

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

(A Thesis)

**By
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ABSTRACT

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

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Intan Fitriani Aulia

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*

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**By:
INTAN FITRIANI AULIA**

A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree



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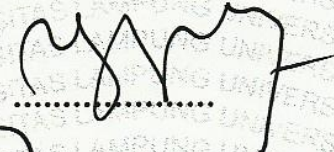
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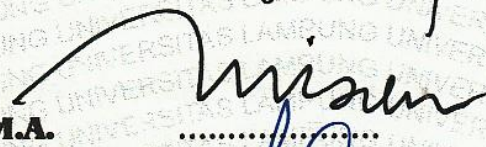
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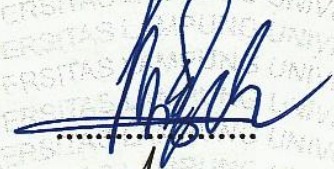
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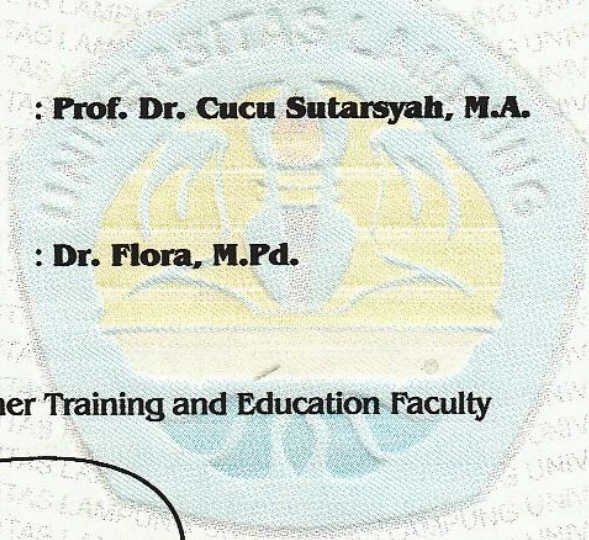
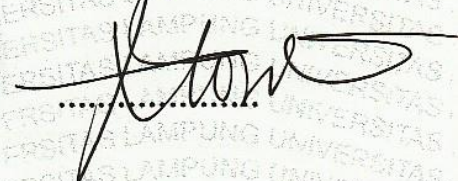
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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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CURRICULUM VITAE

The writer's name is Intan Fitriani Aulia. She was born on May 16th, 1992 in Bandar Lampung. She is the third daughter of Ujang Suparman, M.A., Ph.D and Dra. Lilis Suptiarah.

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DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved parents, Ujang Suparman, M.A., Ph.D. and Dra. Lilis Suptiarah
- My beloved sisters and brother, Dewi Nurlatifah, S.T, Isye Susana Nurhasanah, S.T., M.T.Han., and Rizki Ibadurrohman
- My beloved family
- My special Inspiration
- My fabulous friends of the 1st batch of Master of English Education
- My Almamater, Lampung University

MOTTO

To get a success, your courage must be greater than your fear.

- The writer -

Ever tried. Ever Failed. No matter. Try again. Fail again. Fail better.

- Samuel Beckett –

You are never too old to set another goal or to dream a new dream.

- C. S. Lewis -

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Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, June 29th, 2016

The writer,

Intan Fitriani Aulia

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I. INTRODUCTION

This chapter deals with introduction of the research comprising of several points, that is, background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, and significances of the study.

1.1. Background of the Problems

The success of the students' learning English in Senior High School is influenced by many factors including internal and external factors of the students. Internal factors cover among others their background knowledge, gender, learning styles, and motivation (Zhang et al, 2013; Srichanyachon, 2011; and Liu, 2012) Whereas external factors include among others teacher-relating factors, such as their teaching approach, method, and technique, their academic qualification, teaching materials, and assessment. Therefore, to make the EFL learners more successful in learning English as a foreign language especially in improving their reading comprehension ability, the teachers should try to take into consideration the students' learning styles. However, based on pre-observation, the teachers in SMAN 7 Bandar Lampung hardly consider

the students' learning styles and rarely incorporate reading tasks with their learning styles.

Besides, the teachers hardly consider the importance of students' learning styles. Based on the pre-observation, it was found that although the objectives of English teaching and learning at SMA level was to make the students understand the ideas conveyed in the text, majority of the students were very weak in comprehending the ideas both stated and unstated in the text (see Table 1 below). These problems might have been caused by many factors such as in appropriate use of teachers' teaching strategies, neglecting the importance of considering students' learning styles, inappropriate use of reading tasks, inappropriate level of text difficulty, and students' lack of motivation.

Table 1.1 Scores of the Students' Reading Comprehension Based on Pre-Observation

No	Students' Code	Score of reading
1	An	6
2	Jam	5
3	Ko	6
4	Lin	6
5	Pan	7
6	Feb	4
7	Ry	5,5
8	Za	8
9	Nam	4
10	Po	6,2

Based on Table 1 above, it is known that eight out of ten students (80%) of the students at SMA 7 Bandar Lampung are very weak in their reading comprehension.

By considering the problems above, the current research may play an important role especially in trying to find out the solution to the problems. Besides, there is almost no research that has ever been carried out especially in SMA 7 Bandar Lampung concerning with the students' learning styles. Therefore, this research might be very important to be conducted so that the teachers may be able to help the students increase their reading comprehension ability by incorporating their learning styles preferences with different types of reading tasks.

Concerning with the objectives of English teaching and learning in SMA/MA, the recent English curriculum states that the objective of reading class is as follows:

Membaca: Memahami berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks tulis interaksional dan monlog terutama yang berbentuk *deskriptif, naratif, spoof/recount, prosedur, report, news item, anekdot, eksposisi, explanation, discussion, commentary, dan review*.
(kurikulum Bahasa Inggris tahun 2004)

Based on the quotation above, the objective of English teaching especially reading at SMA level is to make the students understand various meanings (interpersonal, ideational, and textual) based on various reading texts, both interactional and monologue, especially the texts which belong to explanation/descriptive, narrative, recount, procedure, report, news item, anecdote, exposition, discussion, commentary,

and review. But the current study will be focused on students' understanding of two types of texts (recount and descriptive texts).

