THE IDENTIFICATION OF THE SECOND GRADE STUDENTS' LEARNING STYLES ON THEIR READING COMPREHENSION ACHIEVEMENT AT SMAN 1 TANJUNG BINTANG

(A Script)

By

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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 α (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.

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By

WINDA MENTARI

A Script

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yang membuat pernyataan,

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CURRICULUM VITAE

The writer was born in Tanjung Bintang on September 9th 1994. She is the first child of Hardiyanto and Suhartini. She has two sisters and a brother who are so fabulous.

She graduated from SDN 1 Serdang in 2006. Then, she continued her study at SMPN 1 Tanjung Bintang and moved to SMPN 4 Pangkal Pinang in 2008 then she graduated in 2009. After graduating from junior high school, she continued her study at SMAN 1 Tanjung Bintang and graduated in 2012.

In the same year, she registered as a freshman in English Education Study Program at Teacher Training and Education Faculty, Lampung University. From July to September 2015, she did KKN (Kuliah Kerja Nyata) at subdistrict of Sukamarga Suoh and PPK (Praktik Profesi Kependidikan) program at SMP Negeri 1 Suoh. She did her research at SMA Negeri 1 Tanjung Bintang.

DEDICATIONS

This script is fully dedicated to:

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My two awesome sisters, Vira Rizky and Uning Hafifah

My fabulous brother, Muhammad Taufik Arifin

My friends in English Education 2012 of Lampung University

My almamater, University of Lampung

MOTTO

إِنَّاللهَلَايُغَـيِّـرُمَابِقَـوْمِحَـتَّىيُـغَـيِّرُوْامَابِأَنْـفُـسِـهِمْ(الـرعـد، 13: 11)

Allah does not change a people's lot unless they change what is in their hearts.
(QS. Ar-Ra'd, 13: 11)

إِنَّمَايُـوَفَّىالصَّابِـرُوْنَأَجْـرَهُـمْبِـغَـيْرِحِسَابٍ(الـزمـر، 39: 10)

"Those who patiently persevere will truly receive a reward without measure!"
(QS. Az-Zumar, 39: 10)

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Bandar Lampung, October 10th 2016
The writer,

Winda Mentari

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APPENDICES

I. INTRODUCTION

The first chapter of this research proposal discusses background, research questions, objective, uses, scope, and definition of terms used in this study.

1.1. Background

English teaching in Indonesia is likely described as shawl. The shawl is woven from many strands. In order to produce a good shawl, all the strands must be interwoven in positive ways (Oxford, 2001). Resembling to English teaching, some of those strands are coming from teacher, students, and also the materials which are given to them. The materials delivered to the students are crucial in teaching-learning process. They become an indicator whether or not the aims of learning are achieved. Talking about the materials in learning English, reading is one of the four basic skills which should be mastered by the students.

According to Nuttall (1982), reading means the communication process through decoding a message or information from the written words to get the meaning of the text. Furthermore, in teaching-learning process, we all know the term of reading comprehension. Simply defined, reading comprehension means the ability of understanding the surface and the hidden meanings of a text. According to Rumelhart (1994), reading comprehension is an interactive activity between students and contexts. In the period of this interaction between students

and contexts, students utilize different experiences and knowledge which involve language skills, cognitive information and world knowledge.

In reading, Nuttall (1982: 109) mentions that there are five reading sub skills that the reader should master. They are determining main idea, finding the specific information or part of a text, finding reference, finding inference, and guessing meaning of vocabulary (difficult word). Those sub skills in reading must be understood deeply by the reader in order to fully comprehend the text. However, still, many students of EFL/ESL have major difficulties with English reading comprehension even after years of learning English. These difficulties may come from some aspects. As it has been stated before, students have become the important strand or part in English teaching.

Teaching quality is deeply affected by student's characteristics, the teacher's teaching styles, and teaching environment (Keefe, 1987). Looking at the students' characteristic in learning, Felder & Henriques (1995) state that students learn in many different ways as they are called learning style. Because of those different learning styles, it is important for teachers to include learning styles in the curriculum activities so that all students are able to succeed in their classes. In order to help all students learn, we need to teach to as many of these preferences as possible (Cuaresma, 2008). According to Keefe (1979), learning styles are defined as the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment.

