

THE EFFECT OF LEARNING STYLE ON STUDENTS' READING COMPREHENSION ACHIEVEMENT

Nita Sitta Rachma, Cucu Sutarsyah, Hery Yufrizal
nitasitta@gmail.com

Abstract

Tujuan penelitian ini adalah untuk menemukan apakah ada pengaruh gaya belajar terhadap prestasi pemahaman membaca siswa. Desain penelitian ini kuantitatif menggunakan non-correlational of ex post facto design. Populasi dari penelitian ini adalah siswa kelas satu di SMAN 10 Bandar Lampung. Sampel penelitian sebanyak 30 siswa. Instrumen yang digunakan adalah kuisisioner gaya belajar dan tes pemahaman membaca. Data yang terkumpul dianalisa menggunakan *Pearson Product Moment, One-Way ANOVA* di SPSS 16.0. Hasil penelitian menunjukkan bahwa nilai f-table dari gaya belajar terhadap prestasi pemahaman membaca siswa 1.067 dengan nilai signifikansi .380 lebih besar dari f-value (.05). Dapat disimpulkan bahwa tidak ada hubungan yang signifikan antara gaya belajar pada prestasi pemahaman membaca siswa. Namun, setelah dilakukan *post hoc test*, gaya belajar kinestetik menjadi gaya belajar terbaik pada prestasi pemahaman membaca siswa dibanding kedua gaya belajar lainnya.

The objective of this study is to find out whether any significant effect of learning style on students' reading comprehension achievement. This was quantitative research applied non co-relational of ex post facto design. The population was the first grade students of SMAN 10 Bandar Lampung. There were 30 students as the sample. The instruments were in the form of questionnaire about learning style and reading comprehension test. The data were analyzed by using *Pearson Product Moment- One Way ANOVA* in SPSS 16.0. The result showed that F-table score of learning style on students' reading comprehension is 1.067 and the significant value is .380. It concluded that there is no significant effect of learning style on students' reading comprehension achievement. Moreover, after doing *post hoc test*, it was found that kinesthetic tend to be the best learning style in reading comprehension achievement among others.

Keyword: effect, learning style, reading comprehension achievement

INTRODUCTION

Many students have probably noticed that when they try to learn something new in classroom, some of them prefer to learn by listening carefully to the teacher who talks about information or perhaps they prefer to read about the information given by teacher, while the rest might be understand better by seeing a direct demonstration from the teacher. It shows that each student has a different way of responding new information in the context of learning. That is what many people called learning style, a student's characteristic dealing with strengths and weaknesses in taking and processing information. It is important for the teacher to know what kind of learning style do students have in order to create such an appropriate technique in teaching because students will be more successful in getting information if the teachers match their way of teaching to students' learning styles. There are three main cognitive learning styles: visual, auditory, and kinesthetic. Vester (1998: 117) states that students' approach can perceptually form a learning profile by means of the information stored in the memory through visual, auditory, and kinesthetic perceptions.

Particularly, learning styles are found to affect the students' learning behaviors in gaining information. Talking about information, reading becomes one of the most important skills in learning English which many students are not mastering yet in gaining and comprehending information of a text, especially in their reading achievement. For many language learners, reading is ranked first among the academic skills that they wish to gain mastery over (Grabe&Stoller, 2001; Richards and Renandya, 2002). Reading comprehension is a good way to let people think seriously about the exactly aim of what they are reading. In fact,

many students are quite able in reading but it is still difficult for them to comprehend what they are reading about.

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we used our eyes to receive written symbols and use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading is also included into receptive skill besides listening, through it we receive information. Receptive skill is the way in which people extract meaning from the discourse they see or hear (Harmer, 2001: 199). While Nuttal (1985) states that there are five reading skills that should be mastered by reader to comprehend the text deeply; they are as follow:

1. Determining main idea

Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words.

2. Finding the specific information or part of text

Finding the specific information or part of text means looking for the information that relevant to the goal in mind and ignores the irrelevant.

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 interpreting and determining one linguistic expression to another.

4. Finding inference

Inference is 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. Understanding vocabulary

Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehending will be deeper. Since comprehension is ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

Reading a book, an article, or passage in English for some students is (sometimes) not an easy work. It relates to some factors, one of them is about their different way in comprehending information from the whole text, it is called learning style. Student's characteristic of strengths and weaknesses in taking and processing information.

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. Essentially, learning style is not really concerned with what the learners learn, but rather *how* they prefer to learn a material. Furthermore, 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,

and 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.

Learning style is also a conceptual structure which refers to the individual's learning characteristics on the basis of individual differences in learning. According to Haggart (2003:198), students with different sensory learning styles have distinct ways they prefer to learn and areas where they will have difficulty learning. Here are some assumptions of students' learning style which are related to their reading comprehension:

1. Visual learning style refers to a preference for learning through vision and visual learners rely on their sight to take the information. They typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding. 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.
2. Auditory learners tend to like to read plays and dialogues, but they will have trouble reading silently and with speed when not allowed to vocalize. For students who have auditory style, they tend to always rely on the success of learning through hearing. Honey and Mumford (1999: 13) states auditory learners are able to memorize faster by reading text loudly and listening to tapes. 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 try to always involve students who have auditory style to participate well in any discussion both inside and outside the classroom.