Before carrying out the study, the researcher conducted pre-observation and pre-survey in the SMA 7 Bandar Lampung to identify problems relating to their teaching and learning process. These pre-observation and pre-survey were carried out by means of observing the teacher teaching in the classroom, interviewing the teacher, headmaster, and the students.

Based on the results of pre-observation and pre-survey, it has been found that the students have low motivation to read English text such as English newspaper, books, and magazines. For example, when they were asked whether they liked reading English newspaper, magazines, or books everyday they replied that they hardly did it even once in a month. Besides, based on the interview with the English teachers, and based on an informal reading test administered to the students, it was found that they were almost unable to answer questions relating to the ideas conveyed in the text. When they were asked why they could not answer the questions of the reading comprehension they replied that their vocabulary mastery was very limited and they rarely read English texts. Therefore, they were not familiar with them. Furthermore, when they were asked about the reading text in English they replied that they considered that the English text was boring and not interesting because they did not deal with anything happening in their daily environments and activities. This

problem, according to what the students said, was made worse by the fact that the English teachers tend to use similar techniques every time they teach.

When the teachers were interviewed concerning with their awareness of their students' learning styles, that is, whether they were familiar with the students' learning styles, and whether they integrated their teaching into the students' learning styles, they answered negatively. The teachers were also asked about the tasks whether they gave reading tasks to the students differently by considering their learning styles, they replied that they gave them similar task for all students at the same time and the same place. Furthermore, when they were asked how they assessed their reading comprehension, whether they considered all factors that might influence the students' achievements, the teachers said negatively. In addition, when the teacher were asked whether they were familiar with the students' learning styles and whether they considered the styles when they were teaching they replied that they were not familiar with the learning styles of their students and they never considered students' learning styles when they were teaching. What makes thing worse is that when the headmaster of the school was asked whether there was a special training for the teachers to familiarize the students' learning styles, he said that it had never been carried out and there has no plan to carry it out in the future because there has not been any order from the education authority.

1.2. Identification of the Problems

Based on the background of the problems above, the following problems can be identified:

- a. Students' motivation to read is low.
- b. Students' comprehension ability is relatively poor.
- c. The texts for reading comprehension tend to be boring and monotonous.
- d. The teachers tend to use homogenous and conventional teaching technique.
- e. The teachers are almost hardly aware of differences of students' learning styles.
- f. The teachers tend to use similar types of reading tasks for all the students with different learning styles.
- g. The teachers never considered students learning styles when they teach reading
- h. The assessment of the students' learning achievement seems to be imbalance, in the sense that the teachers tend not to consider all variables that may influence their success in reading.
- i. There is almost no effort in the part of the teachers to be familiar with students' learning styles.
- j. There is almost no training carried out by education authorities in Bandar Lampung especially to guide the teachers to be familiar with students' learning styles.

1.3. Limitation of the Problems

In line with the identification of the problems above, the current research will be focused on the following issue:

- a. Differences in students' learning styles.
- b. Reading tasks.
- c. Reading comprehension achievement.

1.4. Formulation of the Research Questions

Given the limitation of the problems above, the research questions of the current study are formulated as follow:

- a. Is there any interaction (shared effect) of students' learning style and reading tasks on students' reading ability?
- b. Is there any effect of students' learning styles on their reading ability?
- c. Is there any effect of reading tasks on students' reading ability?

1.5. Objectives of the Research

Pertaining to formulation of the research questions in the previous section, the objectives of the research are as follows:

- a. To determine whether there is an interaction (shared effect) of students' learning styles and reading tasks on their reading ability.
- b. To find out whether there is a positive effect of students' learning styles on their reading ability.
- c. To find out whether there is a positive effect of reading tasks on students' reading ability.

1.6. Definition of Terms

To avoid misunderstanding about the terms that are used in this paper, the following terms are briefly defined.

Students' learning style : An individual's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills. In other words, learning style refers to concept that represents a profile of individuals' approach to learning, a blue print of the habitual or preferred ways the individual perceives, interacts with, and respond to the learning environment.

Reading Tasks : Refer to what students have to do after reading certain types of text genre, which are assigned to them to understand and to analyze based on pre-determined tasks.

Such tasks are based on recount- and descriptive text genres that should be learned by the students at SMA level.

- Reading comprehension ability : Refers to students' ability to understand explicitly and implicitly stated ideas conveyed in the text; to make inferences based on stated information; identify references; identify contrasted ideas and the like.
- Effect : Refers to the changes of students' ability because of certain treatment. For example the change can be positive or negative directions. If the treatment has positive effects, the value of the objects tend to be increased; however if it has negative effects, the value of the objects tend to be decreased.
- Interaction : Indicates the shared effect of more than one independent variables on the dependent variable, for example in the current study it refers to the effect of both learning styles and reading tasks on students' reading ability.

1.7. Significances of the Research

The results of the research are expected to have positive significances both theoretically and practically. Theoretically the findings of the research are expected to be beneficial to support existing theories on learning styles and reading comprehension. And practically the findings are expected to be beneficial for the following people:

a. For the Researcher

The findings of the research might be beneficial for the researcher as the candidate of a professional teacher in the future so that she can teach her students more successfully, especially on English as a foreign language.

b. For the English Teachers

The findings of the research might be beneficial for them to be taken into consideration as one of the facilitative factors to help the students improve the quality of their learning English by incorporating students' learning styles into their teaching.

c. For the Curriculum Designers

Besides, it is expected that the findings of the research might be beneficial for the curriculum designers to incorporate students' learning styles into curriculum so that the students' learning English might be better.

d. For the Students

In addition, the findings of the research might be beneficial for the students as well so that they are aware that their learning styles and their preferences might be facilitating their success in learning English as a foreign language.

II. THEORETICAL FOUNDATION

This chapter is concerned with two major points, that is, review of previous research and review of related literature as will be discussed in detail in the following sections.

2.1 Review of Previous Research

There are several studies that have been carried out in relation to the topic under discussion from different perspectives. In the current study, some of them are discussed including Nabih (2012), Zhang, et al (2013), Pourhossein (2012), Ghaedi, et al (2014), Tai (2013), Srichanyachon (2011), Vaseghi, et al (2012), Liu (2012), and Yufrizal, et al (2007).

