

**THE CORRELATION BETWEEN LANGUAGE LEARNING
STRATEGIES AND STUDENTS' THINKING STYLE AT
THE ELEVENTH GRADE OF MA ALKHAIRAAT
SINIU PARIGI MOUTONG**



SKRIPSI

*Presented as Partial Fulfillment of the Requirements for The Seminar Proposal at
English Tadris Department Faculty of Tarbiyah and Teacher Training , State
slamic University (UIN) Datokarama Palu*

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2024**

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I hereby declare that this thesis entitled “the correlation between language learning strategies and student thinking style at the eleventh grade of MA Alkhairaat Siniu Parigi Moutong , has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another university institute for the award any other degree. If later, this thesis is found to be fabricated either in whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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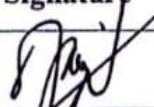

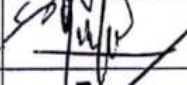


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LEGALIZATION

A thesis by **Muhammad Razak**, NIM. 19.1.16.00.87 entitled “**The Correlation Between Language Learning Strategies And Students’ Thinking Style at The Eleventh Grade of Ma Alkhairaat Siniu Parigi Moutong**” which has been tested in front of the examiners of the Teacher Training and Tarbiyah Faculty in State Islamic University Datokarama Palu on 28th January 2024. It can be seen that this thesis has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor of education in English Departement with some improvements.

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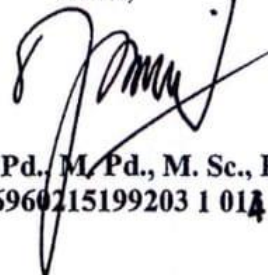
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ABSTRACT

Name : Muhammad Razak
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In general, students do not pay attention to English subject and do not listen to teacher explanations regarding English lessons. This problem can be overcome when the language learning strategies used by students are correlated with students' thinking styles.

In this regard, the description in this thesis starts from the problem "Is there a any correlation between language learning strategies and student thinking styles of class XI at MA Alkhairat Siniu Parigi Moutong ?"

In this research, researcher used quantitative research. The location of the research was MA Alkhairat Siniu Parigi Moutong. The total sample consisted of all class XI, totaling 34 students, using purposive sampling techniques. The data analysis technique used is Pearson correlation analysis

The research results show that there is a relationship between language learning strategies and students' thinking styles. Correlation measurements show a significance value (2-tailed) of 0.000. The data results use SPSS 29.0 calculations. Interpretation of the Product Moment Correlation index numbers is in the third category (0.41 – 0.60) with the number 0.596. This means that there is sufficient correlation between language learning strategies and students' thinking styles.

From the conclusions obtained, it is recommended that teachers should pay more attention to language learning strategies and thinking styles because they have a very important role. Furthermore, thinking style is very important for students in learning strategies at school. Language learning strategies and thinking styles can encourage students and change their personalities to be better than before.

CHAPTER I

INTRODUCTION

This chapter describe about of fore parts such as relate background of research, problem statement , objective and significant of research and outline of content.

A. Background of Research

English, being one of the international languages, indirectly has a strong position in the world of education in Indonesia. This is inevitable because most of science and technology in any field is written in English or some other foreign language, so mastering English or other foreign languages gives Indonesian people the opportunity to develop science or spread the knowledge developing in Indonesia.

In addition, due to the rapid development of information technology, the global community of Industrial Revolution 4.0 has become a global community that is no longer limited and separated by distance and time. The world community becomes one, not a separate world community, and as a result, mastering foreign languages, especially English, is a door for Indonesian to interact as global citizens. This aspect is one of the main aspects why English and other foreign languages should be taught in schools. Both of these questions emerged as one of the rationales behind the development of the 2013 curriculum, which was called the external challenge.¹

¹ Fitri Alfarisy, *Kebijakan Pembelajaran Bahasa Inggris Di Indonesia Dalam Perspektif Pembentukan Warga Dunia Dengan Kompetensi Antarbudaya* .(Volume 3, No 3, 2021), 2.

The strategy for learning English in class is to uses. Preferred strategies involve studying with others and studying independently. While those who are less effective in strategy mainly memorize by memorizing words and practicing outside of class. The results also show significant differences in strategy use between students who consider themselves capable of performing English tasks and self-regulating.²

Language learning strategy Refers to the method or approach used by students to understand, remember and collect language knowledge. It includes various techniques and tactics that can help students acquire language skills. Language learning strategies can vary between individuals according to preferences, learning strategies , and learning goals. Learning strategies refer to the methods or approaches used by students to understand, remember, and gain new knowledge. In learning strategies, there are two types of strategies used by students in student learning, namely indirect strategies and direct strategies.

There are 2 types of students' thinking styles. Namely internal style and external style.. It includes the mental and cognitive strategies a person uses to understand, remember, and apply the language learned. As for external thinking style, external thinking style in the context of foreign language learning refers to how a person uses resources and the external environment to facilitate the learning process. This involves using tools, strategies, and the external environment to aid

² Syafi'ul Anam Dan Elke Stracke, *Language Learning Strategies Of Indonesian Primary School Students (In Relation To Self-Efficacy Beliefs, 2016)* 1.

language comprehension and mastery. Students who can focus on the learning process usually get a lot of information from the teacher.³

The success of the learning process is not just a good learning strategy and method, it also depends on the student's thinking style. The correct thinking style of students has an impact on the learning process. However, the thinking process is also greatly influenced by students' skills, namely the ability to organize memory and perception of the stimuli that enter the process. This will cause students to have different thinking styles and respond differently to the stimuli they receive.

Implementing the results of student assessment activities, students actually have a complete book guide. Students greatly facilitated of the existence of student manuals in administering class studies that are directly equipped with assessment instruments for all learning domains ranging from competence, attitude, knowledge to skill. It is just that students do not understand the essence of the concept of assessing the students' learning according to the 2013 curriculum so this is reflected in the students' abilities that is classified as underpaid for English learning.⁴

The problem that can be found in this research is that students do not pay attention to English explanations in class rather than listening to the teacher.

³ Firdayana Bimas Reskiawan Dan Ray Suryadi, *The Correlation Between English Language Learning Strategies And Students Thinking Style At The Second Grade Of Man 1 Kolaka* (Journal Of English Teaching & Applied Linguistics Volume 3 No.2, 2022), 1

⁴ Heny Friantary dan Feny Martina, *Evaluasi Implementasi Penilaian Hasil Belajar Berdasarkan Kurikulum 2013 Oleh Guru Bahasa Inggris Dan Bahasa Indonesia Di Mts Ja-Alhaq Kota Bengkulu* (Volume Vol. 1 No 2, 2018), 270.

These problems can occur when students have learning strategies that are less effective and less comfortable. The strategies referred to are indirect strategies and direct strategies which can change students' thinking in learning language. Apart from that, there are two factors that can influence student concentration in class, namely internal and external. Internal factors come from oneself, for example talking to other people. External factors are a kind of disturbing factor carried out by other people, perhaps by friends, teachers who are difficult to understand. Grammar explained with unclear or irregular pronunciation can also occur outside the classroom, such as excessive play.

The way students behave can explain their thinking. Each student is different in terms of what they need in language learning and how they think. Therefore researcher formulate a research problem that. Is there a any correlation between language learning strategies and students' thinking styles?

To overcome this problem, researchers found that there are several language learning strategies, namely direct strategies and indirect strategies, which can be used by students to obtain strategies in language learning. In this regard, students as the key to education are challenged to provide opportunities for students to demonstrate and improve student skills. To encourage students to practice their language, researchers try to help teachers to solve student problems..

The research is going to find correlation between the language learning strategy and the student's thinking style and extending the questionnaire to the eleventh grade of MA Alkhairaat Siniu Parigi Moutong student who is attending

a special research of this language research program. Hence, research suggest that a common survey may be useful in explaining the results. Based on the arguments discussed, research find it necessary to observe and focus on student language learning strategies and ways of thinking. Researcher therefore choose the topic "the correlation between language learning strategies and students' thinking styles."

B. Problem Statement

Based on the problem, "is there any correlation between language learning strategy and students' thinking style at the eleventh grade of MA Alkhairaat Siniu Parigi Moutong ?"

C. Objective and Significance of Research

Based on the problems mentioned above the researcher purpose to find out whether or not the significant correlation between language learning strategies and students' thinking styles, the eleventh grade of MA Alkahiraat Siniu Parigi Moutong.

The research is expected to give a good contribution for the students and the teachers as mentioned in the following.

1. For student.

This research is expected to in prove student's knowledge about the correlation of language learning strategies and student thinking style in studying English. This research is expected to greatly assist the student in learning English.

2. For teacher

This research can be used by teachers to achieve the success of the teaching process and they can expand their knowledge about language learning strategies and achievement in learning English. So this can reference for teacher to know the type of language learning strategies and student thinking style.

3. For the researcher

This research will help enrich researcher insight and knowledge about students language learning strategies and student thinking style. So the researcher can learn how to analyze the problem.