Many experts like Felder and Silverman (1988), Dunn and Dunn's (1993), and Kolb (1984) have classified the learning styles of the students based on their

preferences in learning. Fleming (2001) has developed a concept of VARK inventory. VARK is an intensive look at only one set of preferences within a learning style—the preference that learners have for their communication modes—Visual, Auditory, Read/write and Kinesthetic. The VARK inventory categorizes four different sensory modalities with an extra category for multimodal students.

Some researches on the area of learning styles and reading comprehension have been done to investigate the correlation of both topics. One of them is a research carried by Jafari and Mahboudi in 2012. They investigate the Iranian medical students' cognitive learning styles in reading comprehension performance. They deliver 20-item reading comprehension test and a 30-item learning style preference questionnaire to 95 Iranian medical students. The data gathered are analyzed descriptively utilizing central tendency (mean and standard deviation). Moreover, the collected data are analyzed inferentially using independent t-test and correlation. The finding of inferential statistics reveals that there is a significant correlation between cognitive learning styles and reading performance.

Based on the explanation above, it seems that learning style becomes one aspect affecting the achievement of the students in reading comprehension. The researcher is interested to do a related research in the identification of students' learning style on their reading comprehension performance. As there are some types of learning style, consequently there are different achievements in reading among them. As it has been explained before, in the previous research Jafari and Mahboudi utilize cognitive learning style as the major topic for their research. In

this research, the researcher will meet the four types of learning styles proposed by Flemming (2001) to be investigated on students' reading comprehension performance. Thus, the aim of this research was to find out students with what type of learning style will have the highest achievement in reading comprehension.

1. 2. Research Question

After explaining the background of the problem, the researcher formulated the research questions as:

1. What are the students' learning styles?
2. Students with what type of learning styles will have the highest achievement in reading comprehension achievement?

1.3. Objective

Related to the research question mentioned above, the objectives of this study were:

1. To investigate students' learning styles.
2. To compare the students' achievement of reading comprehension based on their learning styles.

1.4. Uses

Theoretically, the use of this research was this research reinvestigated the previous researches which had been done in other places. The findings of this research would also complete the lack of preceding study that was similar and

related to the correlation between students' learning style and their reading comprehension achievement. Moreover, this research could become a reference for the other researchers.

Practically, this research might help the teacher to be more aware of diverse needs of the students and respond flexibly by employing a broad range of teaching techniques to better reach the students with different learning preferences, especially teaching reading comprehension which becomes the focus on this research. For the students, they will be assisted in preferring their best way in learning especially reading comprehension in order to improve their achievement. Additionally, this research will also be useful as a consideration for conducting further logical research with the same topic.

1.5. Scope

In this research, the researcher took the subject from the second grade of SMA N 1 Tanjung Bintang, Southern Lampung. The researcher analyzed their learning styles based on theory from Fleming (2001) which classifies learning styles into visual, aural, read/write, and kinesthetic. In relation to this research, which focused on the identification of students' learning style on their reading comprehension, the researcher also assessed their performance in reading. A reading comprehension test was given to them with personal letter text as the topic. The topic chosen was adapted from the applied curriculum in that school.

1.6. Definition of Terms

Reading Comprehension

Reading comprehension is the ability to understand a text which allows the reader to interact with the text in a meaningful way. It leads the reader to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success.

Reading Comprehension Achievement

Reading comprehension achievement is the accomplishment of someone's reading ability to understand the written text over a given period time. It is commonly measured by a test.

Learning Styles

Learning style is the manner in which students process the information in learning environment. It refers to the choice of one learning situation or condition over another.

II. LITERATURE REVIEW

In this chapter, the researcher will discuss about the theories used in this research, such as concept of reading comprehension, concept of learning style, theoretical assumption, and the hypothesis.

2.1. Concept of Reading Comprehension

In this part, there will be some explanation about reading. They are the definition of reading comprehension, the sub-skills of reading, and the measurement of reading comprehension.

2.1.1. The Definition of Reading Comprehension

Simply defined, reading is a process of finding the written symbols, then understanding and comprehending about what those symbols mean. It is one of the language skills which have very complex process. Aebersold and Field (1997: 15) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. While, Davies (1995:1) says that reading is a private activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time. Due to this privacy, the process of reading and responding to a writer is not directly observable.

Comprehending the text is the reason why people read. In comprehending a topic or main idea, people definitely interact with the text relating pre-questioning of the text to prior experiences of constructive meaning which can be found in the text. Hence, it is necessary for people especially students of Senior High School to master reading comprehension in order to understand every text they will read along learning English.

