

**THE CORRELATION BETWEEN LEARNING STYLE AND
STUDENTS' ACHIEVEMENT IN READING COMPREHENSION
AT GRADE XI SMA N TAMBANGAN**

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ABSTRACT

Penelitian ini membahas tentang hubungan antara gaya belajar dan pemahaman bacaan siswa. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara gaya belajar dan pemahaman bacaan siswa pada kelas XI SMA N 1 Tambangan. Untuk menganalisis data, penelitian menggunakan *t* hitung. Berdasarkan hasil penelitian, penelitian menunjukkan penghitungan product moment dengan mendapatkan koefisien korelasi $r_{xy} = 0,467$. Tingkat korelasi yang signifikan dilakukan dengan mengunci *t* tabel (*t*) pada tingkat signifikan 5% yaitu 0,361 dan pada tingkat signifikan 1% adalah 0,463. Selanjutnya hasil perhitungan didapat nilai dari *t* hitung signifikan antara gaya belajar dan pemahaman bacaan siswa yaitu 2.895 hasil penghitungan *t* hitung dibandingkan dengan *t* tabel 2.750 yang diterima yaitu *t* hitung *t* tabel. Artinya ada hubungan yang signifikan antara gaya belajar dan pemahaman bacaan siswa pada grade XI SMA N 1 Tambangan.

Keyword: *Style Belajar, Pencapaian Siswa dan Pemahaman Membaca*

A. The Background of problems

Reading is one of language skill which should be by students. It is one of the ways to improve general language skills in learning English. Students can learn thinking in English if they are accustomed reading English book. They will get more information to increase their knowledge because of book is a window to the word. Besides, it can increase English vocabulary, find out about new ideas. Facts, and experiences that support writing, listening, and speaking skill. Thus, Reading is one of the keys to mastery English.

However, reading is a common problem of students. Students often get difficulty in reading process, the researcher interviewed the students in SMA N 1 TAMBANGAN said that there are many students encounter difficulties in reading material, lack motivation, Some of students are not interesting in English lesson. They think, English lesson is difficulty so they more like to learn other lesson. Sometimes, if a teacher gives them homework, they do not work it in their

home. Most of them do the homework in class and they chit chat their friends that have done homework in their home and bad enable to identify their learning style.¹ Besides, having reading good ability is very important for English foreign language students. It is proven that education institute emphasizes reading as a subject even at basic level like elementary and junior high school.

Some students have their self's characteristic, they have different in their personality, beliefs and attitude. They differed in their cognitive abilities and language learning aptitude: some students learn language more quickly and easily than others. In other words, the difference in students' comprehension and achievement relates to their English acquisition in learning process.

Based on the brain ability to absorb, carry on, and convey information students 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.

If teacher is not aware to students' learning style, they may intend uses inappropriate method in teaching and students will get difficulty to understand the material maximally so it will influence their achievement. So if teacher only focus on one learning style, it will give disadvantage situation for students. Thus, teacher should use varieties of methods in teaching process to give an opportunity for students in using their learning style. So it is easier for students to comprehend the material with themselves learning style.

Based on the discussion above, students learning style are effected reading students reading skill. Then, it is important for students to recognize learning style to correlation students' reading skill. This study was find out the significance difference on reading skill based on students learning style. So this entitled "The Correlation between Learning style and Students' Reading comprehension at grade XI SMA N 1 Tambangan".

¹ Erida , Student of SMA N 1 Tambangan, *Private Interview*, Tambangan, Agustus 26th 2016, time: 05 P.M.

B. The Formulation of the Problem

In concluding the research, the researcher described the formulation of the problems as follow: “Is There the Significance difference of Correlation Between Learning Style (visual, auditory, kinesthetic) and Students’ Reading Comprehension at Grade XI SMA N 1 Tambangan”?

C. The Theoretical Description

1. Learning Style

a. Definition of Learning Styles

The concept of learning style derives from the observation that individuals have characteristic and preferred ways of gathering, interpreting, organizing, recalling, and thinking about the information. Some learners prefer to work independently, while others do better in groups. Some prefer to absorb information by reading: other like hands-on experimentation. No one style of learning has been shown to be more effective than any other.

Learning style is one aspect of cognitive style, however, in the vast range of literature about style, these two terms are often used interchangeably, which can be misleading. For clarity, learning style should be seen as the application of a person’s preferred cognitive style to a learning situation.²

From the definition above, the researcher concluding learning style is how students application styles in learning, and many different style in leaning. So learning style is how we connected the concentrate in process learning. and learning style is students preference way to get, absorb and process the information about learning material in learning process, they will enjoy and feel comfortable in absorbing the information with their own way, moreover, each students has a different preference learning way which their used in learning process.

