THE INFLUENCE OF VARK LEARNING STYLES TOWARDS READING COMPREHENSION OF THIRD YEAR STUDENTS AT SMAN 3 KOTABUMI

(A Script)

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ABSTRACT

THE INFLUENCE OF VARK LEARNING STYLE TOWARDS READING COMPREHENSION OF THIRD-YEAR STUDENTS IN SMAN 3 KOTABUMI

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Reading is one of important skills which should be mastered by students. At the same time, many students have difficulties in reading comprehension especially in the aspects of reading comprehension. Also, it is believed that every person has different ability to read and learning style especially VARK learning style is assumed as one of the factors.

Therefore, the objectives of this research were to find out the best learning style of VARK in reading comprehension and to find out the best aspect of reading comprehension in each style of VARK. The research was conducted in class XII MIPA 2 and XII MIPA 6 at SMAN 3 Kotabumi. There were 58 students chosen as subjects in this research.

The students were categorized into their learning styles by using VARK questionnaire and they were compared in a reading comprehension test which consisted of 30 items of multiple choices. The data were analyzed using One-way Anova.

The results were: visual students obtained 79.4 as mean score, aural students achieved 67.4, read/write students got 84.9, and kinesthetic students obtained 75.7. Regarding with the aspects, the highest aspect in visual group was finding specific information (5.27) because they were able to read and to analyze certain parts of the text which the informations they need were placed in order to find the answer in most of finding specific information questions. The highest aspect in aural group was understanding vocabulary (4.5) because most of aural learners were able to understand mostly the meaning of vocabularies in the reading test. The highest aspect in read/write group was finding specific information (5.6) because they were able to read and to analyze certain parts of the text which the informations they need were placed in order to find the answer in most of finding specific information questions. The highest aspect in kinesthetic group was identifying main idea (5) because they were mostly able to grasp and find the main point of a passage.

Based on the results, it can be concluded that the best style of VARK in reading comprehension was read/write style. In terms of the aspects of reading comprehension, the best aspect in visual and read/write group was finding specific information, the best aspect in aural group was understanding vocabulary, and the best aspect in kinesthetic group was identifying main idea.

Keywords: VARK learning style, reading comprehension, reading aspects
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DEDICATION

This script is fully dedicated to:
My beloved parents, Siswoyo and Restuti.
My beloved brothers, Yugo Edy Putro and Danang Wicaksono.
My beloved comrades, English Department 2014 of University of Lampung.
My almamater, University of Lampung.
MOTTO

_Surely, with hardship comes ease_

(QS Al Insyiroh 94:7)
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Bandarlampung, 28 November 2018
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I. INTRODUCTION

This chapter introduces the research. The introduction presents the background of the research, research questions, the objective of the research, the uses of the research, scope of the research, and the definition of terms.

1.1 Background of the Research

Reading is one of the language skills which should be mastered by students. Generally, reading is not only important for language learners but it is also important for all learners because most of the learners get information and also knowledge mostly from reading. Therefore, Nation (2009: 49) says, “Reading is a source of learning and a source of enjoyment”. From that statement, it can be inferred that reading is important. This also means that it cannot be separated from other language skills because as a source of learning, reading can support other skills and subjects. For example, if someone intends to learn how to write well then he learns it by reading books consisting of writing theories. Another example, if someone intends to master biology than he can learn it by reading the book of biology. Those illustrations show that reading can help someone to learn something.

So, it can be assumed that reading is one of the keys to be successful for everyone who wants to be an educated person. However, in reality, it was found that SMA students were still not able to read well in English. This is reasonable because reading comprehension has complex components such as (1) main idea i.e. main point of a passage, (2) specific information i.e. certain information in a text, (3) reference i.e. a significant citation for specific matter, (4) inference i.e.
conclusion based on the facts given in a text, and (5) **vocabulary** especially **content words** i.e. words that name objects of reality and their qualities.

Furthermore, reading is comprehending message conveyed in certain text. In other words, comprehension means relating what we do not know or new information, to what we already know (Eskey: 1988 in Sari: 2015). In other words, to comprehend the text, the reader should be able to connect the written information to his current knowledge or what is usually called as background knowledge i.e. a person’s collection of knowledge or information that has been formed from all of his life’s experience. This is basically the purpose of reading comprehension.

At the same time, there must be some problems in reading comprehension faced by the students, especially in its aspects. In order to know the real situation faced by SMA students, pre-observation was conducted at SMAN 3 Kotabumi. It was done by doing an interview with an English teacher there. The results indicate that the problem faced by many students of SMAN 3 Kotabumi, in terms of the aspects is especially **making inference**.

In addition, Saadi (2012) states that reading is a common problem of students. Another study by Hafiz (2000) indicates that approximately 20% of students in Saudi Arabian Schools have reading difficulties. From those two statements, it can be simply inferred that many students face many problems in reading.

It is believed that every person has different ability in reading comprehension. This stands to reason for some people are good while the others are not too good or even bad. For this reason, there are some factors that make different in reading ability; and learning style was assumed as one of the factors. In this case, Wang (2007: 409) defines learning style as an individual’s preferred or habitual
way of processing the knowledge and transforming the knowledge into personal knowledge.

In other words, it is an educational condition under which a student is most likely to learn. Thus, learning style is not really concerned with what the learners learn, but rather how they prefer to learn the materials. More specifically, each person has his or her own best way to learn, governing how they prefer to receive and proceed the knowledge. Some learners may thereby rely on visual image or presentation, others prefer listening to the music while learning, some others prefer reading or writing the materials to learn, still others may respond better to hands-on activities.

In line with description illustrated above, there are some theories of learning style and one of them is VARK (visual, aural, read/write, kinesthetic) learning style model. Naturally, it is learning style that has been modified from VAK (visual, aural, kinesthetic) model to VARK learning style by Fleming in 2006. Actually, this learning style is modified by classifying students into four different modes. The modes are based on different senses, namely (1) visual: learners prefer learning through interpreting charts, graph figures, and pictures; (2) aural: learners attain information by discussion and listening; (3) read/write: learners learn through printed word and text as a method to gain information; and (4) kinesthetic: learners tend to learn by experiencing or practicing.

To be more concrete, the name of the model itself, is originated from those senses prefix letters (V, A, R, and K). Ismail (2010) states that dividing students according to mode is necessary so that the effectiveness of each lesson to different VARK learning mode can be observed. That is to say, for example, there are some students with different learning styles and of course their abilities to receive the lesson are different. It is based on how teacher gives the lessons and student’s preferred learning style. Therefore, the teacher really needs to know which learning
style preference of each student, especially the students with low ability in receiving the lesson, so that the teacher can optimally increase students’ achievement.

Regarding with reading comprehension, students with the tendency of reading prefer printed word and text as a method to gain information. This is because they like reading (1) list: a record of short pieces of information, such as people’s names, which are usually written or printed with a single thing on each line and often ordered in a way that makes a particular thing easy to find, (2) glossary: an alphabetical list with meanings of the words or phrases in a text that are difficult to understand, (3) textbook: a book that contains detailed information about a subject for people who are studying that subject, or (4) lecture notes: notes that are taken by someone attending a lecture. These students like to arrange lecture notes into sketch form, paraphrase classroom notes, and study multiple choice exam questions (Murphy et al. 2004). Furthermore, according to Drago and Wagner (2004) in Othman (2010), these students are note takers. That is, they study better through notes taken from lecture or from difficult reading materials.

