

RELATIONSHIP BETWEEN STUDENTS' LEARNING STYLE AND THEIR READING COMPREHENSION

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ABSTRACT

This research aimed to investigate the correlation between learning style and their reading comprehension. The phenomena found by the researchers in the preliminary study were the students have difficulties in comprehending the reading material, making inference, determining the key ideas and locating details, losing of concentration while reading activity, and bad enable to identify their learning style. This research used quantitative approach. The population of this research was the eight grade students of SMP Negeri 1 Gunung Toar which consists of 30 students. The sample of the research 30 students from population, taken with total sampling technique. In collecting the data, researchers used questionnaire to investigate the students' learning style and test (multiple choice) for reading comprehension. In analyzing the data, Pearson Product Moment Correlation was used. As the result of the research, they were: Firstly, the researchers found that the mean score of the students' learning style was 74 which is in high classification where most of the students' learning style are visual and kinesthetic. Secondly, the mean score of students' reading comprehension is 41 which is in the low level. Finally, the researchers also found that the significance value of correlation coefficient (r) is 0.524 which is higher than 0.05. In conclusion, there is no significance relationship between students' learning style and students' reading comprehension.

KEYWORDS: relationship, learning style, reading comprehension

1 INTRODUCTION

Reading is one of the language skills that cannot be separated from the others since a student's ability to master one component will help them master the others. Reading is one of the essential skills that should be mastered by students. Reading is the process of looking at written symbols and letters and understanding the meaning of them. Reading is a receptive skill that allows us to receive information. According to Nation (2009), "reading is a source of learning and a source of enjoyment". Reading enlarges the students' knowledge. In the reading skill, students should be able to identify the main idea of the text, identify specific information, find detailed information, identify implied information of the text, and infer the text conclusion.

Reading comprehension is an advanced stage of reading in which students can understand the contents of reading, choose the contents of reading implemented in their lives, and foster their a curious and critical attitude (Ortlieb, 2013). Oakley (2011) stated that reading comprehension is the desired result of reading and can be defined as the skill

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of combining background knowledge with reading text. In the reading, students should be able to identify the main idea of the text, identify specific information, find detailed information, identify implied information of the text, and infer the text conclusion. It is an interactive process between the reader and the text, and is a result of close engagement with the content of the text.

According to Wang (2007) "Learning style is an individual's preferred or habitual manner of processing information and transforming it into personal knowledge. It is a type of educational situation in which a student is most likely to fail expected to pick up. As a result, learning style is more concerned with how the learners choose to learn the content than with what they learn. Based on Reid' in Runjani (2019) "Learning style can be divided into three categories such us : visual, auditory, and kinesthetic (VAK)". These categories do not make students only have one learning style but these categories are guideline to know what dominant learning style they have. Visual learning is a type of learning style in which students prefer to use image, graphics, colors, and maps to communicate ideas and thoughts. Auditory learning means student learns most effectively by listening. They would prefer listening to a teacher or reading a textbook, or hearing the instruction for a project instead of figuring it out hands on. Kinesthetic are used in combination with visual and/or auditory study techniques, producing multisensory learning. Based on the explanation above, it is assumed that students' visual, auditory, and kinesthetic learning modalities have an impact on their reading comprehension score. In order to improve their reading skill, it is critical for students and teacher to recognize learning types.

SMP Negeri 1 Gunung Toar which is located at Kuantan Singingi Regency, this school used the 2013 curriculum as guidance in the teaching and learning process. In National Education Standard. Reading is one of skill that where very important in language learning, but from students' experience in English, it is still far from the expectation of the curriculum. It can be seen, the students mostly get a low score of Minimum Mastery Criterion or passing grade. The passing grade is 77 for the English subject.

