

# THE RELATIONSHIP OF TEACHERS' INTERPERSONAL COMMUNICATION AND VISUAL LEARNING STYLES ON THE INDEPENDENCE OF ENGLISH LEARNING STUDENTS OF SHAFIYYATUL AMALIYYAH MEDAN

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## Abstract

English learning independence is currently problematic in carrying out the learning process. English learning independence is certainly influenced by many factors. This study aims to analyze and determine the relationship between teacher interpersonal communication and visual learning styles on students' English learning independence. This study is included in quantitative research with an associative causal nature. The sample of this study was 168 students spread across Saffiyatul Amaliyah students. The research data were collected using a research scale that was declared valid and reliable. The data analysis technique used multiple linear regression analysis. The results of the study showed that (1) There is a relationship between teacher interpersonal communication and students' English learning independence. Based on the results of the study, it was found that the regression coefficient value of the Interpersonal Communication variable (X1) was 0.329, which is positive. This means that Teacher Interpersonal Communication (X1) has a positive effect on English Learning Independence (Y). It is known that the t statistic or t count of Interpersonal Communication (X1) is  $4.863 > t_{table} = 1.97$  and the Sig. value is 0.000, which is  $< 0.05$  significance level, then Interpersonal Communication (X1) has a significant effect on English Learning Independence (Y). So it can be concluded that Teacher Interpersonal Communication (X1) has a positive and significant effect on English Learning Independence (Y). (2) There is an influence of visual learning style on students' independence in learning English. Based on the research results, it was found that the regression coefficient value of the Visual Learning Style variable (X2) was 0.106, which is positive. This means that when the Visual Learning Style (X2) increases by 1 unit, the English Learning Independence (Y) tends to increase by 0.106. It is known that the t statistic or t count of the Visual Learning Style (X2) is  $1.997 > t_{table} = 1.97$  and the Sig. value is 0.047, which is  $< 0.05$  significance level, then the Visual Learning Style (X2) has a significant effect on English Learning Independence (Y). (3) There is an influence of interpersonal communication between teachers and visual learning styles on students' English learning independence. It can be concluded that the visual learning style and teacher interpersonal communication together have an effect on English learning independence in students. The contribution of both in influencing learning independence is 14.5%. the remaining  $100\% - 14.5\% = 85.5\%$  is explained by other variables or factors.

**Keywords:** Teachers' Interpersonal Communication, Visual Learning Style, Students' English Learning Independence.

## INTRODUCTION

One of the goals of education is to make students more independent. Learning independence can be interpreted as a form of behavioral change such as the presence of activities without external encouragement so that students can carry out the process of

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solving problems individually with what they experience. Learning independence is very meaningful in carrying out their lives because students will not be free from problems, both individual and environmental. Students who already have learning independence will be able to get used to facing their learning problems that do not depend on others.

In the learning process, all students are required to be independent. Related to this because learning is a stage of effort made by individuals in order to obtain new behavioral changes as a whole. All of these things can be obtained from the results of personal experience in interacting with their environment. Learning will be optimally successful if carried out with full independence. Independence is an attitude that shows someone as an independent individual. This means that an independent person is someone who is confident and able to solve their own problems without having to expect help from others.

Learning independence is a series of activities in learning that are carried out to achieve certain goals, on the basis of responsibility, understanding and one's own abilities without dependence on others in (Marwiji & Mariah, 2021). Meanwhile, Azmatul (2015) explains that students who have independence in solving their learning problems will have a high level of learning success. However, the majority of students do not care about the learning problems they have and just let their learning problems be. Learning problems that are left alone will make students not have the independence of the ability to solve their learning problems (Negara, Suwena & Rai, 2023).

Learning independence is a stage of learning that focuses on student creativity from important opportunities or experiences for students so that students are able to be confident, self-motivated, and not easily discouraged. Through this learning independence, students will be able to develop their values, attitudes, knowledge, and skills.

