 2023. Learning Style and Language Learning Strategies: Are There Any Relations?

Supervisor (1)Shafrida Wati, MA **(2)**Ella Yuzar, M.Appling

This research aimed to find out the learning style and language learning strategies used by students and also to find out the significant relation between learning style and language learning strategies used by English language education students at IAIN Langsa. The subject of this research was English education students which consisted of 125 students. The sample was taken by using simple random sampling with slovin formula. The design in this research was quantitative correlation by giving questionnaire. The results of the two questionnaires were analyzed to determine the type of learning style and language learning strategy used by the students. In analyzing the data, the researcher used Pearson's Correlation Product Moment Formula by IBM SPSS Statistics 22.0 Version. The result of the research showed that the most employed learning style was auditory learning style with a mean score 17.04. Futher, the result of language learning strategy that employed in English education students was metacognitive strategy with a mean score 19.97. Finally, the data analysis showed that r value (0.568) was higher than r table (0.174) with significance of coefficient was less 0.05 (0.000). It meant that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Thus, the researcher concluded that there was enough correlation between learning style and language learning strategies of the English language education students` at IAIN Langsa.

Keywords: *Correlation, Learning Style, and Language Learning Strategies*

CHAPTER I

INTRODUCTION

A. Background of the Study

English is the most widely studied international language in the world, especially in education. In addition, English also has a very rapidly growing vocabulary. Many schools and colleges in Indonesia have made English a compulsory subject. The main means of communication throughout the world is using language, this is because language is a system of symbols in the form of sounds that are arbitrary. Used by individuals with one another to speak, cooperate, and communicate, especially in an educational environment. Integrated skills include speaking, listening, reading, and writing. It is undeniable that until now the first international language that is most widely used in education is English. Mastery of English is necessary because almost all global information sources in various aspects of life use English. This implies that English is used by various nations to communicate with nations around the world. Learning and understanding English is an unavoidable need. By learning English, one will open up insights and knowledge internationally. This reason underlies the importance of learning English. Another reason that can be considered for the importance of learning English more deeply is that it can open up opportunities if you want to continue your education abroad and want to continue your English study program.

therefore being able to speak English fluently will make it easier for someone to continue their studies abroad.¹

Learning is something that happens quite naturally and goes by quite unnoticed in many cases. Every people has their own learning style also learning strategies, and if every people know their own, they can develop it by themselves. Learning has always been a major area of attention for many researchers interested in understanding the process of learning and its implications for educators and more recently trainers in selecting appropriate pedagogical methods in order to improve classroom instruction.² Individual differences should be take into consideration to increase effectiveness of the learning process. In this respects each person in learning process is different from each other in way their characteristic. Some of these differences can have some variances such as learning strategies, learning styles, intelligence fields, also study habits.

Rita Dunn and Kenneth Dunn states that learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information.³ And the Dunns theorize that learning style is comprised of both biological and developmental characteristics that make the identical instructional environments, methods, and resources effective for some learners and ineffective for others. Most people have learning-style preferences, but

¹Islahul Mauliya, Resty Zulema Relianisa, and Umy Rokhyati, "Lack of Motivation Factors Creating Poor Academic Performance in the Context of Graduate English Department Students", *Linguists: Journal of Linguistics and Language Teaching*, 6(2), 2020, 73.

²Ronald R Sims, *The Important of Learning Style*, (United States of America: An imprint of Greenwood Publishing Group, 1995), p. 2.

³Rita Dunn Shirley & Kenneth Dunn Shirley, *Practical Approaches to Using Learning Style in Higher Education*, (United States of America: Library of Congress Cataloging-in-Publication Data, 2000), P.89.

individuals' preferences differ significantly. From the statements above, students have different characteristic strengths and preferences in the ways they take in and process of the information.

Learning strategies are the total effort that the students need to process, understand, and adopt the information introduced in learning-teaching processes or in their individual preparation. According to Ernesto learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information. People need to observe that the term 'language learning strategies' refers more specifically to the process of language learning whereas learner strategies might be interpreted as techniques in the learning of any subject.⁴ Learning strategies that individual uses in the process of education are closely related to his/her learning style, while learning strategies can be learned and changed, learning styles remain stable and unchanged characteristics of person.