Nabih (2012) investigated the effect of different learning styles on students' writing skills. To determine the type of students' learning styles, the researcher used learning styles inventory and to determine the students' writing achievement, he used writing tests as a pre-post test. He found that the performance of the experimental group was better than the performance of the control one in the writing skill.

Zhang, et al (2013) investigated learning styles preferences of EFL students who were registered in a University in China. He found that there were significant differences in learning styles preferences based on gender, year of learning English, and study major. However, the researchers did not apply his study to measure the students' mastery of a certain language skill.

In addition, Pourhossein (2012) investigated different learning styles which emphasized on three of the most popular learning styles, that is, visual, auditory, and kinesthetic. The researcher analyzed learning styles of Iranian EFL University students. He found that Iranian EFL University students mostly preferred visual learning styles.

In another perspective, Ghaedi, et al (2014) investigated learning styles in relation to motivation for higher education in EFL students. They used two types of questionnaire, that is, the first questionnaire to determine students' learning styles and the other to determine students' motivation. They found that visual learning style was the most preferred one; and pertaining to students' motivation they found that most students had higher motivation for higher education. Like the previous researchers above they did not relate students' learning styles with the mastery of any of language skills.

Still in another study, Tai (2013) carried out a piece of research on adult EFL students' learning styles and motivation. The researcher was interested in a number of

differences that might affect the learning styles including gender. The researcher was interested in exploring adults EFL students' learning styles in order to understand what the impact and to shape the language learning process to prepare curriculum and instruction for classroom activities. The researcher used questionnaire based on Reid's Perceptual Learning Styles Preference. Besides, the researcher also investigated if there was a relationship between students' learning styles and their motivation in learning English. Based on his data analysis, the researcher found that out of seven styles, the most preferred learning styles was computer-assisted style while the least preferred learning styles were individual and visual styles. Besides, he also found that there was significant relationship among auditory, tactile, kinesthetic, and computer-assisted learning styles with students' motivation. However, like the previous studies aforementioned, the researcher did not see the effect of any learning styles on students' mastery of any language skills.

Another researcher who investigated learning style was Srichanyachon (2011) from Bangkok University, Thailand. She compared cognitive learning styles among students who were classified based on their backgrounds and language learning styles. She investigated 210 undergraduate students registered in fundamental English course at Bangkok University. She used questionnaire as the major research instrument. She found that there was significant differences in students' language learning styles as classified by gender. Furthermore, she also found that there was a positive relationship between English background knowledge and language learning

styles. However, similar to other researchers aforementioned, the researcher did not investigate the students' learning styles from any of language skills.

Other researchers, Vaseghi, et al (2012), investigated learning styles from different perspective from the previous researchers described above. They investigated language learning style preferences from theoretical and empirical perspectives. They determined the students' learning styles by using Reid's Perceptual Learning Styles Preference Questionnaire (PLSPQ) and reviewed the past studies on learning styles. The researchers have concluded that teachers should take into consideration the different learning styles among students and should improve learning strategies for their success.

Furthermore, Liu (2012) investigated EFL learning style preferences of minor collage students. Her research was intended to find out learning style preferences of EFL learners. She found that the feasibility of multidimensional questionnaire of learning style was supported by her empirical study. Practically, the researcher found that learning styles were also determined by social, cultural and environmental factors.

And finally, the last researchers, Yufrizal, et al (2007) investigated an interaction between motivation and learning styles on students' English achievement in Bandar Lampung. They conducted their research at Junior high Schools in Bandar Lampung involving 430 students from public schools and private school with high and low ratings. They found that (a) there was no significant interaction between motivation

and learning styles on students' English achievement. This means that the combination of motivation and learning styles cannot distinguish between high achiever students and lower ones; (b) learning styles had significant influence on students' English achievement. Students with different learning styles had different English achievements; (c) motivation did not have any significant effect on students' English achievement. The students with different rates of motivation did not have different result of English achievement.

Based on the review of previous research above, many important findings have been found, especially on the role of student learning style preferences on EFL learning. However, none of the studies above see the role of learning styles from any language-skill (listening, speaking, reading, and writing) perspectives. Therefore, the current study is intended to deal with the role of learning styles together with various reading tasks in relation to the students' reading comprehension ability.

2.2 Review of Related Literature

In this section, several key terms used throughout this thesis covering *learning styles*, *reading tasks*, and *reading comprehension achievement*, are reviewed as will be elaborated in the following sub-section.

2.2.1 Learning Styles

There are many definitions of learning style, among others, Reid's definition (1995) as quoted by Suparman (2010: 101) stating that it refers to an individual's natural,

habitual, and preferred ways of absorbing, processing, and retaining new information and skills. In other words, learning style refers to concept that represents a profile of individuals' approach to learning, a blue print of the habitual or preferred ways the individual perceives, interacts with, and respond to the learning environment.

2.2.1.1 Suparman's Classification of Learning Styles

Concerning with classification of learning styles, Suparman (2010: 123) summarizes the classification of learning style into eight classifications:

- a. *Random (non-linear) vs. Sequential (linear)*. This dimension relates to how the learners process information. *Random learners* follow their own, internally developed and idiosyncratic order of processing (which may seem random to others), whereas *sequential learners* prefer a step-by-step, externally provided order of processing (such as the units in a syllabus).
- b. *Global–Particular*: This dimension is well encapsulated by the *top-down vs. bottom-up* processing metaphor.
- c. *Inductive–Deductive*: *Inductive learners* start with the details and facts, then form hypotheses, and finally test them; *deductive learners* start out with rules or theories and then try to apply them the examples.
- d. *Synthetic–Analytic*: *Synthetic learners* like to use pieces to build new wholes, whereas *analytic* students like to dissemble wholes into arts to understand their componential structure.
- e. *Analogue–Digital*: *Analogue learners* prefer to use metaphors, analogies, and conceptual links among units and their meaning, whereas *digital learners* take

a more surface approach, characterized by a literal and *logical* understanding of what they can hear or see.