Erikson stated that independence is an effort to free oneself from parents with the intention of finding oneself through the process of seeking ego identity, which is a development towards a stable and independent individuality. Independence is usually characterized by the ability to determine one's own destiny, be creative and initiative, regulate behavior, be responsible, be able to restrain oneself, make one's own decisions, and be able to solve problems without the influence of others. Independence is an attitude of autonomy where students are relatively free from the influence of judgments, opinions, and beliefs of others (Kom & Mikael Nardi, 2020).

According to Hidayat, Rohaya, Nadine & Ramadhan (2020) the demands for independence are very large and if not responded to wisely can have unfavorable consequences for psychological growth in the future. This situation is very related because being independent is one of the main growth tasks for young people. The demands of students to be independent in order to complete the next growth task are not easy for children, in order to be independent requires opportunities and encouragement in order to achieve independence for themselves.

Student learning independence is used as an important aspect to shape the personality of students who do not always expect help from others in the learning process. Students who have low learning independence tend to be less effective, less evaluative, dependent on others, and not on time in completing assignments (Marwiji & Mariah, 2021). According to Suryaningsih (2015), learning independence can be influenced by factors originating from within the student and factors originating from outside the student. From within the student, it can be influenced by physical or psychological conditions which can be in the form of interests, motivation, attention and responses. From outside the student, it can be influenced by the conditions or places around the student and the people around the student. One of the factors related to student learning independence is interpersonal communication between teachers and students (Candrasari, 2021). Moreover, Supendi (2020) stated that efforts to develop individual potential in education are carried out by referring to the learning process,

because it is a reciprocal activity between a teacher and a student in which there are learning programs and activities to facilitate students in achieving optimal development.

Teachers and students are two components that cannot be separated from each other. If only one component is active, it certainly will not produce maximum impact. Littlejohn defines interpersonal communication as communication between individuals. He also said that interpersonal communication is a face-to-face interaction between two or more people, where the sender can convey a message directly and the recipient of the message can receive and respond directly as well. (Hardjana, 2003). A similar opinion was expressed by Mulyana (2014) that interpersonal communication or interpersonal communication is communication between people face to face, which allows each participant to capture the reactions of others directly, both verbally and nonverbally.

Interpersonal communication is defined as communication that occurs in an educational atmosphere, both formal and non-formal. Good communication skills from teachers will affect student communication to be better. This kind of communicative interaction will bring comfort to students in learning and teachers in teaching. This will have a positive impact, one of which is increasing students' willingness to be active in participating in various learning activities at school. Pratiwi said that interpersonal communication has a very important position because one of the teacher's duties is to communicate well with students in helping their problems. The teacher's duty is also to form students who are independent in learning and one of the efforts that can be done is by improving the quality of the interpersonal communication approach.

Overall, the learning process in schools, the most important activity is learning activities. Learning is an activity that is needed by every human being. The way students absorb material in learning also determines the success or failure of the learning process which is reflected in their learning outcomes. Each student has a different way of absorbing material so that the results obtained are also different. This way of learning is also called a learning style. Gunawan (2006) said that "learning style is the way we prefer to do thinking activities, processing and understanding information".

In addition, in the learning process, a person's ability to understand and absorb lessons is certainly at different levels. Some are fast, some are average, and some are slow. Therefore, they often have to take different ways to be able to understand the same information or lesson. Some students prefer their teachers to teach by writing everything on the board. Deporter and Hernacki group learning styles into three modalities, namely visual learning styles, auditory learning styles, and kinesthetic learning styles. That way, students can read to understand the learning material given by the teacher.

However, some other students prefer their teachers to teach by delivering it verbally and they listen to understand it. Meanwhile, there are students who prefer to form small groups to discuss questions related to the lesson. Another way that is also often preferred by many students is a learning model that places the teacher as a preacher. The teacher is expected to tell a long story about various theories with a myriad of illustrations, while the students listen while describing the contents of the lecture in a form that only they understand themselves. The learning ability possessed by students is often referred to as learning style. Learning style is a combination of how they absorb, and then organize and process the information obtained. Rusman stated that regarding student interest in learning activities, there are several types of learning styles that teachers must pay attention to, namely visual learning styles (visual learners), auditory learning styles (auditory learners), and kinesthetic learning styles (tactual learners). These learning styles have their own emphases, although the combination of the three is very good, but at certain times students will use only one of the three learning styles (Sihombing et al., 2021).