Thus, it can be assumed that students with read/write learning style are the best than the others. But is it true that students with reading learning style is the best of the others? How are about the other learning styles? Are they also effective in achieving reading objectives? Which is the worst learning style in reading? In order to be able to logically find reliable answer, this research was objectively conducted to answer those questions.

The descriptions above, leads this study to analyze the influence of each learning style from VARK model to know which learning style—visual, aural, read or write and kinesthetic—is good in reading comprehension. Hence, to answer those questions the research aimed at investigating the influence of VARK learning styles towards reading comprehension.
1.2 Research Questions

In line with the background above, this study attempted to identify the problem as follows:

1. In general, “Which style of VARK influence is the best towards reading comprehension achievement?”
2. Specifically, “What aspect of reading comprehension best relates to each VARK learning style?”

1.3 Objectives of The Research

Considering the research questions above, the objectives of this research are:

1. To see which the best learning style influence towards reading comprehension.
2. To find out what aspect of reading best relates to each learning style.

1.4 Uses of The Research

It is expected that:

1. This research can essentially prove theory of VARK learning styles towards reading comprehension.
2. This research can be used by the teacher to select or choose the best way to teach students based on their learning style.
3. This research can be used in advanced research as a reference to develop a teaching method to increase students’ reading comprehension.
1.5 Scope of The Research

Naturally, this research was focused on the influence of learning styles (VARK) towards reading comprehension performance especially in every aspect such as main idea, specific information, reference, inference, vocabulary. This research was conducted in the third grade of senior high school because they already studied grammar, vocabulary and knowledge to do a reading comprehension.

In point of fact, there were 71 students from two classes who were given VARK questionnaires on the purpose of categorizing them into each learning style. This was designed so since the students would be categorized into four groups based on their learning style and those four learning styles should be there in this research. The reason of choosing these classes was due to the fact that they had already studied enough vocabulary and grammar to do a reading comprehension. Next, the reason of using not only one class was due to avoiding unreliable case. In so doing, two classes were equally used in this research. At last, they were compared in a reading comprehension test to objectively know their reading comprehension achievement.

1.6 Definition of Terms

Some crucial terms used in this research were defined in order to avoid ambiguity and to make it clear.

1. Reading Comprehension

Reading means a result of interaction between the writer’s mind and the reader’s mind. Also, reading is understanding written text. Furthermore, comprehension means relating to what we do not understand or new information, to what we already know. Likewise, comprehension in reading is a matter of “making sense” of text. So, the point of reading comprehension is understanding. A person can read but it does not mean he
understand what he reads. In short, reading comprehension is understanding the writer’s mind in a communicative interaction between the writer and the reader through a text. (Nuttal, 2000:2; Pang, 2003:6; Eskey, 1988; Smith, 1982:15)

2. **Macro skills**

   By considering intellectual skills classification by Brown (2004), macro skills can be simply defined as skills which are used to analyze the whole text.

3. **Micro skills**

   By considering intellectual skills classification by Brown (2004), micro skills are defined as skills which are used to analyzed only a small part of a text.

4. **Text**

   Text is defined as a stretch of language, either in speech or in writing, that is semantically and pragmatically coherent in its real-world context. A text can range from just one word (e.g. a “slow” sign on the road) to a sequence of utterances or sentences in a speech, a letter, a novel, etc. Text is thought to consist of three elements or cue systems from which readers get meaning: (1) Semantic cues (highest level)-meaning; (2) Syntactic cues (middle level)-grammar; (3) Graphophonic cues (lowest level)-sounds of the letters. (Adams, 1999; Carter and McCarthy, 2006)

5. **Learning Style**

   Learning style is basically a learning approach as preferred by student. Also, learning style is the difference that exists among individuals over each learning methods. On the other hand, from the cognitive aspect, learning style can be referred to various methods in perception creation and information processing to form concepts and principles. In short, it can be summarized that learning styles are styles or individual learning technique
that act with its environment, to process, interpret and obtain information, experiences or desirable skills. (Mok, 2003; Draco and Wagner, 2004; Fleming and Baume, 2006)

6. **VARK Learning Style**

VARK learning style model is learning style that has been modified from VAK model, to VARK learning style by Fleming in 2006. This learning style is modified by classifying students into four different modes. The modes are based on different senses, namely visual, aural, read/write, and kinesthetic, and the name of the model itself, is originated from its senses prefix letters (V, A, R, and K). To be more precise, aural mode students tend to attain information by discussion and listening. For reading mode, these students have the ability to accept and interpret printed information. For visual mode, the students are more prone to accept learning through interpreting charts, graph figures, and pictures. While kinesthetic mode, the students learn more based on behavior such as touching, feeling, seeing, and listening. (Fleming, 2006)

As can be clearly seen that the introduction of this research has already covered some points: (1) background of research, (2) research questions, (3) objectives of the research, (4) uses of the research, (5) scope of the research, and (6) definition of terms. Afterwards, the next chapter will discuss literature review of this research.
II. LITERATURE REVIEW

This chapter discusses the theories that support the research. It consists of review of previous research, concept of reading, reading comprehension, text, aspects of reading, concept of learning style, VARK learning style, relation between VARK learning style and reading comprehension, theoretical assumption, and hypothesis.

2.1. Review of the Previous Research

To clearly support this research, here are some previous study regarding this research: (1) The Comparative Analysis of Students’ Learning Style on Their Reading Skill (Fithrotunnisa, 2015); (2) An Examination of the Learning Styles of Saudi Preparatory School Students Who are High or Low in Reading Achievement (Saadi, 2012).

First, the study done by Fithrotunnisa was aimed at knowing the difference of the students’ learning style, especially in terms of VAK (visual, Auditory, Kinesthetic) in their English learning skill in reading skill. In short, the result of the study shows that the best learning style in reading is visual style.

Furthermore, the next study conducted by Saadi was focused on the aim of examining the learning styles and reading achievement characteristic of Saudi Arabia preparatory schools students. In his study, he correlated learning styles and gender to compare them in reading achievement. At the end, he found some results regarding VARK learning style preference. Visual, tri and quad male students scored better in reading than students with other style preferences. In this case, tri and quad means that the students prefer more than one style, but still, visual is main
or the most preference style. On the other side, kinesthetic was the main preference learning style for students in the low achievement group. In other words, kinesthetic is the worst style in doing reading comprehension.

Regarding with the previous studies above, the researcher takes a research on the influence of VARK learning style towards reading comprehension. It is because on the first previous study still focus on VAK which has not been developed into VARK. In addition, the second reason is that there is still no research about VARK and reading comprehension in Indonesia.

2.2. Concept of reading

Generally, reading is one of the important skills that are needed by every learner. Books, magazines and even the internet are great learning tools which require the ability to read and understand what is read. A person who understands how to read can educate themselves in any area of life they are interested in. Although generally people think of reading as a simple, it is actually a very complex process. Some experts state that reading is an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, et.al., 2005: 21). The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes, the readers will get a new conclusion as a new knowledge for them.