According to Rumelhart (1994), reading comprehension is an interactive activity between students and contexts. In the period of this interaction between students and contexts, students utilize different experiences and knowledge which involve language skills, cognitive information and world knowledge. Additionally, Grabe and Stoller (2002) said "Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers".

Based on definition above, it can be said that reading comprehension is activities to understand writer ideas through interpretation of meaning and interaction with existing knowledge.

2.1.2. The Sub-Skills of Reading

This sub-chapter will explain about the sub-skills of reading. Nuttall (1982: 109) proposes five sub reading skills that should be mastered by the readers in order to deeply comprehend a text. The first one is determining main idea. Main idea is the major point of information described in a text that provides a concept of a paragraph. According to Gallagher (2004), determining main idea

is a skill to grasp and find the main point of a passage by summarizing it and looking for repetition of ideas/words. Secondly, another sub skill of reading which the reader should master is finding the specific information or part of a text. It means, the readers should be able to look for the information in a text which is relevant to what they have in their mind and trying to ignore the irrelevant one.

The third sub skill of reading is finding reference. Reference is the intentional use of one thing to indicate something else in which one provides the information to interpret the other. Finding reference means we interpret and determine one linguistic expression to another. The next short reading skill stated by Nuttall is finding inference. Inference is an accurate guess or conclusion drawn based on the logic of a passage. Finding inference means the readers imply the sentences or passage, understand it and conclude it logically. Lastly, guessing meaning of difficult word is the final sub skill of reading. It refers to comprehend what the unfamiliar words mean by seeing its synonym related to the context. Besides, guessing meaning of difficult word can also be done by understanding one or two previous sentences in the text.

Concerning about the theories above, those five reading sub skills stated by Nuttall are important to fully comprehend a text. Thus, the researcher used all reading sub skills in case of setting a reading comprehension test in this research.

2.1.3. Measurement of Reading Comprehension

Reading comprehension assessments are the most common type of published reading test or measurement. The most common reading comprehension assessment involves asking the readers to read a passage of text that is leveled

appropriately for them, and then asking some explicit, detailed questions about the content of the text.

According to Gronlund and Waugh (2013), assessment is used to determine the extent to which students are achieving the intended learning outcomes of instruction. Due to reading comprehension, assessment requires students to accurately decode words, to apply their knowledge of grammar, syntax, and vocabulary, and to use critical reading strategies that aid in the literal and inferential comprehension of what is read (McLeod, 1999). Furthermore, Pearson (2005) mentions that the gold standard for an assessment is meeting the construct validity test. In reading comprehension test, the validity of construct means measuring whether the construction of the test has already in line with the objective of the learning or not (Hatch and Farhady, 1982: 251).

It appears that measuring reading comprehension is commonly done by a test. Assessment in reading comprehension obliges the students to grasp the goal of reading itself namely students understand fully about the intended meaning of what they read. Moreover, the test should meet the construct validity in order to make sure that the test has been already in line with the learning objectives.

2.2. Learning Style

There are some explanations regarding to learning style, such as, the definition of learning style, types of learning style and the measurement of learning style.

2.2.1. Definition of Learning Style

A lot of definitions of learning style have been written and several approaches to learning styles have been proposed. This chapter focuses on some of them, mainly connected with those which were used in this research. Different sources often mention very similar interpretations of learning styles. On the other hand, there are a lot of formulations which describe learning styles in a different way. Therefore, the following paragraph will introduce some of them and come to a conclusion.

Learning styles are simply defined as different approaches or ways of learning. More deeply, Felder and Henriques (1995:21) explain the meaning of "learning style" as "the ways in which an individual characteristically acquires, retains and retrieves information". The authors (Felder & Henriques, 1995) summarize that students learn in many ways – by seeing and hearing which is sometime called modality model, reflecting and acting that is in some sources named as model of behavior or exposing with time, reasoning logically and intuitively which is connected with the way we receive information and lastly memorizing and visualizing.

Keefe (1979) defines learning styles as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment." Keefe deals with the definition of learning style seen from biological point of view. Meanwhile, Stewart and Felicetti (1992) define learning styles as those "educational conditions under which a student is most likely to

learn." Thus, learning styles are not really concerned with "what" learners learn, but rather "how" they prefer to learn.