Based on the results of interviews with researchers and several teachers at

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Shafiyatul Amaliyyah Medan, it was stated that when assignments or homework were given, some students did not submit their assignments on time, and some students even forgot to do their homework. When given oral questions related to the assignments that had been given, students could not answer even though the answers to their homework were very good. This makes it possible that students do their assignments or homework independently, so it is said that students lack a sense of responsibility.

Then there are students who are able to maximize their learning style, there are also students who have not been able to maximize their learning style, because they are not yet aware of the learning style they have. This is evident from the fact that there are still students who busy themselves when the teacher explains the lesson. Students still experience obstacles in achieving maximum learning. Students are also less enthusiastic in participating in learning, this makes teachers have to appoint students first before students are willing to actively participate in the ongoing learning. Based on observations that have been carried out by researchers and the results of interviews with teachers at Shafiyatul Amaliyyah Medan, most students' independent attitudes are still less than optimal.

This is caused by several factors, including: students are still less active in following the theoretical learning process, students often chat with other students and often depend on other students when working on independent assignments. Student success in the learning process will affect the quality of education at Shafiyatul Amaliyyah Medan. Difficulty in controlling time, goals, and completing assignments is a form of student lack of independence in learning. If students are independent, they will be able to complete the work given by the teacher. Lack of motivation for independence in students will hinder their growth. In contrast to students who have independent learning, students will have curiosity about both knowledge and solutions to overcome their problems.

Based on this, the aim of this research is to find out:

1. The influence of interpersonal communication between teachers on the independence of learning English in Shaffiyatul Amaliyah Medan students
2. The influence of visual learning style on the English learning independence of Saffiyatul Amaliyah Medan students
3. The influence of interpersonal communication and independence in learning English on the independence in learning English of Saffiyatul Amaliyah Medan students

**METHOD**

The type of research uses a survey approach, identification of research variables consists of vbound variables are English Learning Independence (Y) while the independent variables are Teacher Interpersonal Communication (X1) and Visual Learning Style (X2). operational definition of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. Population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by researchers to be studied and then conclusions drawn (Sugiyono, 2017). In this study, a sample of 122 was taken based on the purposive sampling technique. The data collection method was obtained through a scale instrument. According to Azwar (2015), a psychological scale is a measuring instrument that measures aspects or attributes of psychological samples through behavioral indicators that are translated into question items or statements. The data needed in this study were obtained through three types of scale instruments, namely the scale English Learning Independence, Teacher Interpersonal Communication, and Visual Learning Styles.

### 1.1.1. Reliability Test Results

After the validity test, the next step is to analyze the reliability of the Cronbach Alpha formula. In this study, the reliability test was carried out using the SPSS 20.0 for Windows program. After being analyzed, the research variables have a level of reliability that can be seen in the following table of reliability test results.

Scale	Cronbach's Alpha	Information
Learning Independence	0.985	Reliable
Teacher Interpersonal Communication	0.984	Reliable
Visual Learning Style	0.983	Reliable

Based on the table above, it shows that the statement items used in the study are valid and convincing so that this scale can be trusted as a measuring tool for Learning Independence, Teacher Interpersonal Communication and Visual Learning Style.

### 1.1. Data Analysis and Research Results

The data analysis technique used in this study is the multiple linear regression analysis technique. However, first perform a normality assumption test, Multicollinearity Test and Heteroscedasticity Test.

