

**AN ANALYSIS OF STUDENTS' READING COMPREHENSION
WITH DIFFERENT LEARNING STYLES AT THE SECOND GRADE
OF SMPN 26 BANDAR LAMPUNG
(A Script)**

By

Nina Chintya Saputri



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2019**

ABSTRACT

AN ANALYSIS OF STUDENTS' READING COMPREHENSION WITH DIFFERENT LEARNING STYLES AT SECOND GRADE OF SMPN 26 BANDAR LAMPUNG

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By reading, everyone will acquire the level of understanding the text in order to build their comprehension ability. Moreover, some students faced some difficulty aspects of reading comprehension. In comprehending text, each student has different learning styles. This may be the one of aspect that may affects students' achievement. The objectives of this research are to find out whether there is any significant difference of students' reading comprehension among students with different learning styles, and what are the most difficult aspect of reading comprehension that are faced by students with different learning styles at second grade of SMPN 26 Bandar Lampung. In this research, the researcher uses non- co relational ex post facto design. The sample of this research was 30 students of VIIIB. The data are taken by using questionnaire and reading test.

The data were analyzed by using One Way ANOVA in SPSS 16.0 and the result shows that F-table score of learning styles on students' reading comprehension is .869 and the significant value is .433. Moreover, the computation the significance between all learning styles to students' reading comprehension is 0.433 with significant level of 0.05 ($p < 0.05$). It meant that P-value is higher than ($0.433 > 0.05$). In other word, H_1 was rejected and H_0 was accepted. It indicates that there is no significant difference on students' reading comprehension with different learning styles. Furthermore, in order to know what difficult aspect of reading that are faced by students with different learning styles, the data are analyzed by person computation using Microsoft Excel. For the students who have visual learning style, the difficulty that most frequently faced namely inference (3). Vocabulary (3.25) is the most difficult aspect of reading which is faced by the students who have auditory learning style, it is same that vocabulary (3.13) is faced by the students who are kinesthetic learning style. On the other words, it can be said that the students who have different learning styles are faced different difficulty aspect of reading.

Keywords : *reading comprehension, the most difficult aspect of reading, learning styles*

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A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree
in
The Language and Arts Education Department of
Teacher Training and Education Faculty**



**TEACHER TRAINING AND EDUCATION FACULTY
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BANDAR LAMPUNG**

Student's Name : **Nina Chintya Saputri**

Student's Number : **1213042052**

Department : **Language and Arts Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**



Advisor

Prof. Dr. Cucu Sutarsyah, M.A.
NIP 19570406 198603 1 002

Co-Advisor

Hery Yufrizal, M.A., Ph.D.
NIP 19600719 198511 1 001

The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko Rusminto, M.Pd.
NIP 19640106 198803 1 001

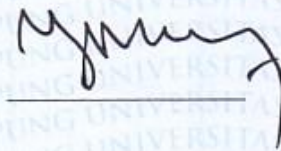
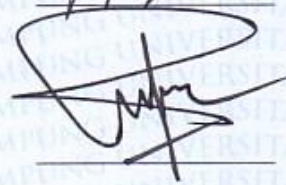
ADMITTED BY

1. Examination Committee

Chairperson : **Prof. Dr. Cucu Sutarsyah, M.A.**

Examiner : **Ujang Suparman, M.A., Ph.D.**

Secretary : **Hery Yufrizal, M.A., Ph.D.**



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Patman Raja, M.Pd.

NIP 19620804 198905 1 001

Graduated on : **December 19th, 2019**

SURAT PERNYATAAN

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NPM : 1213042052
Nama : Nina Chintya Saputri
Judul Skripsi : An Analysis of Students' Reading Comprehension with Different Learning Styles at the Second Grade of SMPN 26 Bandar Lampung
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan

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Nina Chintya Saputri
NPM 1213042052

CURRICULUM VITAE

The researcher's name is Nina Chintya Saputri. She was born on March 09th, 1995 in Bandar Lampung. She is the second child of Mr. Syafrinal and Mrs. Zunaini. She has three siblings namely Kartika Sari, Andre Febriantoni, and Delvira Rahma Adinda.

She joined TK Nurul Amal in 1999. Then, she continued her study at SDN 4 Sukajawa Bandar Lampung and graduated in 2006. After that, she continued her study at SMPN 9 Bandar Lampung and graduated in 2009. Then, she continued her study at SMAN 16 Bandar Lampung and graduated in 2012.

In the same year, she was accepted as student in English Education Study Program at Teacher Training and Education Faculty Lampung University. She accomplished her Teaching Training program (PPL) at SMAN 1 Way Tenong from July 28th up to September 22nd 2015.

DEDICATION

With full of love and appreciation, this script is proudly dedicated to:

Allah SWT and Rasulullah SAW.

My beloved parents, Syafrinal and Zunaini. They are truly the most perfect gift from Allah has ever given me and they are a light in my life who always guide me

My dear siblings Kartika Sari, Andre Febriantoni and Delvira Rahma Adinda. Having you all is the greatest blessing in my life.