As we can see from the information above, there are a lot of differences in understanding the learning styles and the approaches to learning styles. Referring to some statements mentioned before, it appears that learning style is the manner in which students process the information in learning environment. It concerns with "how" they prefer to learn. As individual differ one another, students also have different types of learning style. Thus, there are a lot of instruments and ideas how to measure the learning styles and the teacher or educator should find out which one will fit the best to his or her students.

2.2.2. Types of Learning Style

After knowing the definition of learning style, the next discussion is types of learning style. As learning style refers to the individual's learning characteristics on the basis of individual differences in learning, so there are many different ways of students' learning manner.

A concept brought by Fleming (2001) has been developed the VARK inventory (VARK is an acronym for visual, auditory/aural, read/write, and kinesthetic learning style). The VARK inventory categorizes four different sensory modalities with an extra category for multimodal students. People learn using a variety of these methods, but one method usually predominates. Each part of VARK learning styles of the students will be explained below.

2.2.2.1. Visual Learners

Visual learners process information best if they can see it. Graphs, flow charts, and pictures are helpful to them. Yong (2010: 481) states that visual learning style refers to a preference for learning through vision and visual learners rely on their sight to take the information. According to Friedman (2013), there are some characteristics of visual learners:

a. They tend to be fast talkers.

b. They exhibit impatience and have a tendency to interrupt.

c. They use words and phrases that evoke visual images.

d. They learn by seeing and visualizing.

The teaching strategy for visual learners should include the use of demonstrations and visually pleasing materials, and an effort should be made to paint mental pictures for these learners.

2.2.2.2. Aural Learners

These learners like to hear the information. They process information best by listening to lectures, attending tutorials, and using tape recorders to play back learning sessions. They also like to talk about the information. In auditory learning, students learn through hearing. They tend to prefer verbal and written materials (Mills et al., 2010). Friedman (2013) describes some characteristics of auditory learners:

a. They speak slowly and tend to be natural listeners.

b. They think in a linear manner.

c. They prefer to have things explained to them orally rather than to read written information.

d. They learn by listening and verbalizing.

The teaching strategy for auditory learners should be planned and delivered in the form of an organized conversation.

2.2.2.3. Read/Write Learners

They comprehend and remember what they read, and they often enjoy writing. These learners will benefit from reading as a method for study. According to Marcy (2001), the students with read/write learning style like to see the written words. They like to take notes verbatim and reread these over and over again. They also like to read texts. The characteristics of read/write learners are described by Friedman (2013):

a. They prefer information to be displayed in writing, such as lists of ideas.

b. They emphasize text-based input and output.

c. They enjoy reading and writing in all forms.

The teaching strategy for read/write learners should include written lists of key words. The learners will learn by silently reading or rewriting their notes repeatedly; writing out in their own words the ideas and principles that were taught or discussed; organizing any diagrams, graphs, other visual depictions into statements and putting reactions, actions, diagrams, charts, and flowcharts into words. These learners like multiple-choice tests.

2.2.2.4. Kinesthetic Learners

These learners like to acquire information through experience and practice, and prefer to learn information that has a connection to reality. The additional "multimodal" category encompasses the students who fall into more than one sensory modality of any combination (Marcy, 2001). According to Friedman (2013), there are some characteristics of kinesthetic learners:

a. They tend to be the slowest talkers of all.

b. They tend to be slow to make decisions.

c. They use all their senses to engage in learning.

d. They learn by doing and solving real-life problems.

e. They like hands-on approaches and learn through trial and error.

The teaching strategy for kinesthetic learners should include hands on demonstrations and case examples to be discussed and solved.

The teachers could benefit by understanding the learning styles their students, because such consideration leads to greater understanding of styles. The more that teachers know about their students' style preferences, the more effectively they can orient their L2 instruction, as well as the strategy teaching that can be interwoven into language instruction, matched to those style preferences. Instead of choosing a specific instructional methodology, L2 teachers will do better to employ a broad instructional approach, notably the best version of the communicative approach that contains a combined focus on form and fluency (Oxford, 2003).

2.2.3. Measurement of Learning Style

Learning styles are considered by many to be one factor of success in higher education. Many researchers assume that learning style is measurable (e.g. Cross, 1976; Keefe, 1979). In many instances, the application of learning style has proposed a massive number of methods to categorize learning style. There is no single method which is commonly acceptable and used permanently in classifying types of learning style.