D. Outlines of Content

Outline of this sripsi, the researcher needs to use outlines of proposals for initial information on the problems being examined. The skripsi consists of five chapters and each chapter has separate discussion. Sub-sub for example:

Chapter I consists of background of the research, the formulation of the problem, objectives of the research, benefits of the research, and outline of the research. Chapter II consists of previous research, theoretical research , conceptual framework, and hypotheses. Chapter III consists of the research methodology, population and sample, research variables, operational definition, research instrument, data collection techniques, and data analysis techniques. Chapter IV consists of description of discussion results and discussion of research results, and the last is chapter V consists of conclusion and suggestion.

CHAPTER II

REVIEW OF LITERATURE

This chapter describe about of fore parts such as related research, previous research , theoretical research, conceptual framework and hypothesis.

A. Previous Research

The first research is conducted by Firdayana 2017 “The correlation between english language learning strategies and students thinking style at the second grade of MAN 1 kolaka ” the previous explanation, it could be concluded that there was no correlation between Language Learning Strategies and their Thinking Style at the second grade of MA Negeri 1 Kolaka.

From the result of the descriptive statistic of language learning strategies and their thinking style. It could be seen from that the language learning strategies previous showed that Metacognitive as the dominant English Language Learning Strategies and the students’ Thinking Style showed that students’ Extrovert more superior than Introvert.⁵

The research was conducted in of MAN 1 kolaka. The data analysis used in this research was product moment formula which showed that there was correlation between English Language Learning Strategy and Students’ Thinking Style,

The second research is conducted by Sumiati 2020, ” The correlation between language learning strategies and student thinking style twelve grade of

⁵ Firdayana, *The Correlation Between English Language Learning Strategies And Students Thinking Style At The Second Grade Of Man 1 Kolaka*, (2017), 34.

MA Negeri 5 Selayar Based on the finding of the data analysis, the researcher conclusion and suggestion of this research, there was positif significant correlation between language learning strategies and students thinking styles in English learning.

Arranging and planning from the result above the researcher got that $r_{xy} > r_{table}$; $14,3 > 0.413$ that means there was positive correlation between language learning strategies especially metacognitive, affective, social strategies and students thinking styles especially internal and external styles in English learning at Twelve Grade of SMAN 5 Selayar.⁶

The last researcher by Nailil Farih 2018, investigates the “relationship between language learning strategies and students' thinking styles with IAIN Salatiga”. The authors included 47 students in the research . Research design is a correlational method. Data for this research were collected using questionnaires Research materials were analyzed using the SPSS 20.0 program. This program is used to find out if there is a relationship between language learning strategies and students' thinking styles, to see the significance of two variables, and to find out the influence of language learning strategies (X) on students' thinking styles. (Y).

The researcher chose university students to be the subject of this research and so takes university students especially in language education department

⁶ Sumiati, *The Correlation Between Language Learning Strategies (LLS) And Students Thinking Styles At Twelve Grade Of Sma Neger 5 Selayar* (English Education Departement Fakultas Of Teacher Training And Education Muhammadiyah University Of Makassar , 2020), 37

of IAIN Salatiga. Based on the result, it can be concluded that there was positive correlation between language learning strategies and students thinking styles⁷.

Table 1.1
Matrix of Previous Research

No	Researchers	Title	Similarities	Differences
1.	Firdiyana	The correlation between english language learning strategies and students thinking style at the second grade of MAN 1 kolaka	The previous research and the researcher to find out the correlation between language learning strategies and student thinking style	- The previous research and researcher differ in the place of research. - In this research focused on correlation language learning strategies and student thinking style at MAN 1 Kolaka.
2.	Sumiati	The correlation between language learning strategies and student thinking style twelve grade of MA Negeri 5 Selayar	The previous research and the researcher to find out the correlation between language learning strategies and student thinking style	- The previous research use the class twelve for the research. - The focused Sampling technique used in the study was descriptive research. The population in this research is XII IPS1,

⁷ Isnaini Nailil Farih, The Correlation Between Language Learning Strategies And Students' Thinking Styles, (2018) 53

				XII IPS2 and XII IPA in SMA Negeri 5 Selayar 2018/2019
3.	Nailil Farih	The relationship between language learning strategies and students' thinking styles with IAIN Salatiga	The similarities in this research previous research used using questionnaire. And The similarities in this research used using questionnaire.	<ul style="list-style-type: none"> - The previous research chose university students to be the subject of this research. - This previous research focused on correlation language learning strategies and student thinking style at IAIAN Salatiga.

The table above shows that updating location names, research time of research objects, and research data.

The research location carried out at MA Alkhairaat Siniu Parigi Moutong with a total population and sample of 34 eleventh students, and the students consist of students and non-students who were in class XI at MA Alkhairaat Siniu Parigi Moutong. This research uses a questionnaire as a data collection technique.

B. Theoretical Research

1. Language Learning Strategies

The definition of a language learning strategy is a student's tool or method for learning language knowledge. Language learning strategies refer to systematic approaches or plans used by students to understand, master and use language effectively. This strategy is designed to create a learning environment that stimulates and supports the development of students' language skills.⁸

Many researchers focus on how learners process new information and what kinds of strategies they use to understand, learn or remember the information in the area of second or foreign language learning.

As we have already considered the concepts of learning strategy, the importance of understanding the definition of language learning strategy will be addressed below. Many researchers and experts have defined language learning strategies from different points of view. Language learning strategies can be defined from the aspect of language learning such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners' strategic knowledge of language learning, and the affective view, such as learners' motivation, attitude, etc. It is argued that three points of views can improve language learning.⁹

⁸ Jack C. Richards, *The Changing Face Of Language Learning* (Learning Beyond The Classroom Vol. 46 No. 1, 2015), 2.

⁹ Chien Kuo Lee, *An Overview Of Language Learning Strategies* (Volume 7, 2010), 4.

There are many approaches used in language learning strategies, such as the structural approach. The structural approach is one of the approaches use in the language learning process. This approach is based on the assumption that language is a creed. The structural approach focuses more on mastering grammar or language rules. Language learning according to this approach is focused on knowledge of language structure which includes phonology, morphology, and syntax. In this case knowledge of language structure includes syllables, word patterns, and sentence patterns.¹⁰

The advent of the learning strategy itself, many of the expert statements explained it, among other things. That a learning strategy is a technique or tool that students can use to gain knowledge. Students also described the traits of a good student: Find your own way and take responsibility for your own learning, organize information about language, be creative, develop the feeling to try a language that can be learn, create your own opportunities, a language that can be learned to practice both inside and outside. It is not easy to be frustrated when it comes to learning language, applying language skills, guessing different meanings and learning methods.

Understanding and recognizing strategies make students understand that the language learning strategy it self can be grouped into the following sections: .

¹⁰ Nurul Hidayah, *Jurusan PGMIi Fakultas Tarbiyah Dan Keguruan Iain Raden Intan Lampung* (Volume 1 ,No 2, 2014), 3

1. Finding their own way and being responsible for their own learning functional practices or use of language for authentic communication purposes,
2. supervision to test and modify or correct languages edition. Organizing information on language.
3. Reached a conclusion intended to guess the meaning of what had previously been unknown in another language creatively, cultivating the feeling of experimenting with language that is being studied.
4. Creating an opportunity for the practice of using the language learned both inside and outside the classroom.¹¹

2. Learning strategies

According Richard E. mayer 1988. Learning strategy refers to the approach or plan that educators use to achieve learning goals. This strategy includes a series of actions or methods applied to facilitate student understanding, absorption of information, and development of skills. The goal is to create an effective learning environment and make it easier for students to achieve the desired learning outcomes.¹²

The learning strategy is specific ways to solve a problem or task, plan the desired results, manipulate and control the information received for the sake of learning. In this it is explained that students should be able to use good strategies

¹¹ Ibid,3

¹² Hasruddin, Muhammad Yusuf Nasution dan Salwa Rezeqi, *Application of Contextual Learning to Improve Critical Thinking Ability of Students in Biology Teaching and Learning StrategiesClass*, (volume 11, No 3, 2015), 1

to master a particular field of knowledge. Choosing a good strategy enables students to optimize latent potential within them selves and is also explained that strategy is also interpreted as the systemic plan, scheme and procedure commonly used in learning.¹³

3. Types of learning strategies

There are two types of language learning strategies. Direct strategy and indirect strategy, including direct strategy memory strategies, cognitive strategies and compensation strategies. These indirect strategies include metacognitive strategies, affective strategies and social strategies.¹⁴

a. Direct strategies

The strategy directly benefits students in learning so that students can store and recover information. Direct strategies that students use when there are gaps in knowledge. And it can also enable students to discover new languages..¹⁵

Direct strategies used by students in language learning involve their active actions in overcoming specific language tasks. Here are some examples of hands-on strategies students can use: Repetition of Words: Students can use this strategy by repeating new words they learn to ensure understanding and retention..¹⁶

¹³ Leli Lismay dan Zubaidah, *Strategi Pembelajaran Bahasa Inggris Mahasiswa Mahad IAIN Bukittinggi* (Volume. 4, , No. 1, 2009), 3

¹⁴ Oxford 1990: 17

¹⁵ Sumiati, *The Correlation Between Language Learning Strategies (LLS) And Students Thinking Styles At Twelve Grade Of Sma Neger 5 Selayar* (English Education Departement Fakultas Of Teacher Training And Education Muhammadiyah University Of Makassar , 2020), 10