Equally important, Nuttal (1982) defines reading as the meaningful interpretation of printed or written verbal symbols. In a like manner, other linguists, Finocchiaro and Bonomo (1973:199) state that Reading is bringing and getting meaning from the printed or written materials. Moving ahead, according to Doyle (2004:15), comprehension is a progressive skill in attaching meaning beginning at
the same level and proceeding to attaching meaning to entire reading selection. All comprehension revolves around the reader’s ability in finding and determining main idea and topic sentence from the text. This statement means that in reading, it is not enough for readers to understand a set of words in a sentence only. More specifically, the main purpose of reading is to comprehend the ideas in the material. As without comprehension, reading would be meaningless. That is to say, in order to comprehend the text, the reader must consider the key ideas while they are reading the text. That is the way how to comprehend a text in general. Equally important, to comprehend the text particularly, the readers should focus on which part or information they need.

More operationally, reading comprehension is an interaction between the reader and the text in a meaningful way. Caldwell (2008:4) who states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. So, it needs a variety of intellectual skills to comprehend the text. The intellectual skills are divided into two terms (1) macro skills i.e. skills to analyze a text as a whole and (2) micro skills i.e. skills to analyze only small part of a text, and they will be clarified as follows:

1. Macro Skills

   According to Brown (2004:188), macro skills are as follows:

   a. Recognizing the rhetorical forms of written discourse and their significance for interpretation. For example, exposition, argumentation, description, and narration.

   b. Searching the communicative functions of written texts, according to form and purpose. For example: generic structure of the texts.

   c. Inferring context that is not explicit by using background knowledge. For example, making inference.
d. From described events, ideas, etc. inferring links and connections between events, deducing causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. For example, finding the specific information.

e. Distinguishing between literal and implied meanings. For example, understanding vocabulary.

f. Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata. For example, meaning in different aspects of everyday life such as education, politics, history, art, institutions, or legal systems.

g. Developing and using a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts. For example: finding the implicit information.

To be clearer, concerning how to analyze a text through elements of macro skills, the following text is presented.

Cinderella

Once upon time, there was a beautiful girl called Cinderella. She lived with her stepsisters and stepmother. They were very bossy. She had to do all the housework.

One day an invitation to the ball came to the family. Her stepsisters did not let her go, so Cinderella was very sad. The stepsisters went to the ball without her.

Fortunately, the good fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince felt in love with her then he married her. They live happily ever after.
Here are the explanations of some macro skills presented in the text. As can be seen that the text above can be recognized as a narrative text. This text is aimed to entertain the readers. In terms of the generic structure, this text consists of three basic parts (1) orientation e.g., Once upon time, there was a beautiful girl called Cinderella. She lived with her stepsisters and stepmother. They were very bossy. She had to do all the housework., this is because this part consists of character introduction. (2) complication e.g., One day an invitation to the ball came to the family. Her stepsisters did not let her go, so Cinderella was very sad. The stepsisters went to the ball without her., this is because the point of this part is that the problem rises, and (3) resolution e.g., Fortunately, the good fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince felt in love with her then he married her. They live happily ever after. This is because the problem is resolved in this part.

In addition, in the text above, there is word “ball”. In this case, ball does not mean the round thing that is used to play. But, the word ball in here means a party. This shows the point of using and developing reading strategy especially guessing the meaning depending on the context. This also indicates the point of distinguishing literal and implied meaning. Another point is deducing cause and effect. For example in paragraph two, it can be seen the reason why Cinderella sad is because her stepsisters did not let her go.

2. Micro Skills

Here is a text which is intellectually analyzed through some elements of micro skills:
**My Cat**

I have a male cat in my house named Jojo. He is an adorable cat, my cat is cute. His body is fat. He has black and white fur. He has sharp teeth. These fangs are sometimes dangerous for me.

In my opinion, he is the cutest cat ever. I really love to hug him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

“Jojo” often goes out to hunt for food at night. And sometime he brings a mouse on his mouth. Then he eats the mouse in the back of my house for himself.

Under this heading, Brown (2004: 187) points out that micro skills consist of the following points of ability:

a. Discriminating among the distinctive graphemes and orthographic pattern of English. Grapheme is a letter or letter pattern that spells a phoneme (speech sound). English has a complex code in which 1-4 letter graphemes can represent 1 sound. For example, in the text “My Cat”, the word cat /ˈkæt/ consists of three letters ⟨c⟩, ⟨a⟩, and ⟨t⟩, in which ⟨c⟩ represents the sound /k/, ⟨a⟩ the sound /æ/, and ⟨t⟩ the sound /t/. This typical aspect of reading is crucial in reading especially in the beginning level.

b. Retaining chunks of language of deference lengths in short-term memory. In studies of language acquisition, chunks of language are several words that are customarily used together in a fixed expression, such as "in my opinion," "to make a long story short." "How are you?" or "Know what I mean?". As can be seen from the text “My Cat”, there is a chunk available “in my opinion”.
c. Processing writing at an efficient rate of speed to suit the purpose, such as paraphrase or summary. For example, summary of text “My Cat” is, *It is about the writer’s cat named jojo which he thinks jojo is so cute.*

d. Recognizing a core of words, and interpreting word order patterns and their significance. A core word is a set of words that a student is expected to be able to read and spell. In other words, core words mean the words which are commonly used. For example, core words found in the text “My Cat” are as follows: *a, black, he, I, is, love, male, white, etc.*

e. Identifying grammatical terms in a sentence such as word classes (nouns, verbs etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, etc. For example, in the text “My Cat”, cat is a noun, have is a verb, black is an adjective, etc. the tense used in the overall text is simple present tense.

f. Recognizing that a particular meaning may be expressed in different grammatical forms. For example, word forms found in the text “My Cat”, *he, his, and him* have the same lexical meaning and have different grammatical meanings.

g. Identifying cohesive devices in written discourse and their role in signaling the relationship between and among clauses, for example, cohesive device in synonym, *He has sharp teeth. These fangs are sometimes dangerous for me.* In pronouns, *this, that, these, those, he, she, it, they, and we* are useful pronouns for referring back to something previously mentioned. For example, *I have a male cat in my house named Jojo. He is an adorable cat.*

2.3. Concept of Text

Text is an important element in reading. There must be the text in a reading. According to Adams (1999:12), text is thought to consist of three cue systems from which readers get meaning: (1) semantic cues (highest level), in this term, the readers focus on meaning of a text; (2) syntactic cues (middle level), it means that
the readers focus on the level of grammar in a text; (3) graphophonic cues (lowest level), it is that the readers focus on the sounds of the letters or how a word is read. The highest cue system is semantic cues: semantic refers to meaning. This system involves the meanings of words, sentences, paragraphs, and large pieces of text, all as interpreted by individual reader. The second cue system is syntactic cues: syntax refers to grammar. In English, one very important grammar is word order. The third and the least important cue system is graphophonic cues: graphophonic refers to the sound of the letters.