Furthermore, applying good learning strategies help learners to improve communicative skill. Lessard-Clouston in Hismanoglu has affirmed learning strategies contributed to the development of the communicative competence of the student.⁵ Also, Oxford states that language learning strategies are important factors for students in order to improve active learning in classroom and self-directed movement which is essential in developing communicative competence.⁶

⁴Macaro Ernesto, *Learning Strategies in Foreign and Second Language Classroom*, (New York: British Library Cataloguing-in-Publication Data, 2001), P. 17.

⁵Murat Hismagnolu, "Language Learning Strategies in Foreign Language Learning and Teaching", *The Internet TESL Journal*, 6(8), 2000.

⁶L. Rebecca, *Language Learning Strategies—What Every Teacher Should Know*, (Boston: Heinle & Heinle Publishers, 1990), p. 1.

According to Chamot, learning strategies are the thoughts and actions that learners use to accomplish a learning goal.⁷ Furthermore, Weinstein and Mayer in Clouston defined learning strategies as behaviors and thoughts that a learner engages in during learning.⁸ It means that, besides learning strategy can improve the communicative skill, the term of strategy also characterizes the relationship between thoughts and action which is based on a view of learners as responsible agents who are aware of their needs and goals when engage the learning process.

The success of the learning process not only depends on good learning strategies but also depends on students' learning styles. From these various problems, researcher knows that these factors can affect the learning process. The results show that good language learners use more and better learning strategies than poor language learners. This research shows that a growth mindset can be learned to change students' beliefs, especially for underperforming students. In a fixed mindset, students always feel anxious and nervous in the face of setbacks or criticism. Students with a growth mindset are eager to learn to improve their performance and enjoy exploring, experimenting, and developing themselves.⁹ Language learning success is associated with a range of factors including age, gender, motivation, intelligence, anxiety level, learning strategies and the last is learning style.¹⁰

⁷Anna Uhl Chamot, "Issues in Language Learning Strategy Research and Teaching", *Electronic Journal of Foreign Language Teaching*, 1(1), 2004, 14.

⁸Michael Lessard-Clouston, "Language Learning Strategies: an Overview for L2 Teachers", *The Internet TESL Journal*, 3(12), 1997.

⁹Mauliya, Relianisa, and Rokhyati, "Lack of Motivation Factors Creating Poor Academic Performance in the Context of Graduate English Department Students", *Journal of English for Academic*, 3(4), 2003.

¹⁰Andi Asrifan, "Analysis of English Student's Learning Style in Bilingual Class", *International Journal of Literature and Arts*, 4(1), 2015, 34.

However, not all students of the English Department at IAIN Langsa can speak English well. Students who choose the English Department sometimes just follow the wishes of their parents or it could be because they chose the wrong major. In this case, students` get so many difficulties in learning English language. From these problems, the researcher sees that they have patterns in receiving learning information. There are several storage strategies in language learning strategies, namely Cognitive Learning Strategies, Metacognitive Learning Strategies, Communication Strategies, and Social Strategies. All types of language learning can develop well if we have sufficient knowledge about learning and teaching and the learning process. In connection with these problems, lectures as the main component of education are challenged to be as creative as possible in providing opportunities for students to practice their language skills, researcher tries to help lecturers to solve student problems.¹¹

This problem can be resolved when students have interesting learning strategies and from these strategies students can change their learning patterns or styles towards the learning they undergo. There are two significant factors that disrupt learning in the classroom, namely external and internal distractions that come from students. Internal factors come from themselves, such as talking to other people, sending messages, playing cellphones, listening to music when the lecturer is explaining, and we often see them more engrossed in playing games

¹¹Mehrak Rahimi & Maral Katal, "Language Learning Strategies and Suggested Model in Adults Processes of Learning Second Language," *Journal of Procedia - Social and Behavioral Sciences*, 15(3), 2011, 191–97,

than learning. While external factors are a kind of distraction created by other people.¹²

In this study, the researcher's aim is to find out whether there is a significant relationship between learning styles and language learning strategies by distributing questionnaires to IAIN Langsa students as study participants, especially for English Education majors. For that reason, the researcher herself can predict that by distributing questionnaires to students it might be useful for the researcher to know the results. Based on the arguments that have been discussed, the researcher thinks that it is necessary to observe and focus on learning styles and language learning strategies. Therefore the researcher chose the title ***“Learning Styles and Language Learning Strategies: Are There any Relations?”***

B. Problem of the Study

Based on the background of study, the researcher formulates the problems of the study as follows:

1. What learning style are used by English language education students at IAIN Langsa?
2. What language learning strategies are used by English language education students at IAIN Langsa?
3. Is there any significant relation between learning style and language learning strategies used by English language education students at IAIN Langsa?