- f. *Concrete–abstract*: *Concrete learners* prefer a relationship with direct experience to the extent of sensory contact, whereas *abstract learners* may have more interest in the system underlying language than in the actual language of communication.
- g. *Leveling–sharpening*: This dimension concerns how people perceive, store, and retrieves information. *Levelers* often blur things together and form a generalized image, whereas *sharpeners* notice small differences and store them as important attributes in their memories.
- h. *Impulsive–reflective*: *Impulsive learners* tend to respond rapidly, often acting wrongly, whereas *reflective learners* prefer to think things through before they respond. This *impulsive–reflective* distinction is a real style dimension, in which impulsive is inefficient and reflective efficient—in the sense that both poles can be beneficial or dysfunctional.

2.2.1.2 Kolb's Classification of Learning Styles

There is another classification of learning styles as Suparman (2010: 108) summarizes based on Kolb's theory (1984, Kolb et al 2001). This classification consists of four learning styles:

1. *Divergers* (concrete & reflective) – students or individuals with this learning style prefer concrete situations that require the generation of ideas, such as

brainstorming section. This does not mean they are abstract thinkers; just the opposite, they are down-to earth people who learn best through concrete experience and like to look at concrete situation from many points of view in a reflective manner. They are also interested in other people and are fairly emotional in their dealings with them.

2. *Convergers* (abstract & active) – the students belonging to this type of learning styles are abstract thinkers who generate ideas and theories. They are good at solving specific problems, especially if the tasks are technical rather than interpersonal or social in nature. In second language atmosphere people with this style prefer experiment and simulation, laboratory assignments, and practical applications.
3. *Asimilators* (abstract & reflective) – people belonging to this group are also abstract thinkers but their strength is not in dreaming ideas and then actively trying to put them into test, like that of that convergers, but rather, as the name suggests, assimilating disparate observations in a reflective manner, that is, understanding a wide range of information and putting it into a concise and logical form.
4. *Accommodators* (concrete & active) – finally, people belonging to this learning style category are the most hands on learners, that is, they like concrete experiences and active experimentation, and they are stimulated by challenging experiences even to the extent of taking risks. They often follow their ‘gut’ feelings rather than logical analysis. No wonder that this learning style is effective in action-oriented careers such as marketing or sales. In

formal learning situations they like to work with others on active projects and enjoy field work.

2.2.1.3 Wintergerst, et al's Classification of Learning Styles

Another classification of learning style is based on Wintergerst, Izten, and DeCapua (2001). They reinterpret learning style indicators and classify learning styles into five sub classifications:

- a. *Visual* preference – students belonging to this group of learning styles tend to state “I learn more by reading textbooks than by listening to others”.
- b. *Auditory* preference – students belonging to this group of learning styles tend to state “I learn better in class when the teacher gives a lecture”.
- c. *Kinesthetic* preference – students belonging to this group of learning styles tend to state “I enjoy making something for a class project”.
- d. *Group* preference – students belonging to this group of learning styles tend to state “I learn more when I study with a group”.
- e. *Individual* preference – students belonging to this group of learning styles tend to state “when I study alone, I remember things better.

2.2.1.4 Yufrizal's Classification of Learning Styles

There is another alternative of learning style classification based on what Yufrizal found. Yufrizal (2007) quoted Willing's (1998) and Skehan's (1998) classifications

of learning styles. Based on these authors, learners can be classified into four categories:

- a. Communicative
- b. Analytic
- c. Authority oriented
- d. Concrete

Communicative learners are characterized by the following natures: field dependent; active; tend to learn language to get in touch with other people; and tend to make use of opportunities to interact with other people; like to learn by watching, listening to native speakers, talking to friends in English and watching television in English; using English out of class in shops, trains, etc., learning new words by hearing them, and learning by conversation.

The second type of learning style, *analytic* learners, are characterized by the following natures: field independent, active, show great interest in structure and grammar, see language as object of study rather than as a means of communication and like to learn about language. It means that they are more interested in studying grammar, studying English books, and reading newspaper, studying alone, finding their own mistakes and working on problems set by the teacher.

Another type of learning style is *authority oriented* learners. This group of learners is identified by the following natures: passive; field independent; tend to see language

as an object of study rather than as a means of communication and like to learn about language. By looking at these characteristics, authority oriented learners are similar to analytic learners except that the latter belong to passive one. These learners preferred the teacher to explain everything, like to have their own textbook, to write everything in a notebook, to study grammar, learn by reading, and learn new words by seeing them (Willing 1988; Nunan, 1989).

The last type of learning style is *concrete* learners, which are characterized by the following nature: passive; field dependent; tend to learn language to get in touch with other people; tend to make confirmation and clarification as well as repeating and modifying their own performance or other people's performance. These learners tend to like games, pictures, films, video, using cassettes, talking in pairs and practicing English outside class.

Concerning with the differences between field independent and field dependent learners, Suparman (2010) describes that *field independent* style is the ability to perceive a particular, relevance item or factor in a "field" of distracting item. On the other hand, *field dependent* style is the tendency to be "dependent" on the total field. However, both of these learning styles have their own advantaged and disadvantage (Suparman, 2010: 56). He further states that the advantages of field independent style are among others: it enables you (a) to differentiate parts from a whole; (b) to concentrate on something (like reading a book in a noisy a bus station); (c) to analyze separate variables without the contamination of neighboring variables. By contrast,

the disadvantages of field independent styles are among others: too much field independent can cause cognitive “tunnel vision” which makes you see only the parts and fail to see their relationship to a whole.

Pertaining to *field dependent* learning style, it has also positive and negative points, which can be elaborated in the following section. Advantages of field dependent learning styles are as follows: you can perceive a whole picture, the larger view, the general configuration of a problem or an area or event; more responsive as they interact with the environment; and tend to have stronger interpersonal orientation and greater alertness to social matters than field independent. In other words, field dependent learners tend to be more successful in communicative activities than field independent one. By contrast, field independent individuals tend to be more successful in non communicative tasks.

2.2.2 Reading Task

In this thesis, reading task is intended to refer to what students have to do following reading certain types of text genre, which are assigned to them to understand and to analyze based on pre-determined tasks. Such tasks are based on recount- and descriptive text genres that should be learned by the students at SMA level.