Judging from the way text is delivered, text can be defined as a stretch of language, either in speech or in writing, that is semantically and pragmatically coherent in its real-word context. Hierarchically, text can range from just one word (e.g. a “slow” and “stop” sign on the road) to a sequence of utterances or sentences in a speech, a letter, a novel, etc.

To be more specific, this research was focused on the written text because it is about reading skill. Furthermore, semantic cue was the item to be consider in this research since comprehension is a meaning-focused activity.

2.4. Aspects of Reading

According to Nuttal (1982:23) there are five aspects in reading comprehension. These are identifying main idea, finding specific information, determining reference, making inference, and understanding vocabulary.

1. Identifying Main Idea. In this case, this skill is one of the most important specific comprehension skills. According to Gallagher (2004:11), 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. So, finding the main idea means finding the important point that the author develops throughout the paragraph.
For example, the topic is the story of “Cinderella”. From the topic, the writer delivered his/her idea about the story by giving one main idea in one paragraph.

*Once upon a time, there was a girl called Cinderella. Cinderella lived happily with her mother and father until her mother died. Feeling that Cinderella needed a mother figure in her life, Cinderella’s father remarried to a woman who had two daughters of her own. Unfortunately, Cinderella’s father died and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework. It was quite true Cinderella even dressed in rags with dusty gray face from the cinders was a lovely girl.*

As can be seen that Cinderella lived with her stepmother and two stepsisters. It is called main or important idea because it will be developed by specific information or supporting idea.

2. Finding Specific Information. Theoretically speaking, information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause and effect statistics and quotation. On other hand, readers should be concerned on finding specific information of a text because it is very useful when knowing exactly what the readers are looking for in a text. Since they have a very specific goal in mind, when they read, they only read the relevant parts and ignore the irrelevants. For example, the question of the text is about asking the year, place, time, etc. Then, the reader only reads some sentences that related to the question in order to find the specific information. Here is a part of story of Cinderella.

*Once upon a time, there was a girl called Cinderella. Cinderella lived happily with her mother and father until her mother died. Feeling that Cinderella needs a mother figure in her life, Cinderella’s father remarried to a woman who*
has two daughters of her own. Unfortunately, Cinderella’s father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework...

As the example story above can be made into form of question “Why did Cinderella live only with her stepmother and stepsisters?”.

The paragraph above consists of specific information regarding with the main idea. To be clearer, the paragraph shows the reason why Cinderella lived with her stepmother and stepsisters. Also, the paragraph shows short description of how Cinderella’s life was.

3. Determining Reference. Basically, reference is a significant citation for specified matter. In other words, it is a remark that has a relation of information in somewhere in the text. The following example shows the case.

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework...

What does the word ”they” in the sentence refer to? The word “they” refers to her stepsister and stepmother. The word “they” is called reference because it becomes pronoun to “her stepsister and stepmother”.

4. Making Inference. Theoretically, Inference is an assumption or conclusion that is rationally and logically made based on the given facts or circumstances. It is a guess that we make or an opinion that we form based on the information that we have. The reader will be able to do this by making use of the context in which the word occurred, in order to give a rough idea of its meaning. The following example shows the case.
An example of inference from the text Cinderella is that Cinderella went to the ball without any permission from her stepsisters. There are two clues here. The first is “Her stepsisters did not let her go”, and in the end Cinderella was in the ball. By connecting the clues, the readers will find the inference that Cinderella went to the ball without any permission from her stepsisters.

5. Understanding Vocabulary

Vocabularies are all the words which exist in a particular language or subject. Harmer (2004: 153) states that the ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading. Concerning with those statements indeed vocabulary is basic for everyone who intends to develop or to produce utterances for reading. If they cannot understand the meaning of words in the text, so they will not catch the information of that text.

According to Fries (1973), vocabularies consist of four kinds: (1) content words, (2) function words, (3) substitute words, and (4) distributed words. Originally, content words cover nouns, verbs, adjectives, and adverbs. Function words consist of determiners, quantifiers, conjunctions, prepositions, and auxiliaries. Substitute words function as substitution for whole from classes of words, e.g. everyone, someone, anybody, etc. while distributed words are those distributed in use according to such grammatical matter as presence or absence of a negative, e.g. too, either, etc. But in this study, content words are the focus of analysis.

As stated earlier that content words consist of nouns, verbs, adjectives, and adverbs, here are the explanation of them. According to Frank (1972), nouns are classified into two types: (1) classified by meaning and (2) classified by form. Nouns classified by meaning are categorized into seven types, they are proper nouns
and common noun. Proper noun is defined as noun in specific term. For example, specific name of place, people, or things e.g. (1)John is a student; (2)Australia is a big continent; (3)Mount Bromo is in (4)Java island; etc. Common noun is noun which is not specific e.g. (1)This mountain is so beautiful sea; (2)Cat is a cute animal, etc. Then, concrete and abstract nouns. Concrete noun is noun that can be perceived by five senses, e.g. (1)I like banana; (2)That dog is so big; etc. while abstract noun is noun that noun that cannot be perceived by five senses e.g. (1)I can feel your love; (2)He has great power; etc. the next are countable and uncountable noun. Countable noun is noun can be counted e.g. (1)I have many books; (2)I buy a pen; etc., while uncountable cannot be counted e.g. (1)She drinks much water; (2)The air is so fresh; etc. The next type is collective noun, it is noun that refers to things or people as one unit e.g. (1)My group won the competition; (2)Our team is going to the final round, etc.

The second is noun classified by form. It is classified into three types (1) compound nouns, (2) adjective form as nouns, (3) verb form as nouns. Compound noun is noun made up of two or more words e.g. You need to clean the bedroom. Adjective form as noun is adjective which functions as noun by adding the before the adjective. For example, The rich grows richer, the poor grows poorer. In this sentence, rich and poor are not adjectives but nouns. The last is verb form as noun or gerund. It is verb which functions as noun by adding –ing. For example, Playing basketball is my hobby. In this sentence, playing functions as a noun.

According to Frank (1972) there are two kinds of verbs which really need to be clearly understood, they are transitive and intransitive verbs. A transitive verb takes a direct object, for example, (1)He reads a book, (2)She drinks a glass of tea. On the other side, an intransitive verb does not require an object, for example, (1)He is walking in the park, (2)The birds fly so high. In those examples, it shows that some verbs need object. It is important to understand that only transitive verbs may
be used in the passive voice. Verbs are also classified by the form of three principal parts (simple form, past tense, and past participle). There are two types of verb in this classification (1) regular verbs and (2) irregular verbs. The differences between them can be simply seen by the way they change in past tense form and past participle form. It just need to add -ed in regular verbs, e.g. (1) *We watched television last night*, (2) *She has watched this movie for three hours*. Different from regular verbs, Irregular verbs have uncommon transformation of the principal parts.

As can be seen from the name, the forms are irregular e.g. (1) *I saw a beautiful girl yesterday*, (2) *We have seen this film before*.