#### 2. Normality Assumption Test

The normality test aims to test whether in the regression model, the confounding variables or residuals have a normal distribution. The test and assumes that the residual values follow a normal distribution. In this study, the normality test for residuals using the Kolmogorov-Smirnov test. The level of significance used. The basis for decision making is to look at the probability figures, with the following provisions.  $tF\alpha = 0,05p$

If the probability value is 0.05, then the normality assumption is met.  $p \geq$   
If the probability  $< 0.05$ , then the normality assumption is not met.

**Normality Test Table**  
**One-Sample Kolmogorov-Smirnov Test**

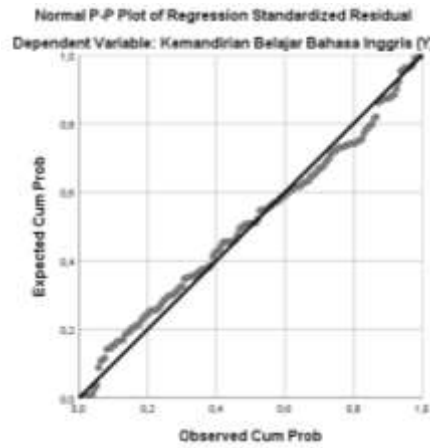
		Unstandardized Residual
N		168
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	4.67979619
Most Extreme Differences	Absolute	,072
	Positive	,072
	Negative	-,063
Test Statistics		,072
<b>Exact Sig. (2-tailed)</b>		<b>,329</b>

Note that based on Table 4.3, the probability value or Exact. Sig. (2-tailed) is 0.329. Because the probability value, which is 0.329, is greater than the significance level, which is 0.05. This means that the data is normally distributed.

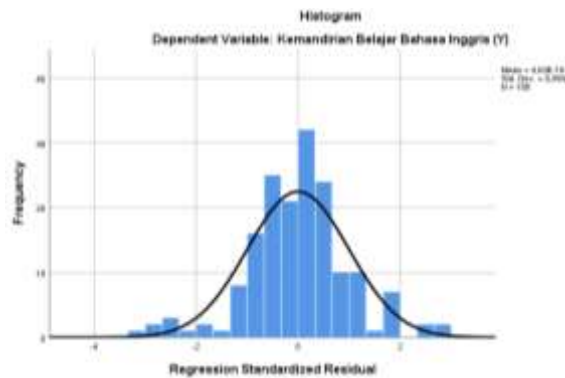
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**Normality Test Image Normal Probability Plot**



**Histogram Normality Test Image**

The image above is a normality test with a normal probability plot approach, while in the Figure is a normality test with a histogram approach. It is known in the Figure, the points are spread around the diagonal line, while in the Figure, the curve is seen in the form of a normal curve, so the data is normally distributed.

**Multicollinearity Assumption Test**

To check whether multicollinearity occurs or not, it can be seen from the variance inflation factor (VIF) value. A VIF value of more than 10 indicates that an independent variable has multicollinearity.

### Multicollinearity Test Table

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Interpersonal Communication (X1)	1,000	1,000
Visual Learning Style (X2)	1,000	1,000

Note that based on the Table, it is known that the VIF value of Interpersonal Communication (X1) is 1,000 and the VIF value of Visual Learning Style (X2) is 1,000. Since all VIF values are <10, it is concluded that there is no multicollinearity.

### Heteroscedasticity Test

The Glejser statistical test was chosen because it can guarantee the accuracy of the results compared to the plot graph test which can cause bias. The Glejser test is carried out by regressing the independent variable against its absolute residual value against the dependent variable (Ghozali, 2013). The criteria used to state whether or not heteroscedasticity occurs among the observation data can be explained using the significance coefficient. The significance coefficient must be compared with the previously set significance level (5%). If the significance coefficient is greater than the set significance level, it can be concluded that there is no heteroscedasticity (homoscedasticity). If the significance coefficient is smaller than the set significance level, it can be concluded that heteroscedasticity occurs.