My best partners, my best friends, and my best supporters

My loved Friends in English Education 2012 of Lampung University

My incredible major and almamater, English Department of Lampung University

MOTTO

تَوْفِيقِي بِاللهِ عَلَيْهِ وَإِلَيْهِ أُنِيبُ

And My success in only by Allah

Upon him I have relied and to Him I return.

(Qur'an Hud 11:88)

Just pray to Allah, do your best and be positive thinking.

No matter what will happen, Allah always gives the best for us.

~Nina Chintya Saputri~

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Finally, the researcher realizes that this research is still far from perfection. Therefore, constructive criticism , comment and suggestion are welcomed for better research. Hopefully this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, December 19th 2019

The writer,

Nina Chintya Saputri
NPM 1213042052

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I. INTRODUCTION

This chapter discussed the basic problem of the research which covered in several points: introduction that deals with background of the research, research question, the objectives, the uses, the scope, and the definition terms.

1.1. Background

Reading is one of the important English language skills which must be mastered by the students in learning English. This skill cannot be separated from the other language skills because this skill will support students to master other skills. For example, when someone intends to speak in public, firstly they should know the information by reading the text. Reading is the process of looking at series of written symbols and getting meaning from them. Rachma (2015) states that when we read a text, our brain will convert some letter into words, sentences and paragraphs which give us some information. Simply defined, we will get information by reading a text.

Reading includes into receptive skill, it means we receive information or we gain something from this skill. William (1948: 57) says reading as a process where one looks at and understands what has been written. Everyone who reading a text,

they are in the process to get something from the text. Nowadays, we often find many students do not make an equal achievement in all languages skills. Some student master reading and the other did not. Based on Dole et al. (1991: 112) in the traditional view of reading, novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. From reading, everyone will acquire the level in understanding of the text in order to build their comprehension ability.

Talking about comprehension, it must be known that reading comprehension is the level of students' ability to understand and get the hidden meaning from the text. By reading we will answer what, why, who, where, when and how about the text. Reading comprehension is the interaction between the reader and the text in a meaningful way. It is the connection from passive reading to active reading. In 1995, the National Assessment of Educational Progress (NAEP) confirmed the tight correlation between reading fluency and reading comprehension among fourth graders. The National Assessment of Educational Progress's (NAEP) study concluded that reading fluency is a neglected reading skill in many American classrooms, affecting many students' reading comprehension.

Moreover, in reading comprehension we must also be familiar with reading sub skills. Nuttal (1982: 109) states there are five short reading skills that should be mastered by reader to comprehend a text deeply. Those skills are determining main idea, finding the specific information or part of the text, finding reference, finding inference, and guessing meaning of vocabulary or difficult word. Those sub skills in reading must be understood deeply by the reader in order to fully comprehend the text. Based on the researcher's experience doing PPL in SMAN 1

Way Tenong, it was found several difficulties encountered by the students. It is also in line with the pre observation in SMPN 26 Bandar Lampung, the teacher says that the students get some problem in understanding word, phrases and English text. They have lack such as lack of vocabulary in translating, identify the main idea, specific information, reference, inference of the paragraph. So, that is why the researcher wants to analyze the difficult aspect of reading comprehension.

Reading comprehension difficulty occurs frequently. This difficulty occurs for many reasons, the three most important ones are vocabulary, working memory, absence of extensive reading and the laziness to read a text. From those problems, it is important to encourage students' reading comprehension, especially foreign language students to read as much as possible because in this way they will find a great help in their language learning process.

In comprehending a text, students have different styles, namely learning styles. This is one aspect that may affect students' achievement. Students' learning styles can be meant by students' cognitive or affective characteristic in which what way students understand something, interacting to other people, and responding something. According to Krischner, P.A (2013: 121) says the second legend is the widespread belief that learners have specific learning styles and that education should be individualized to the extent that the pedagogy of teaching learning is matched to the preferred styles of the learner. That is why the teacher should know how the students prefer to learn the materials.

In fact, each person has different character. Therefore, the way in learning something will be different too. Since the students have different preferences to the certain learning styles. There are three main types of learning styles: visual, auditory, kinesthetic. As quoted by Setyawan (2016) in 2005 Dornyei categorizes learners' learning styles according to sensory preference into several types: visual, auditory, kinesthetic or tactile. He explains that learners with visual learning styles absorb information most effectively if it is provided through the visual channel. Thus, they tend to prefer reading tasks and often use colorful highlighting schemes to make certain information visually more salient. Learners with auditory learning styles absorb information most effectively through auditory input such as lectures or audiotapes. They like to talk the material through by engaging in discussions and group work. Kinesthetic learners will learn most effectively through complete body experience such as body movement, whereas tactile learners like a hand-on, touching learning approach.

Some researchers on the area of learning styles and reading comprehension have been done to investigate the correlation of both topics. One of the researches is carried by Setyawan (2016). He conducted the research at second semester students of English Literature, STBA Teknokrat. The sample of the population was 18 persons which involved both male and female students. They were chosen by using learning styles questionnaire and a reading test. Then his students were taught based on their learning styles and given a test every three meetings. Furthermore, when kinesthetic students were taught through activities adjusted for kinesthetic students, they got better mean score than visual and auditory students did. The next research was conducted by Hidayati (2018). She states there are

students mostly got difficulties in understanding vocabulary, poor mastery of grammar, the difficulty in understanding long sentences, lack of media learning, less support from the family, lack of knowledge of strategies in reading comprehension. Those are the main difficulties that often happen during reading process.