¹²Mauliya, Relianisa, and Rokhyati, “Lack of Motivation Factors Creating Poor Academic Performance in the Context of Graduate English Department Students”, *Journal of Linguistics and Language Teaching*, 6(2), 2019.

C. Objective of the Study

Responding with the statement of the problems, the objective of the study are stated as follows:

1. To find out what learning styles are used by English education students at IAIN Langsa.
2. To find out what language learning strategies are used by English language education students at IAIN Langsa.
3. To find out the significant relation between learning style and language learning strategies used by English language education students at IAIN Langsa.

D. Significance of the Study

This research is crucial to do in developing science for language learning, especially English because this language is a common global or international language and is often used in various countries. Hopefully, the results of this research can provide benefits to readers around the world.

This research can be used to develop information. The researcher conveys the theoretical and practical significance of the research:

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research such as :

1. Theoretically, the results of this research are expected to provide more information about readers' learning styles and language learning strategies.

The results of this research are also expected to be useful for researchers for further studies.

2. Practically, the benefits that can be obtained from this study are divided into three such as : for teachers, for students, and for researchers.
 - a. For the English teacher, this research is expected to be useful for teachers or educators in carry out a better and better quality learning process than before. The results of this research are also expected to be utilized as well as possible in the world of education.
 - b. For the students, this research is expected to increase students cleaver regarding learning style and language learning strategies. The results of this research are also expected to be useful in learning English, especially in improving students' English language skills..
 - c. For the researcher, this research is expected to help readers or other researchers to be able to conduct research related to the similarities in this research. The results of this study can also be a reference for further research.

E. Research Hypothesis

Ho : There is no significant relations between learning styles and language learning strategies of the English Department students` at IAIN Langsa.

Ha : There is a significant relations between learning styles and language learning strategies of the English Department students` at IAIN Langsa.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The research findings provide insights into the learning styles and language learning strategies of students. To obtain these results, the researcher distributed a questionnaire to 125 students enrolled in the English Education Department at IAIN Langsa. The questionnaire comprised two parts: one focused on learning style, containing 15 items, and the other on language learning strategies, also comprising 15 items. In total, the questionnaire consisted of 30 items. By collecting data through this questionnaire, the research problems were thoroughly addressed, and the findings are elucidated as follows:

1. The Result of Students` Learning Style

The survey was conducted among 125 students enrolled in the English Education Department at IAIN Langsa. It comprised 15 statements categorized into three learning style categories: visual, auditory, and kinesthetic. Upon collecting data from the questionnaire, it was analyzed using SPSS software to ensure accurate analysis. Additionally, means and standard deviations for the items in each of the three categories were provided to identify the predominant learning styles among the students. The findings regarding the learning styles utilized by the students are outlined below:

Table 4.1

Descriptive Analysis Statistics of Students' Learning Style

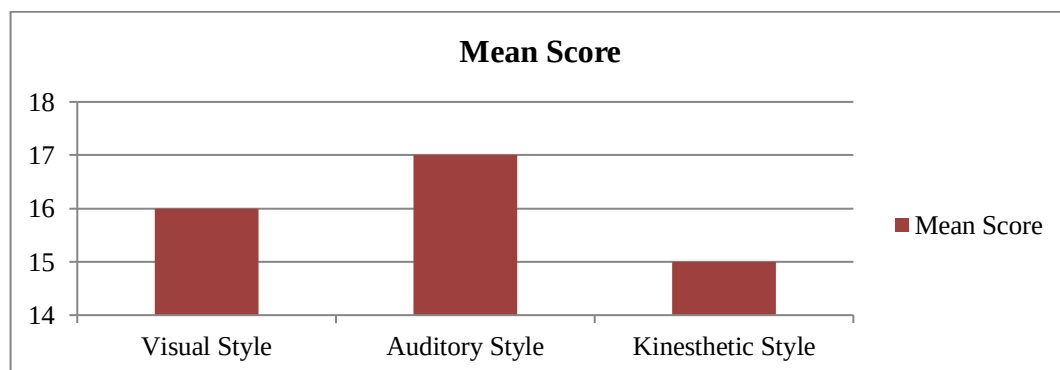
Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Visual	125	10,00	20,00	2001,00	16,0080	2,22339
Auditory	125	11,00	21,00	2131,00	17,0480	1,92963
Kinesthetic	125	10,00	21,00	1982,00	15,8560	2,15416
Valid N (listwise)	125					