¹⁶ Astri Hapsari, *Language Learning Strategies in English Language Learning (A Survey Study Volume 1, Nomor 1, 2019)*, 9

1. Cognitive strategies

Cognitive strategies are methods or approaches used by individual students to process information, solve problems, and understand concepts. These strategies involve the use of various cognitive skills or thinking processes to achieve specific goals, such as understanding, remembering, or solving problems. to improve students' understanding of retention of cognitive strategies section into three categories which are presented as follows: practice strategy refers to underlining important ideas, writing down some important ideas in a dictionary; Organizational strategy refers to the arrangement of material into 'outlines; And elaboration strategy refers to a broad explanation of facts or details of the text that is satisfactory.¹⁷

2. Memory strategies

States that memory strategies are based on simple principles such as planning, making connections, and checking. These principles are used when students lack the challenge of learning vocabulary. Words and sentences may be linked by visual images that can be stored and retrieved for communication. Many students use visual images, but others find it easy to associate words and phrases with sounds, movements, or touch.¹⁸

¹⁷ Elihami dan Ismail Ismail, *Increasing Students' Reading Comprehension Through Cognitive Strategies Of Senior High School Of Sidenreng Rappang Regency* (Volume 1. Nomor 2, 2017), 5

¹⁸ Sumiati, *The Correlation Between Language Learning Strategies (LLS) And Students Thinking Styles At Twelve Grade Of Sma Neger 5 Selayar* (English Education Departement Fakultas Of Teacher Training And Education Muhammadiyah University Of Makassar , 2020), 11

3. Compensation Strategies

Please note that students use compensation strategies to understand the target language when they are not proficient enough in the target language. This strategy leads to gaps in grammar and vocabulary. If students do not know new words and phrases, they will guess their meaning. Students must learn to understand data via assumptions.¹⁹

b. Indirect strategies

Indirect strategy which students use to organize their learning. This strategy supports and controls students' language learning without direct interaction so it can be called an indirect strategy. Examples include: Reading books, articles, or various reading materials outside of direct language learning materials can enrich vocabulary, improve understanding of grammar, and expand general knowledge.²⁰

1. Metacognitive strategies

Metacognitive strategies are argumentative planning, monitoring, and assessing language learning. Metacognitive strategies go beyond cognitive and students can coordinate learning. Therefore students can plan their language research as fully as possible. When new vocabulary, rules, and writing systems confuse students, these metacognitive strategies are critical to students' successful language learning.

¹⁹ Ibid 11

²⁰ Oxford 1990: 17

2. Affective Strategies

Effective strategies in language learning Refers to approaches or methods that have been proven successful in improving understanding and mastery of a language. This strategy is designed to help students hone the four basic language skills, namely listening, speaking, reading and writing..

3. Social Strategies

Language is a form of social behavior, is communication and takes place between humans, therefore social strategies are needed in language learning. Regarding the language used in interpersonal communication. These groups include three different strategies: asking questions, collaborating with others, and empathizing with others. Of the three, asking questions is the most helpful and brings understanding of meaning closer. Social strategies used with students can also apply a cooperative learning approach where students work together in groups to complete language tasks. This allows them to interact and support each other in understanding the material and developing language skills.²¹

4. Thinking Styles

Zhang 2011: 157 states that thinking style refers to student choices how to use the abilities they have. Students' thinking styles can predict students' course satisfaction and their learning engagement. Different from Batoret. According to (ŞİrİN & GÜzel, 2006). the style of thinking is in principle value-free, for the same thinkingStyle may serve a person well in one situation, but it may also fail

²¹ Ibid, 13

someone miserably in another situation. Understanding thinking styles can help students to understand with language learning.²²

Students' thinking styles can predict students' course satisfaction and their learning engagement. More precisely, student thinking style refers to the way individuals process information, understand concepts, and solve problems. This thinking style includes cognitive preferences and tendencies that influence the way a person learns and interacts with learning material. There are two forces of the student's thinking are internal style and an external style.²³

a. Internal Style

The internal style itself is the student's thinking style which tends to be introverted, task-oriented, aloof, and sometimes socially unaware. They like to work alone. Basically, students apply their Intelligence to things or ideas separately from others.

b. External Style

The external individuals tend to be extroverted, outgoing, and people-oriented. Often, they are socially sensitive and aware of what is going on with others. They like working with other people wherever possible. Many of the questions that arise in education as to “what was better?” stem from a fundamental mis understanding of the interaction of styles with learning experience.

²² Nahil M. Aljaberi, *University Students' Learning Styles and Their Ability to Solve Mathematical Problems*. (Volume. 6, No. 4, 2015),3.

²³ S.S.J. Lin, E.Z.F. Liu & S.M. Yuan, *Web-based peer assessment: feedback for students with various thinking-styles* (No. 17, 2001), 2.

Understanding the thinking style can help students to understand well why some activities are suitable for them and others are not, and even why some students are suitable for them and others are not. ²⁴

5. Types of student styles

Learning styles are simple ways to acquire, manage, store and apply knowledge. By understanding student learning styles, teachers can help students learn according to student learning styles. This increases student achievement when learning according to student learning styles. Each student has a learning style that is different from the others. Different learning styles can be useful in that students can process and communicate in class. According to Sternberg learning styles were used in this research they are legislative style, executive style and judicial style they are. ²⁵

a. Legislative Style

The legislative style in this way reveals that the legislative style is a highly dependent feature of the legislature, the culture. Both the law and the politics, from the community. So much so that it raises the question of whether one can learn from, let alone compare, legislative style, it would be something like trying to compare or translate a proverb. One might argue that they are part of the cultural structure of a nation and cannot be studied or understood separately. Many of them are not easily translated in a meaningful way and thus are difficult

²⁴ Ibid, 17

²⁵ Sendil Chen, The Effects Of Science Student Teachers' Academic Achievements, Their Grade Levels, Gender And Type Of Education They Are Exposed To On Their 4mat Learning Styles (Case Of Mu÷La University, Turkey), Sciences 1 (2009), 1

to compare with proverbs in other languages and cultures. This may be true of every proverb, but there is still something to be learned with the meta- position.²⁶

b. Executive Style

Executives like to follow the rules and like prefabricated or more structured issues. They wanted to fill the gaps in existing structures rather than create structures themselves. Some types of activity that they are likely solving math problems, applying rules to problems, giving talks or lessons based on the ideas of others, and enforcing rules. Specific types of lawyers, patrol policemen, builders from other people's designs, soldiers, and administrative assistants.

c. Judicial Style

The majority of opinions are of the court opinion agreed to by more than half the court members. A majority opinion sets out a court decision and an explanation of the reasons behind the court's decision. Not all cases have a majority opinion. Sometimes the judges who voted for the majority's decision (for example, to assert or reverse the court's decision) may have had very different reasons for their voices, and could not agree in the same way. In that situation, there are several mutually supportive opinions that may have been written down, none of which views the majority of the court members. Hence, the opinions of the supported by a considerable number of judges are referred to as pluralism.²⁷

The explanation of language learning strategies and types of language learning strategies is that any correlation between students' thinking styles, namely by looking at the explanation above and previous research, the researchers

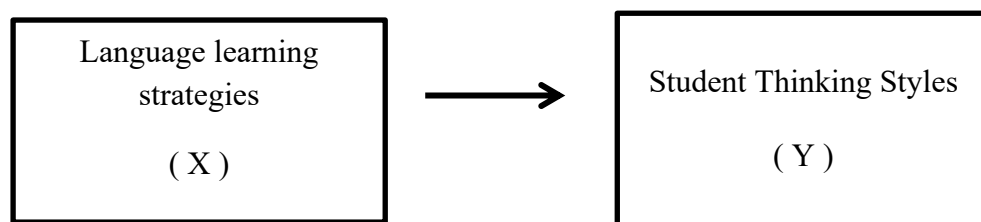
²⁶ Voermans, W.J.M, *Styles of Legislation and their effects*. (2011), 4

²⁷ https://en.m.wikipedia.org/wiki/Judicial_opinion di akses pada tanggal. 28 (2023)

concluded that there would be a correlation between language learning strategies and students' thinking styles.

C. Conceptual framework

Picture1. Conceptual frame work



Based on the conceptual framework of this research, it is demonstrated in English language learning. English learning is a term that refers to the processes and actions consciously developed by students to help them learn or use the language more effectively. In the conceptual research there are two parts. The first part is language learning strategies and the second part is students' thinking styles. Therefore, researcher want to find whether or not there is a correlation in these two variables.

D. Hypothesis

Predictions of truth regarding a correlation between two or more variables referred to as hypotheses in analyzing data, researchers are using quantitative research to get data, hypotheses will be claiming whether there is a correlation between the two variables of variable (X) and variable(Y).²⁸

HO : There is no correlation between language learning strategies and students' thinking styles.

HA : There is a correlation between language learning strategies and students' thinking styles.

²⁸ *Ibid*, 19

CHAPTER III

RESEARCH METHODOLOGY

This chapter present about of seven parts such as related research, approach and design research , population and sample of research, research variable, operational definition, instrument of research, techniques of data collection and techniques of data analysis.

