

ABSTRACT

THE EFFECTS OF STUDENTS' LEARNING STYLES AND READING TASKS ON STUDENTS' READING COMPREHENSION ABILITY AT SMAN 7 BANDAR LAMPUNG

By
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The problems of this research are: whether there is any interaction (shared effect) of students' learning styles and reading tasks with students' reading ability; whether there is any effect of students' learning styles on their reading ability; and finally whether there is any effect of reading tasks on students' reading ability.

The design of this research is ex post facto design. The population consists of 240 Social Science students at SMAN 7 Bandar Lampung, whereas the sample was selected randomly by means of toast coin comprising of 38 students. There are two data collecting techniques-questionnaire and reading test- to gather the data, where the research instruments were tried out before being used. The data were analyzed using one way ANOVA for pre-test and two-ways ANOVA for post test. The research has found that the students are classified into three learning styles based on the questionnaire (authority oriented, communicative and concrete). This findings was similar to but not the same as the findings of Willing's (1998) and Skehan's (1998) as Yufrizal (2007) quoted, where based on their findings, there are four classification of learning styles (authority oriented, communicative, concrete, and analytic). Besides, it was also found that the data gathered from three groups of learning styles classification are normally distributed and homogeneous. Based on the data analysis conclusions are drawn: there is a positive interaction of students' learning styles and reading tasks with students' reading ability; there is no effect of students learning styles on their reading ability; and finally there is no effect of reading tasks on students' reading ability.

Several suggestions are put forward: teachers of English should be concerned with differences of students' learning styles and should use different types of text. Secondly students should learn various types of reading text based tasks, so that they have real experience on solving

problems; furthermore future researchers should carried out similar research using other language skills (listening, speaking and writing) and should involved more samples. Finally curriculum designers should prepare various types of text genres accompanied with various tasks.

Key words: *students' learning tasks, reading tasks, reading ability*