In accordance to the definition and previous research above, Thus, it can be assumed that students with kinesthetic learning style are the best among others in understanding vocabulary. Does it mean that there is difference of students' reading comprehension based on their learning styles? And is it true that a student with kinesthetic 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 most difficult aspect of reading based on their learning styles? In order to be able to logically find reliable answer, this research was objectively conducted to answer those questions. Each learning style has its own strengths and weaknesses which will affect in students' reading comprehension.

Thus, the researcher tries to analyze the differences of students reading comprehension with different learning styles and to know the most difficult of aspects of reading comprehension with different learning styles. So, the title of this research is "An Analysis of students' reading comprehension with different learning styles at second grade of SMPN 26 Bandarlampung".

1.2. Research Questions

Based on the background above, the writer tries to formulate the research questions as follows:

1. Is there any significant difference of students' reading comprehension among students with different learning styles?
2. What are the most difficult aspects of reading comprehension that are faced by students with different learning styles?

1.3. Objectives

The objectives of this research are:

1. To determine whether there is any difference of students' reading comprehension among students with different learning styles.
2. To determine what the most difficult aspects of reading comprehension that are faced by students with different learning styles.

1.4. Uses

The findings of the writers are expected to be beneficial whether theoretically and practically:

1. Theoretically, this research may give additional contribution in case of education and it may verify the previous research findings and theories.

2. Practically, the result of this research may inform in detail for the teacher about learning styles themselves have their own strengths and weaknesses in students' reading comprehension. So, the teacher will know the learning styles of each students and more attention in students' difficulty of aspects of reading comprehension. Furthermore, this research can also be used as a logical consideration for the next research with the same topic.

1.5. Scope

The research was focused on seeing the comparison between visual, auditory and kinesthetic learning styles in students' reading comprehension. Based on each the characteristic of learning styles; visual, auditory and kinesthetic, those student with type of learning styles which can produce the highest score in reading comprehension then analyze the most difficult aspects of reading comprehension with their learning styles. The researcher observed in order to determine the learning styles of students at the second grade of SMPN 26 Bandar Lampung which were tested by giving some questionnaire related to students' learning styles. After doing a questionnaire and the research already known which student belongs to visual, auditory learners and kinesthetic learner. Then, the writer were tested them about reading comprehension by using descriptive text. After that, the researcher found a different result from visual, auditory or kinesthetic learners' styles. Then, the researcher analyzes students' answer based on aspect of reading comprehension in order to know their difficulties.

1.6. Definition of Terms

In order to specify the topic of the research, the writer provides some definition of terms related to the research. These are some terms which are related to the research:

- a. Reading is one of the important language skills which the action is to understand graphic symbol in order to get information from the text.
- b. Reading comprehension is the level of students' ability to understand what they have to read from the text.
- c. Reading difficulty is the difficulties that student faced in comprehending a reading text.
- d. Learning styles means students' cognitive or affective characteristic in which way students understand something, interacting to other people, and responding something.
- e. Visual learning style refers to memorize the material better when it is presented by using visual media such as picture and graphic.
- f. Auditory (Audio) learning is a learning style in which a person prefers to learn through listening to something.
- g. Kinesthetic learning (also known as tactile learning) is a learning style in which learning takes place by the student carrying out a physical activity, rather than listening to a lecture or watching a demonstration.

Those are the explanations about background, research questions, objectives, uses, scope, and definition of terms. The next chapter describes more about reading comprehension, reading problem, learning styles in students' reading comprehension achievement.

II. LITERATURE REVIEW

In this chapter, the researcher will discuss about the theories used in this research, such as the process of reading, reading comprehension, learning style, and previous research dealing reading problem.

2.1. Previous Research

In relation to this research, there is some previous research which has been conducted by some researchers. They are Rachma (2015), Mentari (2015), Riyadi (2018), Hidayati (2018), and they can be used as references for the researcher to finish this research.

Rachma (2015) conducts the research in finding the effect of learning style through reading at second year of SMAN 10 Bandar Lampung. Her result shows that there was no significant effect of learning style on students' reading comprehension achievement. But, even though there is no significant effect the result shows that kinesthetic tends to be the best learning style in reading comprehension achievement among others.

The other researcher is Mentari (2016) with the title the identification of students' learning styles on their reading comprehension performance at

second grade of SMAN 1 Tanjung Bintang. On her research, she finds that there is no significant difference on students' reading comprehension performance based on their learning style.

Furthermore, Riyadi (2018) states the most difficult aspect in reading comprehension faced by students is making inference. It might happen because in making inference, students need to think more. Also, it is found that finding specific information is the best aspect of reading comprehension of visual and read/write learners, while aural learners achieved understanding vocabulary as their best aspect of reading comprehension.

The next study done by Hidayati (2018) is aimed to find out what the most difficult aspects that encountered by the students of SMAN 1 Darussalam, Aceh Besar in reading comprehension. The most difficult aspect encountered by the first grade students in reading comprehension is finding main idea, because the location of main idea it is difficult to find.