### Heteroscedasticity Test Table with Glejser Test Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,381	3,343		,413	,680
Interpersonal Communication (X1)	,058	,045	,099	1,282	,202
Visual Learning Style (X2)	-,024	,035	-,053	-,679	,498

a. Dependent Variable: abs\_res

Based on the Table, the Sig. Glejser value of Interpersonal Communication (X1) is 0.202 > 0.05 and the Sig. Glejser value of Visual Learning Style (X2) is 0.498 > 0.05. It is known that all Sig. Glejser values of each independent variable of Interpersonal Communication (X1) and Visual Learning Style (X2) are above 0.05, so it is concluded that there is no heteroscedasticity.

### Hypothesis Testing

#### Simultaneous Significance Test (F Test)

The F test aims to test the influence of independent variables together or simultaneously on the dependent variable of English Learning Independence (Y).

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**Simultaneous Effect Test Table with Test F**

		ANOVA				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	619,094	2	309,547	13,965	,000b
	Residual	3657,382	165	22,166		
	Total	4276,476	167			

- a. Dependent Variable: English Learning Independence (Y)
- b. Predictors: (Constant), Visual Learning Style (X2), Interpersonal Communication (X1)

Based on the table, it is known that the calculated F value is 13.965 and the Sig. value is 0.000. It is known that the calculated F value is  $13.965 > F \text{ table } 3.050$  and the Sig. value is  $0.000 < 0.05$ , then Interpersonal Communication (X1) and Visual Learning Style (X2) together or simultaneously have a significant effect on English Learning Independence (Y).

**Partial Significance Test (t-Test)**

The t-statistic test is used to determine the level of significance of the influence of each independent variable on the dependent variable. The table presents the regression coefficient values, as well as the t-statistic values for partial influence testing.

**Partial Effect Significance Test Table (Test) t Coefficientsa**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
		B	Std. Error	Beta	t		Tolerance	VIF
1	(Constant)	33,863	5,031		6,732	,000		
	Interpersonal Communication (X1)	,329	,068	,350	4,863	,000	1,000	1,000
	Visual Learning Style (X2)	,106	,053	,144	1,997	,047	1,000	1,000

- a. Dependent Variable: English Learning Independence (Y)

Based on the results of the t-test in the table, the following results were obtained:

- a. It is known that the regression coefficient value of the Interpersonal Communication variable (X1) is 0.329, which is positive. This means that Interpersonal Communication (X1) has a positive effect on English Learning Independence (Y). It is known that the t statistic or t count of Interpersonal Communication (X1) is  $4.863 > t \text{ table } = 1.97$  and the Sig. value is 0.000, which is  $< 0.05$  significance level, then Interpersonal Communication (X1) has a significant effect on English Learning Independence (Y). So it is concluded that Interpersonal Communication (X1) has a positive and significant effect on English Learning Independence (Y).
- b. It is known that the regression coefficient value of the Visual Learning Style variable (X2) is 0.106, which is positive. This means that Visual Learning Style (X2) has a positive effect on English Learning Independence (Y). It is known that the t statistic or t count of Visual Learning Style (X2) is  $1.997 > t \text{ table } = 1.97$  and the Sig. value is 0.047, which is  $< 0.05$  significance level, then Visual Learning Style (X2) has a significant effect on English Learning Independence (Y). So it is concluded that Visual Learning Style (X2) has a positive and significant effect on English Learning Independence (Y).



### Determination Coefficient Analysis

The coefficient of determination ( $R^2$ ) is a value (proportion value) that measures the extent of the ability of the independent variables used in the regression equation to explain the variation in the dependent variable.  $R^2$

#### Determination Coefficient Table

##### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Durbin-Watson
1	,380a	,145	,134	4,70807	1,667

a. Predictors: (Constant), Visual Learning Style (X2), Interpersonal Communication (X1)

b. Dependent Variable: English Learning Independence (Y)

Based on the Table, it is known that the coefficient of determination (R-Square) is 0.145. This value can be interpreted that the variables Interpersonal Communication (X1) and Visual Learning Style (X2) are able to influence English Learning Independence (Y) by 14.5%, the remaining 100% - 14.5% = 85.5% is explained by other variables or factors.