The tasks are very different from the conventional reading task given by local teachers, where the teachers usually use bottom up approach (Suparman, 2005; Sutarsyah, 2003) focusing on such matters as difficult vocabulary, pronunciations,

difficult structure, and ideally ended up with discussion the main idea. By contrast, the tasks in the current research are focused on top-down approach, where the emphasis is put primarily on understanding the major ideas conveyed in the texts, and based on the uniqueness of each type of text genre, then followed by discussing smaller matters such as vocabulary, structure, pronunciation, special type face, punctuation, and reference.

There are several text genres used in SMA level which are elaborated in the following paragraphs:

2.2.2.1 Hortatory Exposition

Definition

Hortatory exposition can be defined as a text which is representing the attempt of the writer to have the addressee do something or act in certain way. In other words, a hortatory exposition is a text whose purpose is persuades the readers that something should or should not be done. The complete example of a hortatory text and its tasks can be seen in the appendix. Whereas the texts that are provided in this proposal are without their tasks so that the space can be used optimally.

Generic Structure

1. Thesis/ General Statement.
2. Arguments
3. Recommendation

Language Feature

1. Focusing on the writer
2. Using abstract noun: policy, advantage, etc
3. Using action verbs
4. Using thinking verbs
5. Using modals
6. Using adverb: certainly, surely, etc
7. Using temporal connectives/transition: firstly, secondly, etc
8. Using evaluative words: important, valuable, trustworthy, etc
9. Using passive voice
10. Using simple present tense

The following is an example of a hortatory exposition text:

An example of a Hortatory Exposition
Indonesian People Should Value All the Different Culture
to Promote Unity of the Nation

Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity.



Therefore, Indonesians should appreciate differences among culture for the following reasons. Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if they are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the personal choice to retain their heritage. Then, unity of the nation can be preserved.

Secondly, Indonesians must recognize that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

Lastly, raising nationalism is one way to preserve unity of the nation. It is a sense of fellow feeling between group members. This promotes cooperation and social cohesion within the group. The sense of social cooperation makes welfare, social security and medical programs much more likely and stronger.

Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.

2.2.2.2 Recount Text

Definition

A *recount text* is a kind of texts that re-describes past events or experiences. The objective of a recount text is to inform readers or to entertain them. Unlike in narrative texts, there is no complication in the recount texts.

The Objectives

The objectives of recount text is composed to report an event or activity in order to report or entertain readers.

Generic Structure of a Recount Text

A recount text consists of the following generic structures:

a. Orientation

An orientation or an introduction is to introduce information on *who*, *where*, and *when* an event happened in the past.

b. Events

An *event* is a recorded happening that occurred in the past. It is usually described in a chronological sequence, such as, *In the first day, I...; in the next day...; and in the last day*" In such an event, there is usually a personal comment on the event described.

c. Reorientation

On a reorientation section, there is a repetition of the orientation. Such repetition summarizes sequence of events or activities described.

The following is an example of recount text:

My Grandpa's Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.



Funeral in Toraja

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called *lakian*. The next phase of the

ceremony was held in this place. The coffin is borne from the house and placed in the *lakian*. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there. The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.

Source: <http://www.beljarbahasainggris.us/2012/01/contoh-teks-recount-my-grandpas-funeral.html>, retrieved: 24 August 2015)

2.2.2.3 Discussion Text

Definition

A discussion text can be defined as a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text.

Generic Structure

The structure of a discussion text comprises:

- a. Statement of issue: Stating the issue which is to be discussed;
- b. List of supporting points: Presenting the points in supporting the presented issue;
- c. List of contrastive points: Presenting other points which disagree to the supporting point; and
- d. Recommendation: Stating the writer' recommendation of the discourse

Language Feature

The command language features used in the discussion text are as follows:

- a. Introducing category or generic participant
- b. Using thinking verbs, for example *feel*, *hope*, and *believe*.
- c. Using additive, contrastive, and causal connection, for example *similarly*, *on the hand*, and *however*.
- d. Using modalities, for example *must*, *should*, *could*, and *may*. and
- e. Using adverbial of manner, for example *deliberately* and *hopefully*.

The following is an example of a discussion text:

Hacking: Pro and Contra

Do you know what a hacker is? Well, a hacker is a person who enjoys exploring the details of programmable systems on computers and they like to

stretch the capability of the systems. And you know what, the activities they do in the computers are called ‘hacking’.



Source: <https://www.google.co.id/search?q=gambar+hacker&biw>

So, what’s the problem with ‘hacking and its hackers’? Well, the problem is whether ‘hacking and its hackers’ is legal or illegal? What I mean is that people in the world have many different views about hacking and the hackers. Some of them take sides, but many object.

To get back to what I was saying previously, let us see the positive points of a hacker, shall we? Although in most places breaking into computer systems is considered illegal, I believe that hackers don’t do anything illegal because they only want to know and try the systems. I dare to say that a hacker likes finding the strengths and the weaknesses of a computer system. They feel proud if they can find the weaknesses. So I don’t really see the crimes in this case. In addition, these hackers sometimes help the police catch the ‘white collar criminals’, such as bank robbers, money launderers, credit card forgers. For example, in 2000, the U.S. hackers caught some Singaporean

hackers who made ‘Virus Love’ to break up the programs of the U.S. National Security system.

Nevertheless, those who object to the good points of a hacker say that hacking is a crime. The reason is that some hackers use their brilliant skills to break into banks and other vital institutions where they can get money, destroy information, and the worst thing is they can get secret information and sell it to another country. This is a treachery.

Take for example, in 1994, The U.S. government broke a conspiracy of computer hackers out of Majorca, Spain. These hackers were responsible for accessing and eliminating 190,000 telephone credit card numbers over computer bulletin boards in America and Europe. Seeing this fact, I don’t blame those who think negatively about hackers.

To put the whole thing in a nut shell, I personally think that hackers are not bad people with their brilliant skills. However, they could be bad because of money orientation to get the wealth. That’s just the point.

2.2.2.4 Explanation Text (Descriptive Text)

Purpose

As the title shows, the purpose of an explanation text is to explain the processes involved in the formation or working of natural or socio-cultural phenomena.

Generic Structure:

There are three parts of the generic structure of an explanation text:

1. General statement
2. Explanation, and
3. Closing

Dominant Language Features:

An explanation text is easily identifiable by having the following language features, that is, using:

1. simple present tense
2. action verbs
3. passive voice
4. noun phrase
5. adverbial phrase
6. technical terms
7. general and abstract noun, and
8. conjunction of time and cause-effect.