Whereas the researcher is attempting this research to reveal the difficulty in depth, that the difficult aspect of reading is not only come from the students themselves, but also the difficulty that arise from the future of the text. The research was conducted in SMPN 26 Bandar Lampung.

2.2. Process of Reading

Reading is a process of finding the written symbols, then understanding and comprehending what those symbols mean. Many people believe that reading is

one important skill that needs to be mastered by everyone. Nowadays, many people can read especially students, but in fact many students have difficulty to comprehending what they are reading about. Rachma (2015) states actually reading is not only finding written symbols, but also understanding and comprehending more about what those symbols meant. So, when we reading something we need to understand what, who, why, where, when, and how does it happen.

While reading a text, there is a process. Sutarsyah (2013: 2) states that the process of reading divided into three sections, there are, bottom-up process, top-down process, and interaction process. It is that comprehension begins at the word level, from where decoding synthesizes. This word identification includes both a “top-down” and a “bottom-up” process which was once insisted in the great reading debate. In other words, reading actually involves the process of bottom-up and top-down which is called interaction.

In the bottom-up process, the readers imagine transferring sounds into letters to get the meaning out. This bottom-up model was proposed by structural linguists and behavioral psychologists. At this process a reader is assumed to decode to translate the printed symbol in the text by moving eyes, recognizing letters, combining them to form words, then combining the words to form phrases, clauses, and sentences of the text (Sutarsyah, 2013). In the top-down process, a reader is not only an active participant in reading process, making predictions and processing information, but everything in the reader’s prior experience or background knowledge plays significant role in the process of reading. Then in

the interactive process, the reader tries to interpret what the author has expressed in the written text.

2.3. Reading Comprehension

Reading comprehension means what reader acquires from reading. 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. 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) say “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.

Furthermore, Smith (Westwood, 2001: 21) divides four levels of comprehension, they are:

(1) The first level of comprehension is called literal level. At this level the basic facts and details are understood. Literal level of comprehension involves what the author is actually saying. The readers need to understand the ideas or information that is explicitly stated in the reading text. Basic questions on

literal comprehension involve who, what, when and where in reading text. Dates, names and descriptions are all literal information easily understandable from a text.

(2) The second level of comprehension is called inferential level. At the inferential 4 level, the readers are able to go beyond what is written on the page and add meaning or drawing a conclusion. In addition, in this level, the readers are attempting to read between the lines. A reader is demanded to understand what the author means (implied) not just what author says in the written words.

(3) The third level of comprehension is called critical level. At the critical level the readers assess the good sense of what they are reading, its clarity, accuracy and truthfulness.

(4) The fourth level of comprehension is called creative level. At this level the readers can take the information or ideas from what has been read. The creative level stimulates the readers to new and original thinking. It involves making personal responses based on full of understanding of the expressed messages.

2.4. Aspects of Reading Comprehension

This sub-chapter will explain about aspects of reading. Nuttal (1982: 109) proposes five aspects of reading comprehension that should be mastered by the readers in order to deeply comprehend a text. They are as follow:

1. Determining Main Idea

Main idea is the most important piece of information the author wants to know about the concept of a paragraph. Determining main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words.

2. Finding the Specific Information or Part of Text

It means by looking for the information which relevant to what goal in mind and try to ignore the irrelevant one.

3. Finding Reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means we interpret and determine one linguistic expression to another. There are two types of references; cataphoric and anaphoric references. A cataphoric reference unit refers to what cataphoric reference we would need to look ahead in the text. On the other hand, an anaphoric reference unit refers to another unit that was introduced earlier in the text. To understand the unit referred to by an anaphoric reference we would need to look back in the text.

4. Finding Inference

Inference is a good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically.

5. Guessing Meaning of Vocabulary (Difficult Word)

It is unlikely that we will know every word in a text and even if we think that we have seen every word before, it is unlikely we will have seen a particular word in its present context. Guessing meaning of vocabulary (difficult word) refers to comprehend what the unfamiliar words mean by seeing its synonym related to the context. Besides that, we can also try to guess the meaning of the vocabulary (difficult word) by comprehending one or two previous sentences in the text.

Considering the theories above, those five reading sub skills are important to be used in comprehending a text. Thus, the writer uses all the reading sub skills in case of reading test in this research.

2.5. Problems in Reading

In reading comprehension some students face problem. This is important for teacher to find out the problems. According to Sutarsyah (2013) there are four problems in reading. Reading problem can be seen as follow:

1. Lack of vocabulary

Lack of vocabulary is the main problem of foreign learner. This problem is confirmed by the data from other instruments. Based on the data, the vocabulary problems were classified into two categories there are; words having multiple meaning and familiarizing word parts.

2. Sentence Problems

Basically the problems can be categorized as grammatical problem. The students' problem in terms of sentence or grammatical structure was classified into four types. There are understanding complex sentences, understanding long phrases, understanding sentence relation, and grammatical problems.

3. Rhetorical structure

Rhetorical structure means the characteristic of the text especially on the use of language devices and makes text coherence. For some foreign learners, these features have difficulty to identify. Students had difficulty to see this relation, in other words they could not see a text as a unified whole of a text. Based on the previous research, some students could not see the unity of the passage or the relationship among ideas in a passage, but their problem is difficult to identify. The students themselves could not explain the problem. Sometimes students still had difficulty to find the reference and inference from the text. For example, they still had difficulty to find the referent of pronoun "it". Similar problems were found even though the references are simple, such as, we, that, and all.