The instrument in measuring learning styles has been used by some experts. Dunn, Dunn and Prices' (1989) propose learning style inventory as a 100-item self-report questionnaire asking individuals to respond to items relating to the key factors of the construct which can be used to guide the construction of the learning situation, material, and teaching approach. Besides, Kolb (1985) develops a 12-item self-report questionnaire. Respondents are required on each of the items to rank four sentence endings corresponding to each of the four learning styles. Kolb's learning style inventory scores reflect an individual's relative emphasis on the four learning orientations and enable categorization according to the corresponding learning style.

It can be seen that there are some methods which can be used to measure or classify students' learning style. However, at least there is a minimum standard used to apply learning style. It is stated that a good measurement scale is both reliable and valid (Spector, 1992). Due to apply method in categorizing learning style, the instrument must fulfill the criteria of a good measurement scale namely valid and reliable which are explained in the chapter three.

2.3. Reading and Learning Style

The importance of reading has been explained through some theories mentioned above. It is said that reading is one of the important skills needing to be mastered by the students especially in EFL learning environment. Meanwhile, one aspect that may affect the students' achievement is learning style which differs among students.

According to Zint (1966), the cause of reading failure is individuals are different among others in learning rates. It can be said that low reading performance can be caused by different ways of learning among people which depends on preferred ways of people to receive or understand knowledge. Moreover, Ellis (2003) states that students' preferred ways of learning affect their second language learning input and output, such as learning task or comprehension of four English skills whether productive or receptive skills.

Thus, from the statements above, it appears that reading and learning style relates each other. Learning styles are important to be known and aware both by students or teachers due to its indication to the ability of students in reading comprehension.

2.4. Theoretical Assumption

From the frame of theory and explanation above, it is believed that reading is an important and crucial skill in English teaching. While reading, the process of transferring information from writer to the reader by using written form happens. However, mostly students still face a difficulty in mastering this skill. Learning style is assumed as one factor which affects the students' achievement in reading

comprehension. Despite of the students have the combination of learning styles, they usually have a dominant learning style or their own preference style.

The students with visual learning style will learn something by seeing and visualizing it. They tend to be fast talkers which generally will benefit in learning speaking. Meanwhile, aural students tend to learn something by listening and verbalizing it. They are a good listener which commonly will be successful in listening skill. The students with kinesthetic learning style prefer learning by doing and solving real-life problems. They use all their senses to engage in learning.

On the other hand, the students with read/write learning style prefer information to be displayed in writing, such as lists of ideas. They enjoy reading and writing in all forms. These students may present themselves as copious note takers or avid readers. This preference emphasizes text-based input and output – reading and writing in all its forms but especially manuals, reports, essays and assignments. It is believed that this kind of students will do better in reading as well as writing.

2.5. Hypotheses

Concerning about the concept and theoretical assumption above, the researcher formulates the hypotheses as follows:

H_0 There is no significant difference on students' reading comprehension achievement based on their learning style.

H$_1$ There is a significant difference on students' reading comprehension achievement based on their learning style.

III. RESEARCH METHODS

This chapter discusses the methods of research that were used in this study, such as: design, subject, data collecting techniques, research instruments, validity and reliability, data analysis, data treatment, and hypothesis testing.

3.1. Design

Quantitative research was implemented in this study. According to Setiyadi (2006: 5), quantitative design aims to investigate a theory have been existed and the researcher should look for the data to support or reject it. *One way ANOVA* was implemented to this research. The research design was described as follows:

<div align="center">

X Y

</div>

In which:

X   : Students' learning styles as the independent variable

Y   : Students' achievement in reading comprehension as the

        dependent variable

3.2. Subject

In this research, the population was chosen from the second grade students of SMA N 1 Tanjung Bintang in which they are in the second semester of 2015-2016 academic year. There are seven classes. The sample for this research was chosen randomly. All classes had the same chance to be the sample for this

research. There were 30 students of the class becoming the subject of this research.

3.3. Data Collecting Techniques

In collecting the data, the researcher had done some steps explained below in accordance with gaining the data for students' learning style and their reading comprehension achievement.

1. Determining Subject of the Research

    As what had been mentioned before, the subject of this research is the second grade students of SMA N 1 Tanjung Bintang. From 7 classes, the researcher chose the class by using lottery as the sample in this research so that all classes had the same chance to be chosen. From the chosen class, there were 30 students becoming the sample for this research. The researcher chose the students randomly to find those who had visual, aural, read/write, or kinesthetic learning style.