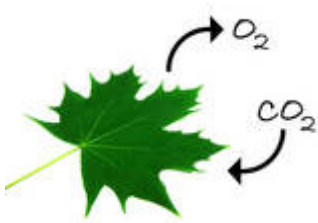
The following is an example of the explanation text:

Photosynthesis

What is photosynthesis? Photosynthesis is a food-making process that occurs in green plants. It is the chief function of leaves. The word photosynthesis means putting together with light. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds.

How is the light used in photosynthesis?

The light used in photosynthesis is absorbed by a green pigment called chlorophyll. Each food-making cell in a plant leaf contains chlorophyll in small bodies called chloroplasts. In chloroplast, light energy causes water drawn from the soil to split into hydrogen and oxygen.



(<http://www.fotosearch.com/photos-images/photosynthesis.html>)

What are the steps of photosynthesis process? Let me tell you the process of photosynthesis, in a series of complicated steps, the hydrogen combines with carbon dioxide from the air, forming a simple sugar. Oxygen from the water

molecules is given off in the process. From sugar together with nitrogen, sulphur, and phosphorus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life. Photosynthesis provides the chemical energy that is needed to produce these compounds.

2.2.2.5 News Item

Definition

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

Generic Structure

News item text which is composed of daily news has the following generic structure:

1. Main newsworthy event
2. Elaboration (background, participant, time, place)
3. Resource of information

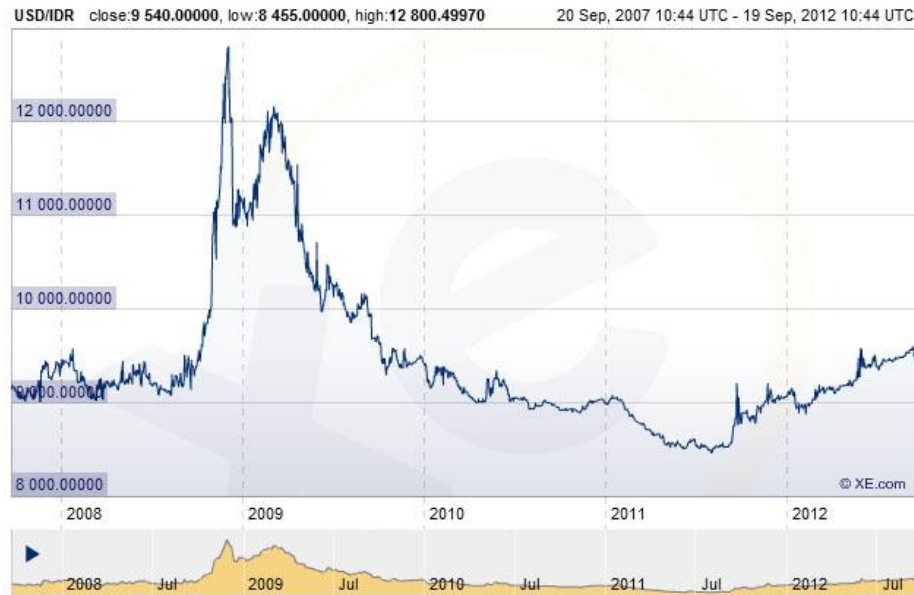
Language Feature

1. Focusing on circumstances
2. Using material process

The following text shows a model of a news item text:

Rupiah slides past 14,000 per dollar

Anggi M. Lubis, The Jakarta Post, Jakarta | Headlines | Tue, August 25 2015,
4:40 PM



Source: <https://www.google.com/search?q=Gambar+rupiah+movement>

Headlines News

President Joko “Jokowi” Widodo invited Indonesia’s top businessmen on Monday to discuss the country’s economy as the rupiah and the Indonesian stock market fell further amid the deepening of the global market rout.

In the meeting held at the Bogor Palace in West Java, Jokowi briefed the businessmen about the country’s economic problems and promised to try to fix them.

The President did not specifically address the rout in the local financial markets during the two-hour meeting, which was also attended by the governor of Bank Indonesia (BI).

However, State-Owned Enterprises Minister Rini Soemarno was reported to have told state companies to buy back part of their shares to prop up falling prices.

The Finance Ministry also announced earlier in the day its plan to buy back treasury notes in an effort to calm investors amid the current financial turmoil.

The rupiah passed the significant 14,000-mark against the US dollar for the first time since the 1998 financial crisis on Monday as the Jakarta Composite Index (JCI), the main price indicator on the local stock exchange, lost almost 4 percent to close at 4,163.73 as frenzied trading occurred tracking the heavy selling pressure in other Asian markets.

KDB Daewoo Indonesia's Taye Shim predicted that the fall in local share prices was likely to continue as worries over the global economic slowdown would cast a shadow over stock trading.

Agus Yanuar, president director and head of investment at Samuel Aset Manajemen, said the local market would remain in a bearish state of mind for the next few days.

"Hopefully the bottom [for the JCI] will be at 4,050. Though there's a possibility for the index to dive below the psychological level [of 4,000] if the US market falls further," he said, while adding that the key would be the government's infrastructure program.

Almost all Asian stocks plunged as the rout in global equities deepened on fears over the deterioration of the global economy. Southeast Asian benchmarks, other than Indonesia's JCI and Malaysia's FTSE BM, fell by more than 4 percent on Monday.

The Philippine main index ended the day down 6.7 percent, its biggest loss since June 2013, erasing all its gains for the year and turning to a year-to-date (ytd) loss, Reuters reported.

Vietnam closed down 5.3 percent, its biggest loss since May 2014, taking its fall so far this year to 3.4 percent, while the Thai SET index shed 4.7 percent and Singapore's main index plunged 4.3 percent at its day low.

The JCI, now the worst performer in the region, has lost 20 percent of its value ytd as investors have dumped investments in emerging markets amid gloomy economic updates and global concerns, which included the possibility of a US Federal Reserve interest hike and China's currency devaluation.

Foreign net sales in the Indonesian exchange currently stand at Rp 5.11 trillion ytd, versus a peak of net buys of Rp 15 trillion in April.