As shown in the table above, the mean score of learning style preferences variables visual, auditory, and kinesthetic were 16.00, 17.04, and 15.85. A mean score between 10.00 and 25.00 indicates the learning style is highly used by the participants. Whereas, a mean score are smaller than 10.00. This indicates the learning style is rarely used by the participants. Specifically, auditory style ranked top ($M = 17.04$), followed immediately by visual style ($M = 16.00$), and kinesthetic shared the last position with ($M = 15.85$).

The different mean score of students' learning style can be seen in the chart below:

Figure 4.1

Chart of Learning Style



As the result of the chart above, it can be concluded that the most employed learning style in English department students at IAIN was Auditory learning style.

2. The Result of Students' Language Learning Strategies

The questionnaire was administrated to 125 students of English Education Department at IAIN Langsa. It was consisted of 15 statements that divided into 3 language learning strategy category; which are metacognitive strategy, cognitive strategy, and social strategy. After obtaining data from the questionnaire, the data is calculated. The result was analyzed using SPSS to get the result of analysis appropriately. Next, means and standard deviation for the three categories items were also presented to determine language learning strategies used by students. The findings according to language learning strategy category that used by students can be seen bellow:

Table 4.2

Descriptive Analysis Statistics of Students' Language Learning Strategies

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Metacognitive	125	12,00	23,00	2247,00	19,9760	2,11928
Cognitive	125	11,00	46,00	2144,00	17,1520	3,19288
Social	125	11,00	20,00	2010,00	16,0800	1,76708
Valid N (listwise)	125					

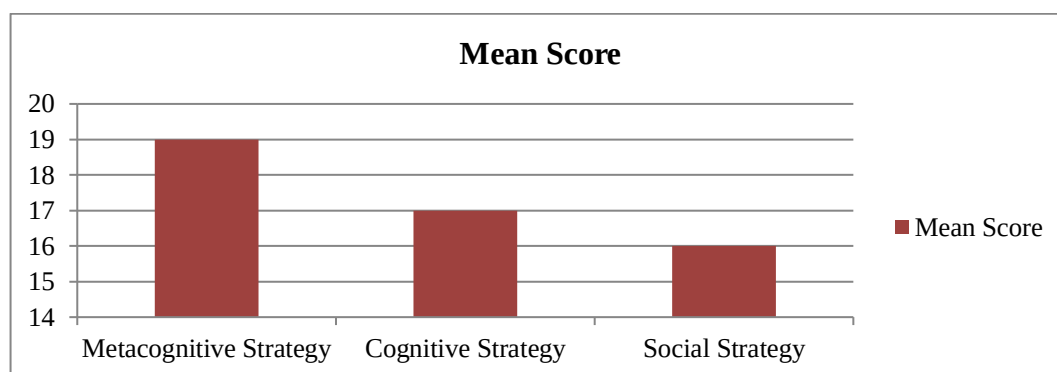
From the table above, a mean score between 10.00 and 50.00 indicates the language learning strategy is highly used by the participants. Whereas, a mean score smaller than 10.00 indicates the language learning strategy is rarely used by

the participants. The results of the descriptive statistics conducted to identify the general tendency of strategy preferences of the participants in this study, indicated that the most preferred strategy category with a mean score of 19.97 was the one related to metacognitive strategies. The second cognitive strategies ranked the second with a mean score of 17.15, and the least preferred strategies were the social ones as their score was 16.08.

The different mean score of students' language learning strategies can be seen in the chart below:

Figure 4.2

Chart of Language Learning Strategies



As the result of the chart above, one of the highest scores among three kinds of language learning strategies metacognitive strategy.

3. The Result of Correlation

In this research as mentioned in previous chapter, the researcher used SPSS 22.0 to find out whether there is correlation between learning style and language learning strategies are used by English language education students at

IAIN Langsa. In analyzing the correlation, the researcher used Pearson Product Moment Correlation. The variables are correlated if:

1. The significant < 0.05 , it means the variables are correlated.
2. The significant > 0.05 , it means the variables are not correlated.