2. Distributing Questionnaire

    In this stage, the researcher gave the questionnaire to the subject. The questionnaire given was the instruments used to indicate their learning style. They were to complete the questionnaire by choosing the answer which best explains their preference and mark the checklist space next to it. There were 10 questions with four options which reflected students' preference in learning—visual, aural, read/write, and kinesthetic.

3. Administering A Set of Reading Test

    After distributing the questionnaire, the next step was administering the reading test. The test consisted of 40 questions. Each question consisted of

four optional answers. The questions given to them revealed the five sub skills of reading explained in the second chapter. The topic of the reading comprehension test was *Personal Letter* which is one of materials in the 2013 curriculum for the second grade of senior high school.

4. Analyzing, Interpreting, and Concluding The Data

The last procedures in conducting this research were analyzing, interpreting, and concluding the data. After the data was collected, the data of students' performance in reading and the result of learning style questionnaire were analyzed using SPSS for window version 16.0 to find out whether or not there was a significant different of reading mean score based on their learning style.

3.4. Research Instrument

There were two kinds of instrument used in this research. The first one was questionnaire and another one was reading comprehension test.

3.4.1. Questionnaire

In this research, the researcher used a set of questionnaire adapted from the VARK inventory which is developed by Flemming (2001) to identify the type of students' learning style. Originally, there are 16 items in the questionnaire with four options in each item. In this case, the researcher only used the statements which relate to language learning. All statements in the questionnaire were written in Indonesian language so that the students would not be confused to fulfill it. Moreover, it avoided the misinterpretation of the questions. The questionnaire consisted of 10 questions with four options in each question based on the

indicators of visual, aural, read/write, and kinesthetic learning style. Each option of the questionnaire has numerical value:

1   : Almost never

2   : Seldom

3   : Sometimes

4   : Often

5   : Almost always

From the four options, the students might choose the closest one by marking number one, two, three, four, or five related to their character in learning something. The options to each question were made so that those with a particularly strong preference would choose the response that matches that preference even when the situation in the question stem is biased towards another mode. That is how VARK discriminates and for that reason the proportion of respondents choosing each option in a question is unlikely to be close to 25% for each question. It is more likely that one or sometimes two options in each question will be very attractive to most and that only those with a strong preference will choose a different answer, aligned with their modal preference. The following table describes the specification of the options in the questionnaire which classify the types of learning styles.

Table 3.1. The Classification of the Option in the Questionnaire

Option	Type of Learning Style
A	Visual
B	Auditory/Aural
C	Read/Write
D	Kinesthetic

The criteria are:

Visual	:Students tend to learn something by seeing and visualizing it.
Auditory/Aural	:Students tend to learn something by listening and verbalizing it.
Read/Write	:Students tend to learn something by displaying it in writing such as lists of ideas.
Kinesthetic	:Students tend to learn something by doing and solving real-life problems.

Flemming (2001)

3.4.1.1. Validity of the Questionnaire

In administering a research, a test can be said valid if it measures what should be measured which is suitable with the criteria (Hatch and Farhady, 1982: 250). To know whether the test had a good validity or not, the researcher looked from the content and construct validity.

1. Content Validity

Content validity in this research is the systematic examination of the questionnaire content to determine whether it covers a representative sample of the behavior domain to be measured (Anastasi & Urbina, 1997). It means that, VARK questionnaire should have items covering all areas of learning styles discussed in the scientific literature. In this research, the researcher applied *interrater* technique in measuring the content validity of the questionnaire. She asked her advisors to make sure that each question in the questionnaire represents how students prefer to learn and process the information based on the VARK inventory developed by Flemming (2001). Then, the researcher used the scoring

directions to evaluate students' responses through all the statements which had been given.

2. Construct Validity

Construct validity measures whether or not the construction of the questionnaire has already in line with the objective of the instrument itself. Messick (1989) has pushed for a unified view of construct validity as an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions. An instrument can be considered valid in its construction if the item measures every aspect which is suitable with the specific objective of the instruction. Key to construct validity are the theoretical ideas behind the trait under consideration.

In this case, the questionnaire is extended to measure or classify students' learning styles and it uses the theory from Flemming (2001) as the guidance. In this case, the validity of VARK questionnaire had been analyzed by Leite, et.al.(2010). The study found preliminary support for the validity of the VARK scores. Potential problems related to item wording and the scale's scoring algorithm were identified, and cautions with respect to using the VARK with research were raised.