In his book, Frank (1972) also points out about some types of adjectives. He states that adjectives are categorized into two types (1) determiner and (2) descriptive adjective. Determiners consist of a small group of structure words without characteristic form. Furthermore, Frank categorizes determiner into six types; (1) article (*a, an, the, etc.*), e.g. *I met an artist in the party*. (2) demonstrative adjective (*this, that these, those, etc.*), e.g. *This cat is so cute*. (3) possessive adjective (*my, your, our, etc.*), e.g. *I saw your brother yesterday* (4) numeral adjectives, (*two, three, four, etc.*), e.g. *I have three candies* (5) adjective of indefinite quantities (*some, few, all, etc.*), e.g. *I want to eat some cookies*. (6) relative and interrogative adjective (*whose, why, what, which, etc.*), e.g. *This is the reason why I love you*.

Unlike, adverbs are classified by Frank (1972) into four groups. The first is adverb of manner. Frank illustrates that the manner adverb has the most characteristic adverbial form (an -ly ending added to a descriptive adjective), e.g. (1) *She dances beautifully*, (2) *I can see you clearly*. The second is adverb of place and direction. This adverb is about explaining the place or direction. Among the adverbs of place and direction may be included some prepositional forms appearing after the verb, for example, *He came in*. In that sentence, the word *in* functions as
an adverb because it modifies the verb *came*. The next is adverb of time. This kind of adverb explains about the time in a sentence e.g. (1)*I went to Bali yesterday*, (2)*I will be there tomorrow*. The last is intensifying adverb. It is adverb used with adjective to intensify its meaning. For example, there are some common collocations. The word *strongly* is used with some adjective, e.g. *I strongly believe that you will pass the exam*.

In connection to this study, there are some questions which are usually found in reading comprehension tests which analyze the point of understanding vocabulary. For example, the questions are about finding the similarity or synonym and antonym of a word. If readers do not know the meaning of that word, they will find difficulty in comprehending the text. To be more concrete, here is an example:

...*He took his plough and hit tiger. Then he said. “Now, you know about my intelligence even if you haven’t seen it”*.  

The underlined word is similar with ___. Certainly, the correct answer is Cleverness.

To be more specific, this research was focused on those five aspects above. Basically, those aspects are the parts of micro and macro skills. Determining idea, finding specific information and making inference are included in macro skills while determining reference and understanding vocabulary are included in micro skills.

**2.5. Concept of Learning Style**

Individual learning style refers to style or learning method used in the process of learning. According to Jantan and Razali (2002), psychologically, learning style is the way the student concentrate and their method in processing and obtaining information, knowledge, or experience. On the other hand, from the
cognitive aspect, learning style can be referred to various methods in perception creation and information processing to form concepts and principles (Fleming & Baume 2006). Based on Yaakub and Hashim (2004) learning is a mental, physical, and spiritual activity. It is a process that changes one’s manner and behaviors, which develops continuously and consistently, thus enabling the individual to use those knowledge and skills for their own progress and also for the society. Whereas Mok (2003) defines simply learning style as learning approaches as preferred by student.

From those definitions of learning styles, it can finally be assumed that every person has their own style and method in learning. There are various views on learning style concepts and definitions among researchers and each investigates and observes from various aspects such as psychological, environmental aspects by Dunn & Dunn 1978, personality by McCarthy 1987; Kolb 1984, modality by Dunn 1981, experiential learning by Kolb 1984, and brain hemisphere mastery by McCarthy 1987, and sensory modality (VARK) by Fleming 2006.

These learning styles concepts and definitions show that learning has a cognitive, affective and behavioral characteristics, based on seeing, interacting and responding to methods in learning. Based on all definition that has been given, it can be summarized that learning styles are styles or ways a person acts with their environment, to process, interpret and obtain information, experiences or desirable skills. A teacher should create an environment and facilitate to fulfill the demand of students’ various learning styles, as well as knowing the importance of teaching by considering the various learning styles.

2.6. VARK Learning Style

VARK learning style model is learning style that has been modified from VAK model, to VARK learning style by Fleming in 2006. This learning style is modified by classifying students into four different modes. The modes are based on
different senses, namely visual, aural, reading, and kinesthetic, and the name of the model itself, are originated from those senses prefix letters (V, A, R, and K).

Classifying students into those modes is important in teaching and learning activity. By knowing the students’ preference in learning styles teacher can use the best way to teach the students so that learning process will be more effective. As Ismail (2010) states that dividing students to mode is necessary so that the effectiveness of each lesson to different VARK learning mode can be observed.

That is to say, for example, there are many students with various kind of learning styles and of course their ability to receive the lesson are different. It is based on how teacher gives the lessons and student’s preferred learning style. Therefore, the teacher really needs to know which learning style preferred by each student, especially the students with low ability in receiving the lesson, so that the teacher can optimally increase students’ achievement.

2.7. Relation between VARK Learning Style and Reading Comprehension

Generally, learning style, especially VARK learning style mostly affects students’ reading comprehension. This is in line with Fithrotunnisa (2015), who conducted a research about comparative analysis students’ learning style (VAK) on their achievement in reading skill, states that reading comprehension is mostly affected by learning style. More specifically, she found that visual students do better than the others.

From this statement, it can be assumed that visual process is the most effective way in reading skill. Regarding with VARK learning style, visual and read/write learning style are learning styles which focus on visual activity. Meanwhile, the others, aural and kinesthetic, are not related to visual prose.
2.8. Theoretical Assumption

As can be clearly seen on the literature review above, it can be assumed that VARK learning style can affect students’ achievement especially in reading comprehension. Every learning style has different way of receiving the lessons. This stands to reason that VARK learning style can cause different reading comprehension ability.

This is basically because the reading comprehension ability of students with different VARK learning styles are affected by the senses or the way they use in learning. Each style uses different sense in learning. As an illustration, students with visual learning style use their vision in learning, while students with aural learning style use their listening to learn, students with read/write learning style do the activity of reading and writing in learning, and kinesthetic students do practical activity in learning.

Regarding with those four learning styles of VARK, reading is a skill involving visual process. This is in line with Barbe & Swasing (1979) who state that the reading process is primarily visual because a student must look at a word and understand all of the meanings within the use of that word. Visual and read/write learning style are the learning styles involving visual process. More specifically, read/write learning style focuses more on the activity of reading itself.

2.9. Hypothesis

With regard to the theoretical assumption, hypothesis formulated in this study is that read/write style is the best in doing reading comprehension.

To sum up, this chapter is an elaboration of the previous chapter. This chapter has discussed review of previous studies, concept of reading, aspects of reading, concept of learning style, VARK learning style, relation between VARK
learning style and reading comprehension, and theoretical assumption. Furthermore, this chapter shows the result possibility as hypothesis. The next chapter will discuss the design of this research.
III. RESEARCH METHODS

This chapter discusses the research method, such as: design, population and sample, instruments, data collecting technique, data analysis, hypothesis testing and research schedule will be described below.

3.1. Design

This research was intended to find out (1) Which group of learners do better in reading comprehension; and (2) which aspect of reading is the best in each group of learning styles. Quantitative design was used in this research. The data were taken from questionnaires and reading comprehension test.