Based on the preliminary study the researchers interviewed the teacher and found some students' problems that faced by the students in learning English especially reading. It can be seen from the phenomena as follow: they still have difficulties in comprehending the reading materials text, some of students difficulties in making inference, some of students' difficulties in determining main idea, key ideas, locating details and locating references, some of students lose of concentration in reading comprehension, some students do not know about their own learning style in the classroom environment.

The research questions have to investigate in this research were as follow: 1) How were the students' learning style? 2) How were the students' reading comprehension? 3) Was there any significance correlation between students' learning style and their reading comprehension?.

The problems stated above should be taken as a consideration by the teacher. Moreover, it is important to the teacher knowing the students' learning style because it has significant contribution in learning English especially reading.

2 METHODOLOGY

This research used a correlational design with quantitative approach. Pertaining to Creswell (2012) “investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. The correlation method was used in this research since is it intended to investigate the correlation between the variables by Arikunto (2007) in Alfi (2014). There are two types of correlation study as stated by Creswell (2012). They are explanatory design and prediction design. This study used explanatory design since this study just investigate the degree of association between two variables. In line with this title “Correlation Between Students’ Learning Style and Their Reading Comprehension .The researchers stated as follows: Variable X : the students’ learning style Y: the students’ reading comprehension.

30 students of eighth grade at SMP Negeri 1 Gunung Toar was chosen as the population of this research. According to Creswell (2012, p.142) population is a group of individuals who have the same characteristic. The 30 students consist of male and female within one class. Talking the Sample of this research, the researchers used Total Sampling Technique. Meaning that the researchers took all population as the sample because the students only grouped in one class.

In collecting the data, the researchers administrated the questionnaire and test. Questionnaire, according to Anderson (2015) allows accurate and reasonably relevant data to be obtained in a simple, cheap and timely manner." A questionnaire is a data collection tool consisting of a series of questions and other prompts for the purpose of gathering information from the respondent and this questionnaire will be used to get some information about the students' learning style The Questionnaire was taken from deported, Reardon and Singer- Nourie in Quantum Teaching book and Tes Minat & Bakat anak in Rina (2017). In this research, the items of questionnaire consisted of 30 items, There are 10 items for each kind of learning style. The questionnaire used a five point Likert scale from 1 ‘strongly degree’ to 5 ‘strongly agree’

Another instrument was a Test. According to Syafi’i (2019) “tests are assessment instruments that pose problems for students to solve”. The most popular type of test is a series of paper based question that test takers can answer by selecting the correct answer from several option. As the examples: multiple choice, short answer, or essay items. To collect this research data, the researchers used multiple choice test. The total number of test items was 20 questions which provided into four choices for each question. The test consisted of two short descriptive texts. Each test had 10 questions.

While, to investigate whether there was a or no significant correlation between students’ learning style and their reading comprehension, the researchers analyzed the data by using the Pearson Product Moment Correlation.

$$r_{xy} = \frac{n \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

r = the correlation coefficient score N = number of sample
 SX = the sum of total score in variable X

ΣY = the sum of total score in variable Y

ΣXY = the sum of multiply score of variable X and Y

ΣX^2 = the sum of the squared score in variable X

ΣY^2 = the sum of the squared score in variable Y

3 RESULT AND DISCUSSION

A. Result

1. *The students' learning style*

To investigate the students' learning style in the classroom environment, the researchers administrated the questionnaire to the students which there were 30 questions representing the indicators of students' learning style in the classroom environment. The likert scale was used to analyze the answers of the questionnaire. The score of 'always' is 5, the score of 'often' is 4, the score of 'sometimes' is 3, the score of 'seldom' is 2, and the score of 'never' is 1. The researchers calculated the answers of the questionnaire and the result can be seen below:

Table 1. The Students' Learning Style

No.	Students	Visual	Audithory	Kinesthatic	Mean	learning style
1	Student 1	68	74	74	72	Audithory and Kinesthatic
2	Student 2	66	70	56	64	Audithory
3	Student 3	84	80	72	79	Visual
4	Student 4	74	72	66	71	Visual
5	Student 5	68	72	60	67	Audithory
6	Student 6	70	80	86	79	Kinesthatic
7	Student 7	80	84	70	78	Audithory
8	Student 8	80	86	70	79	Audithory
9	Student 9	70	68	64	67	Visual
10	Student 10	68	82	66	72	Audithory
11	Student 11	72	72	72	72	Balance
12	Student 12	76	72	48	65	Visual
13	Student 13	78	86	78	81	Audithory
14	Student 14	76	80	88	81	Kinesthatic
15	Student 15	80	76	66	74	Visual
16	Student 16	90	92	74	85	Audithory
17	Student 17	76	74	68	73	Visual
18	Student 18	86	82	78	82	Visual
19	Student 19	70	90	76	79	Audithory
20	Student 20	70	90	76	79	Audithory
21	Student 21	66	64	56	62	Visual
22	Student 22	74	88	76	79	Audithory
23	Student 23	72	66	64	67	Visual

24	Student 24	74	78	62	71	Audithory
25	Student 25	88	90	84	87	Audithory
26	Student 26	78	70	68	72	Visual
27	Student 27	68	74	68	70	Audithory
28	Student 28	68	74	76	73	Kinesthatic
29	Student 29	70	66	68	68	Visual
30	Student 30	78	78	68	75	Visual and Audithory
Total					2222	
Mean					74	

Based on the table III. 1, the researchers concluded the percentage of the students' learning style as below:

Figure 1. The Percentage of Students' Learning Style

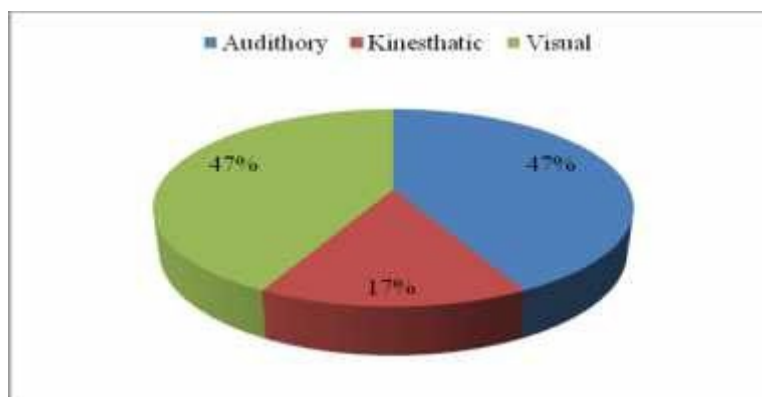


Table 2. The Distribution The Score of Learning Style

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
62.00	1	3.3	3.3	3.3
64.00	1	3.3	3.3	6.7
65.00	1	3.3	3.3	10.0
67.00	3	10.0	10.0	20.0
68.00	1	3.3	3.3	23.3
70.00	1	3.3	3.3	26.7
71.00	2	6.7	6.7	33.3
72.00	4	13.3	13.3	46.7
73.00	2	6.7	6.7	53.3
74.00	1	3.3	3.3	56.7

75.00	1	3.3	3.3	60.0
78.00	1	3.3	3.3	63.3
79.00	6	20.0	20.0	83.3
81.00	2	6.7	6.7	90.0
82.00	1	3.3	3.3	93.3
85.00	1	3.3	3.3	96.7
87.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the table III.2, it can be found that there was 1 student (3,3%) who got score 62, there was 1 student (3,3%) who got score 64, there was 1 student (3,3%) who got score 65, there were 3 students (10,0%) who got score 67, there was 1 student (3,3%) who got score 68, there was 1 student (3,3%) who got score 70, there were 2 students (6,7%) who got score 71, there were 4 students (13,3%) who got score 72, there were 2 students (6,7%) who got score 73, there was 1 student (3,3%) who got score 74, there was 1 student (3,3%) who got score 75, there was 1 student (3,3%) who got score 78, there were 6 students (20,0%) who got score 79, there were 2 students (6,7%) who got score 81, there was 1 student (3,3%) who got score 82, there was 1 student (3,3%) who got score 85, there was 1 student (3,3%) who got score 87.