3.4.1.2. Reliability of the Questionnaire

Reliability refers to the consistency of the measurement. Leite, et.al.(2010) has conducted a study of VARK. They explain that *Cronbach's alpha* would underestimate the reliability of the VARK scores, because *Cronbach's alpha* assumes that all items are parallel measures of the construct, which is not true

with the VARK. Therefore, they provide estimates of reliability based on confirmatory factor analysis. The reliability estimates for the scores of the VARK subscales were .85, .82, .84, and .77 for the visual, aural, read/write, and kinesthetic subscales. It means that the result of confirmatory factor analysis done by Leite, et.al.(2010) proves that each subscale has a high reliability. It can be seen from the following table which describes the standard of reliability instrument.

Table 3.2. The Standard of Reliability of the Instrument

1.	0.80 – 1.00	Very high reliability
2.	0.60 – 0.79	High reliability
3.	0.40 – 0.59	Medium reliability
4.	0.20 – 0.39	Low reliability

3.4.2. Reading Comprehension Test

In measuring students' achievement in reading comprehension, the researcher gave 40 questions of reading test with five possible choices in each item. Personal letter was chosen as the type of text in the test with the curriculum-orientated. The result of their test will be correlated to the result of questionnaire to know the effect of their learning style on their achievement in reading comprehension.

The following table shows the distribution of the test item in relation with the five reading sub-skills proposed by Nuttall (1982).

Table 3.3. The Proportion of the Five Reading Sub-Skills in the Reading Test

No.	Reading Sub-Skills	Number of test item
1	Determining main idea	1, 6, 12, 15, 17, 26, 31, 38.
2	Finding the specific information or part of a text	2, 3, 4, 5, 8, 9, 16, 18, 21, 22, 23, 32, 36, 39.
3	Finding reference	10, 14, 24, 28, 33.

| 4 | Finding inference | 7, 13, 27, 34, 35. |
| 5 | Guessing meaning of vocabulary (difficult word). | 11, 19, 20, 25, 29, 30, 40. |

3.4.2.1. Validity of the Reading Test

As well as the validity of the questionnaire, the researcher would look the validity of the reading test from its content and construct.

1. Content Validity

As the content validity is intended to measure what should be measure, the test of reading represents the measurement to assess students' achievement in reading. To measure the validity of the reading test, the researcher implemented the *interrater* technique. The researcher asked the raters to verify the content validity of the test by looking at the test items which should consist of five sub skills of reading. Moreover, another indicator of the content validity of the reading test was that the test is made based on curriculum orientation.

2. Construct Validity

Construct validity measures whether the construction of the test has already in line with the objective of the learning or not (Hatch and Farhady, 1982: 251). Construct validity focuses on the kind of test that is used to measure the ability. In this case, the test was meant to identify students' achievement in reading comprehension. Each item on the test represents the theory of five short reading skills proposed by Nuttall (1982), that is, determining main idea, finding the specific information or part of a text, finding reference, finding inference, and guessing meaning of vocabulary (difficult word). To measure the construct

validity of the test, the researcher applied *interrater* technique by asking the raters to evaluate all items of the test.

3.4.2.2. Reliability of the Reading Test

The reliability of the reading test used in this research was measured in order to check the consistency of the test itself. The researcher implemented the *split-half* method in measuring the reliability of the reading test. The researcher divided the 40 items of reading test into two randomly based on odd and even number. The test given to the students were also divided into two groups. Then the researcher compared the result. If both tests give relatively same outcome, then it can be said that the test is reliable (Setiyadi, 2006:18).

3.5. Data Analysis

The researcher analyzed the data quantitatively by examining the students' scores using the following steps:

1. Tabulating the results of the questionnaire.
2. Assessing students' score of reading comprehension test.
3. Correlating the students' achievement and their result of questionnaire statistically.
4. Drawing conclusion.

In scoring the students' achievement, the researcher used percentage correct. The ideal highest score is 100 and the percentage correct score is used in reporting the result of classroom achievement test. The formula:

$$S = \frac{r}{n} \times 100$$

(Henning, 1987)

Where:

S   = the score of the test

r   = the total of the right answer

n   = the total of test items

3.6. Data Treatment

One Way ANOVA for hypothesis testing has five basic assumptions:

1. There is only one dependent variable and one independent variable having three or more levels.

2. The dependent variable is in form of numerical continuous ordinal data.

3. The comparison is between groups (independent variable).

4. The data is distributed normally.

5. The number of sample is quite big (minimally 5 data in each cell).

(Setiyadi, 2006)

To fulfill those criteria, the researcher employed the procedure of normally test. Normally test is used to know whether the test data are normally distributed or not. The hypothesis of the normally test is formulated as follows:

H_0 = the distribution of the data is normal

H_1 = the distribution of the data is not normal

The criteria for the hypothesis: The criteria for the hypothesis: H_0 is accepted if Sig > . The level of significance is at 0.05.