The writer used ex-post facto design called a criterion group design in this research. According to Hatch and Farhady in Setiyadi (2006:144), ex-post facto design is used to find out the cause-effect relation between variables. In this kind of research design, there is no treatment. This means that this kind of research does not need a pretest. This research only needs the data regarding the relation of variables. Based on the questionnaires that was given to the subjects, the researcher classified the subjects into four groups and they were compared on one measure. Those groups, visual, aural, read/write and kinesthetic are the independent variable which are characteristics or kinds of VARK learning style. Dependent variable of ex-post facto is that the result of reading comprehension test of learners which was made by the researcher based on the syllabus of the chosen school.
In collecting the data, there was no any treatment or any experiment. The research design of ex-post facto design was formulated as follows:

\[
\begin{align*}
G1 & \quad T \\
G2 & \quad T \\
G3 & \quad T \\
G4 & \quad T \\
\end{align*}
\]

Setiyadi, 2006

G1 refers to visual learners (learn from picture, graph, etc)
G2 refers to aural learners (learn by listening, from audio, etc)
G3 refers to read/write learners (learn from text, list, note, etc)
G4 refers to kinesthetic learners (learn by practicing and experiencing)
T refers to reading comprehension test

This research only used one design for both research questions. The second purpose of this research was to find out the best aspect for each learning style. It was also done by this design because the aspects were included in the test. In short, writer used ex-post facto design in this research.

3.2. Population and Sample

The population of this research was the third-year learners of SMAN 3 Kotabumi in the first semester of academic year 2018/2019 since the subjects needed in this research are they who are mature enough to fulfill all aspects of reading. According to Arikunto (2010), the samples are partly or deputy population of the research to determine if the size of the samples subject are less than 100 better
taken all the population to the research. Based on the statement above, the researcher determined the samples by using random sampling that every individual in population had probability to be chosen as the sample. 2 classes, XII MIPA 2 and XII MIPA 6, were chosen to be the subjects. After getting the number of samples from the population, learners were classified into four groups, visual, aural, read/write, and kinesthetic learners.

3.3. Instruments

In gaining the data, researcher employed two kinds of instruments, they were questionnaires and the test of reading comprehension. According to Setiyadi (2006: 54), questionnaire is an instrument which is very effective to measure aspects and variables in associated with personality, psychology aspect or sociology. The instruments used in this research are illustrated as follows.

3.3.1. VARK Questionnaire

The questionnaire which was given to the learners was the final version of VARK questionnaire. Since the first version designed by Fleming, it was revised for four times that the last was redesigned and tested by Noborg, and finally it was published on a website on 2006. This questionnaire consists of 16 questions and each question consists of four responses which represent the definite learning style.

a. Validity

The validity was measured to find out whether the components are proportionally adequate and relevant to the related theories of VARK. According to Hatch and Farhady (1982), there are least two types of validity which should be fulfilled; they are content and construct validity. VARK questionnaire has been proven to have strong content validity. Travis (2006) claimed that VARK questionnaire is strong because it is not semantic quiz: rather the responses are
focused aspects of the four modes of learning. Reynolds (2005) reported that the content validity of VARK is quite strong as a result of questions and answers being drawn from real life situation. Slater et al. (2007) believed that the strength of VARK is that it draws on the real life of the respondents’ in the questionnaire item and respondents identify with results that they receive affirms the validity of VARK. From those statements, it was concluded that VARK questionnaire is valid as an instrument.

\textit{b. Reliability}

Reliability used for this questionnaire was expert judgement. Regarding with reliability of VARK, Fleming (2006) states that the questionnaire was not designed to be reliable in terms of consistency of scores over a long period of time. Instead, the questionnaire was designed to provide students with effective learning strategies to use on their learning preference. Over the course of a student’s career, it is likely that some modes will become strengthened, some will dominate and others may be underutilized, therefore it is difficult to say that a student taking this test each year for twelve consecutive years will obtain similar score each year. On the other hand, if a test–retest occurs within a few weeks it is likely that the scores received will be similar. In line with Fleming, Reynolds (2005) mentioned that time and experience will affect VARK profiles, therefore the reliability of VARK is difficult to assess because VARK provides a profile rather than score. In short, VARK questionnaire is basically reliable, but it seems like unreliable. It is because someone’s learning style may be affected by many factors, so it may change in a long period of time.
3.3.2. Reading Comprehension Test

Individual assessment task provides limited representation of reading comprehension; however, many reading researchers continue to use only task to measure comprehension. In this research, the researcher used multiple-choice items in assessing the learners’ reading comprehension consisting of 30 items of multiple choice for 60 minutes.

<table>
<thead>
<tr>
<th>No.</th>
<th>Reading Skills Item</th>
<th>Number</th>
<th>Percentage of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifying main idea</td>
<td>1, 4, 10, 14, 17, 24</td>
<td>20 %</td>
</tr>
<tr>
<td>2.</td>
<td>Finding specific information</td>
<td>2, 8, 11, 15, 22, 25</td>
<td>20 %</td>
</tr>
<tr>
<td>3.</td>
<td>Determining reference</td>
<td>3, 12, 16, 21, 29, 30</td>
<td>20 %</td>
</tr>
<tr>
<td>4.</td>
<td>Making Inference</td>
<td>6, 7, 9, 19, 26, 28</td>
<td>20 %</td>
</tr>
<tr>
<td>5.</td>
<td>Understanding vocabulary</td>
<td>5, 13, 18, 20, 23, 27</td>
<td>20 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30 items</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 3.1. Table of Specification of Reading Test**

Here is complete points of reading test used as the instrument in this study. The test consists of 30 multiple choice questions. As can be seen in table 3.1., the reading test covers five aspects of reading comprehension with percentage of 20% for each aspect. It means that there are 6 questions in each aspect of reading comprehension. For instance, it can be clearly seen from the table above that the questions of identifying main idea are in number 1, 4, 10, 15, 17 and 24. So do the others, the details of distribution of questions can also be clearly seen in the table above. To be more concrete, physical appearance of the text will be presented as the following.
Reading Comprehension Test

Directions: In this reading comprehension test you will read some texts. Each text is followed by some questions about it. For questions number 1-30, you are to choose the one best answer by giving cross (X) on A, B, C, D, or E on your answer sheet. Answer all questions following the text on the basis of what is stated or implied in that passage.

(Questions number 1-3 refer to the following text)

Climate change is the consequence of unchecked pollution. When carbon emissions caused by human activity enter the air they have dangerous effects on the environment, the economy, and our wellbeing. But just as humans cause it, we can stop its progress. Climate change is caused by trapping excess carbon in Earth’s atmosphere.

This trapped carbon pollution heats up, altering the Earth’s climate patterns. The largest source of this pollution is the burning of fossil fuels such as coal and oil for energy. While carbon has entered the atmosphere for millions of years through natural events such as forest fires and volcanoes, the burning of fossil fuels and the clearing of land have resulted in the highest levels of greenhouse pollution in our atmosphere in the last 800,000 years.

The Earth’s atmosphere has evolved to retain sufficient warmth from the sun to encourage healthy, dynamic ecosystem, while shielding us from its harsher effects. The introduction of huge amounts of excess pollutants thickens this blanket of protective gases, causing heat to remain trapped within, rather than harmlessly escaping skywards. These gases can remain in our atmosphere for up to 90 years, contributing to long-term warming.