### Multiple Regression Analysis Test Results

The analysis method used in this study is by using multiple linear regression analysis. Multiple linear regression analysis is used when the number of independent variables is at least 2 independent variables. The use of multiple linear regression analysis is intended to determine the influence of independent variables which are usually called on dependent variables which are usually called . Table 4.6 is the result of multiple linear regression analysis.  $XY$

#### Multiple Linear Regression Analysis Table

##### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
		B	Std. Error	Beta	t		Tolerance	VIF
1	(Constant)	33,863	5,031		6,732	,000		
	Interpersonal Communication (X1)	,329	,068	,350	4,863	,000	1,000	1,000
	Visual Learning Style (X2)	,106	,053	,144	1,997	,047	1,000	1,000

a. Dependent Variable: English Learning Independence (Y)

Based on the table, the multiple linear regression equation is obtained as follows.

$$Y = 33.863 + 0.329X1 + 0.106X2 + e$$

Based on this equation it can be interpreted as follows:

- ⇒ It is known that the constant value is 33.863. This value can be interpreted that if Interpersonal Communication (X1) and Visual Learning Style (X2) do not affect the dependent variable of English Learning Independence (Y), then the value of the dependent variable of English Learning Independence (Y) is 33.863.
- ⇒ It is known that the regression coefficient value of the Interpersonal Communication variable (X1) is 0.329, which is positive. This means that when Interpersonal Communication (X1) increases by 1 unit, English Learning Independence (Y) tends to increase by 0.329.
- ⇒ It is known that the regression coefficient value of the Visual Learning Style variable (X2) is 0.106, which is positive. This means that when the Visual Learning Style (X2) increases by 1 unit, English Learning Independence (Y) tends to increase by 0.106.

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**Descriptive Statistics**

**Descriptive Statistics Table based on Empirical**

Variable	Minimum	Maximum	Mean	Std. Deviation
Interpersonal Communication (X1)	34	72	59.8	5.38
Visual Learning Style 2)	30	70	57.14	6.89
English Learning Independence (Y)	48	73	59.6	5.06

Based on the table above, the minimum value of Interpersonal Communication (X1) is 34, with a maximum value of 72. The average of Interpersonal Communication (X1) is 59.8, with a standard deviation of 5.38. The minimum value of Visual Learning Style (X2) is 30, with a maximum value of 70. The average of Visual Learning Style (X2) is 57.14, with a standard deviation of 6.89.

- a. The minimum score of English Learning Independence (Y) was 48, with a maximum score of 73. The average score of English Learning Independence (Y) was 59.6, with a standard deviation of 5.06.

**Descriptive Statistics Table based on Hypothesis**

Variable	Minimum	Maximum	Mean	Std. Deviation
Interpersonal Communication (X1)	15	75	45	10
Visual Learning Style (X2)	14	70	42	9.33
English Learning Independence (Y)	15	75	45	10

Based on the table above, the minimum value of Interpersonal Communication (X1) is 15, with a maximum value of 75. The average of Interpersonal Communication (X1) is 45, with a standard deviation of 10.

- ⇒ The minimum value of Visual Learning Style (X2) is 14, with a maximum value of 70. The average of Visual Learning Style (X2) is 42, with a standard deviation of 9.33.
- ⇒ The minimum score of English Learning Independence (Y) is 15, with a maximum score of 75. The average score of English Learning Independence (Y) is 45, with a standard deviation of 10.

**Results of Calculation of Hypothetical Mean and Empirical Mean**

**Hypothetical Mean**

For the teacher's interpersonal communication variable, the number of valid items is 15 with a Likert scale and 5 answer choice formats, so the hypothetical mean is  $(15 \times 1) + (15 \times 5) : 2 = 45$ . For the Visual Learning Style Variable The number of valid items is 14 with a Likert scale and 5 answer choice formats, so the hypothetical mean is  $(14 \times 1) + (14 \times 5) : 2 = 42$ . For the English Learning Independence variable, the number of valid items is 15 with a Likert scale and 5 answer choice formats, so the hypothetical mean is  $(15 \times 1) + (15 \times 5) : 2 = 45$ .