Based on the explanation above, the researcher concludes the group of the students score as follow:

Table 3. The Percentage of The Score of The Learning Style

No	Classification	Frequency	Percentage
1	Very High	5	16.7 %
2	High	22	73.3 %
3	Moderate	3	10.0 %
4	Low	0	0.0 %
5	Very Low	0	0.0 %
	Total	30	100%

Based on the table 3, it can be stated that there were 5 students (16.7%) in very high classification , there were 22 students (73.3%) in high classification, there were 3 students (10.0%) in moderate classification, and there were no student (0 %) in low and very low classification.

2. *The Students' Reading Comprehension*

To investigate the students' reading comprehension, the researchers administrated a reading test to the students. The researchers calculated the answer of the test and achievement of the reading test result, as follow:

Table 4.
The Score of Reading Comprehension Test

No	Students	Y	Classification
1	student 1	60	Moderate
2	student 2	30	Very Low
3	student 3	5	Very Low
4	student 4	5	Very Low
5	student 5	50	Low
6	student 6	40	Low
7	student 7	45	Low
8	student 8	20	Very Low
9	student 9	50	Low
10	student 10	45	Low
11	student 11	35	Very Low
12	student 12	50	Low
13	student 13	45	Low
14	student 14	35	Very Low
15	student 15	35	Very Low
16	student 16	60	Moderate
17	student 17	35	Very Low
18	student 18	30	Very Low
19	student 19	35	Very Low
20	student 20	30	Very Low
21	student 21	35	Very Low
22	student 22	35	Very Low
23	student 23	35	Very Low
24	student 24	40	Low
25	student 25	35	Very Low
26	student 26	60	Moderate
27	student 27	50	Low
28	student 28	70	High
29	student 29	45	Low
30	student 30	75	High
	Total	1220	
	Mean	41	

The researchers also analyzed the distribution of the answer frequency for each item of the test as follow:

Table 5.
The Distribution Score of The Reading Comprehension Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5,00	2	6.7	6.7	6.7
20.00	1	3.3	3.3	10.0
30.00	3	10.0	10.0	20.0
35.00	9	30.0	30.0	50.0
40.00	2	6.7	6.7	56.7
45.00	4	13.3	13.3	70.0
50.00	4	13.3	13.3	83.3
60.00	3	10.0	10.0	93.3
70.00	1	3.3	3.3	96.7
75.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the table III.5, it can be described that there were 2 students (6.7%) who got score 5, there was 1 student (3.3%) who got score 20, there were 3 students (10.0%) who got score 30, there were 9 students (30.0%) who got score 35, there were 2 students (6.7%) who got score 40, there were 4 students (13.3%) who got score 45, there were 4 students (13.3%) who got score 50, there were 3 students (10.0%) who got score 60, there was 1 student (3.3%) who got score 70, and there was 1 student (3.3%) who got score 75.

Table 6.
The Percentage score of The Reading Comprehension Test

No	Classification	Frequency	Percentage
1	Very High	0	0.0
2	High	2	6.7
3	Moderate	3	10.0
4	Low	10	33.3
5	Very Low	15	50.0
	Total	30	100%

The table 6 stated that the distribution of the reading comprehension classification. It can be showed that There was no student (0.0%) in the very high classification, there were 2 students (6.7%) in high classification, there were 3 students (10.0%) in moderate classification, there were 10 students (33.3%) in low classification, and there were 15 students (50,0%) in very low classification.