(Adapted from http://www.daniarta.com/soal-un-bahasa-inggris-sma-2014/)

How long can gases remain in atmosphere? (For example)
A. 60 years
B. 70 years
C. 80 years
D. 90 years
X 90 years
E. 100 years

1. What is the topic of the text? (main idea)
A. Processes in the event of greenhouse
B. Relationships between pollution and climate
C. Effects of air pollution on the atmosphere
D. Meanings of global warming.
E. Causes of climate change
2. According to the text, what makes the climate changed? (specific information)
   A. the burning of fossil fuels and the clearing of land
   B. natural events such as forest fires and volcanoes
   C. trapping excess carbon in Earth’s atmosphere
   D. The dynamic ecosystem
   E. pollution

3. The Earth’s atmosphere has evolved to retain sufficient warmth from the sun to encourage healthy, dynamic ecosystem, while shielding us from its harsher effects “(Paragraph 3)
   The underlined word refers to… (reference)
   A. Reader
   B. Writer
   C. Atmosphere
   D. Climate
   E. human

(Questions number 19 and 20 refer to the following text)

Cancer is a group of diseases that can cause almost any signs or symptoms. The signs and symptoms will depend on where the cancer is, how big it is and how much it affects the organs or tissues. If a cancer has spread (metastasized), signs or symptoms may appear in different parts of body.

As a cancer of grows, it can begin to push on nearby organs, blood vessels and nerves. This pressure cause some of the sign and symptom of cancer. If the cancer is in a critical area. Such as certain parts of the brain, even the smallest tumor can cause symptoms. But sometimes cancer start in places where it will not cause any signs or symptoms until it has grown quite large. Cancers of the pancreas, for example, usually do not cause symptoms until they grow large enough to press on nearby nerves or organs (this causes back or belly pain). Others may grow around the bile duct and black the flow of bile. This causes the eyes and skin to look yellow (jaundice). By the time a pancreatic cancer causes signs or symptoms like these, its usually in an advanced stage. This means it has grown and spread beyond the place it started the pancreas.

A cancer may also cause symptoms like fever, extreme tiredness (fatigue) or weight loss. This may be because cancer cells use up much of the body’s energy supply, or they may release substances that change the way the body makes energy from food. Or the cancer may cause the immune system to react in ways that produce these signs and symptoms. Sometimes, cancer cells release substances into the bloodstream that cause symptoms which are not usually linked to cancer. For example, some cancers of the pancreas can release substance that raise blood clots in veins of the legs. Some lung cancers make hormone-like substances that raise
blood calcium levels. This affects nerves and muscles, making the person feel weak and dizzy.

Treatment works best when cancer is found early while it’s still small and is less likely to have spread to other parts of the body. This often means a better chance for a cure. Especially if the cancer can be removed with surgery.

(Adapted from http://www.daniarta.com/soal-un-bahasa-inggris-sma-2014/)

19. From the text, we learn that..... (inference)
A. there is no disease which has no cure
B. we should seek early detection of cancer to have the best treatment
C. we should ignore any signs of cancer because it can be removed with surgery
D. when we feel weak and dizzy, it is sign of cancer
E. healthy lifestyle can prevent us from cancer

20. “… how big it is and how much it affects the organs or tissues”(Paragraph 1).
The underlined word is closest meaning to… (vocabulary)
A. influences
B. converses
C. recovers
D. changes
E. culminates

a. Validity

Validity is a matter of relevance; it means that the test measures what is supposed to measure. To measure whether the test has a good validity, it can be analyzed from its content validity and construct validity. Content validity is concerned whether the test is sufficiently representative for the rest of test or not. While construct validity focuses on the relationship between indicators within the test. Construct validity is concerned whether the test is actually in line with theory of what it means to know the language (Shohamy, 1985). Regarding the construct validity, it measures whether the construction is already in line with the objective of the learning (Hatch and Farhady, 1982). To know whether the test was good reflection of the knowledge which the teacher wanted the learners to know, the researcher compared the test with table of specification.
Basically, the construct and content validity are overlap. It is a representative of the material from the subject. In line with Nutall (1985), the relation of the instrument refers to construct validity in which the questions represent the reading skills, i.e. determining main idea, finding specific information, determining concept of the text, finding reference, making inference and understanding vocabulary. Skills of reading in the test are part of the construct validity and the item numbers are the part of content validity.

\( b. \ Reliability \)

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score is (Hatch and Farhady, 1982:244). The test was determined using Pearson Product Moment which measured the correlation coefficient of the reliability between odd and even number.

\[
rx = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}
\]

The above–formula can accordingly be notified like the followings:

\( rx \) refers to the correlation coefficient of reliability between odd and even
\( X \) refers to the total numbers of odd number items
\( Y \) is concerned with the total numbers of even number items
\( \sum x^2 \) refers to the total score of odd number items
\( \sum y^2 \) refers to the total score of even number items

(Hatch and Farhady, 1982:199)
c. Level of difficulty

Level of difficulty was calculated by using the following formula:

\[ LD = \frac{R}{N} \]

The above–formula can be further illustrated as followings:

LD refers to the level of difficulty

R stands for the number of the learners who answer correctly

N refers to the total of the learners in the higher and lower group


After the formula above has been objectively applied, then the criteria of the difficulty level are identified as they are seen below:

< 0.30 means that the item is difficult

0.30 - 0.70 indicates that the item has average difficulty

> 0.70 means that the item is easy

d. Discrimination Power of the Test

Discrimination power refers to the extent to which the item differentiates between high and low level learners on that test. Discrimination power was calculated by using the following formula:

\[ D = \frac{U - L}{1/2 N} \]

The above–formula can accordingly be illustrated like the followings:

D refers to discrimination power

U stands for the number of learners from the upper who answer correctly

L refers to the number of learners from the lower who answer correctly
\( N \) stands for the number of the learners

(Shohamy, 1985:82 in Sari: 2015)

After the formula above has been objectively applied, then the criteria of discrimination power are identified as they are seen below:

- 0.00 – 0.20 means that the item has poor discrimination power
- 0.21 – 0.40 indicates that discrimination power of the item is Satisfactory
- 0.41 – 0.70 means that the item has good discrimination power
- 0.71 – 1.00 indicates that the item has excellent discrimination power
- (negative) means that it is bad item and this item should not be taken into account

3.4. Data Collecting Technique

The procedures in administering the research were as follow:

1. Determining the Population and Sample. The population of this research is the third-year learners of SMAN 3 Kotabumi. The researcher used random sampling technique to determine and choose two classes as the samples.
2. Conducting pre-observation. Pre-observation of this study was done by doing an interview with an english teacher of SMAN 3 Kotabumi. It was basically to know the situation of the students who were the subjects of this research.
3. Determining the Research Instrument. The instruments of this research are VARK questionnaire and reading comprehension test. The reading comprehension test is in form of multiple choices. This is supported by Henning (1987), who states that to measure reading comprehension, requesting learners to write short-sentence answers to written questions is less valid a procedure than multiple-choice selection. This test is used for measuring the learners’
reading comprehension from four groups based on their learning style. The test consists of items of multiple choices of some reading texts.