A. Approach and Design Research

The approach use in quantitative research it is focusing on knowing the variable impact of the English learning strategy on the thinking style of students XIth MA Alkhairaat Siniu Parigi Moutong with a data based problem based on statistics.²⁹

The design use in this research is a correlation research method. It is a set of research methods or activities based on diet the basic assumptions, philosophical and ideological views, questions and issues faced.³⁰ Research is aimed at identifying connections between some other variables as statistic coefficients. In this research the researcher would like to see the possibility of correlation between language learning strategies as independent variable (X) and student thinking styles dependent variable (Y).

²⁹ Rully Indrawan dan Popy Yaniawanti, *metode penelitian* Cet.1; Bandung : PT. Rafika Aditma, 2014), 117.

³⁰ Nana syaodih sukmadimata, *metode penelitian pendidikan*. h 52.

The kind of research is verifying research that is. A research carried out with certain populations and samples, the research of which was to test a prescribed hypothesis.³¹

B. Population and Sample of Research

The population is all of a research object while the sample is a fraction or half of the research object.

1. Population

The population is a group of individuals who share the same characteristics³². In this research, the population is the eleventh grade of MA Alkhairaat Siniu Parigi Moutong which consisted of 10 students in XI IPA I, 7 students in IPA II, 7 students in XI IPS II and 10 IPS I. Therefore, the total population is 34 students.

Table 3.1
Details of the research population

No.	Grade	Students
1.	XI IPA I	10
2.	XIIPA II	7
3.	XI IPS I	10
4.	XI IPS II	7
	Total sample	34

33

³¹ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R%D* (Bandung: Alfabeta, 2013), 8.

³² Umair Majid Dan Ontario, *Research Fundamentals: Study Design, Population, And Sample Size* (Volume 2, No 1, 2018), 3.

³³ Nur rafasah. *The Correlation Between Students' Motivation And Their Achievement In Studying English*.

Based on the above data, the population by research from class XIth alkhairaat siniu will be 34 population.

2. Sample

The sample is part of the population that is the source of data in research, where the population is part of the number of characteristics possessed by the population in this research use Purposive sampling is to look for samples that match the criteria that have been specifically determined by the researcher. Apart from that, the research of purposive sampling is to explain a problem clearly because a representative sample has representative value. So that the main research objectives can be fulfilled.

Purposive sampling is a sampling technique that is suitable for qualitative research, because the researcher most likely already knows the quality of the informants or respondents so that the research will also be more valid.³⁴ The sample used in the research was the class XIth grade MA Alkhairaat SIniu Parigi Moutong students, totaling 34 students.

The sample of researcher take from XI in MA Alkhairaat Siniu are XI IPA I 10 students , XI IPA II 7 students, XI IPS I 10 and XI IPS II 7 students , so the total number of sample is 34 students.

³⁴ <https://www.sampoernauniversity.ac.id/id/purposive-sampling-adalah/> di akses pada tanggal 3 (2023)

C. Research Variables

There were two variables that used in conducting research, namely the independent variable and the dependent variable. Independent variable (X) is also free variables which are something that affects or can produce an effect. Dependent variables (Y) are also called bound variables that are those influenced by free variables.³⁵

Independent variable in this research is language learning strategies in the eleventh Grade of MA Alkhairaat Siniu Parigi Moutong . While the dependent variable in the research is student thinking style at the eleventh Grade of MA Alkhairaat Siniu Parigi Moutong.

D. Operational Definition

The operational definition is the research element that gives off how to measure a variable. As for the operational definition of a variable this research is follow

³⁵ <https://deepublishstore.com/blog/pengertian-variabel-penelitian/> diakses pada tanggal 21 (2023).

Table 3.2 Table Operational Definition

NO	Variable	Operational Definition	Indicator
1.	Language learning strategies (X)	The learning strategy is specific ways to solve a problem or task, plan the desired results, manipulate and control the information received for the sake of learning. In this it is explained that students should be able to use good strategies to master a particular field of knowledge. Choosing a good strategy enables students to optimize latent potential within them selves and is also explained that strategy is also interpreted as the systemic plan, scheme and procedure commonly used in learning	<p>Learning strategies represent important elements in successful learning. Cognitive, metacognitive, and resource management cognitive strategies refer to strategies, such as training, which are used to research the material presented. A highly sensitive strategy involves the learning process and includes monitoring and planning. Resource management refers to how students manage time and include search strategies. Generally, research have found that metacognitive strategies are more predictive of high academic performance than cognitive strategies and resource management. A great deal of research has been conducted into language learning strategies</p> <p>The classification of these strategies tends to be complex and replication of categories of strategies is problematic. The issue of social strategies seems to be the major distinguishing feature of language learning strategies when they are</p>

			<p>compared to academic learning strategies. Schmidt and Watanabe classification in a large-scale research and found the instrumentation and classification to be reliable and valid. Despite problems with the measurement and classification of learning strategies, there is a consensus that strategy use is related to language³⁶</p>
2.	Student thinking styles (Y)	<p>Thinking was an important part of the learning Each student has a different logical learning style and way of thinking and facing problems and obstacles a different way of thinking has a bearing on problem solving, decision making and academic success. By understanding the diversity of thinking styles our students possess, we are able to insure that students understand what we are teaching even if they have very different styles from our own.</p>	<ol style="list-style-type: none"> 1.Find their own way and be responsible for their own learning. 2.Creatively, an overwhelming feeling to experiment with the language being studied. 3.creating opportunity for the practice of using the language learned both inside and outside the classroom. 4.Creating opportunity for the practice of using the language learned both inside and outside the classroom 5.learning the language is not easy. 6. Using knowledge of the lingustik. 7. Learn different ways

³⁶ Lindy J. Woodrow, A Model of Adaptive Language Learning, *The Modern Language Journal* (2006), 2

E. Instrument of Research

The instrument which used by the researcher is questionnaire checklist . It divided into two parts, the first questionnaire is Language Learning Strategy which is consisted of 10 statements. The second questionnaire is Thinking Styles which was divided into 10 statement so the total items are 20 items

F. Techniques of Data Collection

1. Questionnaire

To get data for variables the researcher use the closed questionnaire that researcher have provide for alternative response this is often consider effective because the student need to check in the column provide. In the questionnaire there are several choice of the statement ; Strong agree, Agreed , Disagree, and Strong disagree.

Table 3.3
The liker scale

Alternative options	Score	
	Favorable	Unfavorable
Strong Agree	4	1
Agree	3	2
Disagree	2	3
Strong Disagree	1	4

Source : Spencer E. Harpe³⁷

³⁷ Spencer E. Harpe,., *How To Analyze Likert And Other Rating Scale Data.* (2015),3

G. Techniques of Data Analysis

1. Questionnaire

To calculate the data of questionnaire, the research use simple statistic formula. The data would be presented in percentage by using the following pattern:

P : Percentage

F : Frequency of Respondents

N : Number of Students

100% : Constant Value

Table 3.4
The Interpretation of language leaning strategies and student thinking style

Score X and Y (%)	Interpretation
0-20	Low
21-40	Moderate
41-60	High
61-80	Very high

38

The table above shows the level of language learning strategies based on the results of these students their responses to the questionnaire.

2. Correlation Measurement

To answer the research questions, the research use Correlation Product Moment to measure student scores and to determine the correlation between language learning strategies and students thinking styles. The researcher

³⁸ Sugiono, 2011

performs descriptive analysis to describe the data statistically. The data analysis technique uses the correlation technique from Pearson.³⁹

This research, use SPSS to analyze the data and find the Pearson correlation coefficients between variables, Pearson correlation analysis can be carried out using the bivariate correlation test.⁴⁰ Pearson correlation (bivariate correlation test) is a simple correlation that only involves one dependent variable and one independent variable.

Table 3.5
The interpretation of correlation

Interpretation	
0.0 – 0.20	The correlation between X variable and Y variable is very weak or can be their is no correlation between the variables.
0.21 – 0.40	There is weak correlation between X variable and Y variables.
0.41 – 0.60	There is enough correlation between X variable and Y variables.
0.61 – 0.80.	There is strong correlation between X variable and Y variables.
0.81 – 1.00	There is very strong correlation between X variable and Y variables.

41

This table to make easy in calculating the data, this interpretation table of product moment scale is important to know they are very high correlation, high correlation, moderate correlation, low correlation, or no correlation.

³⁹ Ibid,26.

⁴⁰ Hasan ,Iqbal. *Analisis Data Penelitian Dengan Statistic* (Jakarta : PT Bumi Aksara 2009).

⁴¹ Hasan, 2009, P.44 In Rosalina, P. 25

CHAPTER IV

RESULT AND DISCUSSION

This chapter explained the result of data collection and data analyses to answer the problem statement. That includes; the description of the research and the discussion of the research.

A. The Result of the Research

1. The Description of the Research Place

MA AlKhairaat Siniu is one of the senior high schools in Siniu village. Madrasah MA Alkhairaat Siniu Parigi Moutong , founded in 2005, was initially known as Madrasah Aliyah Al-Khairaat Siniu and then in 2016, it was officially changed to Madrasah Aliyah Pondok Pesantren Model Al-Khairaat Siniu.

The construction of MA AlKhairaat Siniu at that time was motivated by community concern about the children living around Siniu Village (before it became Siniu Sayogindano Village), many of whom had dropped out of school and did not continue to high school. Apart from that, the lack of public understanding of religious knowledge is also fundamental in the development of madrasah, because it is hoped that the existence of Madrasah Aliyah schools will have a good impact on understanding science and religious knowledge for the community.