And if the significant on 0,05, compared the Pearson Product Moment Correlation with critical r value (r_{table}) with the level of significance 5%. The variables are correlated if:

1. Pearson Correlation $> r_{table}$, it means the variables are correlated.
2. Pearson Correlation $< r_{table}$, it means the variable are not correlated.

The result of Pearson Product Moment in this research can be seen in the table below:

Table 4.3

The Result of Correlation between Learning Style and Language Learning Strategies

Correlations			
		Learning Style	Language Learning Strategies
Learning Style	Pearson Correlation	1	,568**
	Sig. (2-tailed)		,000
	N	125	125
Language Learning Strategies	Pearson Correlation	,568**	1
	Sig. (2-tailed)	,000	
	N	125	125

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

The hypothesis (allegation) that the researcher proposes is H_0 : There is no significant relations between learning styles and language learning strategies

of the English Department students` at IAIN Langsa. Whereas,  $H_a$  : There is a significant relations between learning styles and language learning strategies of the English Department students` at IAIN Langsa. The basis of making decision was, first if the significance value or Sig. (2 - tailed) is higher than 0.05 then H_0 is accepted and H_a is rejected, the second if the significance value or Sig. (2 - tailed) is lower than 0.05, H_0 is rejected and H_a is accepted.

Based on the table 4.3, the result of Pearson Product Moment correlation above showed that the correlation coefficient of the $r_{value} > r_{table}$ and r_{value} was higher than r_{table} . r_{value} was 0.568 and r_{table} was 0.174. The level of significance (sig. 2-tailed) was 0.000 and it was lower than 0.05. Therefore, there was sufficient evidence to suggest that the hypothesis was accepted. The result can be stated that there was a significant relations between learning styles and language learning strategies of the English Department students` at IAIN Langsa. Based on the correlation coefficient proposed by Cresswel, the degree of correlation coefficient was in medium correlation scale. It can bee seen that the result of pearson correlation shows 0.568 and based on the range of the coefficient interval that 0.400 – 0.600, it can be concluded as a medium correlation. Moreover, based on the interpretation of correlation coefficient, There was enough correlation between learning style and language learning strategies of the English Department students` at IAIN Langsa. It can bee seen that the result of pearson correlation shows 0.568 and based on the range of the interpretation of correlation coefficient that 0.40 – 0.599.

B. Discussion

In this discussion, all the findings will be explored, focusing on the learning styles (visual, auditory, and kinesthetic) and language learning strategies, particularly indirect strategies (metacognitive, cognitive, and social strategies). The research utilized a single instrument, a questionnaire, which included 30 questions - 15 related to learning style and 15 pertaining to language learning strategies. The findings from Table 4.1 indicate that visual style is the most commonly utilized learning style among students, while kinesthetic style is the least utilized. Descriptive statistics were employed to ascertain the overall tendency of learning style preferences among the participants. The results revealed that the auditory style was the most preferred category, with a mean score of 17.04, followed by the visual style with a mean score of 16.00. The kinesthetic style was ranked as the least preferred, with a mean score of 15.85 among English department students at IAIN Langsa.

According to the findings presented in Table 4.2, metacognitive strategies emerge as the most commonly utilized language learning strategy among students, while social strategies are the least utilized. Descriptive statistics conducted to gauge the general tendency of strategy preferences among participants indicate that metacognitive strategies are the most preferred, with a mean score of 19.97. Cognitive strategies rank second with a mean score of 17.15, while social strategies are the least preferred, with a mean score of 16.08. Metacognitive strategies, such as overviewing, organizing, goal-setting, self-monitoring, and self-evaluation, are believed to enhance students' effectiveness in language

learning. This preference for metacognitive strategies may stem from their ability to facilitate lesson overview, classroom attentiveness, and self-monitoring and evaluation in language learning. The analysis revealed a positive correlation between learning style and language learning strategies. Hypotheses regarding the correlation between the two variables were tested using Pearson's Correlation Product Moment (r) formula in IBM SPSS Statistics 22.0 Version. The calculated r value of 0.568 exceeded the critical r value of 0.174 ($0.568 > 0.174$), indicating a statistically significant correlation. Furthermore, the significance of the coefficient was less than 0.05 (0.000), confirming the strength of the relationship. With the correlation coefficient falling within the range of 0.400 – 0.600, a medium correlation can be inferred. This correlation suggests a meaningful relationship between learning style and language learning strategies among English Department students at IAIN Langsa. Therefore, the Pearson correlation result of 0.568 falls within the interpretation range of 0.400 – 0.599 for correlation coefficients.