4. Administering the Questionnaires. Writer used only 1 questionnaire in this study. VARK Questionnaire was administered to measure the learning style used by the learners. This questionnaire consists of 16 questions, which each question has four responses representing the definite learning style.

5. Administering the Reading Test. The researcher gave the reading test in form of multiple choices consisting the aspects of reading comprehension for the four groups, they were visual, aural, read/write, and kinesthetic.

6. Analyzing the Data. The results of the questionnaire were used to separate learners’ learning style among visual, aural, read/write, and kinesthetic. The results of the reading comprehension were compared among visual, aural, reading, and kinesthetic learners in order to the difference of learners’ reading comprehension of the four groups. The data of the research were statistically computed and examined by using One Way Anova in the Statistical Package for Social Science (SPSS).

7. Making a Report and Discussion of Findings. After having gained all the data, the researcher made a report and discussion on findings of the comparison among the readers with those four learning styles in reading comprehension.

3.5. Data Analysis

This research has two variables, dependent and independent variable. The researcher used tests for those two variables to collect the data. They were reading ability test and questionnaire of VARK. VARK learning style is the independent variable because the researcher assumes that VARK learning style has an influence to reading achievement. Before analyzing the data, students were categorized by using VARK questionnaire. The results of the questionnaire were proceeded by summing all of the scores of questionnaire items from each categorization of
learning styles. The highest score from four learning styles is the student’s learning style.

In analyzing the data, the researcher used ex-post facto study. It was used to measure the comparison among visual, aural, read/write and kinesthetic learners in their reading comprehension. The result of the learners’ achievement in reading comprehension were analyzed by using One Way ANOVA in SPSS for windows version 20.0 to compare the four learning styles. On the other hand, in order to objectively know which aspect in each learning style is the best in reading skill at the third year of SMAN 3 Kotabumi, the researcher analyzed it by using Microsoft excel.

3.6. Hypothesis

In order to prove the hypothesis, the data were analyzed by using One way ANOVA of Statistic Package for Social Science (SPSS) 20. Firstly, the data were processed by using One way ANOVA to obtain descriptive statistic table of the data. This table consists of mean score of each style. From the table, researcher manually analyzed the result by seeing the comparison of mean scores.

Thus, the hypotheses were as follow:

$H_0$ indicates that learners with read/write learners are not the best in reading comprehension.

$H_1$ means that learners with read/write style are the best in reading comprehension.
3.7. Research Schedule

The research especially collecting data had been successfully conducted at 16th and 17th July 2018. The first day, 16th July 2018, the researcher was administering the VARK questionnaire. The next meeting, 17th July 2018, reading comprehension test was administered to the students. To be clearer, here is complete schedule of this study.

<table>
<thead>
<tr>
<th>NO.</th>
<th>DATE</th>
<th>AGENDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Monday, July 16th 2018</td>
<td>Administering VARK questionnaires</td>
</tr>
<tr>
<td>2.</td>
<td>Tuesday, July 17th 2018</td>
<td>Administering reading comprehension test</td>
</tr>
<tr>
<td>3.</td>
<td>Saturday and Monday, July 21st and 23rd 2018</td>
<td>Inputing data</td>
</tr>
<tr>
<td>4.</td>
<td>Wednesday - Monday, August 1st – 6th 2018</td>
<td>Analyzing data</td>
</tr>
<tr>
<td>5.</td>
<td>Wednesday - Tuesday, August 8th -14th 2018</td>
<td>Making reports and discusions of findings</td>
</tr>
</tbody>
</table>

**Table 3.2. Table of Research Schedule**

This chapter has elaborated the method used in the research. It also reveals how the data were analyzed. The data were taken from the questionnaire and the reading test. The next chapter will objectively discuss results and discussions of this study.
V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusions and suggestions based on the finding and discussion of the data analysis in this research.

5.1. Conclusions

This research was basically concerned with the comparison among visual, aural, read/write and kinesthetic learners in reading the third-year learners of SMAN 3 Kotabumi. Regarding with the research findings and discussions, the conclusions can be cited as follows:

1. In comparing the four groups of students, visual, aural, read/write and kinesthetic learners, the study came to the results that read/write learners were the best in reading comprehension among the other learners. This happens because of the characteristics of read/write style. Reading activities are surely the way of learning of read/write learners. They are used to learn or doing reading activities in learning. As a result, read/write learners do a reading comprehension easier and achieved the highest result among the other learners.

2. In analyzing aspects of reading comprehension of each group of VARK learners, this study found the results as listed below.

2.1. Read/Write learners have finding specific information as their best aspect of reading comprehension. It indicates that read/write
learners were able to read and to analyze certain parts of the text which the informations they need were placed in order to find the answer in most of finding specific information questions. it is because of the suitability between their learning style and the materials.

2.2. Visual learners have the same best aspect of reading comprehension with read/write learners, it was finding specific information. It indicates that read/write learners were also able to read and to analyze certain parts of the text which the informations they need were placed in order to find the answer in most of finding specific information questions. It is so since reading is primarily visual which is similar with read/write style. this similarity may also cause the similarity in their best aspect of reading comprehension.

2.3. The best aspect of reading comprehension of aural students is understanding vocabulary. This simply means that most of aural students were able to understand mostly the meaning of vocabularies in the reading test. It is because aural students have strong ability to remember names and facts which makes they are good in vocabulary aspect.

2.4. The best aspect obtained by kinesthelic group is determining main idea. This is because they were mostly able to grasp and find the main point of a passage.
5.2. Suggestions

By considering the results and the discussions, some suggestions for both teacher and further research can be recommended as the followings;

5.2.1. Suggestions for English Teacher

With regards to the findings of the research, the following points of suggestions are cited as below.

a. As can be seen, students with other style are not as good as students with *read/write style*. In order to solve this problem, a teacher should understand the students’ preference learning style so that he can choose appropriate way to support the students in learning. For example, for *aural learners* which are weak in reading comprehension, teacher may also provide materials in form of audio to help students in learning especially reading. Likewise, for *kinesthetic learners*, teacher may select materials about something which have been experienced by students because they are good in learning by experiencing.

b. Regarding with aspects of reading comprehension, it can be seen from the results of this research that *making inference* is the most difficult aspect of reading comprehension for students. It is better for teacher to train the students developing their thinking process such as by brain storming activities and meaningful questioning, for example, asking the students to make a conclusion from some clues which are available in a text. Another, giving some questions about the reason why something
happens. It can develop students’ thinking ability. It will, at least, lead students to think better and improve the inference aspect.

5.2.2. Suggestions for Further Research

These points of suggestions especially are recommended for further research as listed below.

a. When the number of the data is too much, it can make the researcher confused. To ease analyzing the data, it is better to group the data in all category that the data can be categorized.

b. This study was only concerned with single VARK learning style. Research in multi-modal VARK learning style should be conducted to reveal more relationship possibilities in VARK and reading comprehension.

c. In addition, this research was only focused on reading skill. The further research on the effects of VARK in other skills should be conducted.

d. The further study should also be conducted to find out the appropriate way to help students regarding the problems in VARK learning styles. For example, finding the appropriate way to help aural students who are not good in reading comprehension.
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