Then the construction of the school became a condition for the expansion of the Siniu sub-district, namely that there must be at least one high school in each sub-district area. The geographical location or position of Madrasah Aliyah

AlKhairaat Siniu is at coordinates 4 040 N, 0 014 South Latitude 119045 East Longitude, 121006 East Longitude, with an altitude of 0-10 m above sea level.

2. The description of the data

Researchers generally describe the description of the data obtained during the research. When the researcher collected the results of the questionnaire, there were 20 statement numbers consisting of 10 statement numbers for variable X and 10 statement numbers for variable Y. These statements were given to class 1, IPA 2, IPS 1, and IPS 2.

Next, the results of the answers to the questionnaire distributed to 34 respondents will be presented, consisting of 20 question items, and each given a score according to a Liker scale. Researcher divide the result of the questionnaire's answers about the language learning strategies and student thinking style , which can be seen in the following table:

a. The questionnaire

Tabel 4.2 The Questionnaire variable X

I pay attention when someone speak English

Options	F	%
a. Strongly Agree	11	32
b. Agree	18	53
c. Disagree	5	15
d. Strongly Disagree	0	0
Total	34	100

Table 4.1 shows that the majority (53%) of students agree, and 15% disagree with me paying attention when someone speaks English. This means that most students choose to pay attention when someone speaks English. The category of this statement is language learning strategies, this statement shows that students have language learning strategies.

Tabel 4.2 The Questionnaire variable X

I think about my progress in learning English

Options	F	%
a. Strongly Agree	6	18
b. Agree	25	73
c. Disagree	3	9
d. Strongly Disagree	0	0
Total	34	100

Table 4.2 shows that the majority (73%) of students agree, and 9% disagree on the process of making progress in learning English. This means that most students choose the process of progress in learning English. This statement category is about progress in learning English.

Tabel 4.3 The Questionnaire variable X

I have a clear goal of being able to improve my English skills

Options	F	%
a. Strongly Agree	9	26
b. Agree	17	50
c. Disagree	7	21
d. Strongly Disagree	1	3
Total	34	100

Based on the data presented in Table 4.3, it can be concluded that the majority of students, which accounts for 59% of the total number, agree with the

statement that they have a clear goal to improve their English skills. In contrast, only a small proportion of students, which is 9%, disagree with this statement. Therefore, it is safe to say that most students are determined to improve their English skills while studying in the classroom.

Tabel 4.4 The Questionnaire variable X

I am looking for opportunities to be able to use English

Options	F	%
a. Strongly Agree	10	29
b. Agree	20	59
c. Disagree	3	9
d. Strongly Disagree	1	3
Total	34	100

Table 4.4, the statement "I look for opportunities to be able to use English" received agreement from the majority (59%) of students, while 21% disagreed. Therefore, it can be concluded that most students are inclined towards seeking opportunities to use English..

Tabel 4.5 The Questionnaire variable X

I am looking for a friend or partner that I can teach to speak english

Options	F	%
a. Strongly Agree	3	9
b. Agree	20	59
c. Disagree	10	29
d. Strongly Disagree	1	3
Total	34	100

Table 4.5 indicates that most students (59%) agree with the statement that they are looking for a friend or partner who can be taught to speak English, while

29% disagree. This suggests that finding a friend or partner who can be taught English is a priority for many students.

Tabel 4.6 The Questionnaire variable X

I write about myself in an English learning book

Options	F	%
a. Strongly Agree	3	9
b. Agree	13	38
c. Disagree	18	53
d. Strongly Disagree	0	0
Total	34	100

Table 4.6, it appears that the majority of students (53%) do not agree with the statement that they write about themselves in English learning books, while 38% of students agree with this statement. This suggests that most students are not comfortable writing about themselves in their English learning materials.

Tabel 4.7 The Questionnaire variable X

I give a present for my self when I can use English well

Options	F	%
a. Strongly Agree	3	9
b. Agree	21	62
c. Disagree	10	29
d. Strongly Disagree	0	0
Total	34	100

Table 4.7 that the majority of students (62%) agree with the statement that they give prizes to themselves when they can use English well, while 29% of students disagree. This suggests that most students are inclined towards rewarding themselves when they are able to use English proficiently.

Tabel 4.8 The Questionnaire variable X

I encourage my self to speak English even when I'm afraid of making mistakes

Options	F	%
a. Strongly Agree	6	18
b. Agree	11	32
c. Disagree	12	35
d. Strongly Disagree	5	15
Total	34	100

Table 4.8, 35% of students disagree and 32% agree with the statement "I encourage myself to speak English even when I am afraid of making mistakes." It can be inferred that the majority of students do not motivate themselves to speak English despite their proficiency in the language.

Tabel 4.9 The Questionnaire variable X

I hate English

Options	F	%
a. Strongly Agree	4	12
b. Agree	3	9
c. Disagree	9	26
d. Strongly Disagree	18	53
Total	34	100

Table 4.9, the majority of students (53%) strongly disagree, and 26% disagree with the statement "I hate English lessons." This indicates that most students have a negative opinion towards hating English lessons.

Tabel 4.10 The Questionnaire variable X number 10

To be honest, I don't like English subject

Options	F	%
a. Strongly Agree	1	3

b. Agree	8	24
c. Disagree	10	29
d. Strongly Disagree	15	44
Total	34	100

Table 4.10, the majority of students (53%) strongly disagree, and 26% disagree with the statement "to be honest, I don't like English subject ". This indicates that most students do not agree with the idea that they don't like English subjects.

Tabel 4.11 The Questionnaire variable Y number 11

I prefer to deal with certain problems myself rather than by asking my friend

Options	F	%
a. Strongly Agree	3	9
b. Agree	22	65
c. Disagree	7	21
d. Strongly Disagree	2	5
Total	34	100

Based on Table 4.11, it can be seen that a significant proportion of students (65%) agree with the statement " I prefer to deal with certain problems myself rather than by asking my friend," while 21% disagree. This suggests that a majority of students prefer to handle some problems on their own rather than seeking help from their friends.

Tabel 4.12 The Questionnaire variable Y number 12

When talking or writing about the main idea, I stick to one main idea

Options	F	%
a. Strongly Agree	3	9
b. Agree	24	71
c. Disagree	5	15
d. Strongly Disagree	2	5
Total	34	100

Table 4.12, the majority of students (71%) agree that When talking or writing about the main idea, I stick to one main idea, while 15% disagree. This suggests that most students tend to focus on one main idea when communicating about the main idea..

Tabel 4.13 The Questionnaire variable Y number 13

I like to concentrate on one task at a time

Options	F	%
a. Strongly Agree	6	18
b. Agree	21	62
c. Disagree	4	11
d. Strongly Disagree	3	9
Total	34	100

Based on the data presented in Table 4.13, it can be observed that the majority of students (62%) agree with the statement " I like to concentrate on one task at a time," while 18% strongly agree. This suggests that most students prefer focusing on one task at a time.

Tabel 4.14 The Questionnaire variable Y number 14

I like the problem where I need to pay attention to details

Options	F	%
a. Strongly Agree	5	15
b. Agree	15	44
c. Disagree	12	36
d. Strongly Disagree	2	5
Total	34	100

Table 4.14 that a higher percentage of students (44%) agree with the statement "I like the problems where I need to pay attention to the details" while

36% disagree. This indicates that a majority of students enjoy solving problems that require attention to detail.

Tabel 4.15 The Questionnaire variable Y number 15

I like project that have a clear pland and purpose structure

Options	F	%
a. Strongly Agree	15	44
b. Agree	18	53
c. Disagree	1	3
d. Strongly Disagree	0	0
Total	34	100

According to Table 4.15, the results indicate that the majority of students (53%) agree and 44% strongly agree with the statement "I like projects that have a clear plan and purpose structure." This suggests that a significant number of students prefer projects that have a clear plan and goal structure..

Tabel 4.16 The Questionnaire variable Y number 16

I like routines where I can follow the set routines

Options	F	%
a. Strongly Agree	6	19
b. Agree	22	65
c. Disagree	4	11
d. Strongly Disagree	2	5
Total	34	100

According to Table 4.16, a significant proportion of students (65%) agree with the statement "I like routines where I can follow a set routine," while 19% strongly agree with it. This suggests that a majority of students prefer having a structured routine that they can follow..

Tabel 4.17 The Questionnaire variable Y number 17

I like to examine and assess points of ideas that are different or conflicting

Options	F	%
a. Strongly Agree	5	15
b. Agree	22	65
c. Disagree	6	17
d. Strongly Disagree	1	3
Total	34	100

Table 4.17, the majority of students (65%) agree with the statement "I like to examine and assess points of ideas that are different or conflicting," while 17% disagree. This indicates that most students have an interest in exploring and evaluating diverse perspectives and ideas.

Tabel 4.18 The Questionnaire variable Y number 18

I put off a lot of homework in English

Options	F	%
a. Strongly Agree	2	5
b. Agree	9	27
c. Disagree	18	53
d. Strongly Disagree	5	15
Total	34	100

Table 4.18, 53% of students disagree while 27% agree that "I put off a lot of homework in English". This suggests that a majority of students complete a significant amount of English homework.