²Tilly Mortimore, *Dyslexia And Learning Style*, (England: West Sussex PO 19 8SQ 2003), p.7.

b. Types of Learning Style

1) Visual Learner

The first type of learning is visual. Visual is related to sign or everything can see. Visual style is tended to refer reading and studying chart, drawing and other graphic information. Learners whose primary perceptual preference is visual can recall what has been read or observed. When asked for information from printed or diagrammatic material, they often can close their eyes and visually recall what they have read or seen earlier.³

Visual learners like to keep their eyes, on their teacher by sitting in front of the class and watching the teacher closely. Stephen James Minton state that essentially, visual learner learn best from what they can see.⁴ They can respond and remember best the learning materials through eye. Similarly, Agalover and law asserted that the visual learners rely on what they see in writing form.⁵

Visual Learners whose primary perceptual preference is visual can recall what has been read or observed. When asked for information from printed or diagrammatic material, they often can close their eyes and visually recall what they have read or seen earlier.⁶

From explain about research conclude it can be comprehend that visual learning style is students' preference way to acquiring, using, thinking of knowledge on visual sense. Visual learners tend to talk active, reader speed and diligent and tidy, thus they learn best by seeing and tend to less in verbal things.

³ H Douglas Brown, *Principle Language Learning and Teaching*(America, 2007), p. 129.

⁴ Stephen James Minton, *Using psychology in the Classroom*, (London: SAGE Publication, 2012), p. 58.

⁵ Derek Glover and Sue Law, *Improving Learning Professional Practice in Secondary School* (Jakarta : PT Grapindo, 2002), p. 92.

⁶ Ronal R, Sims and Serbrenia J. Sims, *The Imfortance of Learning Style : Understanding The Implication For Learning Course Design, And Education* (united states of America, 1995), p. 53

2) Auditory Learners

Auditory learner this perceptual area describes people who can learn best when initially listening to a verbal instruction such as a lecture, discussion, or recording.⁷

Typically, as I've written elsewhere Tileston said , students who are auditory learners:

- a) like to talk and enjoy activities in which they can talk to their peers or give their opinion,
- b) encourage people to laugh,
- c) are good storytellers,
- d) may show signs of hyperactivity or poor fine-motor coordination,
- e) usually like listening activities,
- f) can memorize easily.⁸

From the explanation about the research concluding auditory in classroom help students easy understand study with discuss with friends because make students enjoy and change knowledge someone else. Auditory learner is the best learning for students to absorb and comprehend the knowledge use their sense of hearing rather than reading.

3) Kinesthetic Learners

The third learning modality is kinesthetic. Kinesthetic learner is the way people absorb information through physical, likely the use their body or sense of touch to learn and understand the world around them. Kinesthetic information is stored at the top of the brain in the motor cortex until permanently learned, and then it is stored in the cerebellum, the area below the occipital lobe Jensen said. Kinesthetic learners learn best through movement and touching. In the previous handshake exercise, kinesthetic learners would solve the problem by physically shaking hands with four other people and counting the handshakes. Kinesthetic learners may

⁷ *Ibid*,p. 53

⁸ Ronal R, Sims and Serbrenia J. Sims, *The Importance of Learning Style*...p.24.

- a) Need the opportunity to be mobile.
- b) Want to feel, smell, and taste everything.
- c) Want to touch their neighbor as well.
- d) Usually have good motor skills and may be athletic.
- e) Like to take things apart to see how they work.
- f) May appear immature for their age group.
- g) May be hyperactive learners.⁹

It can be concluded the kinesthetic learning style is students' preference way to acquiring knowledge by moving or using their physical body movement and demonstration. From the explain about the research conclude learning style can change with regularity can be influenced your learning environment perhaps several years at university you'll discover that you have become more of a read learner that you were in high school.

c. Advantages and Disadvantages of each of the Learning Style

There is a great number of learning style model nowadays, each model of learning style has strength point. Based on Eric Jensen on his Book "*Super Teaching*" there are five of learning style models which is well known from VAK Bandler-Grinder, Ned Hermands, Rita and Kanneth Dunn, Gregore Butler and 4MAT by McCarthy.¹⁰ Learning style has advantages and disadvantages the following look like this:

1) Advantages and disadvantage of auditory learner

a) Advantages of Auditory Learner

If you are an auditory learner you will benefit from listening to talks and lectures. You will also absorb a lot of information from radio program. You will very likely have skills in sequencing and organizing information and have a methodical approach to many aspects of your life. You may remember information by using a checklist. You can often be considered to be a reliable and independent worker.

