

## ABSTRACT

### THE IDENTIFICATION OF STUDENTS' LEARNING STYLES ON THEIR READING COMPREHENSION PERFORMANCE AT THE SECOND GRADE OF SMAN 1 TANJUNGBINTANG

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Reading is an important skill in English teaching because in Indonesia, a country that applies English as the foreign language, English teaching is dominantly taught or delivered in form of text which requires students to read and comprehend the text well. However, students were found to have had problem regarding comprehending text. One factor of reading failure is different ways of learning among people which depend on preferred ways of people to receive or understand knowledge as it is called learning styles. The objectives of this research were to identify students' learning styles and to compare the students' learning styles on their achievement in reading comprehension performance. This research was conducted at the second grade of SMAN 1 Tanjung Bintang. The sample of this research was 30 students of XI IIS 1. This research employed ex-post facto design by applying One Way ANOVA to analyze the data. The researcher used a questionnaire to identify students' learning style and delivered reading comprehension test to measure their performance. Based on the result, it was found that most of XI IIS 1 students of SMAN 1 Tanjung Bintang were categorized as aural learners. It was showed by the percentages of aural learners which reached 63.3%. Read/write learners were the following style of students which reached 20%. Then, kinesthetic learners were accounted for 16.7%. The result also shows that there is no significant difference on students' reading comprehension performance based on their learning style. This was proved by the computation which showed that P-value was higher than  $\alpha$  ( $0.064 > 0.05$ ). Thus, it meant that  $H_1$  was rejected and  $H_0$  was accepted. However, read/write learners were found to gain a better achievement compared to other learning styles. It can be seen from their learning strategies which support their accomplishment in reading comprehension.