3. *The Relationship between students' learning and their reading comprehension*

Table .7
Group Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Learning Style	30	62.00	87.00	74.10	6.38
Reading Comprehension	30	5.00	75.00	40.67	15.74
Valid N (listwise)	30				

From the table III.7, it can be stated that the highest score of students' learning style was 87, the lowest score was 62, and the mean score was 74 while the highest score of students' reading comprehension was 75, the lowest score is 5, and the mean score is 40,7. To found the level of students' learning style and their reading comprehension, the researchers matched the mean score of the both variable with the classification table. As the conclusion, the students' learning style was in high classification while the students' reading comprehension within the low level.

Table 8.
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learning Style	.146	30	.105	.970	30	.542
Reading comprehension	.159	30	.050	.944	30	.115

The normality test is the test that is conducted to check the distribution of data normally or not. The SPSS 22.0 program was used to analyze the normality of the data. If the significance value $> .05$, the data are normal but if the significance value $< .05$ the data do not normally distributed. From the table 8, it can be described that all of the sig. value is higher than 0.05 for both Kolmogorov-Smirnov^a and Shapiro-Wilk. Meaning that the data are distributed normally. therefore, the data can be analyzed by using parametric analyses.

Table 9.
Inferential Analysis

		X	Y
Learning Style	Pearson Correlation	1	-.121
	Sig. (2-tailed)		.524
	N	30	30
Reading comprehension	Pearson Correlation	-.121	1
	Sig. (2-tailed)	.524	
	N	30	30

Pearson correlation was conducted in this research, in order to determine any the correlation between students' learning style and their reading comprehension. The researchers used Pearson correlation because the data were distributed normally. After analyzing the data by using Pearson correlation, the researchers gained the significance value of correlation coefficient (r) is 0.524 which is higher than 0.05. In this case, H_0 is accepted. Based on the explanation above, H_a was rejected if $r_o > r_{table}$ and H_0 is accepted if $r_o < r_{table}$. So, it can be concluded that there is no significance relationship between students' learning style and their reading comprehension in eight grade at SMP Negeri 1 Gunung Toar.

B. Discussion

This research aimed to investigate the relationship between students' learning style and their reading comprehension. Based on the data analysis, it can be stated that there were three findings of the research. First, the researchers found that the students' learning style mean score was 74 which is in high classification where most of the students' learning style were visual and kinesthetic. Next, the mean score of students' reading comprehension was 41 which is in the low level. The researchers also found that the significance value of correlation coefficient (r) is 0.524 which is higher than 0.05. In conclusion, there is no significance correlation between students' learning style and their reading comprehension.

There are several relevant researches that have the similar result with the result from this research. One of them is a research by Nisa (2016) entitled "the relationship between students' learning style and their reading comprehension of narrative text (a correlational study on the eighth grade of MTs Izzatul Islam Bogor Academic Year 2015/2016)". The result of this research shows that there is no significant relationship between students' learning style and their reading comprehension of narrative text. In addition, a research by Febrianti (2014) also reported that there is no significantly different in reading comprehension score based on students' learning style.

Lepke (1977) maintained that when learners were taught according to their preferred learning style, their performance become much better. Based on that statement

it is clear that learning style is truly related with the reading ability. However, this research result have a different outcome. The researcher found that there is no significance the correlation between students' learning style in the classroom environment and students' reading comprehension. The reading comprehension in this research may affected more by the other factors. Gilakjani and Sabouri (2016) mentioned there are several factors of reading comprehension, they are complexity of the reading text, environmental influences, anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems.

Based on the explanation above, the researchers concluded that there is no significance relationship between students' learning style and their reading comprehension

4 CONCLUSION

Referring to the data analysis and data presentation in chapter IV, the researcher concludes as follows:

1. The students' learning style was in High level where most of the students' learning style are visual and Kinesthetic with the mean score 47.
2. The students' reading comprehension was in Low level with the mean score 41.
3. There is no significance the relationship between students' learning style in and their reading comprehension in eighth grade at SMP Negeri 1 Gunung Toar.

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