⁹ Tilesron Donna Walker *Ten Best Teaching Practices: ...*, p. 32.

¹⁰ Eric Jensen, *Guru Super & Super Teaching* ,(Jakarta: PT Indeks, 2010), Cet 4, p. 54.

b) Disadvantages of Auditory learner

There is a possibility you may have to complete one task before embarking on another. There is also a possibility that you focus on small bits of information and do not obtain a holistic and broad picture of something you are working on. You may also prefer to work on your own rather than work in groups.¹¹

2) Advantage and Disadvantage of Visual Learner**a) Advantages of Visual learner**

You will be good at visualizing events and information and may be able to use your imagination to some advantages. You can use visual strategies for remembering information. You may also get considerable pleasure from learning involving visual and creative skills. You may be able to see the whole picture when discussing or working on a problem or task.

b) Disadvantages of Visual Learner

You may need more time to complete tasks. You can be more interested in the appearance of something than its actual value that may be a disadvantage in some situations. You may not spend enough time or pay attention to specific detail.¹²

3) Advantages and disadvantage of kinesthetic learner**a) Advantages of kinesthetic learner**

You will enjoy active learning and this is useful for assembling and making products. You will be able to demonstrate to others how to do something. You will likely be able to enjoy the actual experience of learning.

b) Disadvantage of kinesthetic learner

You may miss some instructions or information if it is presented orally. You may find it difficult to concentrate on a

¹¹ Gavin Reid, *Learning Style and Inclusion* (New Delhi : first Published 2005), p.92.

¹² *Ibid*, p 93.

lengthy written task while seated. You may not pay attention to detail, especially if it is in written form.¹³

Learning style has an important place in the life of students. When students know learning style will integrate in the process of learning, so, students learn more easy and fast and will be successful.

2. Reading Comprehension

a. Definition of Reading comprehension

Reading is the act of thinking one idea to another idea. Henry says “Reading is bringing meaning to and getting meaning from printed or written material”.¹⁴ Moreover, reading is cognitive process in combining physic and mental to get the information from a text.¹⁵ It means that activity reading has relation with our mind for thinking to get the meaning in written material. According Spache and Spache in Tinker and McCullough’s book of *Teaching Elementary Reading* describe and define reading under a variety of headings: reading as skill development, as a visual act, as a perceptual act, as are flection of cultural background, as a thinking process which states that reading is the meaningful interpretation of printed or written verbal symbols.¹⁶

Comprehension is an unobservable mental process which a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is reading successful comprehension involves the readers’ discovering the meaning needed to achieve the particular purpose set fo,or by him. According to Richard and Renandya “Comprehension is the primary purpose of reading to raise students’ awareness of main ideas in a text and exploring the organization of a text is essential for good comprehension”.

¹³ Gavin Reid, *learning style and inclusion*..p. 93.

¹⁴Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2005), p. 8

¹⁵Dp. Tampubolon, *Kemampuan Membaca, Teknik Membaca Efektif dan Efisien*, (Bandung: Angkasa, 1987), p. 228.

¹⁶ Miles A. Tinker and Constance M. McCullough, *Teaching Elementary Reading*(jersey prentice-hall Englewood Cliffs.1975), p.8.

Reading Comprehension is acquiring information from context and combining disparate elements into a new whole. According to Reading comprehension is very importance for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So the teachers have to be more concern about the problem.

So, from some definition reading and comprehension above, the researcher conclude that reading comprehension is interactive process that happen in human mains toreconstruct the meaning which need a visual act, a perceptual act, a reflection of cultural bacgkround, thinking process.

b. Reading Assessments

Assessments require planning and organization. Assessment is a tool to measure how far the students ability and comprehension of the material. In assessing reading comprehension, there are some indicators:¹⁷

Table 1. Table of Indicators of Reading Comprehension

No	Indicators of reading comprehension
1	Identifying topic sentence
2	Identifying main idea
3	Identifying important information
4	Identifying vocabulary
5	Identifying conclusion

D. The Research Design

The kind of research is quantitative research and the method is correlation method. In this research want to verify correlation between learning style and student's reading comprehension at grade SMA N 1 Tambangan.