4. Background knowledge

Furthermore, when reading a reader uses their schemata or background knowledge about the topic of the text in order to get the writers' intended message. Many students say that the lack of background knowledge of the reading topic is their main reading problem. They get difficulties in

reading because the text contains unfamiliar topic or they are not interested with the topic.

Based on the explanation above, those are the main problems that often happen during reading process. So, in analyzing students' problem on reading comprehension the researcher will use those problems as guidance in questionnaire.

2.6. Learning Styles

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 which mainly connected with those that will be used later 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. The next paragraph explains more about those learning styles.

We have probably noticed that when we try to learn something new, we prefer to learn by listening to someone talk to us about the information or perhaps we prefer to read about a concept to learn it, or maybe see a demonstration. Those definitions called learning style. Actually, learning styles can be defined, classified, and identified in many different ways. Keefe (1979: 71) defines learning style 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. These learning styles are characteristic cognitive, affective, and physiological behaviors

that serve as pretty good indicators of how students perceive, interact with, and respond to the learning environment.

Actually learning styles may also proven useful for helping students with mastering metalearning (being aware of and taking control of one's learning). According to Ellis (1985: 99) language learners vary on a number of dimensions to do with personality, learning style, motivation, aptitude and also age. Each person has his or her own best way to learn something. Some learners may rely on visual image or presentation, others prefer listening to the music while learning, still others may respond better to hands-on activities. Learning styles are found to affect the students' learning behaviors. Students who have different learning style preferences would act differently in the way they perceive, interact with, and respond to the learning environment.

There are three main cognitive learning styles: visual, auditory, kinesthetic. Wang (2007) defines that learning style as an individual's preferred or habitual ways of processing the knowledge and transforming the knowledge into personal knowledge. The following are the explanations of each learning styles.

2.7. Visual Learning Style

Visual learners remember best what they see. Graphs, flow charts, time lines, films, demonstrations 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. The visual students will

be better than other to perform a new task after reading the instructions or watching the teacher does it first. 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.

2.7. Auditory Learning Style

The students who have an auditory learning style have a preference for the transfer information through listening: to the spoken word, of set or others, of sounds and noises. Auditory learner is also a phrase used to describe students who tend to retain information more thoroughly when the information is reinforced through sound. Auditory learning methods could include anything from musical notes to voice recordings or chants. A research has explored the impact of individual learning styles recognizing that people may vary in their response to learning opportunities and how they learn (Kolb, 1984: 101). According to Honey and Mumford (1999: 11) there are some characteristics how to identifying ones who has auditory learning style, here are some characteristics:

- Prefer to learn by listening rather than by writing.
- Tend to listen to teacher directly, then make notes later.
- Repeat new information aloud.

- Written instructions more difficult to follow than spoken ones.
- Have difficulty reading body language and facial expressions.
- Enjoy dialogues, plays, dictation and music.
- Often hum and talk to themselves.
- Solve problems by talking about them.
- Like discussions, but can be easily distracted by external noise.

Therefore, the teacher should pay more attention to students who have auditory learning style because they can learn faster by using verbal discussions and listening to what the teacher says. In other word, teacher should always involve students who have auditory style to participate well in any discussion both inside and outside the classroom.

2.8. Kinesthetic Learning Style

Kinesthetic learning style tends to use practical hands on experiences to receive the information. actually doing an activity can be the easiest way for kinesthetic to learn such as writing things down to make it easier to them understand the lesson. 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.

In reading, something that must be underlined for students who have kinesthetic style, always remember to make notes while they read and using efficient reading strategies will help they stay focused. As we know that they like to study with loud music on. Somehow, students who have kinesthetic style could not really enjoy with their reading activity because most of them are not really great in spelling (P. Honey, 1982: 90).

2.9. Theoretical Assumption

From the frame of theory and explanation above, it was believed that learning styles attempt to define the different ways in which students prefer to learn, especially in comprehending a text.

Based on the explanation about learning style characteristic, the researcher assumed that kinesthetic learning style tended to like reading better than others learning style even there is no significant difference students' reading comprehension with different learning styles and making inference is the most difficult aspect of reading comprehension.

Kinesthetic learning styles like to learn by movement, think out issues, ideas and problem while they are exercise. Because of this characteristic, they have more experience, such as adventure, visiting some place. It will make them

have more scemata. So, the researcher assumed kinesthetic would be the best learning style in reading comprehension.

2.10. Hypothesis

Based on the theoretical assumption above, the hypothesis which are propose to be formulate in thus research are:

H_0 : There is no significant difference of students' reading comprehension among students with different learning styles.

H_1 : There is significant difference of students' reading comprehension among students with different learning styles.

Those are the explanations of whole chapter II. Method, design and more about the data analysis of this research will be described in the next chapter.

III. RESEARCH METHODS

This chapter discussed about research methods which consist of research design, subject of the research, data collecting technique, research procedure, scoring system and how to analyze the data which will elaborate in the following section.

