

ABSTRACT

THE EFFECT OF ADJUSTED LEARNING STYLE ACTIVITY ON STUDENTS' READING ACHIEVEMENT AT THE SECOND SEMESTER STUDENTS OF STBA TEKNOKRAT

Harits Setyawan
haritssetyawan@yahoo.com
Master of English Education
Lampung University

This research was intended to find out whether or not there was a significant difference in students' reading achievement after being taught through activities adjusted to their learning styles. There were 18 students involved as the samples of the research. They were chosen purposefully by using learning style questionnaire and reading test. The students were then taught based on their learning styles and given a test every three meetings. The result shows that when visual students were taught through activities adjusted for visual students, they got better mean score than auditory and kinesthetic students did. Similarly, when auditory students were taught through activities adjusted for auditory students, they got better mean score than visual and kinesthetic did. Furthermore, when kinesthetic students were taught through activities adjusted for kinesthetic students, they got better mean score than visual and auditory students did. However, there was no significant difference in students' reading achievement after they were taught through activities adjusted for visual and auditory students. The finding of the research implies that learning styles give slight effect on students' reading achievement. However, teaching students by considering their learning styles helps the students to comprehend things or absorb information better.

Keywords: VAK Learning Style, Reading Achievement, College Students