3. Kinesthetic learners tend to like to read books and action-oriented books, but they will have trouble sitting still or listening for more than four minutes. Student who has kinesthetic style will learn through movements as a way to get information and transfer it into brain. While Honey and Mumford (1999: 17) identifies kinesthetic learning style 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. In case of reading a text, they like to think out issues, ideas and problems while they exercise. 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. Kolb (1984: 101) states that kinesthetic learner is when you are learning a new skill or topic, you would prefer to 'jump in' and play with the physical parts as soon as possible. You would prefer to pull an engine apart and put it back together, rather than reading or looking at diagrams about how it works. In case of reading, students who have kinesthetic style will very interest in some specific texts. They are very excited when they asked to talk and discuss about a text which is telling an adventure, field trip, visiting special place, etc. Sometimes, taking lab classes and do the reading activity there will increase students of kinesthetic style in doing the activity.

METHOD

In this research, the researcher aimed to find the effect of learning style on students' reading comprehension achievement. To conduct the research, the researcher used non co-relational of *ex post facto design* (Setiyadi, 2006). Here, the researcher only administered the questionnaire to know students' learning style and reading comprehension test. So, there was no treatment or experiment of any kind to subjects. The researcher gave the questionnaire first, then followed by reading comprehension test. After that, the data gained from the questionnaire and test was analyzed to see whether learning style has a significant effect on students' reading comprehension achievement or not. The researcher used quantitative method to analyze the result of research. This method was used to find the effect of learning style on students' reading comprehension achievement.

In this research there were two variables i.e. dependent and independent variables. The dependent variable was students' reading comprehension achievement and independent variables were students' learning style. The score showed a data about students' achievement in questionnaire of learning style and their reading comprehension which can be used to identify the effect of those two variables. The population of this research was all the students of the first grade of SMAN 10 Bandar Lampung. There were 10 classes of the whole first grade students that consist around of 30 students for each class. From those numbers of the students, the researcher chose one group that was X4 as the try-out subject. Then, the researcher had chosen X5 through random sampling as a sample of the research in order to find the validity, reliability, difficulty level, and discrimination power of the test item.

The instruments were testing about learning style and reading comprehension achievement. Moreover, the test conducted in 90 minutes for reading comprehension and 30 minutes for filling the questionnaire of learning style.

RESULTS AND DISCUSSIONS

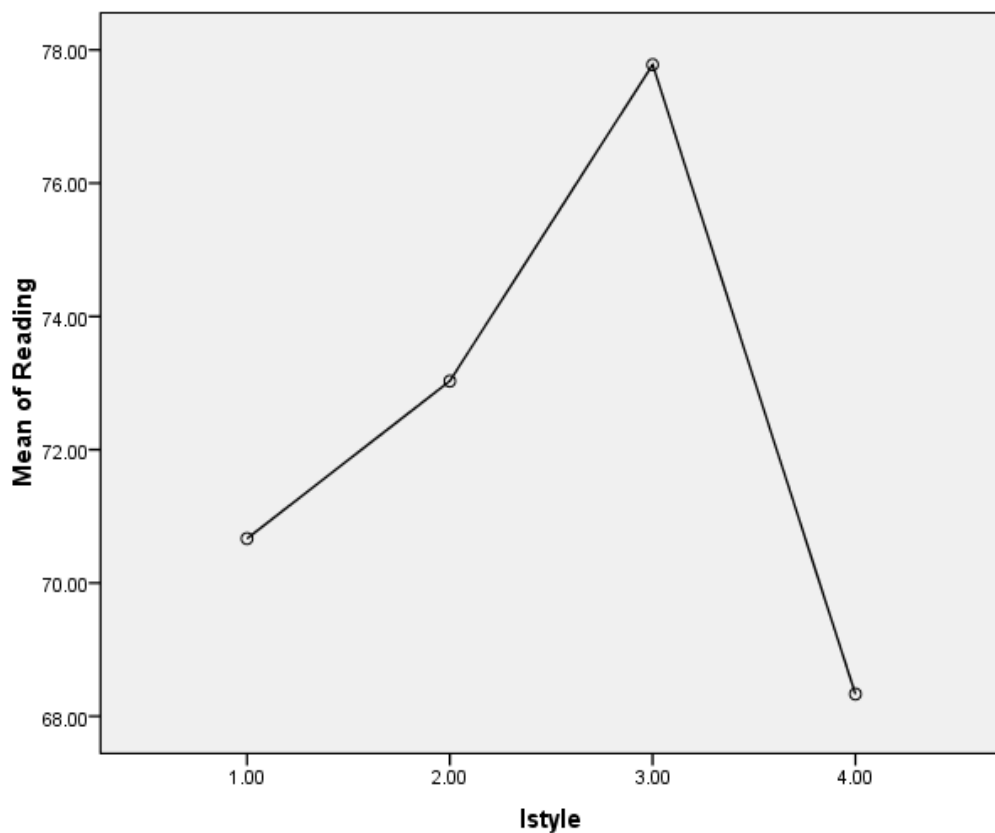
The Effect of Learning Style on Students' Reading Comprehension Achievement

The first researcher's objective in conducting this research was to describe the effect of learning style on students' reading comprehension achievement. In order to provide a meaningful explanation of this scientific question, the researcher calculated the data by using Pearson Product Moment, One-Way ANOVA in SPSS 16.