3.1. Research Design

This research used quantitative study. The quantitative research was aimed to determine whether there is any difference of students' reading comprehension with different learning style. Thus the research focused on the result of the reading test and difficulty in reading with different learning style. 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 questionnaire that was given to the subjects, the researcher classified the subjects into three groups and they were compared on one measure.

Those groups visual, auditory and kinesthetic are the independent variable which is characteristics or kinds of VAK learning styles. 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. The design in this research was ex post facto non correlational. The research design is as follows:

G1 T

G2 T

G3 T

G4 T

(Setiyadi, 2006)

In which:

G1 = Visual learners (learn from picture, graph, etc)

G2 = Auditory learners (learn by listening, from audio, etc)

G3 = Kinesthetic learners (learn by practicing and experiencing)

G4 = Mix learners (learn by more than one learning style)

T = Reading comprehension test

Whereby, G1, G2, G3 and G4 are the types of students' learning styles. The researcher distributed a questionnaire in order to know the learning style employed by the students in comprehending the reading text. After that, the researcher gave a reading test (T) to see the students' reading achievement. Then

the score of reading comprehension was compared to each learning styles (G1, G2, G3, and G4).

3. 2. Population and Sample

In this research, the population of this research was the second grade of SMPN 26 Bandar Lampung in the academic period 2016/2017. There were eight classes of the second grade which consisted of 30 to 35 students in each class. This grade was chosen because the students have to improve their reading ability and also increase their vocabulary mastery. Based on the population above, the researcher determined the sample by using lottery. All classes had the same chance to be the sample for this research. The researcher chose VIII B as the participants which consisted of 30 students.

3.3. Data Collecting Technique

The data collecting technique of this research that were used for collecting the data are questionnaire for learning styles and reading test. Questionnaire was used in this research in order to know students' learning style which consists of fifteen questions. In order to know students' reading achievement, reading test was administered in this research which consists of 40 questions.

3.4. Research Instrument

The Instruments which were used for collecting data of this research are as follow:

1. Questionnaire

Questionnaire is effective for efficient collection of certain kinds of information. The researcher got the specific information which researcher wanted to know here was students' learning style. In this research, questionnaire was the first instrument that was used by the researcher. All statements in the questionnaire were design into Indonesian language so it was not really complicated for students in order to minimize their misinterpretation of the questions. The questionnaire consisted of 15 items that had been prepared based on the indicators of visual, auditory, kinesthetic learning style, and it used to determine which items design to measure those three learning styles. Each item has numerical value, as follows:

5 = Strongly disagree

4 = Agree

3 = Undecided

2 = Disagree

1 = Strongly disagree

From those three options, students might choose the closest one which related to their own character while learning something.

Further insight can be seen from the following table:

Table 3.1 Table of Specification (Questionnaire)

Items Number	Learning Style			Total Items
	Visual	Auditory	Kinesthetic	
3, 7, 8, 13, 15	✓			5
1, 4, 6, 10, 12		✓		5
2, 5, 9, 11, 14			✓	5
Total				15

All items used in the questionnaire were testing about learning style whether they were visual, auditory, or kinesthetic learner. The researcher adopted the questionnaire from Reid (2000) which consists of 40 question, but the researcher only adopted 15 questions in this research. There were 5 questions indicating each learning style. So, total items were 15 questions.

2. Reading Test

In order to measure the reading ability of the students, the researcher created the reading test in form of multiple choices. Descriptive text was selected as a type of text which was used in the reading test with the curriculum orientation. Then, the result of this test was used to know students' achievement in comprehending a text related to their own character of learning style whether it is visual, auditory, or kinesthetic learning style. It means that, there will be revealed what learning style produce the highest score in reading comprehension achievement.

3.5. Research Procedure

There are some procedures applied for taking the data, they are:

1. Determining Subject of the Research

As what had been explained before, the population and sample of this research is one class from the total eight classes at the second grade of SMPN 26 Bandar Lampung. After finding the population and sample, the researcher found whether the students who have visual, auditory or kinesthetic learning style in that class which had already been chosen randomly by the researcher.

2. Administering the Try-Out for Reading Test

After distributing the questionnaire, the next step was administering the try-out for reading test. The test consisted of 50 questions and students' were given 80 minutes to answer. Each question consisted of four optional answers. This try-out had been expected to measure the validity and reliability of the test. The aim of try-out is to determine the quality of the reading test use as the instrument of the research and also to determine which item should be revised or dropped for the reading comprehension test.

3. Distributing Questionnaire

In this stage, the researcher gave the questionnaire to the subject. The questionnaire given was as the instruments used to indicate their learning style. The students were asked to complete the questionnaire by choosing the answer which best explains their preference and mark the checklist

space next to it. There were 15 questions with four options which reflected students' preference in learning visual, auditory, and kinesthetic.

4. Administering the Reading Test

After selecting reading test of this research based on the result of try-out test, the researcher tried to administer the sample by giving reading comprehension test. As what already describe before, there were 40 questions in this reading test and the researcher used five components of reading included in the test. There are identifying main idea, finding specific information, finding reference, inference and understanding difficult word in order to find the average score of all students.