**Empirical Mean**

Based on the analysis results As seen from the descriptive multiple linear regression analysis, it is known that the empirical mean of the Interpersonal Communication variable (X1) is 59.8 with a standard deviation of 5.38, for the Visual Learning Style variable (X2), the empirical mean is known to be 57.14 with a standard deviation of 5.38.6.89, then for the English Learning Independence variable (Y), the empirical mean obtained was 59.6 with a standard deviation of 5.06.

### Criteria

#### Categorization Table based on Interpersonal Communication (X1)

Interpersonal Communication (X1)	Frequency	Percentage
Low: $X < 54.42$	28	16.67
Medium: $54.42 \leq X \leq 65.18$	122	72.62
Height: $X > 65.18$	18	10.71
Amount	168	100.00

Based on the table above, the majority of respondents are in the moderate category, namely 122 (72.62%).

#### Categorization Table based on Visual Learning Style (X2)

Visual Learning Style (X2)	Frequency	Percentage
Low: $X < 50.24$	22	13.10
Medium: $50.24 \leq X \leq 64.03$	127	75.60
Height: $X > 64.03$	19	11.31
Amount	168	100.00

Based on the table above, the majority of respondents are in the moderate category, namely 127 (75.60%).

#### Categorization Table based on English Learning Independence (Y)

English Learning Independence (Y)	Frequency	Percentage
Low: $X < 54.53$	34	20.24
Medium: $54.53 \leq X \leq 64.66$	104	61.90
Height: $X > 64.66$	30	17.86
Amount	168	100.00

Based on the table above, the majority of respondents are in the moderate category, namely 104 (61.90%).

### Research limitations

This research has been carried out with standard scientific procedures, then received guidance from experts who are considered competent. However, in its implementation, the researcher realized that this research is not free from limitations. Here are some limitations of the research that the researcher will describe:

1. The researcher's experience, which is still relatively minimal, certainly does not escape various errors in terms of data collection, data analysis, discussion, and drawing conclusions in this research.
2. The variables studied are only two of the many factors related to learning independence. There are other variables that have not been studied if they can be studied in further research in order to strengthen students' and education practitioners' understanding of the importance of independent learning, especially now that the current education curriculum implements an independent curriculum for its students. In this case, for example, internal factors are knowledge, willingness (interest), gender, and ability (intelligence) and examples of other external factors such as family, school and relationships with students.
3. This study was only conducted in one private school in Medan. Of course, it cannot guarantee to describe the same situation and conditions in other schools. Therefore, it is

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necessary to conduct more in-depth research with a larger sample size and carefully compile scale items so that the results are more comprehensive and can be generalized.

**CONCLUSION**

Based on the research findings, analysis and hypothesis testing, several conclusions can be drawn as follows:

1. Teacher interpersonal communication has a significant positive effect on English learning independence. This means that the higher the teacher's interpersonal communication received, the higher the learning independence. Conversely, the lower the teacher's interpersonal communication received by students, the lower their learning independence.
2. Visual Learning Style has a significant positive effect on English Learning Independence, which means that the more proficient the visual learning style displayed, the higher the Learning Independence. Conversely, the less skilled the visual learning style ability, the less optimal the learning independence.
3. The existence of teacher interpersonal communication and visual learning style that can influence English learning independence together. Which means that good teacher interpersonal communication is accepted by students and optimal visual learning style abilities from students together can simultaneously increase student learning independence. On the other hand, if teacher interpersonal communication is not well accepted by students and visual learning style abilities are not optimal, this together cannot increase student learning independence.

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***THE RELATIONSHIP OF TEACHERS' INTERPERSONAL COMMUNICATION AND VISUAL LEARNING STYLES ON THE INDEPENDENCE OF ENGLISH LEARNING STUDENTS OF SHAFIYYATUL AMALIYYAH MEDAN***

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