The Financial Services Authority (OJK) issued on Friday a letter to allow firms to buy back their shares without the necessity for a prior general shareholders meeting, and media reports quoted OJK commissioner for stock markets Nurhaida saying the regulator was soon to issue other stimulus measures to help calm the markets.

Separately, the Finance Ministry says that it will continue to buy back debt papers from the secondary bond market in an effort to boost investor confidence.

Robert Pakpahan, the director general of the ministry's financing and risk management office (DJPPR), said on Monday that it would enter the market whenever necessary to purchase its debt papers to create demand and halt declines.

"We need to maintain investors' confidence. However, we will enter the market only when necessary because we don't want to overreact, even though the market is in the red," he said during a discussion with the media.

BI Governor Agus Martowardojo said the central bank was convinced that the rupiah was "undervalued" at its current level, which meant there was an urgent need for a more coordinated response between fiscal and monetary authorities.

"The rupiah [exchange rate] is already at an overshoot level and we cannot tolerate it for too long. We ask, in particular, exporters to start selling their dollars so as to maintain a more balanced supply and demand as well as to reduce forex pressures," Agus said on Monday.

Source: <http://www.thejakartapost.com/news/Retrieve2015/08/25/>

Based on the time limitation and requirements of the curriculum, the current study used only two types of texts, that is, recount- and explanation/descriptive texts.

2.3 Theoretical Assumption

Based on the findings of the previous research and review of previous theories, the following theoretical assumptions are put forward:

1. Learning styles of students tend to be varied among them.
2. Each of the learning styles tend to influence the result of the students learning.
3. Different types of text genre may have different results in reading comprehension ability among the students with different learning styles.
4. Students with different learning styles tend to be more successful in their learning if they are provided with appropriate reading tasks.

III. RESEARCH METHOD

This chapter deals with the following points: Setting of the research (time and place), population and sample, research design, data collecting techniques, try out of the research instruments, validity and reliability of data, discriminating power and level of difficulty, finally data analysis.

3.1 Setting of the Research

This research was carried out for four months from January through April 2016. It was carried out in SMAN 7 Bandar Lampung. This school was selected to be the location of the research because as stated in the background of the problems, the teachers were not aware of the students' learning styles, and they treated the students as if they were homogeneous participants ignoring differences in their learning styles. Furthermore, SMAN 7 Bandar Lampung is located to the West of Bandar Lampung city which is almost the borderline of Bandar Lampung and it is relatively far from the economic, educational, governmental and political centers in Bandar Lampung. The students come from villages which socio-economically belong to the level lower than those living in Bandar Lampung.

3.2 Population and Sample

The population of this research was the total number of the students in the second year of Social Science Program, which comprised of around 240 students; whereas for the sample, one class was taken out of the total number of classes in the second year. The sample was selected randomly by means of toss coin to avoid the tendency of subjectivity and to provide the same chance for all classes to be selected. Most importantly all the population was considered to be homogeneous because they were in the same level, that is, the second year, and they had relatively the same capability, given that they were in the same program, that is, Social Science Program. Besides, the homogeneity and the normality of the sample have been tested.

3.3 Research Design

The approach of this research was quantitative, whereas its design was an Ex Post Facto Designs (Hatch and Farhady, 1982: 26). This sort of design doesn't have a control group. The subjects of the research are classified by using a questionnaire to determine their learning styles. In line with the analysis of questionnaire-based data, the subjects are classified into three groups because the last group as has been found by the previous researchers (Willing's, 1998 and Skehan's, 2007) were not found in the data. The three groups comprised of authority oriented, communicative and concrete. Whereas the analytic group was not found in the data. A pretest was carried out to identify the initial entry points of all the groups and to identify the differences

among the groups if any. The following figure shows the illustration of Ex Post Facto Designs, that is, the design which is intended to determine a direct relationship or cause and effect between independent variables and dependent variable (Hatch and Farhady, 1982: 26)

The design above which is applied in the current research is represented by the following table as recommended by Fraenkel and Wallen (1993 : 268).

Table 3.1 Pretest-Posttest Design

Group	Pre-test	Treatment	Post test
Authority Oriented	O ₁	X ₁	O ₂
Communicative	O ₁	X ₁	O ₂
Concrete	O ₁	X ₁	O ₂

The three groups of learning styles, after being given a pretest, were treated by using recount texts and descriptive text of reading tasks for five times. At the end of the treatment period, a post test was administered to determine their reading comprehension ability after the treatment. The students' scores were analyzed to determine their gain scores and to identify whether reading tasks were suitable for the selected learning styles group of the students.

By using the design above, the researcher can determine which reading tasks (which is based on recount text and descriptive text) suitable for which learning styles (authority oriented, communicative and concrete) and which one was not suitable. Finally, the researcher expected to be able to recommend the English teachers

identify students' learning styles and choose suitable reading tasks where the students need teachers' help and where they do not need their help.

3.4 Data Collecting Techniques

To gather the data to answer to the research questions, the researcher used two types of data collecting techniques, that is, modified questionnaire based on Reid's Perceptual-Learning-Styles-Preference Questionnaire (PLSPQ). This questionnaire consists of 40 items comprising of four components representing four types of learning styles. The questionnaire was scored by using Likert's scale. This questionnaire was intended to classify the students' learning styles.

Besides, to measure the second research question, a reading test was administered to determine the students' level of reading ability before and after being treated by using two types reading texts - recount text and descriptive text genres.

3.5 Try Out of the Instruments (Reading Test)

Before the second research instruments (reading tests) were used to gather the data, they were tried out to determine their quality, especially the validity, reliability, level of difficulty, and discriminating power.

Based on the results of the data analysis of the try out which were intended to determine the quality of the test items and options (key answers and distracters) before being used to gather the data, the following has been found: the number of items was 30 items. Twenty out of 30 items were good, in the sense that those items could be directly used without having to be revised.