A quantitative approach is numeral of data which it can make as a description about condition, phenomenon, or something indication.¹⁸ Beside that L,

¹⁷ J. Michael O, Malley and Lorraine Valdes Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company. 1996), p. 98.

R Gay, peter said that quantitative research is based on collection and analysis of numerical data. Usually obtained from questionnaires, test, and other formal paper and pencil instruments. Meanwhile a quantitative approach entails more and just the use of numerical of data.¹⁹

E. The Population and sample

1. Population

The population of this research is taken from all class XI student of SMA N 1 Tambangan in academic year 2016- 2017.

2. Sample

Here research takes one data random sampling. The research has taken random sampling because with using random, the research can get the good result from learners. The researcher find and even number to take the sample and then choose add number for sampling this research. The research has taken 30% from population in this research.

Table 2. Sample in class XI

No	Class	Total persons	Samples 30% from total person	Rounded
1	XI IPA 1	29	8.7	9
2	XI IPA 2	30	9	9
2	XI IPS 1	25	7,8	8
4	XI IPS 2	21	6,3	6
JUMLAH		105	31.8	32

So, the population of the research at XI grade students' of SMA N 1 Tambangan. The sample of the research is 32 people from population. 9 people from class IPA-1, 9 people from class IPA-2, 8 people from class IPS-1 and 6 people from class IPS-2 taken by lottery.

F. The Instruments of the research

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. To get the data in this research, the research used the instruments like test and questionnaire. The instrument is a test for reading achievement in narrative and recount text. The

¹⁸ Anas Sudijono, *Pengantar Statistic Pendidikan* (Jakarta : PT. Grafindo Persada, 2000), p. 2.

¹⁹ L.R Gay, *Educational Research* (America : Library of Congress Cataloging, 200), p.12

kinds of the test make something accomplish, it was five items. In which, it was scored different for each question to make the total score to be 100 and Questionnaire for learning styles.

G. The Finding

Hypothesis testing aims to determine the correlation between Learning Style and Reading Comprehension to the XI grade students of SMA N 1 TAMBANGAN by using the product moment formula.

H_a : The correlation between students' learning style and students' reading comprehension. So, based on the above calculation between variable X and Y by r_{xy} , the researcher got 0,467 and $df = N-2$.²⁰ $32-2 = 30$ at significant level 5% = 0.361 and significant level 1% = 0.463. So, it found that $r_o > r_t$. It can be seen from $r_o = 0.361 > 0.463$ in significant level 1%, because $r_o > r_t$, H_a accepted. So, the correlation of this research was positive correlation. It can be seen from calculation r_{xy} product moment was 0.467.

H_o : The correlation between students' learning style and students' reading comprehension is not significant. It means that H_o is not accepted. Then, on the calculation of product moment that there were the correlation between learning style and reading comprehension to the XI grade students of SMA N 1 TAMBANGAN. So, the H_a was received where as H_o was rejected. The calculating of product moment by getting correlation coefficients $r_{xy} = 0.467$ was more than $r_{table} = 0.361$ an level 5% and level 1% = 0.463. So, there were fair correlation between learning style and reading comprehension to the XI grade students of SMA N 1 TAMBANGAN.

Based on the calculative above, the researcher found that $t_{count} = 2.895$ and $dk = N-2 = 32-2 = 30$, and at real $\alpha = 0,05$, the researcher found that $t_{table} = 2.750$ cause $t_{count} > t_{table}$, namely $t_{count} : 2.895$ and $t_{table} = 2.750$. It means that there was the significant correlation between two variables that it was categorized to be "valid" or could be said that the validity of the contribution of variable X to variable Y was "accepted".

²⁰ Hartono, *Statistik Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar, 2004), p. 79

H. Conclusion

After getting the result of research work, the research came to conclude the data : The hypothesis H_a was accepted whereas H_o was rejected. It was gotten from the value of the correlation product moment r_{xy} between learning style and reading comprehension at XI grade students of SMA N 1 TAMBANGAN. The calculating of product moment by getting correlation coefficients $r_{xy} = 0.467$. The significant correlation level was done by locking r_{table} (r_t) on significant level 5% was 0.361 and on significant level 1% was 0.463. The hypothesis in this research was accepted namely $r_{count} > r_{table}$. It meant there was significant correlation between learning style and reading comprehension. Next the result calculating was gotten the value of the significant t_{count} between learning style and reading comprehension were (2.895). The result calculating of t_{count} (2.750) was compared with r_{table} . It was accepted namely $r_{count} > r_{table}$ It meant the significant of research was valid.

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