Based on the calculation, the researcher found that the F-table score of learning style on students' reading comprehension is 1.067 and the significant value is .380. In other words, the effect of learning style on students reading comprehension achievement will be said significant at the level of .05, if the coefficient significant score was lower than .05. But, it can be seen from the table above that the coefficient significant score is .380, which means that the score was higher than the coefficient significant at the .05 level ($.380 > .05$). It can be concluded that there is no significant effect of learning style on students' reading comprehension achievement. It meant that each of visual, auditory, and kinesthetic learning style has no significant difference on students' reading comprehension achievement.

The Post Hoc test analysis- The effect of learning style on students' reading comprehension achievement

In order to get the result of the second objective in conducting this research, the researcher tried to analyze the data deeper by using post hoc test in order to find out which one is the best learning style among visual, auditory, and kinesthetic. The following graph shows the result of post hoc test.



The difference of each learning style on students' reading comprehension achievement

Kinesthetic tends to be the best learning style in reading comprehension achievement among others. It reaches the highest mean score of reading that is 78.0, which is followed by auditory with the mean score is in range 72.0 to 74.0,

visual with its mean score of reading is range 70.0 to 72.0, and the last is mix learning style with the lowest mean score is 68.0.

From the explanation above, even though there is no significant effect of learning style on students' reading comprehension achievement, but relatively it is found that kinesthetic is as the best learning style on reading comprehension. They have such an appropriate strategy in order to comprehend reading text, by discussing the topic together. The researcher analyzed the data by using Correlation in SPSS (Statistical Program for Social Science) 16.0. Then, it was collected by looking at the result of questionnaire and reading comprehension achievement test to find out the result of students' learning style and their effect on reading comprehension achievement. After getting the result, the researcher analyzed two data (1) the effect of learning style on students' reading comprehension achievement as the first research objective, (2) what learning style is as the best in reading comprehension achievement.

DISCUSSION

In this research, it is found that there is no significant effect of learning style on students' reading comprehension achievement. It means that there is no significant difference among visual, auditory, and kinesthetic in achieving students' reading comprehension. But relatively, this research found that kinesthetic tends to be the best learning style among others in affecting students' reading comprehension achievement. It can be caused by the good habit of students who have kinesthetic learning style that always remember and make notes while they read and using their efficient reading strategies will also help them to stay focus. This finding is supported by Honey and Mumford (1999: 17), Kinesthetic learning style 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.

According to the result of this research, it is also found that the second learning style which is relatively good in students' reading comprehension achievement is auditory learning style. It might be caused by their good ability in reading text loudly to memorize and understand a text better. Here, the theory of learning style by Honey and Mumford (1999: 11) supports this finding. It is stated that auditory students are able to memorize faster by reading text loudly and listening to tapes. Meanwhile, the researcher gets new finding here that students who have more than one learning style (mix) tend to be the worst in reading comprehension achievement. However, they have to find which learning style is more dominant.

CONCLUSION

It can be concluded that there is no significant effect of learning style on students' reading comprehension achievement. It meant that each of visual, auditory, and kinesthetic learning style has no significant difference on students' reading comprehension achievement. But, relatively, it is found that kinesthetic tends to be the best among other learning styles in reading comprehension achievement.

REFERENCES

- Grabe and F. L. Stoller. 2001. *Teaching and Researching Reading*. UK: Pearson Education.
- Harmer. 2001. Research in learning style and reading: implications for instruction: *Theory and Practice*, 199.
- Honey, P. & Mumford, A. 1982. *Manual of Learning Styles*: London: P Honey.

- Keefe, J. W. 1979. *Student Learning Styles*. Reston, VA: National Association of Secondary School Principals. 1-17.
- Kolb D.A. 1984 *Experiential Learning experience as a source of learning and development*. New Jersey: Prentice Hall.
- Nuttall, C. 1982. *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann.
- Setiyadi, Ag. B. 2006. *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
- Vester. F. 1998. *Types of learning?*.Munchen: Auflage.
- Yong, F. L. 2010. *A Study on the Cultural Values, Perceptual Learning Styles, and Attitudes Toward Oracy Skills of Malaysian Tertiary Students*. European Journal of Social Sciences, Vol. 13 (3): 478-492.