5. Analyzing, Interpreting, and Concluding The Data

After the completion of the questionnaire for learning style and reading test, the last procedure in this research were analyzing, interpreting, and concluding the data. After the data was collected, the data of students' reading test and the result of the questionnaire was analyzed by using SPSS for window version 16.0.

3.6. Data Analysis

Data analysis needs careful thinking since data analysis is aimed at organizing the data. It is done to make the readers able to understand the result of the research. The researcher used descriptive method in analyzing all data from the observation of the questionnaire. According to Maleong (1991), there are three steps in analyzing and interpreting the data, the following steps of the data analysis were:

1. Making the abstraction of all data to be treated in one unit.

The researcher interpreted all the data available (from questionnaire for learning styles, and reading test by selecting them into an abstraction. In this step, the researcher selected the data in order to keep them relevant to the research question.

2. Unifying the data

The researcher identified the data into unity. It means that the researcher paid attention to term the students used, to distinct the activities in the reading test.

3. Interpreting the data substantive theory.

The researcher took conclusion. Then as the final steps, she interpreted the data into substantive theory.

3.7. Scoring Criteria

This following explains about the scoring criteria. In scoring the students' results, the researcher will use Arikunto's formula. The ideal higher score is 100. The score of pretest and posttest were be calculated by using the formula as follows:

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

The formula above can be further illustrated below:

S means the score of the test

R refers to the total of the right answers

n as the total items

(Arikunto, 1997: 212)

3.8. Try Out of The Instrument

The try out test was conducted in order to determine the quality of the test which was used as the instrument of the reseach. The try out was conducted before the researcher administers the test. This test was in 80 minutes. There was 50 items of multiple choice test. The result of the try out was used to measure the level of difficulty, discriminating power, the validity and the reliabilty of the instrument. The test could be said to have a good quality if it is has a good of level of difficulty, discriminating power, the validity and the reliabilty.

1. Level of Difficulty

A good test is the one which is not too easy or too difficult. In order to find out the level of difficulty, this research used the following formula:

$$LD = \frac{U + L}{N}$$

In practice, the formula can be expanded as follows:

LD as level of difficulty

U means the proportion of upper group students

L refers to the proportion of lower group students

N that is the total number of the students following the test

The criteria are:

< 0.30 belongs to difficult question

0.30 – 0.70 refers to average question

> 0.70 means that it is an easy question

(Hayani, 2012)

2. Discrimination Power

The discrimination power refers to the extent to which the item differentiates between high and low level students on the test. A good item according to the criteria is one which good students will do well and bad students will fail. To know the discrimination power of the test, the formula that is used is :

$$DP = \frac{U - L}{1/2 N}$$

Where the formula above can be illustrated below:

DP refers to discrimination power

U means the proportion of upper group students

L as the proportion of lower group students

N is total number of students

The criteria can be expanded as follows:

0.00 – 0.19 belongs to poor question

0.20 – 0.39 refers to satisfactory question

0.40 – 0.69 means that it is a good question

0.70 – 1.00 as an excellent question

Negative (-) is a bad question that should be omitted

{Shohamy, 1985: 81 in Hayani (2012)}

3. Validity

A test could be considered valid if the test measures the objectives to be measured and suitable with the criteria (Hatch and Farhady, 1982). According to Hatch and Farhady (1982) there are two basic types of validity; content validity and

construct validity. In order to measure whether the test has a good validity, those two types of validity that was analyzed.

a. Content Validity

In content validity, it is intended to see whether or not the test are good representation of the materials to be tested. In case of reading test, the ways to find out this kind of validity were formulating the questions for the second grade of junior high school students and choosing the topics based on the themes provided the guidelines of curriculum.

Table 3.2 Table of Specification of Tryout

No	Skills of reading	Item Number	Percentage of the Item
1.	Identify the main idea	2, 9, 14, 16, 18, 25, 33, 39, 41, 47	20%
2.	Specific information	1, 8, 11, 17, 21, 22, 27, 40, 43, 50	20%
3.	Reference	4, 7, 12, 15, 19, 23, 35, 37, 44, 48	20%
4.	Inference	6, 10, 24, 28, 29, 30, 31, 32, 38, 46	20%
5.	Vocabulary	3, 5, 13, 20, 26, 34, 36, 42, 45, 49	20%
Total		50	100%

The table below showed the result of try-out of the vocabulary test after analyzing the level of difficulty and discrimination power each test items. There are three remark such as dropped, revised, and administered, for each test items based on theirs level of difficulty and discrimination power. The number of items that was dropped are 9, 10, 13, 16, 17, 23, 27, 29, 48, 49. So, the result of try-out of reading test tabulation is below:

Table 3.3 Result of Try-out of Reading Test

No	Skills of reading	Item Number	Percentage of the Item
1.	Identify the main idea	2, 11, 13, 19, 25, 31,33, 39	20%
2.	Specific information	1, 8,9, 16, 17, 32, 35, 40	20%
3.	Reference	4, 7, 10, 12, 14, 27, 29, 36	20%
4.	Inference	6, 18, 21, 22, 23, 24, 30, 38	20%
5.	Vocabulary	3, 5, 15, 20, 26, 28, 34, 38	20%
Total		40	100%

b. Construct Validity

Construct validity examines whether or not the test actually is in line with the theory of what it means to know. A test can be considered valid in its construction if the test items measure every aspect that suitable with the specific objectives of the instruction. In this case, the test is designed by nature and the concept of vocabulary.