3.7. Hypotheses Testing

Hypotheses testing were intended to see whether the hypothesis proposed by the researcher was accepted or not. To test the hypothesis, *One Way ANOVA* is conducted at the significant level of 0.05 ($P < 0.05$). The hypotheses were:

H_0 There is no significant difference on students' reading comprehension achievement based on their learning style.

H_1 There is a significant difference on students' reading comprehension achievement based on their learning style.

The criteria were:

1. If the F-table is higher than F-value: H_0 is accepted that there is no significant different between the mean score of reading among four types of learning style.

2. If the F-table is lower than F-value: H_1 is accepted that there is a significant different between the mean score of reading among four types of learning style.

V. CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the study and the suggestion to further research. Additionally, the researcher also provides some suggestions for English teachers and learners related to the identification of students' learning style on their reading comprehension achievement.

5.1. Conclusion

Based on the data analysis, firstly, the researcher 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 classified as 16.7%. It also found that 0% students were sorted as visual learners.

After comparing the mean scores of reading comprehension based on students' learning styles, the result shows that P-value is higher than P-alpha (0.064 > 0.05). Therefore, H_0 is accepted that there is no significant difference on students' reading comprehension achievement based on their learning styles. It indicates that learning styles has not become a dominant factor in affecting students' achievement in reading comprehension. It is believed that students learn in many different ways. However, it does not mean that only students with certain styles will be successful in reading comprehension. It is because any student with

any style of learning can succeed in learning as long as they can find their best way or strategy so that they can learn something effectively. Different styles may use different strategy in learning so that they can be successful in reading. Besides, there are some other factors which are strongly influence students' achievement in reading comprehension such as cognitive competence, environmental factors, motivation, and others.

In addition, read/write learners were found to gain a better achievement compared to other learning styles. It can be seen from their learning strategies or motivation which support their accomplishment in reading comprehension.

5.2. Suggestions

As this research has been done and found some findings, the researcher would like to suggest some points. First of all, in this research, the researcher applied the method in classifying students' learning styles based on how students process information by looking at their personal characteristics in learning; visual, aural, read/write, kinesthetic. In some previous researches, the different selection in categorizing students' learning styles might show different result. Hence, the researcher suggests for other researchers who will do similar research to classify students' learning style based on the other focus of categorizing students' learning styles. For example, it focuses on factors of the construct: environmental (light, sound, temperature, and design); emotional (structure, persistence, motivation, and responsibility); sociological (pairs, peers, adults, self, and group); or many other approaches in classifying learning styles.

Moreover, this research was conducted with a limited number of subjects. This might be a good suggestion for other researchers to do a similar study with a bigger number of subjects in order to get more valid data. Additionally, the technique in collecting the data in this research only used questionnaire. The next researcher can use interviews and observations to make the data more valuable. Besides, it is suggested for the following researchers to expand and explore learning style to be correlated to other skills in English—speaking, writing, listening, etc.

In teaching-learning area, the researcher suggests some recommendation for teachers and also students. Teachers are recommended to teach students regardless their learning styles. Since learning styles does not affect students' achievement in reading comprehension, it seems that students' achievement is likely affected by students' motivation and also students' learning strategy. Accordingly, teachers can improve students' motivation in learning by relating the topic to the real life or surrounding of the students. Providing students with tasks that lead them to set the strategy in learning can also be done by teachers. For example, teachers can ask students to present a project while learning about a certain type of text. It can be in form of graph, pictures, or real object. Students can set their best way or strategy in doing the project. Thus, students are no longer finding it hard to comprehend a text and become successful in learning, especially reading.

The researcher also suggests the students to find their best way in learning. They might be categorized as visual learners or kinesthetic learners but it has not become a dominant factor in affecting students' achievement. It has been

discussed that reading is a process that happens along the learning development. Therefore, students are suggested to set up the most appropriate strategy or plan to be successful in learning.

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