Tabel 4.19 The Questionnaire variable Y number 19

I lost any desire I ever had to know English

Options	F	%
a. Strongly Agree	2	5

b. Agree	8	24
c. Disagree	20	60
d. Strongly Disagree	4	11
Total	34	100

According to Table 4.19, the majority of students (60%) disagree with the statement " I lost any desire I ever had to know English ," while 24% agree with it. This suggests that a large number of students lose their interest in learning English over time.

Tabel 4.20 The Questionnaire variable Y number 20

I think English subject is boring		
Options	F	%
a. Strongly Agree	6	18
b. Agree	3	9
c. Disagree	12	35
d. Strongly Disagree	13	38
Total	34	100

According to Table 4.20, the results indicate that a significant percentage of students (38%) strongly disagree with the statement "I think English subjects is boring," while 35% disagree. This suggests that a majority of students hold the belief that English subjects are indeed tedious.

The table below shows the results of language learning strategies and students' thinking styles:

Tabel 4.21 The scores variable X and Variable Y

NO'	Initial name of students	Score X	NO	Initial name of students	Score Y
1	RF	33	1	RF	28
2	MH	28	2	MH	25
3	MF	28	3	MF	26
4	RS	27	4	RS	22
5	AS	27	5	AS	25
6	AP	25	6	AP	25
7	AZ	33	7	AZ	30
8	SM	28	8	SM	26
9	AW	25	9	AW	25
10	ZA	24	10	ZA	23
11	FN	27	11	FN	27
12	HM	27	12	HM	29
13	JL	31	13	JL	33
14	SF	32	14	SF	33
15	SR	36	15	SR	28
16	AI	27	16	AI	27
17	FZ	26	17	FZ	29
18	NA	32	18	NA	31
19	ML	33	19	ML	29
20	AS	37	20	AS	37
21	TS	33	21	TS	30
22	NW	34	22	NW	32
23	NID	30	23	NID	31
24	LC	30	24	LC	23
25	RD	29	25	RD	30
26	MNR	20	26	MNR	30
27	FS	29	27	FS	30
28	AG	37	28	AG	37
29	MM	33	29	MM	35
30	ZF	29	30	ZF	30
31	FH	29	31	FH	30
32	WD	32	32	WD	31
33	MA	29	33	MA	30
34	IR	24	34	IR	30

3. The correlation measurement

This section explains the results of the correlation of language learning strategies and students' thinking styles which are correlated using Pearson correlation calculated through Product Moment Correlation. The table below displays the use of product moment correlation in the SPSS 29.0 program

Table 4.22 the result Correlations

		Language learning strategies	Student thinking style
Language learning strategies	Pearson Correlation	1	.596**
	Sig. (2-tailed)		<,000
	N	34	34
Student thinking style	Pearson Correlation	.596**	1
	Sig. (2-tailed)	<,000	
	N	34	34

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

In table 4.22 above, it can be seen that the Pearson correlation is 0.596. This means that there is a correlation between language learning strategies and students' thinking styles. Thus H_0 is rejected and H_a is accepted. The results of data analysis using SPSS 29.0 obtained the same correlation significance, namely at the 0.000 level.

The researcher examined Table 3.4 to understand the interpretation of the Product Moment Correlation index numbers. The table revealed that the obtained results belong to the third category (0.41 – 0.60) as the number was 0.596. This category indicates whether there is significant correlation between variable X and

variable Y or whether there is sufficient correlation between language learning strategies and students' thinking styles.

Table 4.23
The Total of the Questionnaire's Response Variable X

Number of Question	SA	A	D	SD	The Category of the Score	Kind of strategy
1	11	18	5	-	Favorable	Direct strategies
2	6	25	3	-	Favorable	Direct strategies
3	9	17	7	1	Favorable	Direct strategies
4	10	20	3	1	Favorable	Direct strategies
5	3	20	10	1	Favorable	Direct strategies
6	3	13	18	-	Favorable	Direct strategies
7	3	21	10	-	Favorable	Direct strategies
8	6	11	12	5	Unfavorable	Indirect strategies
9	4	3	9	18	Unfavorable	Indirect strategies
10	1	8	10	15	Unfavorable	Indirect strategies

That the table above displays the number of students who responded with Strongly Agree, Agree, Disagree, and Strong Disagree. Additionally, the table shows the score categories, Favorable and Unfavorable, which indicate satisfaction levels. The Favorable score signifies a positive question, where those who respond with Strongly Agree or Agree receive a high score, and those who answer with Disagree or Strongly Disagree receive a low score. Conversely, those who answer less well receive the opposite score. There are a total of 10 statements from variable X, consisting of 7 good statements and 3 unfavorable statements, as well as the total of direct strategies is 7 statements, the total indirect strategy is 3 statements.

Table 4.24
The Total of the Questionnaire's Response Variable Y

Number of Question	SA	A	D	SD	The Category of the Score	Kind of thinking style
1	3	22	7	2	Favorable	Internal style
2	3	24	5	2	Favorable	Internal style
3	6	21	4	3	Favorable	Internal style
4	5	15	12	2	Favorable	Internal style
5	15	18	1	-	Favorable	Internal style
6	6	22	4	2	Favorable	Internal style
7	5	22	6	1	Favorable	Internal style
8	2	9	18	5	Unfavorable	External style
9	2	8	20	4	Unfavorable	External style
10	6	3	12	13	Unfavorable	External style

As per the table above, we can see the count of students who have responded with Strongly Agree, Agree, Disagree, and Strongly Disagree. The score category, which is divided into Favorable and Unfavorable categories, shows the level of satisfaction. A Favorable score means that the questionnaire contains positive questions, and students who answer Strongly Agree or Agree get a high score, while those who answer Disagree or Strongly Disagree receive a low score. The opposite holds for those who answer less well. There are a total of 10

statements from variable Y, consisting of 7 favorable and 3 unfavorable statements, as well as 7 internal style statements and 3 external style statements.

B. The Discussion of the Research

The purpose of the study is to investigate the possible correlation between language learning strategies and students' thinking styles at MA Alkhairat Siniu Parigi Moutong. To get her data for this research, a questionnaire instrument was utilized. The outcomes of the questionnaire instrument will aid in answering the research question about the correlation between language learning strategies and thinking styles ate eleventh grade of MA Alkhairat Siniu Parigi Moutong.

The researcher have 34 participants from IPA 1, IPA 2, IPS 1, and IPS 2 classes were given questionnaires. The results of the questionnaire showed that all 34 students had moderate language learning strategies and thinking styles, indicating that at all eleventh grade of MA Alkhairat Siniu Parigi Moutong possess sufficient language learning strategies and thinking styles. The calculations were based on table 3.4, which provides an interpretation of scores for language learning strategies and students' thinking styles.

Based on the results of the researcher's analysis, it shows that there is a correlation between language learning strategies (X) and students' thinking styles (Y) in class eleventh grade of MA Alkhairat Siniu Parigi Moutong, namely $0.000 < 0.05$.

Based on the researcher's questionnaire on the language learning strategy variable (X), it was found that students had more metacognitive strategies than

affective strategies and direct strategies. The total are 5 students have metacognitive strategies, the total are 2 students have affective strategies and the total are 3 students have direct strategies.

Then a questionnaire on the student thinking style variable (Y) found that students had more internal styles than external styles. Then a questionnaire on the student thinking style variable (Y) found that students had more internal styles than external styles. There are 7 students who have an internal style and there are 3 students who have an external style.

The results of the research state that there is a correlation between language learning strategies and students' thinking styles, the theory put forward by Juwita 2015, namely that language learning strategies provide a significant relationship to students' thinking styles and the language learning strategies used by students. to help them improve the effectiveness of their thinking styles. Student.

This research is in line with research conducted by La Ode Supardi 2020, which also found the correlation between language learning strategies and students thinking styles of class eleventh at MA Alkhairat Siniu Parigi Moutong students.

Based on the statements above, it can be concluded that language learning strategies and students' thinking styles is interconnected with each other as in the data obtained after conducting research in class eleventh grade of MA Alkhairat Siniu Parigi Moutong.

The research results show that thinking style is very important for students in learning strategies in class, as presented above or the results of the data that has been obtained. Where the results show that there is any correlation between language learning strategies and students' thinking styles in this school.

BAB V

CONCLUSION

A. Conclusion

Based on the results of data analysis and data analysis, it can be concluded that there is any correlation between language learning strategies and student thinking styles at the eleventh grade of MA Alkhairat Siniu Parigi Moutong. This shows pearson correlation is 0.596. this mean that there any correlation language learning strategies and student thinking style. That Ho is rejected and Ha is accepted, which states that there is a correlation between language learning strategies and students' thinking style.

B. Suggestion

In this chapter, it is related to the correlation between language learning strategies and students' thinking styles. The researcher would like to propose several suggestions which may be useful for English Language Learning in class XI MA Alkhairaat Siniu Parigi Moutong

1. For Class XI English teachers, MA Alkhairaat Siniun Parigi Moutong

- a. Teachers should pay more attention to language learning strategies and thinking styles because they have a very important role.
- b. Teachers should explain about language learning strategies and thinking styles giving some exercises to improve their learning in learning English.