The findings of this study are consistent with previous research conducted by Rossi-Le, which also indicated a strong relationship between language learning strategy use and learners' learning styles. This robust correlation may be attributed to the extensive research conducted on learning styles and learning strategies in Ethiopia, particularly within government universities. These efforts have led to a wealth of information regarding the learning strategies adopted by Ethiopian students, particularly in foreign language learning. Consequently, the education system has been able to identify and utilize these strategies to enhance learning

outcomes. As a result, there has been a significant improvement in the development of solid learning strategies among students. This research has successfully identified correlations between learning styles and learning strategies, further highlighting the importance of understanding and incorporating these factors into language learning initiatives.⁴⁵

Furthermore, the findings of this study align partially with those of studies conducted by Yunus, which revealed that students tend to utilize metacognitive strategies to enhance their English skills and social strategies to overcome difficulties in English. These students demonstrate a level of self-awareness in their learning process and employ effective methods or techniques to address their English shortcomings. They also exhibit maturity in their learning approach by engaging in self-evaluation, such as proofreading their tasks before submission and seeking assistance from teachers or proficient peers to identify errors and suggest improvements. Additionally, the majority of students in the study were identified as auditory learners, indicating a preference for auditory input to facilitate better understanding. As educators, incorporating multimedia during lessons can enhance English language input among students while maintaining an enjoyable learning environment.⁴⁶

The present findings are further corroborated by prior research conducted by Kusumahati, who conducted a correlational study investigating Students' Learning Styles and Strategies in Learning English at the Junior High School

⁴⁵Rossi-Le, *Learning Styles and Strategies in Adult Immigrant ESL Students*, (New York: Heinle and Heinle Publishers, 1995).

⁴⁶Melor Md. Yunus, "A Survey on Students' Learning Styles and Strategies in a Rural Secondary School in Meradong District," *Journal of International Conference on Education*, 5(8), 2016.

level. This study also revealed a significant correlation between learning styles and learning strategies that contribute to students' English learning. Hence, it underscores the importance of students being aware of and employing both learning styles and learning strategies to support their English learning endeavors.⁴⁷

⁴⁷H. Kusumahati, "Correlational Study Between Students' Learning Styles and Strategies in Learning English at SMP Negeri 02 Batu," *Skripsi*, Malang: Muhammadiyah University, 2015.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings which explained in the discussion about the relation between Learning Styles and Language Learning Strategies of the English department students at IAIN Langsa, the researcher then drew the conclusion. The conclusion covers all of the research questions of this study, as mentioned below:

1. Auditory learning style become the most depending learning style that used by students and kinesthetic become the most rarely used by English department students at IAIN Langsa.
2. Metacognitive become the most depending language learning strategy that used by students and social strategies become the most rarely used students.
3. Based on data analysis in the previous chapter, it showed that r value (0.568) was higher than r table (0.174) with significance of coefficient was less 0.05 (0.000). It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Thus, the researcher concluded that there was enough correlation between learning style and language learning strategies of the English Department students` at IAIN Langsa.

B. Suggestion

Based on the discussion above, the researcher suggested some suggestion as follow:

1. For the teachers

- a. The teacher is suggested to know the students' learning style and language learning strategy in the class. So that, the teacher can convey the information that can be understood well by the students.
- b. The teacher is suggested to use the method, strategy, and learning's model that appropriate with the students' learning style and language learning strategy. In order to the students can learn in the class maximally.

2. For the students

The students should know their own learning style and strategy. So that they can develop their own ways of learning.

3. For the school

The school provide the facilities that can support to the students and teachers in the teaching and learning process at the classroom activity.

4. For the readers

For the readers, this study may help the readers to improve their knowledge about English teaching and learning.

5. Other Researchers

For other researchers, this study may make other researcher reviewing further, sharp, critical, and comprehensive which is closest related to this investigation in order to reveal many aspects in enhancing teaching and learning quality.