The rest of ten items should be revised because some of them were very easy and some others were very difficult. The ten problematic items were then revised so that they fulfill good criteria of a good test. The items which were very easy were made more difficult and those items which were very difficult were made relatively easy, that is, the range of level of difficulty lies between 0.30-0.70. After the ten problematic items were revised, they were then re-tried out and the results were analyzed. After being analyzed the ten items were found to be good, that is, fulfill the requirements of a good test. All the 30 items were finally good and can be used to gather good data. The validity (Mean P) = 0.417, reliability (alpha) = 0.763, discriminating power = 16 items (52.5%), level of difficulty = 47.5% and quality of options = 42 options (26%) (all key answers were good, and all distracters are good because they were selected by at least 5% of the research participants)

3.5.1 Validity and Reliability of the Research Instrument

To determine the content and face validity of the instruments, the questionnaire and the reading test were consulted to TEFL specialist. Theoretically, the reliability of the

test can be calculated by the use of split-half method (Hatch and Farhady, 1982: 246). The split-half method is usually used by splitting the test into two similar parts. And then, the scores of the two parts of the tests are correlated. The two sets of the scores, that is, the scores from odd and even numbers, are used to obtain the reliability coefficient. The reliability coefficient is usually calculated by using Spearman-Brown formula. However, in the current study, all the quality of the research instrument (validity, reliability, level of difficulty and discriminating power as well as the quality of options (key answers and distracters)) are obtained by using iteman software. The software was selected in this research because it is much faster and all at once, meaning that all the qualities above can be obtained by one action, not one by one.

3.6. Data Analysis

After the data were gathered by means of data collecting techniques that had been prepared, they were analyzed to be interpreted, so that conclusions could be drawn and recommendation could be put forward.

To analyze the data concerning with the effect of all students' learning styles and reading tasks on their reading achievement, analysis of variant (ANOVA) was used. In this type of analysis, the researcher intended to discover how well she could predict the scores on the dependent variable (reading achievement) from two or more independent variables (learning styles and reading tasks). According to Hatch and Farhady (1982:233) "One way ANOVA enables the researcher to compare the means

of more than two groups on one variable. By using ANOVA, the researcher can examine the differences between the means and decide whether those differences are likely to happen by chance or by treatment effect.

Therefore, the current research makes use of one way ANOVA to determine the effect of independent variables on the dependent variable given that the nature of the data are the same as what are required by the one way ANOVA.

The analysis of variance (ANOVA) enables the researcher to compare several group means simultaneously, which cannot be carried out by using T-Test (which can only be used to compare means of two groups). The ANOVA, according to Hatch and Farhady, is a powerful and having various uses of test which can be conducted in many ways (Hatch and Farhady, 1982: 126).

3.7 Hypothesis

Based on the theories that have been put forward in this chapter and based on the research questions that have been put forward in Chapter One, the following hypotheses were formulated:

H₀ : There is no interaction (shared effect) of learning styles and types of reading tasks on students' reading comprehension ability.

H_i : There are positive interaction (shared effects) of learning styles and types of reading tasks on students' reading comprehension ability.

H_o : There is no effect of different students' learning styles on students' reading comprehension ability.

H_i : There is a positive effect of different students' learning styles on students' reading comprehension ability.

H_o : There is no effect of reading tasks on students' reading ability.

H_i : There is a positive effect of reading tasks on students' reading ability.

3.8 Research Variables

There are two types of variables in this research - independent variables consisting of students' learning styles and reading tasks and dependent variables - students' reading ability.

3.9 Research Procedures

The current research was carried out by using the following procedure:

- a. Determining the research problems
- b. Determining the location of the research
- c. Determining population and sample
- d. Designing research instruments

- e. Trying out the research instruments
- f. Identifying students' learning styles
- g. Designing reading tasks
- h. Implementing the reading tasks
- i. Administering post test
- j. Analyzing the data
- k. Interpreting the data, and
- l. Drawing conclusions.

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with two major items – conclusions of the research and suggestions for certain parties.

5.1 Conclusions

Based on the results of the data analysis and discussion as elaborated in Chapter IV, the following conclusions are drawn:

First, there is a positive interaction (shared effect) of students' learning styles and reading tasks with students' reading ability. This positive interaction can be identified based on the results of the analysis using a two way ANOVA, where the $\text{Sig} = 0.005 < 0.05$. The analysis plan states that the H_0 is accepted if the Sig value > 0.05 . Since the Sig value in this research < 0.05 , the H_1 is accepted, that is, there is a positive interaction of learning styles and reading tasks on students' reading ability. (see Table 4.20 on p. 76 and Figure 4.12 on p. 79).

The second conclusion is that, there is no effect of students' learning styles (authority oriented, communicative, and concret learning styles) on their reading comprehension ability. This can be seen from the results of analysis using two

ways ANOVA, where the Sig = 0.921 > 0.05. Based on the criteria (analysis plan), accept the H_0 if the Sig level > 0.05. The absence of the effect of learning styles on reading ability is due to the fact that the three classifications of learning styles have similar good quality for the sample of the research in relation to their reading ability, (see table 4.20, p. 76). This is because all the learning style preferences have the same quality in relation to reading comprehension skills.

The last conclusion, like conclusion number two, there is no effect of reading tasks (which are based on recount- and descriptive-text-based tasks) on the students' reading comprehension ability. This conclusion can be identified based on the results of the two ways ANOVA analysis showing that the Sig 0.400 > 0.05. Based on the analysis plan, accept H_0 if the Sig > 0.05. The conclusion is also due to the fact that both types of the tasks (recount- and descriptive-text-based tasks) have the same good quality on improving the students' reading ability, at least for the samples used in this research.

5.2 Limitation of the Research

This research was done covering the samples, who come from villages. Their cultures and backgrounds are assumed to be different from those coming from metropolitan city who have much more developed cultures and experience. Besides, this research does not identify students with analytical learning style which might be something to do with their way of thinking and lives. The students

who become a sample of this research tend to think concretely. It seems that they feel hard to think analytically.

5.3 Suggestions

Given the conclusions above, the following suggestions are put forward:

- 1) Teachers of English are suggested that they should be concerned with differences of students' learning styles. They should also design different types of reading-text-based tasks.
- 2) Students are also suggested to learn various types of reading-text-based tasks so that they have real experience on solving problems relating to different types of genres.
- 3) Further Researchers, who are interested in replicating this research, should carry out similar research using other language skills (listening, speaking, and writing). And they should involve more samples.
- 4) Future researchers, who want to replicate this research, are suggested to involve more samples including those not only come from the villages but also from the city, so that the results are much more comprehensive.
- 5) Syllabus designers should prepare various types of text genres provided with various tasks for different types of learning styles.

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