2. For class XI MA Alkhairaat Siniu Parigi Moutong students

- a. From there we know that thinking styles have a strong influence on learning strategies too, students themselves must try to push themselves to be capable, confident and confident to succeed. The point is to always think positively and miss the pacifist nature.
- b. Thinking style is very important for students in learning strategies at school. Language learning strategies and thinking styles can encourage students and change their personalities to be better than before.

4. For future research

The researcher hopes that future researchers can pay more attention to they analyzes and evaluation instruments carefully, and they must carefully consider and select appropriate research instruments.

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APPENDICES I
QUESTIONNAIRE

NAMA :

KELAS :

Berikan tanda centang (✓) pada kolom yang anda pilih

NO	Pernyataan Language Learning Strategies	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
	Favorable (baik)				
1.	I pay attention when someone speak English (Saya memperhatikan ketika seseorang berbicara bahasa Inggris)				
2.	I think about my progress in learning English (Saya berpikir tentang kemajuan saya dalam belajar bahasa Inggris)				
3.	I have a clear goal of being able to improve my English skills (Saya memiliki tujuan yang jelas untuk dapat meningkatkan kemampuan bahasa Inggris saya)				
4.	I am looking for opportunities to be able to use English (Saya mencari peluang untuk bisa menggunakan bahasa Inggris)				
5.	5. I am looking for a friend or partner that I can teach to speak English (Saya mencari teman atau pasangan yang bisa saya ajar untuk berbicara bahasa Inggris)				
6.	I write about myself in an English learning book (Saya menulis tentang diri saya dalam buku pembelajaran bahasa Inggris)				
7.	I give a present for myself when I can use English well (Saya memberikan hadiah untuk diri saya sendiri ketika saya dapat menggunakan bahasa Inggris dengan baik)				

	Unfavorable (tidak baik)				
8.	I encourage myself to speak English even when I'm afraid of making mistakes (Saya mendorong diri saya untuk berbicara bahasa Inggris bahkan ketika saya takut membuat kesalahan)				
9.	I hate English (saya benci pelajaran bahasa inggris)				
10.	To be honest, I don't like English subject (Sejujurnya saya tidak suka mata pekajaran bahasa Inggris)				
	Student Thinking Style				
	Favorable (baik)				
11.	I prefer to deal with certain problems myself rather than by asking my friends (Saya lebih suka menangani masalah tertentu sendiri daripada bertanya kepada teman-teman saya)				
12.	When talking or writing about the main idea, I stick to one main idea (Ketika berbicara atau menulis tentang gagasan utama, saya berpegang pada satu gagasan utama)				
13.	I like to concentrate on one task at a time (Saya suka berkonsentrasi pada satu tugas pada satu waktu)				
14.	I like the problem where I need to pay attention to the details (Saya suka masalah di mana saya perlu memperhatikan detailnya)				
15.	I like projects that have a clear plan and purpose structure (Saya suka proyek yang memiliki rencana dan struktur tujuan yang jelas)				
16.	I like routines where I can follow the set routines (Saya suka rutinitas di mana saya bisa mengikuti rutinitas yang ditetapkan)				
17.	I like to examine and assess points				

	of ideas that are different or conflicting (Saya suka memeriksa dan menilai pokok-pokok gagasan yang berbeda atau bertentangan)				
	Unfavorable (tidak baik)				
18.	I put off a lot of homework in English (Saya banyak menunda pekerjaan rumah (PR) bahasa inggris)				
19.	I lost any desire i ever had to know english (saya kehilangan keinginan yang pernah saya miliki untuk tahu bahasa inggris)				
20.	I think English subject is boring (saya pikir mata pelajaran bahasa inggris membosanan)				

*Source : Adapted From Language Learning Strategies And Student Thinking Style
By Sumiati*

APPENDICES II
TABULATION OF RESEARCH DATA

NO'	Initial name	Score X	NO	Initial name	Score Y
1	RF	33	1	RF	28
2	MH	28	2	MH	25
3	MF	28	3	MF	26
4	RS	27	4	RS	22
5	AS	27	5	AS	25
6	AP	25	6	AP	25
7	AZ	33	7	AZ	30
8	SM	28	8	SM	26
9	AW	25	9	AW	25
10	ZA	24	10	ZA	23
11	FN	27	11	FN	27
12	HM	27	12	HM	29
13	JL	31	13	JL	33
14	SF	32	14	SF	33
15	SR	36	15	SR	28
16	AI	27	16	AI	27
17	FZ	26	17	FZ	29
18	NA	32	18	NA	31
19	ML	33	19	ML	29
20	AS	37	20	AS	37
21	TS	33	21	TS	30
22	NW	34	22	NW	32
23	NID	30	23	NID	31
24	LC	30	24	LC	23
25	RD	29	25	RD	30
26	MNR	20	26	MNR	30
27	FS	29	27	FS	30
28	AG	37	28	AG	37
29	MM	33	29	MM	35
30	ZF	29	30	ZF	30
31	FH	29	31	FH	30
32	WD	32	32	WD	31
33	MA	29	33	MA	30
34	IR	24	34	IR	30

APPENDICES III
QUESTIONNAIRE TEST RESULTS

X.1

Options	F	%
a. Strongly Agree	11	32
b. Agree	18	53
c. Disagree	5	15
d. Strongly Disagree	0	0
Total	34	100

X.2

Options	F	%
a. Strongly Agree	6	18
b. Agree	25	73
c. Disagree	3	9
d. Strongly Disagree	0	0
Total	34	100

X.3

Options	F	%
a. Strongly Agree	9	26
b. Agree	17	50
c. Disagree	7	21
d. Strongly Disagree	1	3
Total	34	100

X.4

Options	F	%
a. Strongly Agree	10	29
b. Agree	20	59
c. Disagree	3	9
d. Strongly Disagree	1	3
Total	34	100

X.5

Options	F	%
a. Strongly Agree	3	9
b. Agree	20	59
c. Disagree	10	29
d. Strongly Disagree	1	3
Total	34	100

X.6

Options	F	%
a. Strongly Agree	3	9
b. Agree	13	38
c. Disagree	18	53
d. Strongly Disagree	0	0
Total	34	100

X.7

Options	F	%
a. Strongly Agree	3	9
b. Agree	21	62
c. Disagree	10	29
d. Strongly Disagree	0	0
Total	34	100

X.8

Options	F	%
a. Strongly Agree	6	18
b. Agree	11	32
c. Disagree	12	35
d. Strongly Disagree	5	15
Total	34	100

X.9

Options	F	%
a. Strongly Agree	4	12
b. Agree	3	9
c. Disagree	9	26
d. Strongly Disagree	18	53
Total	34	100

X.10

Options	F	%
a. Strongly Agree	1	3
b. Agree	8	24
c. Disagree	10	29
d. Strongly Disagree	15	44
Total	34	100

Y.1

Options	F	%
a. Strongly Agree	3	9
b. Agree	22	65
c. Disagree	7	21
d. Strongly Disagree	2	5
Total	34	100

Y.2

Options	F	%
a. Strongly Agree	3	9
b. Agree	24	71
c. Disagree	5	15
d. Strongly Disagree	2	5
Total	34	100

Y.3

Options	F	%
a. Strongly Agree	6	18
b. Agree	21	62
c. Disagree	4	11
d. Strongly Disagree	3	9
Total	34	100

Y.4

Options	F	%
a. Strongly Agree	5	15
b. Agree	15	44
c. Disagree	12	36
d. Strongly Disagree	2	5
Total	34	100

Y.5

Options	F	%
a. Strongly Agree	15	44
b. Agree	18	53
c. Disagree	1	3
d. Strongly Disagree	0	0
Total	34	100

Y.6

Options	F	%
a. Strongly Agree	6	19
b. Agree	22	65
c. Disagree	4	11
d. Strongly Disagree	2	5
Total	34	100

Y.7

Options	F	%
a. Strongly Agree	5	15
b. Agree	22	65
c. Disagree	6	17
d. Strongly Disagree	1	3
Total	34	100

Y.8

Options	F	%
a. Strongly Agree	2	5
b. Agree	9	27
c. Disagree	18	53
d. Strongly Disagree	5	15
Total	34	100

Y.9

Options	F	%
a. Strongly Agree	2	5
b. Agree	8	24
c. Disagree	20	60
d. Strongly Disagree	4	11
Total	34	100

Y.10

Options	F	%
a. Strongly Agree	6	18
b. Agree	3	9
c. Disagree	12	35
d. Strongly Disagree	13	38
Total	34	100

APPENDICES IV
PEARSON CORRELATION TEST RESULTS

Correlations

		Language learning strategies	Student thinking style
Language learning strategies	Pearson Correlation	1	.596**
	Sig. (2-tailed)		<,000
	N	34	34
Student thinking style	Pearson Correlation	.596**	1
	Sig. (2-tailed)	<,000	
	N	34	34

** . Correlation is significant at the 0.00 level (2-tailed).

APPENDICES V
BAP PROPOSAL



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
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BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Selasa' 05 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Muhammad Razak
NIM : 19.1.16.0087
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Correlation between Language Learning Strategy And Students' Thinking Style At The Eleventh Grade MA. Al-Khairaat Siniu Parigi Moutong .
Pembimbing I : Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
Pembimbing II : Hijrah Syam, S.Pd., M.Pd.
Penguji : Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	80	Lihat naskah
2.	BAHASA & TEKNIS PENULISAN	80	
3.	METODOLOGI	80	
4.	PENGUASAN	80	
Jumlah			
Nilai Rata-rata		80	