4. Reliability

According to Hatch and Farhady (1982), reliability is the extent to which a test produces consistent research when it is administered under similar condition. To find out the reliability of the test, the researcher will use Split Half Method, which has two steps: (1) to measure the coefficient correlation between odd and even numbers of the items. The researcher will use Pearson product Moment with the following formula:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

(Hatch and Farhady, 1982)

Where the formula can be expanded as follows:

r_{xy} is coefficient of reliabilty between odd and even number

n that is number of students who followed the test

x^2 as total square of x (total score of odd number)

y^2 refers to total square of y (total score of odd number)

xy means total score of odd and even number

(2) after getting the coefficient correlation between odd and even numbers, then the researcher continue to put them into reliability formula Spearman-Brown's Prophecy to know the coefficient correlation of the whole items. Besides, the calculation can be also calculated by using SPSS 16. The formula of Spearman-Brown's Prophecy as follows:

$$r_{11} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

Where the formula above can be illustrated below:

r_{11} means reliability coefficient

r_{xy} refers to the coefficient of reliability between odd and even number

In this case, the coefficient of rank correlation was analyzed with the standard of reliability as follows:

1. 0.80000 - 1.00000 belongs to very high reliability
2. 0.60000 - 0.79000 means that it has high reliability
3. 0.40000 - 0.59000 refers to medium reliability
4. 0.20000 - 0.39000 as low reliability
5. 0.00000 - 0.19000 refers to very low reliability

(Slameto, 1998)

3.9. Hypothesis Testing

H_0 There is no significant difference on students' reading comprehension among students with different learning styles.

H_1 There is a significant difference on students' reading comprehension among students with different learning styles.

(Hatch and Farhady, 1982: 111)

The criteria were:

1. If the F-table is higher than F-value: H_0 is accepted that there is no significant difference among students with different learning styles.
2. If the F-table is lower than F-value: H_1 is accepted that there is a significant difference among students with different learning styles.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses 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, and kinesthetic learners in reading the second-year learners of SMPN 26 Bandar Lampung. Regarding with the research findings and discussions, the conclusions can be cited as follows:

1. Based on the data analysis, the researcher find that most of VIII B students of SMPN 26 Bandar Lampung are categorized as kinesthetic learners. It is showed by the percentages of kinesthetic learners which reach 40%. Auditory learners are the following style of students which reach 26.7%. Then, visual learners are classified as 20% while mixed learning styles reach 13.3%. Having analyzed the comparison of reading mean score based on students' learning style, the result shows that P-value is higher than P-alpha ($0.488 > 0.05$). Therefore, H_0 is accepted that there is no significant difference on students' reading comprehension performance

based on their learning style. It is caused by the nature of reading that is a complex process of learning which allows students with any style of learning to succeed in reading. Moreover, there are some other factors which are strongly influence their performance in reading comprehension such as cognitive competence, environmental factors, motivation, and others.

In addition, visual learners are found to have a good performance in reading comprehension compared to the other two types of learning styles though it is not statistically significant. This finding brings a trend among students that those who are categorized as visual learners tend to perform better in reading. By having this learning preference, students are helped to achieve the goals in reading which bring them to obtain a good score and higher comprehension.

2. In analyzing aspects of reading comprehension of each group of VAK learners, this study find the results that each learning style has their most difficulty in aspects of reading comprehension. Visual and mixed learners tend to be most difficult in making inference of reading comprehension. It might be need some clue to making inference. While, auditory and kinesthetic face most difficulty in understanding vocabulary, because they are limited in vocabulary.

5.2. Suggestion

By considering the results and the discussions, the researcher would like to recommend some suggestions for both teacher and further research as the follows:

5.2.1. Suggestions for the Teachers

In teaching-learning area, the researcher suggests some recommendation for teachers and also students. Teachers are recommended to recognize their students' learning styles. It is important because each style has characteristic which will help the learners to develop their ability especially in reading. It might be possible to set a method or technique in teaching that will embrace all students with different preference ways of learning. 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 be more aware of their learning styles. By knowing their best way in learning, it will help them to achieve the goals of learning. Recognizing their learning style will also help them to set some strategies in learning especially reading, so it will be easier for them in comprehending a text.

Regarding with aspects of reading comprehension, it can be seen from the results of this research that making inference and understanding vocabulary are 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 and asking them to remember some vocabulary. 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 the Further Researcher

As this research has been done and found some findings, the researcher would like to suggest some points. First of all, every student learn in many different ways, they also have various style in learning independently. Thus, for the next researcher, it is important to consider the best approach to classify students' learning styles.

Moreover, this research was conducted with limited number of subjects. This might be a good suggestion for other researcher to do a correlative study with a bigger number of subjects in order to get more valid data and analyze one person with two or more learning styles. 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 researcher to expand and explore learning style to be correlated to other skills in English; speaking, writing, listening, etc. and the last the further study should also be conducted to find out the appropriate way to help students regarding the difficulty in VAK learning style.

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