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902111992031013

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0-49	E (mangulng)	

Palu, 05 September 2023

Penguji,

Dr. Abdul Gafur, S.Pd., M.Pd
NIP. 198307112011011006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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NIM : 19.1.16.0087
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Correlation between Language Learning Strategy And Students' Thinking Style At The Eleventh Grade MA Al-Khairaat Siniu Parigi Moutong
Pembimbing I : Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
Pembimbing II : Hijrah Syam, S.Pd., M.Pd.
Penguji : Dr. Abdul Gafur Marzyki, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	fix some typo in UnGrammatical structure P.9 introduce to Meth - Use Sp/Is not xianua/ - way of collecting data.
2.	BAHASA & TEKNIS PENULISAN	83	
3.	METODOLOGI	83	
4.	PENGUASAN	84	
	Jumlah	335	
	Nilai Rata-rata	83.75	

Palu, 05 September 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing I

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 197407262000032002

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	C-	
45-49	D	
40-44	D-	
35-39	E	
30-34	E-	



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Pada hari ini Selasa' 05 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Muhammad Razak
NIM : 19.1.16.0087
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Correlation between Language Learning Strategy And Students' Thinking Style At The Eleventh Grade MA. Al-Khairaat Siniu Parigi Moutong .
Pembimbing I : Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
Pembimbing II : Hijrah Syam, S.Pd., M.Pd.
Penguji : Dr. Abdul Gafur Marzyki, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	
2.	BAHASA & TEKNIS PENULISAN		
3.	METODOLOGI		
4.	PENGUASAN		
	Jumlah		
	Nilai Rata-rata	85	

Palu, 05 September 2023

Mengetahui
a.n. Deka
Ketua Jurusan TBIG

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690715 199203 1 013

Pembimbing II,

Hijrah Syam, S.Pd., M.Pd.
NIP. 990000000000180096

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (Gugur)	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2023/2024

Pada hari ini Selasa' 05 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Muhammad Razak
NIM : 19.1.16.0087
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Correlation between Language Learning Strategy And Students' Thinking Style At The Eleventh Grade MA. Al-Khairaat Sinui Parigi Moutong .
Tgl / Waktu Semins : 05 September 2023/ 09.00 - Selesai Wita

NO.	NAMA	NIM	SEM/ PRODL	TTD	KET.
1.	Dini Amanah	191160072	TBI		
2.	Andini	191160100	TBI		
3.	Siti Nadia	191010031	PAI		
4.	Muriddin	191010153	PAI		
5.	Marsya Fitri	191160082	TBI		
6.	Mkn. Peza	191160068	TBI		
7.	Nurhikmah	191050090	PAIUB		
8.	Rahwini	191050039	PAIUB		

Pembimbing I,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum
NIP. 197407262000032002

Pembimbing II,

Hijrah Syam, S.Pd., M.Pd.
NIP. 990000000000180096

Palu, 05 September 2023
Penguji,

Dr. Abdul Gafur, S.Pd., M.Pd
NIP. 198307112011011006

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

APPENDICES VI
SURAT IZIN PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Lamp : 1 (satu) berkas
Hal : Permohonan Pembuatan Surat Izin Penelitian

Kepada Yth.

Subbag. AKMAH FTIK

Di-

Tempat

Yang bertanda tangan dibawah ini :

Nama : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP : 19690215 199203 1 014
Jabatan : Ketua Jurusan Tadris Bahasa Inggris

Menerangkan :

Nama : Muhammad Razak
NIM : 191160087
Jurusan / Kelas : Tadris Bahasa Inggris (TBIG - 3)
Semester : IX (Sembilan)
No. HP : 085330302353
Judul Skripsi : The Correlation between Language Learning Strategies and Student Thinking Style at the Eleventh Grade of MA Al Khairaat Siniu Parigi Moutong

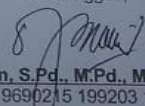
Pembimbing : 1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
2. Hijrah Syam, S.Pd., M.Pd.

Penguji : Dr. Abgul Gafur Marzuki, S.Pd., M.Pd.

Bahwa mahasiswa/i yang bersangkutan telah memenuhi persyaratan dan layak untuk mendapatkan surat izin penelitian.

Demikian, atas perhatiannya terima kasih.

Palu, 28 November 2023
Ketua Jurusan
Tadris Bahasa Inggris,


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 014

Catatan :

> Surat ini diserahkan ke Subbag AKMAH FTIK (Bagian Persuratan).

APPENDICES VII
SURAT BALASAN PENELITIAN



**BALAI PENDIDIKAN PONDOK PESANTREN
MODERN ALKHAIRAAT SINIU
MAS ALKHAIRAAT SINIU
KECAMATAN SINIU KABUPATEN PARIGI MOUTONG**

Jl. Trans Sulawesi No. 22 Siniu Kode Pos 94474
Email:maalkhairatsiniu221@gmail.com No.Hp. 085327587238

SURAT KETERANGAN

NOMOR : 015/14.6/MAS.A-SN/III/2024

Sehubungan dengan surat dari Fakultas Tarbiyah dan ilmu keguruan Universitas Islam Dato Karama Palu hal izin penelitian untuk Menyusun skripsi, maka Kepala Madrasah Aliyah Swasta Alkhairaat Siniu dengan ini menerangkan nama mahasiswa dibawah ini :

Nama : Muhammad Razak
Tempat/Tanggal Lahir : Marantale, 08 Oktober 2000
NIM : 191160087
Prodi : Tadris Bahasa Inggris (TBI)
Jenjang : S1
Judul : The Correlation Between Language Learning Strategies and Student thinking Style at the eleventh grade Of MA Alkhairaat Siniu Parigi Moutong

Benar telah melakukan penelitian untuk menyusun skripsi di Madrasah Aliyah Swasta Alkhairaat Siniu pada tanggal 25 s.d. 27 Desember 2023.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk dapat digunakan sebagaimana mestinya.

Siniu Sayogindano, 27 Desember 2023

KEPALA MADRASAH



ABD. SALAM, S.Pd

NCPTR 1562765668120003

APPENDICES VIII
KARTU SEMINAR PROPOSAL SKRIPSI

FOTO 3 X 4

**KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU**

NAMA : Muhammad Rizki
NIM : 191160087
PROGRAM STUDI : Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	05/Januari/2023	Martya Fidi	The effectiveness of cross leads song in learning English system of the five grade at SMP Negeri 7 Palu	1. Fidi, S. Pd. M. Lkm. 2. Kholik, Tawfik, dan S. Fathurrahman	
2	07/Januari/2023	Arudi (Rahmi)	The use of strategy learning in writing descriptive text on the tenth grade student SMP Negeri 7 Palu	1. Dr. H. Nur Amawati, S. Ag., M. Hum. 2. Hidayah, S. Pd. M. Pd.	
3	05/September/2023	Muhammad Rizki	The correlation between language learning strategy and student thinking style at the elementary school MA. Al-Hikmah Sulu Parigi Moutong.	1. Rizki, S. Pd. M. Pd. M. Sc., Ph.D. 2. Nur Amawati, S. Pd. M. Pd.	
4	02/September/2023	Salsanawati Pausaka	The effect of scaffolding technique in students learning comprehension of the class 5 grade SMP Negeri 1 Palu	1. Drs. Etera, S. Ag. M. Ag. 2. Dr. H. Azzah, M. Pd.	
5	01/November/2023	Melviethin	Pengaruh media pembelajaran multimedia dalam meningkatkan hasil belajar siswa pada pembelajaran di SMP Negeri 1 Palu	1. Dr. H. Azzah, M. Pd. 2. Sigit Jabot, M. Pd.	
6	11/Januari/2024	Murtasama	Pengaruh kecenderungan emosional guru pada Terwujudnya Partisipasi dan Partisipasi Peserta Didik di SMA Negeri 1 Palu	1. Drs. K. Rifan Haidir, M. Pd. 2. Etera, S. Pd. M. Pd.	
7	15/Januari/2024	Mulu Syahidur	Keefektifan penggunaan kuis dalam meningkatkan hasil belajar siswa di SMP Negeri 1 Palu	1. Drs. Samitang, M. Pd. 2. Etera, S. Pd. M. Pd.	
8	25/Januari/2024	Rizkiadi	Pola adaptasi sosial dalam masyarakat bangsa sebagai hasil dari kebudayaan lokal Sulawesi Selatan	1. Drs. H. Man. Hafidul Karim, M. Pd. 2. Etera, S. Pd. M. Pd.	
9	24/Januari/2024	Bir Arsen	Pengaruh gaya belajar siswa pada hasil belajar di UIN	1. Drs. H. Man. Hafidul Karim, M. Pd. 2. Etera, S. Pd. M. Pd.	
10	25/Januari/2024	Sulandra D.N.	Pengaruh faktor internal dan eksternal pada hasil belajar siswa di SMA Negeri 1 Palu	1. Drs. S. Darmasuwati, S. Ag. M. Pd. 2. Etera, S. Pd. M. Pd.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi