STUDENTS' LEARNING STYLES IN READING COMPREHENSION AT SMA NEGERI 19 LUWU

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COKROAMINOTO PALOPO UNIVERSITY
2021

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A THESIS

Submitted to the English Education Study Program
Faculty of Teacher Training and Education of Cokrominoto Palopo
University as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan

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ENGLISH EDUCATION STUDY PROGRAM
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ABSTRACT

Nur Rahma Kasim. 2021. Students' Learning Styles In Reading Comprehension at SMA Negeri 19 Luwu (supervised by Sri Damayanti and Musliadi)

The aim of this research were to figure out (1) students' learning styles in learning English at SMA Negeri 19 Luwu, (2) whether there was a significant difference between students' reading comprehension based on their learning styles. The method used was descriptive quantitative by providing learning style questionnaires and reading comprehension tests to 20 respondents at SMA Negeri 19 Luwu. The results of this research indicate that there were 30% of students who are visual learners, 45% of students who are auditory learners and 25% of students are kinesthetic learners. The percentage showed that auditory learners were the highest percentage of learning styles among the learning style groups at SMA Negeri 19 Luwu. Besides that, from the results of the students' reading comprehension test, the researcher used one-way ANOVA test which showed that there was no significant difference in students' reading comprehension based on visual, auditory and kinesthetic learning styles because the result showed that the F value (0.024) is lower than the F-table value (3.592). Then the *p* value (0.976) is greater than 0.05. So, it can be concluded that H_0 is accepted and H_1 is rejected.

Keywords: Learning Style; Auditory, Visual, Kinesthetic, Reading Comprehension

ACKNOWLEDGEMENT

Alhamdullillahii Rabbil Alamin, the first, the researcher would like to express her highest gratitude to Allah SWT, for the love, blessing, mercy, inspiration, and most of all, chance to finish this thesis. His best regard is due to our prophet Muhammad SAW, for his guidance and kindness, so we get better life until the end of this life.

The researcher realizes that many other people, especially her family have helped and provided supports, advice, critic and motivation during the writing of this thesis. Therefore, it would be an honor for the researcher to express her deepest gratitude and sincere thanks to the some persons who has been his motivation to finish this thesis.

Therefore, in this opportunity, the researcher would like to appreciate her great thanks to Dr. Ma'rufi, M.Pd., The Rector of Cokroaminoto Palopo University, thanks to Dr. Rusdiana Junaid, M.Hum., M.A, the Dean of Teacher Training and Education, thanks to M Andi Mangnguntungi S., S.Pd., M.Pd., the Head of English Education Study Program at Cokroaminoto Palopo University. In addition, the researcher also indepted to Sri Damayanti, S.S., M.Hum. as the first consultant, thanks to Musliadi, S.Pd., M.Pd. as the second consultant that has given researcher helps, encouragement and suggestion. The researcher also does not forget to appreciate her gratitude to all of lecturers in Cokroaminoto Palopo University for their helps and supports.

Aside from that, the researcher expresses her heartfelt gratitude to her dear bestfriends Mardiah Djaddar, Salda Widya Rulti, Nur Aida, Astrid Ardillah Ibrahim and Ranti Kamelia who have always supported her in completing this thesis. Finally, the researcher realizes that this thesis is far from being perfect. Therefore, the researcher will happily accept constructive criticism in order to make it better.

Palopo, June 2021

The researcher

CURRICULUM VITAE



Nur Rahma Kasim was born in Anak Dara on February 13th, 2000. She is the sixth child of seven siblings. She has five brothers and one sister. Her parents' names are Abdul Kasim and Nurmiati. She started to study in the elementary school level at SDN 46 Matarin and graduated in 2011, then she continued to the Junior High School level at SMP Negeri 6 Palopo and she graduated in 2014. After that she continued to the Senior High School level at MAN Palopo and graduated in 2017. In Senior High School she active in various organizations such as Osis Man Palopo and Paskibraka MAN Palopo batch 05. In 2017 she registered as a student of the English Education Study Program at the Cokroaminoto Palopo University. During her studies at the Cokroaminoto Palopo University she was active in internal organizations. In 2019 she was coordinator division of ESA's external division. In 2020 she was coordinator division of ESA's internal division.

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CHAPTER I
INTRODUCTION

1.1. Background

One of the foremost viable ways to create common dialect aptitudes in English is to examined. It is critical since having the capacity to read permits understudies to memorize how to think in English, grow their lexicon, create their composing, and learn approximately unused concepts, data, and encounters. As a result, reading is one of the keys to victory for anybody who tries to be a taught person.

Reading is the comprehension of composed content. It is expected to be troublesome since reading requires a complex movement including recognition and thought. John J. DeBoer (1964) claimed that “Reading is much more complex prepared. We know that compelling reading includes all of higher mental forms. It includes review, thinking, assessment, envisioning, organizing, applying and issue solving”. It is possible to conclude that reading is a dynamic, complex, and troublesome action since it is connected to comprehension.

Agreeing to Saadi (2012), reading difficulties may be a common issue of understudies. He expressed that numerous students have troubles with reading. It is basic for English foreign language students to have solid reading aptitudes. Essentially, English Education Department students confront reading troubles. They are expected to ace reading abilities since reading is one of the essential subjects in their major and there will be a part of reading materials available to them. Students, on the other hand, discover it difficult to learn to read. As a result, reading gets to be a common issue among English Education students.

Comprehension isn't a single unitary prepare; the primary step is moving the word from the page to the intellect, which includes perceptual and conceptual components. The second step is to utilize memory to recognize each word and connect them to thought units. As a result of those statements, it is evident that having adequate and great capacity in comprehending content is basic, especially for (EFL) English Foreign Language learners, in arrange to overcome the challenges of reading.

Students' reading ability is important because it allows them to improve their common English dialect aptitudes; reading can help students expand their English lexicon and move forward their composing and speaking capacities. As a result, reading is one of the keys to victory for anybody who aims to be a taught individual.

According to James and Gardner (1995: 20), they said that learning Learning style are defined as “the complex manner in which, and conditions under which, learners most effectively perceive, process, store, and recall what they are attempting to learn”. In addition, reading comprehension requires a learning style. In learning dialect, Reading is one aspect of language learning that should be improved. In everyday life, it is exceptionally critical to obtain data from each reading section. Particularly in learning English in this manner, when the students learn to examined, they should be able to comprehend reading during the process of reading. They have to be comprehended reading profoundly. Reading is portion of dialect aptitudes that have to be expanded by the students. Reading is one of dialect aptitudes that cannot partitioned from other language aptitudes since the students’ capacity in one aspect will support their capacity in mastering others. It is a critical instructive objective as without reading, one’s dialect would not make strides.

Learning styles, such as visual, auditory, and kinesthetic, distinguish one learner from another. It will assist learners in determining their learning strategies. Procedures are common characteristics that recognize one individual from another. It makes a difference learner to unravel their issue in certain learning.

Besides, there are numerous variables that cause the moo accomplishment in reading. It’s implies that calculate inside and outside. It denotes the internal and external factors. Inspiration and ability are examples of internal factors. However, external factors include the environment, friends, facilities, and media. In this case, the researcher is interested in learning styles in reading comprehension. However, in any case, there are few experts who define learning style, such as Deporter and Hernacki, who state that learning style is one of the most critical aspects of a student's learning process. The use of learning styles makes it simple for teachers to incorporate them into their instruction.

Furthermore, there are three learning styles, according to Joy M Reid (1987). Students learn in a variety of ways, including visual, auditory, and kinesthetic learning styles (VAK). A few students prefer to memorize essentially through their eyes, as visual learners, or through their ears, as auditory learners, while others lean toward to memorize through encounter and hone, as kinesthetic learners.

Since learners vary in their inclinations for specific learning styles, it is critical for teachers or instructors to get it the varieties of students' learning styles since data almost students' learning style inclinations can offer assistance instructors ended up mindful of the contrasts brought to the classroom. Instructors must cater to students' learning styles so that all students can succeed in their classes by learning with appropriate learning styles. Moreover, on the off chance that instructors are uninformed of their students' favored learning styles, they may propose to utilize incapable strategies of instruction, causing students to not completely comprehend the material and negatively affecting their accomplishment. As a result, focusing on one learning style will be detrimental to students.

Based on the preceding discussion, it is expected that students' visual, auditory, and kinesthetic learning styles have an impact on their reading comprehension score. At that point, it is critical for students and instructors to recognize learning styles in arrange to students' reading aptitude can be expanded. In this way, the reason of this investigate is to find or examine the significant differences in students' reading comprehension based on students' learning styles.

1.2 Problem Statement

Since the students are diverse in English securing in learning prepare. And it was uncovered that a few of them still have low reading accomplishment, as measured by their reading comprehension, the problem statement of this think about is:

a. What are the student's learning styles in learning English?
b. Is there any significant difference of students' reading comprehension based on their visual, auditory and kinesthetic learning styles?

1.3 Objective Of The Research

The objective of this research is to find out whether there is any significant difference of students' reading comprehension based on their visual, auditory and kinesthetic learning style and what are the student's reading comprehension learning styles.

1.4 Significant Of The Research

The research findings are expected to provide information for:

a. The teachers

The result of this research are anticipated to provide instructors with information so that they are more mindful of the contrasts that students bring to the classroom, to form an ideal learning environment within the classroom by understanding the students' learning styles, visual, auditory, and kinesthetic learning styles, and to make strides the educating and learning process so that students can improve their reading comprehension.

b. The Students

The findings of this study are anticipated to provide students with data around their learning styles so that they can incorporate it into the learning process; as a result, they will be able to memorize more effortlessly and quickly, and will be more effective in their learning. Besides, understanding learning styles can help students in getting to be viable issue solvers during the learning process.

c. The Readers

The research findings are expected to provide readers with information about their learning styles, allowing them to better consider their own learning styles when reading.

1.5 Scope of the research

Based on the identification of problems presented above, the problem is limited only on reading comprehension concurring to the three major learning styles; visual, auditory and kinesthetic learning style.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Definition of Learning Style

Learning is a complicated process. Many people believe that learning is the mastery of knowledge or science. Learning is a system that aims to assist learners in their learning process by containing a series of events in design, in an apartment, in such a way to influence and support the learning process of internal students.

Suyono and Harianto (2011), characterized learning as a movement or prepare for securing information, improving aptitude, correcting behavior, and fortifying personality.

Acquiring or obtaining knowledge can be accomplished in a variety of ways. Every student has preferred learning methods and approaches that work best for them. Their success is determined not only by how well they learn, but also by how they learn. Three types of factors contribute to favored or differing ways of learning, comprehending, and knowing: cognitive factors; distinctive ways of seeing, organizing, and holding data, affective factors; diverse demeanors, values, and feelings, and psychology factors; distinctive mental improvement. The three variables clearly show that each student learns in a unique way.

Learning style is the ways of students in absorbing and understanding the information or idea. On the other hand, learning styles can be defined as preferred methods of learning. A person's common, routine, and favored method of retaining, handling, and holding modern data and abilities is referred to as their learning style. The style of learning persists irrespective of the method of education and its content.

Concurring to Fleming and Plants (1992), learning style is the inclination of students to adjust certain methodologies in their learning as a frame of duty in order to obtain a learning approach that's consistent with the requests of learning in course / school as well as the requests of the subject.

Honey & Mumford (1992) characterize learning as a depiction of demeanors, behaviors that impact ones favored way of learning. They articulate learning style to be the cognitive characteristics, emotional and mental behaviors that demonstrate the way learners see, decipher and respond to learning situations. Duff and Duffy's (2002) definition of learning styles is that they are the composite of cognitive characteristics, emotional and mental factors that impact the way people connected and react to learning situations.

As a result of those statements, a person's learning style is the way he or she leans towards to learn. She or he will appreciate and feel at ease retaining the data in his or her possess special way. Learning style, as opposed to learning approaches, could be a term utilized to portray the states of mind and behaviors that decide an individual's favored method of learning.

2. Types of Learning Styles

Students have a mix of visual, auditory, and kinesthetic learning styles, but one is clearly the more prevalent, according to Deporter and Hernarcki (1992), who define visual, auditory, and kinesthetic learning styles. The following are the features of learning styles:

a. Visual Learning Style

Visual learners prefer to learn by seeing and watching a demonstration (Haggart, 2002). Visual learning style, concurring to Yong, alludes to an inclination for learning through vision, and visual learners depend on their locate to require in data. They store information graphically and organize it in terms of spatial interrelationships between thoughts. Some characteristics of students' visual learning styles include the ability to memorize material better when it is presented visually, such as through power point presentations, videos, pictures, diagrams, and graphs. To gain a better understanding, visual learners prefer to be able to read the textbook, journal, article, or newspaper on their own.

According to Stephen James Minton (2012), "essentially, visual learners learn best from what they can see." They can respond to and remember the learning material best through their eyes. Similarly, Glover and Law claimed that visual learners rely on what they see written down.

In expansion, Daiek and Anter (2004) characterized visual learning as learning by seeing; perusing, observing individuals, videotapes, and television. Guided fanciful, mental pictures, note pads, seeing parts of words, observing motion pictures on subjects, color codes, flow charts, underlining in color, drawing pictures, prompt words, study cards, charts, charts, and maps, drawing on or utilizing drawings, shows, photos, intellect maps, and acrostics are some of their visual learning characteristics.

The characteristics of a visual learning style:

1. Talk rather quickly
2. Concerned with appearance in dress / presentation
3. Not effortlessly disturbed by commotion
4. Remember what is seen, instead of what is heard
5. Prefer to read than read
6. Fast and tireless reader
7. Often knows what to say, but is not very good at choosing words
8. Prefer to do a show than a speech
9. Prefers music over art
10. Has trouble recollecting verbal information unless composed down, and often asks people for help to rehash them

Constraints in visual learning styles include being late in copying lessons from the blackboard and writing that is messy and difficult to read. Students with a visual learning style generally lean toward to see rather than listen. Generally they tend to be organized, neat and dressed beautifully.

b. Auditory Learning Style

Auditory learning could be a sort of learning in which an individual learns by listening. Because they prefer the oral aural learning channel, these students typically only require oral directions in order to learn." They are good at remembering what they hear but may struggle to remember what they have read. Reading and/or writing difficulties are also possible.

Auditory learners, according to Myra Pollack and David Miller (2005), learn best through hearing; they can remember details of conversations and have strong language skills. Auditory learners should be given the opportunity to recite

the main points of a book or a teacher's statement, and they should be allowed to say out loud the meaning of the illustrations and main subject headings, as well as any new vocabulary words. It can help them understand the material of the subject matters.

Deborah Daiek and Nancy Anter (2004) said that auditory learning involves hearing lectures or audiotapes. Meanwhile, it is expressed in Psikologi Pendidikan (Dalam Perspektif Baru) that a learner who encompasses a verbal learning style or an auditory learning style will gain a parcel of information, knowledge, and ideas from hearing words and explanations. Additionally, Derek Glover and Sue Law (2002) expressed that auditory learners depend on material delivery that's either oral or spoken.

Auditory learning style inclinations are the result of auditory learners' brains processing information to get and handle it. It is said that to be affectionate of learning is to be near to information. Auditory learners, on the other hand, participate in the teaching learning process through their sense of hearing and their brain in order to be close to the knowledge.

The characteristics of auditory learning style :

1. At work, he likes to talk to himself
2. Neat appearance
3. Easily distracted by commotion
4. Learn by listening and remembering what was discussed rather than seen
5. Enjoys reading aloud and listening
6. Move their lips and say what is written in a book while reading
7. Usually he is a fluent speaker
8. Better at spelling it out loud than writing it down
9. Prefer oral jokes than reading comics
10. Having problems with jobs involving Visual
11. Speak in a patterned rhythm
12. Can repeat and mimic tone, rhythm and tone of voice

Thus, it can be concluded that auditory learners utilize their sense of hearing to assimilate and comprehend information instead of reading.

c. Kinesthetic Learning Style

Kinesthetic learning style is a learning activity by moving, working and touching. This type of learner is unique in learning, namely always moving, sensory activity, and touching. These learners find it difficult to sit still for hours because their desire for activity and exploration is very strong. They feel they can learn better if the process is accompanied by physical activity. Students with this type like to experiment and are generally less tidy and weak in verbal activities.

Kinesthetic learning style refers to how people absorb information through physical means, most likely by using their body or sense of touch to learn and comprehend the world around them. “Kinesthetic learning: experiential learning, that is, total physical involvement with a learning situation,” Joy M Reid stated.

Students with kinesthetic learning styles lean toward to think out issues, thoughts, and issues whereas the educator provides work out, concurring to Zainal Abidin Naning and Rita Hayati's (2011) inquire about. These students ordinarily communicate using bigger hand signals and other body dialect. Since of their require for activity and investigation, they learn best through hands-on experiences and may discover it difficult to sit still for long periods of time.

Besides, Bobby De Doorman and Mike Hernacki (Kaifia, 2000) asserted that kinesthetic learners have characteristics such as talking gradually, reacting to physical motions, touching individuals to urge their consideration, standing closer when conversing with somebody else, and so on. Arranging to material science and much made moving, learning through control and hone, memorizing by strolling whereas seeing, utilizing fingers to point when perusing, and expectation utilizing body dialect Never remaining discreetly for a long time, terrible at recalling Topography, barring on the off chance that they have ever gone to the put, employing a parcel of activity verbs, perusing books that are arranged to the plot, having an untidy identity, tending to do everything, and playing a parcel of diversions.

According to Marie Carbo (2007), who agrees with all of the experts above, "Kinesthetic learners are students who learn easily by doing and experiencing?" Kinesthetic learners benefit from frequent breaks that allow them to move, as well as informal reading areas that allow them to stretch and move while reading.

When they are doing or building something related to what they are learning, they learn more easily."

As a result, kinesthetic learning style refers to how students comprehend data through physical body development or shows.

The characteristics of the kinesthetic learning style:

1. Speak slowly
2. Neat appearance
3. Not easily distracted by chaotic situations
4. Learning through manipulation and practice
5. Memorizing by walking and seeing
6. Using fingers as clues when reading
7. Feeling difficult to write but is great at storytelling
8. Loves books and they reflect action with body movements when reading
9. Loves busy games
10. Can't remember geography, unless they've been there
11. Touching people to get attention they Use words that contain action

3. Factors influencing learning styles

According to Dunn and Dunn (2011), some factors influence students' learning.

a. Environmental

It likes sounds; light temperature within the learning process is exceptionally compelling on students' learning. Half of the students incline toward to learn in a comfortable or calm environment with no distracting noises, but a few students prefer to tune in to the radio whereas perusing a book.

b. Emotional

This refers to the students' own emotions, for example, inspiration, exertion and responsibility. Inspiration can be divided into two types to attack the students' motivation: inborn inspiration and outward inspiration. Natural inspiration is the internal boost that students experience. It implies that natural inspiration comes from within, whereas outward inspiration is constrained inspiration to obtain a competitive advantage, such as compensate and discipline.

c. Sociology

There is a tendency for students to be lonely if they do not interact with other students. They believe they can learn without the interference of others.

d. Physical

Within the learning process, students will utilize all of their faculties, including recalling something or somebody. For example, they can, create sound from sound in arrange to listen and keep in mind everything amid the learning process.

e. Psychology

It is concerned with reflective and impulsive behavior, as well as global and analytical thinking. Students who exhibit impulsive learning tend to learn quickly. Reflective is more concerned with making decisions and will think deeply before engaging in the learning process.

4. Reading

a. Definition of Reading

Reading is a fundamental communicative aptitude, but it is also an awfully complex process. When learning English, one of the most critical language aptitudes to create is reading. “Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.” As a result, reading can be defined as a fundamental skill or achievement that must be mastered in order to achieve a specific goal.

The interpretation of the meaning of printed or composed verbal images is known as reading. Reading is the result of an interaction between the reader's recognition of a realistic symbol representing dialect and the reader's dialect ability and word information. Amid this process, the reader endeavors to reproduce the writer's intended meaning.

Reading is the method of communicating by interpreting a message or data from composed words to decide the meaning of the content, concurring to Christine Nutall (Oxford: Heinemann Worldwide, 1989). Reading is particularly advantageous for language learning. “Reading is a compelling prepares in which

understudies think, reason, and apply procedures to build meaning," composes Teresa Walted (2004).

According to a few contentions from numerous specialists on the definition of reading, reading is an dynamic process of comprehending composed content that involves extricating essential data from it as productively as conceivable.

Deborah Daiek and Nancy Anter (2004) support the preceding articulation by claiming that there are a few definitions of reading. At that point, reading can be characterized as a dynamic prepare that requires elucidation and comprehension and includes two modes of communication between an creator and a reader through composed language or symbol (text).

In the meantime, reading comprehension, according to Olson and Diller (1982:42), could be a term utilized to recognize the abilities required to get it and apply data contained in composed material. Concurring to Harris and Sipay (1980:179), reading comprehension ability is instructed to be a set of generalized information securing aptitudes that permit individuals to procure and show data picked up as a result of perusing printed language. There's indeed a school of thought that respects reading as a process of giving meaning to visual symbols (Oka, 1983:11 in Jaenal 2010).

Edward David Allen and Rebecca M (1977). Concurring to Valette's book, "reading is a formative process, and the primary arrange is recognizing sound symbols whether straightforwardly or orally reading aloud sentences and words."

Therefore, reading is comprised of two major forms: first, recognizing the symbols or words, and after that handling them within the human brain to decipher the symbols. Besides, the interpretation's result will be understood by individuals, and they will be able to get the idea, data, and textual things.

Base on the definition over the author get conclusion that reading can be characterized as a complex process performed by a reader in order to comprehend the writer's intentions. Furthermore, during the reading process, the reader uses their brain to think and reason. Reading can be considered a life expertise that's imperative for both quick and long-term victory, and reading serves as a source of data and satisfaction in common

.

b. The Importance of Reading

Reading is an important aspect for students, particularly in English. Reading can provide students with a wealth of information and knowledge. Reading is very important in our lives. Through reading, we are able to discover the world, new nations, and the minds and concepts of incredible individuals from the past, all of which can improve our encounter and information and broaden our horizons. If the students' reading skills are poor, they are more likely to fail their studies; on the other hand, if their reading skills are good, they will have a better chance of succeeding in their studies at school.

Reading is the main skill to reach a successful study. Students who limit themselves to what their teacher says in class without making an effort to read widely will not progress in time or achieve success. More reading equals greater knowledge.

Furthermore, reading as a goal for vocabulary development in English lessons. It is understood that reading ability or reading activity will broaden knowledge and provide more vocabulary and information. We can see from the statement above how important reading is for students both in school and after they graduate.

c. Purpose of Reading

The most reason of reading is to look for and obtain data pertaining to the substance of reading as well as to comprehend the meaning of reading text. Anything materials that individuals read, certainly they have an objective in reading. Individuals may studied to gain extra data and concepts, or to affirm existing information, and after that to analyze a writer's thoughts or composing style. They utilized to examine for joy or delight, as well as a pastime.

According to Christine Nutall (1989), when individuals read, it implies that they need to induce something from the composing, such as truths, thoughts, satisfaction or indeed sentiments of the letters. The message will be understood and required by the readers regardless of how the author communicated it.

Indeed in the event that individuals read basically to pass the time, it is still a reason or objective. Reading for delight isn't the same as reading textbooks or

recipes, they read for data. Be that as it may, when it comes to reading for joy, they read to get data from a source that they appreciate.

Agreeing to Jeremy Harmer (Longman, 1991), the purpose of reading is separated into two wide goals. The primary category is relaxation reading. Individuals read for satisfaction of the material they are reading, such as comedian books, books, or magazines. The second strategy is to read in arrange to move forward one's common language abilities. Individuals read since they need the data contained within the content, which may well be a reading material, daily paper, reference book, or something else.

Meanwhile, according to Williams (2010), as cited in Jo Mc Donough and Christopher Shaw, the reason of reading can be divided into three categories: getting common data from the content, getting particular data from the content, and reading for joy or interest.

Also, as cited in Materials & Strategy in ELT by Jo Mc Donough & Christopher Shaw, Rivers and Temperly expounded more on the reason of reading. The following are a few cases of reasons that L2 students may require or need to read:

1) To gather information for a specific purpose or because we are interested in a particular topic
2) Obtaining instructions on how to complete an assignment at work or our day by day lives
3) To communicate with friends by means of letter or to comprehend trade letters
4) To be aware of when or where something will happen or to be aware of what is happening or has occurred (as detailed in daily papers, magazines or reports)
5) To be able to enjoy and be excited

Furthermore, William Grabe and Fredricka L Stoller (Harlow: Longman, 2002) declared and concluded seven reading goals. They are used to discover straightforward data, rapidly skim data, learn from writings, coordinated data, compose or discover data required for composing, criticize writings, and pick up common comprehension.

It is conceivable to overgeneralize from the articulations over that the most or essential objective of reading is to get data, regardless of whether they read for joy or not. When people read, they are trying to find data to meet a require, whether it is for comprehension or meaning of the material substance.

d. Types of Reading

According to Patel and Praveen (2008), there are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

1) Extensive reading

Extensive reading is one of the reading methods used for relaxation and pleasure. When the goal is to enjoy the reading experience, use this method. It imposes no burden on the reader, and because it is indulgent, it is rarely used if the text is not enjoyable.

Extensive reading could be a sort of reading in which students read for joy as well as to improve their common reading abilities. The trouble level of material for broad reading will be lower than that of material for intensive reading. The goal of broad reading will be to teach the student to examine specifically and smoothly within the target dialect for delight without the teacher's help.

This is one of the naturally occurring reading methods. It's how you learned to read as a child and throughout your life. This reading method helps you understand words in context and expands your vocabulary.

2) Intensive reading

Intensive reading is one of the different types of reading skills. It is used when you want to read carefully and pay close attention to every word of the text. It's where you'd look up and decipher any unfamiliar words or expressions.

Text reading or passage reading is an example of intensive reading. In this reading, the learner reads the text to gain knowledge or to conduct an analysis. The goal of this reading is to read shorter passages. This reading is done to obtain specific information. Intensive reading occurs when a learner reads a book to gain knowledge.

Intensive reading will provide a foundation for explaining structural difficulties and expanding vocabulary and idiom knowledge. It will also provide material for improving language control in speech and writing. Intensive reading

is a type of reading that focuses on idioms and vocabulary taught by the teacher in the classroom, and that idioms and vocabulary can be found in poems, poems, novels, or other sources. Intensive, as the term implies, means in-depth.

This reading method is most commonly used when reading academic texts in order to prepare for an exam or publish a report. This method aids in the retention of information for much longer periods of time.

3) Aloud reading

Aloud reading entails reading aloud in a loud and clear voice. Reading aloud is also an important part of English instruction. Teachers should be aware that reading aloud training should begin at the primary level because it is the foundation of word pronunciation.

4) Silent reading

The silent reading activity is intended to train students to read without using their voices so that they can concentrate their attention or thought to comprehend the texts. Silent reading is an essential skill in English teaching. This reading should be used to help students improve their reading skills.

Silent reading is used to gather a large amount of information. When they are able to read without difficulty, the teacher must make them read silently.

5. Reading Comprehension

Reading comprehension is the ability to process text, understanding its meaning, and to integrate it with what the reader already knows. Reading comprehension is defined differently by practice and theory. Reading comprehension tests are sometimes used to define it. If a test claims to measure comprehension, whatever the test measures becomes what comprehension is supposed to entail.

Reading comprehension refers to the process of extracting meaning from text. Thus, rather than deriving meaning from isolated words or sentences, the goal is to gain a general understanding of what is described in the text.

People read for the sake of comprehension. They will come across numerous texts in their daily lives that they will need to comprehend. Then, in order to comprehend a topic or main idea, people must interact with the text, relating pre-questioning of the text to prior experiences of construct meaning

found in the text. As a result, it is critical for people, particularly Senior High School students, to master reading comprehension in order to comprehend every text read while learning English.

“Reading comprehension is an uncommon deed of adjusting and planning numerous capacities in an awfully complex and rapid set of schedules that create comprehension an apparently easy and agreeable movement for familiar readers,” concurring to William Grabe and Fredricka L. Stoller (Harlow: Longman, 2002). In the interim, "understanding a composed content" implies "extricating the vital data from it as productively as conceivable," concurring to Creating Perusing Abilities (A Practical Direct to Reading Comprehension Exercises).

Furthermore, according to Susan E. Israel and Gerald G. Duffy (Modern York: Routledge, 2009), “reading comprehension is as it were a subset of an ill-defined bigger set of information that reflects the communicative intuitive among the author/intentions, speaker's the content of the text/message, the reader/abilities listener's and purposes, and the context/situation of the interaction.” Concurring to Zimmerman (2009), reading comprehension is the capacity to comprehend what has been examined. Another definition of reading comprehension could "be a arrangement of forms performed by readers to discover and get it data contained in a reading content" (Abidin, 2010: 127).

In line with the definition above, reading comprehension is a type of reading that aims to understand:

1) Literary standards;
2) Critical review;
3) Written drama printed drama;
4) Pettern of fiction.

(Tarigan, 2008: 58)

Based on all of the definitions of reading comprehension given over, the researcher concludes that reading comprehension could be a arrangement of exercises or forms carried out by the reader to gain an understanding of what he has read in arrange to get the data the reader requires. Furthermore, reading for understanding can be interpreted as a series of reading activities to discover and comprehend what is unknown and unfathomable. Reading comprehension is the

method of comprehending literary substance, information, or thoughts through a considering handle that requires investigation, coordination, and elucidation. Reading and comprehension are inseparably connected concepts that cannot be isolated. As a result, reading comprehension is defined as exercises including the translation of meaning and interaction with earlier information in order to comprehend the writer's ideas.

6. Reading and Learning Style

Reading can help you learn a language. Numerous individuals need to be able to examined content in English, whether for work, school, or fair for fun. Furthermore, reading improves students' vocabulary knowledge, spelling, and writing skills.

Students' reading styles are determined by their learning styles. Students' learning styles are incredibly diverse. As a result, it is critical to get it and be mindful of students' learning style preferences in reading since their preferred learning style may improve students' reading achievement in school.

Individual differences in learning rates are the root cause of perusing disappointment, agreeing to Miles V. Zint (1966). Low reading accomplishment can be credited to different modes of learning among individuals, which are dependent on people's favored strategies of receiving or comprehending information.

Rod Ellis (Oxford College Press, 2003) went on to say that students' favored learning methods impact their second language learning input and output, such as learning assignment or comprehension of four English abilities, whether profitable or responsive.

According to Armbruster, Lehr, and Osbrn (2003), “reading is a complicated process, and reading achievement has been linked to learning styles.” As a result, reading comprehension, as prove by their accomplishment, can be connected to learning styles.

Furthermore, Stahl's report on Abu Ibrahim Saadi (2012), "instructors require distinctive approaches to educate students to read, since learning styles show that diverse children contrast in their phonemic capacities, capacity to

recognize words, capacity to comprehend and learn from the content, and inspiration and appreciation of writing."

It is obvious from the preceding statements that reading and learning styles are related. Learning styles are critical for students and instructors to understand and recognize since they show a person's capacity to read or recognize the meaning of a text.

2.2 Previous Studies

There have been a few previous studies that compare learning styles and reading comprehension.

Firstly, Abbas Pourhossein Gilakjani (2012) conducted research in his journal on Reading Comprehension of Visual, Auditory, and Kinesthetic Learning Styles and Their Impact on Teaching English about improving learning styles in understanding reading content. On this occasion, the researcher wanted to know which learning styles students frequently use to improve their reading comprehension. Researchers have discovered that the most common strategy used by students is a visual strategy. Because researchers claim that if you understand a reading, you will understand its content. Many of us are too apathetic to read books, and many of us basically need to know how the substances of the reading are read quickly.

Secondly, Endang Rahmatullah (2009) conducted a study that compared visual and auditory learning styles through students' English learning accomplishment and found a significant difference in students' English learning accomplishment based on their visual and auditory learning style in second grade of SMAN 1 Sepatan. The T-test is utilized to compare the impacts of visual and auditory learning on students' English accomplishment. He found that there's a significant difference in English accomplishment between students' visual and auditory styles as a result of his research.

2.3 Framework of Thinking

Reading is a skill that must be practiced. People read with a particular reason in intellect. They are attempting to extract a thought or piece of data from the composed content. It implies that whoever they are, comprehension is required

in arrange to grasp the most thought of a reading content. Students within the English Education Department, in particular, will be uncovered to a expansive number of reading writings, in spite of the reality that reading isn't the essential subject that they must master. As a result, their ability to read plays a significant role in their academic achievement. When students are presented with a reading text, however, reading comprehension gets to be an issue.

Reading comprehension, as evidenced by their achievement, is related to English acquisition. Language acquisition is influenced by a variety of variables, including learning styles. Learning styles are related to reading accomplishment since students' favored strategies of learning decide their comprehension. She or he is comfortable retaining, securing, seeing, and preparing data in his or her possess one of a kind way. These components have an effect on how learning styles relate to reading comprehension. Students, whether they have a blend of learning styles or not, regularly have a dominant learning style or their own favored style.

Students who learn visually will favor to learn by reading a book on their own. They are more likely to connected with visuals and books than other learning styles. It infers that they will read and, as a result, have progressed reading comprehension. Auditory learners, on the other hand, favor to listen or hear something from others. Hearing instead of reading will give them with a better understanding. Auditory learners are said to have lower reading comprehension than visual learners. Kinesthetic learners, on the other hand, lean toward to learn through touch and movement. When they are learning, they enjoy doing experiments. Movements are the best way for them to learn. It means that they prefer to interact with the physical components rather than read or look at diagrams of how it works.

So, based on the text above, I can conclude that style is required for learning reading comprehension. As a result, a comparison of learning styles such as visual, auditory, and kinesthetic must be investigated. It is thought and assumed that if each student has a different preferred method of absorbing information or knowledge, this means that they will achieve differently.

2.4 HYPOTHESIS

1. Based on the data analysis above, it is formulated a hypothesis as below:

   H_1 (Alternative Hypothesis)

   H_1 = There is significant difference of students' reading comprehension based on their learning styles; visual, auditory and kinesthetic.

2. H_0 (Null Hypothesis)

   H_0 = There is no significant difference of students' reading comprehension based on their learning styles; visual, auditory and kinesthetic.

   The criteria of the hypothesis are:

   H_1 is accepted if F-value (F_o) > F-table (F_t) and probability significant (sig.) value < 0.05

   H_o is accepted if F-value (F_o) < F-table (F_t) and probability significant (sig.) value > 0.05

CHAPTER III
RESEARCH METHOD

This chapter includes the research method, time and location of the research, population and sample, research instrument, data collection procedure, and data analysis technique.

3.1 Research Method

The research methods that used in this research were descriptive quantitative research methods. Quantitative research could be a sort of research that employs a deductive-inductive technique. This approach withdraws from a hypothetical system, expert thoughts, and researchers' understanding based on their encounters, which are at that point created into issues and their proposed solutions to get defense (confirmation) or appraisal within the shape of observational information bolster within the field.

Quantitative research methods are research strategies based on the positivist reasoning that are utilized to look at particular populations or samples, collect information using research instruments, and analyze quantitative/statistical information with the objective of testing predetermined hypotheses. According to Creswell (1944) characterizes quantitative inquire about as "an examination of social issues based on testing a hypothesis comprising of factors measured by numbers and factually analyzed to decide whether the theory's prescient generalizations are rectify." Quantitative research, on the other hand, is empirical research in which the data is in the form of something that can be calculated, according to Punch (1988). Quantitative research focuses on the collection and analysis of numerical data.

3.2 Time and Location of The Research

The researcher conducted the research in July 2021 at SMA Negeri 19 Luwu which is located at jln. Agrowisata Raya, Lissaga Village, Basse Sangtempe District, Luwu Regency, South Sulawesi Province.

3.3 Population and Sample

1. Population

Population is a generalization range made up of objects/subjects with particular qualities and characteristics that researchers use to consider and after that draw conclusions from. The Population of this research was eleventh grade students of SMA Negeri 19 Luwu. The population in the research of eleventh grade students, amounting to 44 students.

Table 1. Research population data for eleventh grade student of SMA Negeri 19 Luwu

No.	Students (Class)	Number of Students
1.	XI MIA 1	24
2	XI MIA 2	20
	Total	44

2. Sample

According to Nana Sudjana and Ibrahim (2004: 85), the sample is part of the population that can be reached and has the same characteristics as the population that was sampled. The sample in a study can be used as a data collection tool. The data can be seen as accurate or not depending on a sample that has been obtained in a study.

This research used cluster random sampling to select the sample of the research. Therefore, in this research the researcher took 20 samples from two classes randomly.

3.4 Instrument of the Research

One of the critical steps in carrying out this research is the use of an instrument. Instruments are important components in conducting research because they are used to measure the variables of the study. As a result, during the data collection process, the researcher must select an instrument. A research instrument is a data collection tool that must be valid and reliable.

According to Arikunto (2006:126) the device used by the researcher to collect data is referred to as an instrument. This research relies heavily on instruments. One of the critical steps in carrying out this research is the use of an

instrument. The success of research is heavily influenced by the instrument used, because data required to answer research questions and test hypotheses is obtained through the instrument itself.

In accordance with the research problem, the researcher collected data using a questionnaire and test in this research, the researcher uses an instrument in the form of a questionnaire to determine whether there is any significant difference of students' reading comprehension based on their visual, auditory and kinesthetic learning styles in class and what are the student's learning style in learning English.

The questionnaire that used in this study was in the form of multiple choices. This questionnaire contained questions where the answer choices were provided by the researcher. There are 15 questions in this questionnaire. The answer choices that provided for each question in this questionnaire were three and already in the form of statements that mark aspects of visual, auditory and kinesthetic learning styles. This questionnaire filled out by students by putted a mark (x) on the selected statement that fits their condition.

Table 2. Learning Styles Questionnaire Key Number

Indicator	Key Number														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Visual learning style	A	A	B	C	A	C	A	C	B	C	A	B	B	B	C
Audio learning style	B	C	C	A	B	A	B	A	A	B	B	A	C	C	A
Kinesthetic learning style	C	B	A	B	C	B	C	B	C	A	C	C	A	A	B

3.5 Technique of Collecting Data

The researcher collected the data by following the steps outlined below:

1. Researchers came to school to request permission to conduct research from the principal.
2. The researcher got in touch with the English teacher.
3. Respondents were asked to participate as research subjects by the researchers.
4. The researchers created a schedule for the students who will participate in this research.

5. The researcher visited the class and distributed questionnaires and tests to students.
6. The data was analyzed by researchers.
7. Based on the data, researchers made conclusions.

3.6 Technique of Analyzing Data

The method of analyzing data in research that is used by researchers to describe the actual situation. A data analysis technique is a technique for converting data into information. When conducting research, we must analyze the data so that it is understandable.

Data analysis is also required in order to solve the research problems that are being worked on. A process or effort to convert data into new information is referred to as data. The data obtained from the research results in the form of numerical data (quantitative data). This information was gathered from a questionnaire distributed to students in order to determine whether there was any significant difference of students' reading comprehension based on their visual, auditory and kinesthetic learning styles and what are the student's reading comprehension learning style. The following data analysis techniques were used in this study:

1. Descriptive Analysis

The researcher classified the categorization of learning styles from the questionnaire as the first step in data analysis. There were 15 questionnaire statements in this study and the answer choices that were provided for each question in this questionnaire are three and already in the form of statements for each learning style group. To decide student learning styles was to add up the number of categorizations of learning styles chosen by students. The majority of students' learning styles were determined by the highest score from three groups of learning styles.

To calculate the percentage of each student's learning style from the results of the student response questionnaire, the researchers calculated using the following formula:

$$P = \frac{Total\ Score}{Number\ of\ Sample} \text{ x } 100\%$$

(Sumber : Arifin, 2020: 137)

2. Normality Test

The normality test is a test that's performed as a prerequisite for data analysis. Before the data is processed using the proposed research models, the normality test is performed. The data normality test is outlined to detect the distribution of data in a single variable used in the study. Normal distribution data are great and feasible data for demonstrating the research models. The Shapiro-Wilk test is used to decide normaliy. The basis for decision making based on probability according to Sugiono (2013:257) is as follows:

a. If the probability value is > 0.05, then it is said that the population is normally distributed.
b. If the probability value is < 0.05, it is said that the population is not normally distributed.

3. Homogeneity Test

The homogeneity test used to determine whether the variance of several populations is the same or not. The level of significance used = 0.05. The way to interpret the Levene test according to Sugiono (2013:256).

4. ANOVA (One Way Analysis of Variance)

As Emzir expressed over, an inferential statistic or ANOVA (One Way Analysis of Variance) equation was used to analyze the variance. ANOVA was used in this study to test the significant differences in students' reading comprehension scores based on their learning styles, visual, auditory, and kinesthetic.

The formula of ANOVA is:

$$\mathbf{F = \frac{MSa}{MSw}}$$

Sumber : (Budi Susetyo, *Statistika untuk Analisis Data Penelitian*, 2010)

Note :
F : Analysis of Variance
MS : Mean Square
MSa : Mean Square among groups
MS_W : Mean Square within groups

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

4.1 Findings

This research used quantitative descriptive methods, as mentioned in the previous chapter. It investigates and analyzes three major student learning styles. There are three types of learning styles: visual, auditory, and kinesthetic. In this research, students' learning styles were compared to their reading comprehension test achievement scores.

Researchers used a questionnaire about learning styles that was distributed to respondents to find out and collect research data. Meanwhile, the reading comprehension scores of 20 eighth-grade students from SMA Negeri 19 Luwu were obtained through the administration of a reading comprehension test.

The data was described using the students' reading comprehension test scores, which uncovered the frequency of each variable, counting total, score, average, median, mode, highest, and lowest reading comprehension scores. In expansion, inferential statistics provide information on hypothesis testing and variance analysis (ANOVA).

In addition, in this chapter the information was presented and clarified in detail utilizing tables.

A. Learning Style

The third chapter described how to recognize student learning styles using a questionnaire. Questionnaires were distributed to 20 students in the eleventh grade at SMA Negeri 19 Luwu. After that, to determine student learning styles is to add up the number of categorizations of learning styles chosen by students. The majority of learning styles that students have was the highest score from three group learning styles. The table below shows a classification of student learning styles.

Table 3. The Classification of Students' Learning Style

Students	Learning Style
Respondent 1	Auditory
Respondent 2	Auditory
Respondent 3	Kinesthetic
Respondent 4	Visual
Respondent 5	Visual
Respondent 6	Visual
Respondent 7	Kinesthetic
Respondent 8	Auditory
Respondent 9	Auditory
Respondent 10	Visual
Respondent 11	Auditory
Respondent 12	Auditory
Respondent 13	Kinesthetic
Respondent 14	Auditory
Respondent 15	Auditory
Respondent 16	Kinesthetic
Respondent 17	Kinesthetic
Respondent 18	Visual
Respondent 19	Visual
Respondent 20	Auditory

From table 3, it was known the results of each student's learning style. The data showed that 6 students are visual, 9 students are auditory and 5 students are kinesthetic. The rates of students' learning styles are 30% for visual learners, 45%

for auditory learners and 25% for kinesthetic learners. According to the data over, the majority of the eleventh grade students are auditory learners.

B. Reading Comprehension Score

The way to get data on students' reading comprehension scores is by giving a reading comprehension test to eleventh grades of SMA Negeri 19 Luwu.

The table below shows the frequency of total scores, mean, median, mode, highest and lowest scores for students' reading comprehension from the three learning style groups.

Table 4. Reading Comprehension Scores of Visual Learners

Visual Learning Style		
No	**Students**	**Reading Comprehension Score**
1.	Respondent 4	45
2.	Respondent 5	55
3.	Respondent 6	25
4.	Respondent 10	40
5.	Respondent 18	60
6.	Respondent 19	55
	Total	280
	Mean	46,66
	Median	50
	Mode	55

Table 4 shows the performance of visual learners. It demonstrates that the total score of the reading comprehension test for visual learners is 280. As a result, the average score is 46.66. Furthermore, the median score is 50 and mode scores is 55 for visual learners, respectively. Furthermore, visual learners have the highest reading score of 60 and the lowest reading score of 25.

Table 5. Reading Comprehension Scores of Auditory Learners

Auditory Learning Style		
No	**Students**	**Reading Comprehension Score**
1.	Respondent 1	80
2.	Respondent 2	65
3.	Respondent 8	45
4.	Respondent 9	40
5.	Respondent 11	50
6.	Respondent 12	20
7.	Respondent 14	40
8.	Respondent 15	40
9.	Respondent 20	55
	Total	435
	Mean	48,33
	Median	45
	Mode	40

Table 5 shows the score of auditory learners. It demonstrates that the total score of the auditory learners' reading comprehension test is 435. As a result, the mean of the scores is 48,33. Furthermore the median score of auditory learners is 45 and the mode is 40. In addition, auditory learners have the highest reading score of 80 and the lowest reading score of 20.

Table 6. Reading Comprehension Scores of Kinesthetic Learners

Kinesthetic Learning Style		
No	Students	Reading Comprehension Score
1.	Respondent 3	50
2.	Respondent 7	50

3.	Respondent 13	35
4.	Respondent 16	70
5.	Respondent 17	30
	Total	235
	Mean	47
	Median	50
	Mode	50

Table 6 shows the score of kinesthetic learners. It demonstrates that the total score of the kinesthetic learners' reading comprehension test is 235. As a result, the mean score is 47. Furthermore, the median score is 50 and the mode scores is 50. In addition, kinesthetic learners have a high reading score of 70 and a low reading score of 30.

As a result, the data from the three tables of students' learning styles and reading comprehension groups above show that the auditory learner group has the highest reading comprehension score of 80. The lowest score is 20, which is obtained by the auditory learner group. Furthermore, the auditory learner group had the highest total score and mean among the three learning style groups (total = 435) and (Mean = 48.33). After that, SPSS was used to examine the total frequency of students' reading comprehension scores across all learning style groups. According to the data, the mean reading comprehension score of students is 47.50, the median score is 47.50, and the mode score is 40. The details of the students' reading comprehension mean, median and mode score can be seen in the appendix.

C. Data Analysis

1. Normality Test

Normality test is used to determine whether the research data is normally distributed or not. SPSS 28.0 was used to identify the normality test. The results are described in detail in the appendix. However, the following is a summary of the normality test results:

Table 7. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score	.106	20	.200*	.984	20	.973

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data is classified as normally distributed based on the results above because the significant value is greater than 0.05. The significance value is 0.973, with Sig. = 0.973 > 0.05. As a result, it is possible to conclude that all of the data are normally distributed. The basis for decision making based on probability according to Sugiono (2013:257) is as follows:

a. If the probability value is > 0.05, then it is said that the population is normally distributed.
b. If the probability value is < 0.05, it is said that the population is not normally distributed.

A P-Plot curve is provided to visualize the data's normality. The data were clearly seen to be normally distributed.

2. Homogeneity Test

Homogeneity test were also conducted after the normality test. To determine whether the data variance is homogeneous or not, the test are conducted. Homogeneity implies that the data are identical. To identify the homogeneity test, this research used SPSS 28.0. The homogeneity result is as follow:

Table 8. Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.141	2	17	.870
	Based on Median	.085	2	17	.919
	Based on Median and with adjusted df	.085	2	15.509	.919
	Based on trimmed mean	.139	2	17	.871

From the homogeneity results presented above, we can reveal that the data variance is homogeneous. Where the data is said to be homogeneous if the

significant value is greater than the alpha value (0.05). As a result, H_o is accepted and the data variance is homogeneous with sig. 0.870, which is clearly greater than 0.05.

3. The Test Of Hypothesis

The hypothesis will be tested after the results of the normality and homogeneity tests show that both are normally distributed and the data variance is homogeneous, another step of this research is to test the hypothesis. Hypothesis testing is important in research to prove whether the previous assumptions are true or not. This was done to determine whether there was a significant difference in students' reading comprehension scores based on their visual, auditory, or kinesthetic learning styles. ANOVA is one method for testing a hypothesis. Students' reading comprehension scores were compared to their visual, auditory, and kinetic learning styles. The results are shown in the table below:

Table 9. ANOVA

Reading Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.667	2	5.833	.024	.976
Within Groups	4163.333	17	244.902		
Total	4175.000	19			

The table above states the results of the sum of the squares, degrees of freedom (df), mean square, F-values, and significant scores between groups, within groups and total scores. The results above show whether there is a difference or not it can be seen from the results of F (2, 17) which is 0.024 and F-table (F_t) is 3.592. For details of the table can be seen in the appendix.

Hypothesis:

H_1 (Alternative Hypothesis)

H_1 = There is significant difference of students' reading comprehension based on their learning styles; visual, auditory and kinesthetic.

H_0 (Null Hypothesis)

H_0 = There is no significant difference of students' reading comprehension

The criteria of the hypothesis are:

H_1 is accepted if F-value (F_o) > F-table (F_t) and probability significant (sig.) value < 0.05

H_o is accepted if F-value (F_o) < F-table (F_t) and probability significant (sig.) value > 0.05

The results revealed that the value of F (F_0) was 0.024 less than the value of F-table (Ft) 3.592, (0.024 3.592). The *p* value of 0.976 is therefore greater than 0.05 (0.976 > 0.05). As a result, we can conclude that H_o is accepted and H_1 is rejected. According to the findings, it can be said that there is no significant difference in students' reading comprehension ability based on their learning style (visual, auditory and kinesthetic).

In addition, a post-hoc test was performed to demonstrate that there was no significant difference in students' reading comprehension based on visual, auditory, or kinesthetic learning styles. The post-hoc test is shown in the table below:

Table 10. Post-Hoc Tests

Multiple Comparisons

Dependent Variable: Reading Score

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Visual	Auditory	-1.66667	8.24793	.978	-22.8255	19.4922
	Kinesthetic	-.33333	9.47615	.999	-24.6430	23.9764
Auditory	Visual	1.66667	8.24793	.978	-19.4922	22.8255
	Kinesthetic	1.33333	8.72879	.987	-21.0591	23.7258
Kinesthetic	Visual	.33333	9.47615	.999	-23.9764	24.6430
	Auditory	-1.33333	8.72879	.987	-23.7258	21.0591

The post-hoc multiple comparisons demonstrated that there's no significant difference in students' reading comprehension based on their learning style, since the data clearly shows that all of the results are significantly greater than 0.05. Meanwhile, the significant value must be less than 0.05 in order to get a significant difference. Furthermore, the post-hoc multiple comparison test results showed that the correlation between visual and auditory was 0.978, visual and kinesthetic was 0.999, and auditory and kinesthetic was 0.987. It can be conclude that there is no significant difference in students' reading comprehension based on their visual, auditory, or kinesthetic learning styles.

4.2 Discussion

This study, as previously stated, has two problem formulations. The first is how students' reading comprehension learning styles and whether there is a significant difference in students' reading comprehension based on visual, auditory, and kinesthetic learning styles. To answer the research questions, the researcher administered a questionnaire about the students' learning styles in order to determine the students' reading comprehension learning styles. The researcher then administered a reading comprehension test to determine whether there was a significant difference in students' reading comprehension based on their learning style.

According to the findings of research data collected at SMA Negeri 19 Luwu, researchers discovered that thirty percent of students were visual learners. Visual learners are those who learn by watching, reading, or watching people, videotapes, or television. Visual learners usually absorb information and learn from what the eye sees. Then there are forty-five percent of students who are auditory learners, where they absorb information more quickly through what they listen to. Then twenty-five percent are kinesthetic learners, the type of kinesthetic learners absorbing information through various physical movements. Kinesthetic learners prefer practical methods of learning and enjoy activities that involve body movements, such as conducting experiments on material obtained from the teacher. According to the percentages, auditory learners have the highest percentage of learning styles among the learning style groups. As a result, it can be said that the eighth grade students of SMA Negeri 19 Luwu are dominated by auditory learners.

Furthermore, the results of data analysis normality and homogeneity tests revealed that the data were normally distributed and that the data variance was homogeneous. In addition, ANOVA was used to determine the hypothesis's results. Then the results show the value of F (F_0) is less than the F-table (F_t). Then the *p* value is greater than alpha (α). As a result, H_0 is accepted if the value of F (F_0) < F-table (F_t) and the probability value is significant (sig.). Therefore, it can be stated that there is no significant difference in students' reading comprehension

based on learning styles. Then a Post-Hoc test is provided about the significant difference value between learning styles in detail.

As a result, the post-hoc test data revealed in detail that when the visual group was compared with the auditory group, the result was 0.978. Then when the visual group was compared with the kinesthetic group it was 0.999 and the auditory group when compared to the kinesthetic group the result was 0.987. Therefore, it can be clearly stated that there is no significant difference in students' reading comprehension based on visual, auditory and kinesthetic learning styles.

Then the researcher's discoveries differ from several theories described by experts who claim that learning style is correlated with reading comprehension. According to Shaver in Ibrahim Abdu Saadi (2012) uncovered based on his research that there's a critical relationship between learning styles and students' reading comprehension. At that point, Tanta (2010) moreover uncovered that learning styles have a positive relationship with student accomplishment. In this manner, learning style is considered as a significant factor influencing reading comprehension score dominantly.

On the other hand, the research's data or findings reveal things that contradict the theories of several experts mentioned above. There was no significant difference in students' reading comprehension scores based on visual, auditory, or kinesthetic learning styles, according to the finding. It means that there is a contradiction between the developed theories. Learning styles have a minor impact on reading comprehension scores.

Furthermore, the research findings are consistent with previous research, specifically Titing Magfirah's (2018) research, which discovered that there was no significant difference between students' reading and listening comprehension scores based on their learning styles. She concluded that regardless of the students' learning styles, they all had equal opportunities to achieve success in reading comprehension. She revealed that a variety of factors can influence students' reading and listening comprehension. It means that the teacher or lecturer must find the right teaching method to help students improve their reading and listening comprehension.

It is assumed that there are other possible factors that dominate or affect reading comprehension. Different intelligences or cognitive competencies are another possible factor influencing learning styles. Concurring to Marie Carbo (2007), she states that “The slow-learning or dull-normal individual cannot be anticipated to appear the same responses nor pick up the same appreciation as the shining individual when they studied together for delight or pick up information”. As a result, each person's perceptions or cognitive abilities can be predicted to play a role in his reading comprehension.

Then, according to John DeBoer (1946), a possible factor influencing reading comprehension is limited intelligence. He contends that there is a strong relationship between intelligence and reading ability. Students with sufficient intelligence will find it easy to read or learn the material. Furthermore, Miles V. Zint (1966) asserts in his book that reading failure can be influenced by a variety of factors, including student motivation, physical factors, a lack of rest, a subpar out-of-school environment, neurological disorders, emotional disorders, and language readiness insufficient for the reading process, and hatred of siblings or parents.

Therefore, from the discussion of the research above, it is implied that for every learning style that students have, they have the same opportunity to acquire good competence in reading comprehension. Because there are many possible factors that affect reading comprehension. This means that the teacher or lecturer must find out the right teaching strategy to facilitate students to understand the reading.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Reading is one of the most important language skills to develop when learning English. Reading can be defined as a complex process performed by a reader in order to comprehend the writer's intentions. Furthermore, during the reading process, the reader uses their brain to think and reason. Reading is troublesome among students, a few of them expressed that reading texts are difficult. At that point, it is expected that learning style could be a factor influencing reading comprehension since students who have visual learning style tend to get it way better when they read books than other types of students.

This research investigates what are the students' learning styles in reading comprehension and whether there was any significant difference of students' reading comprehension based on their visual, auditory and kinesthetic learning styles. To find out how the students' learning style in reading comprehension, the researcher gave 15 questionnaire numbers in the form of multiple choice. Then add up the number of categorization of learning styles chosen by students. The highest value of the three groups of learning styles is the main learning style that students have. Furthermore, to find out whether there is a significant difference between students' reading comprehension based on their learning style, the researcher gave 20 reading comprehension tests to students.

The results of this study indicate that H_0 is accepted and H_1 is rejected based on the questionnaire and students' reading comprehension test scores. It means that there is no significant difference between students' reading comprehension based on their visual, auditory and kinesthetic learning styles. This revealed that students' reading comprehension scores based on visual, auditory and kinesthetic were not significantly different. Therefore, it can be concluded that learning style is not a factor that affects students' reading comprehension.

Therefore, there are several possible factors that unquestionably affect students' reading comprehension scores. Insights or cognitive competence, inspiration, physical factors, financial status, parental attitudes, and parental

aspirations are the components. In addition, regardless of learning style, students have the same opportunity to acquire good reading comprehension aptitudes. The job of the teacher or lecturer must find the right teaching strategy to accommodate enabling students' reading comprehension and students should get more practice by doing some text based exercises in reading comprehension, thus, they will get more experience and continuously they will get used to it reading comprehension text from time to time.

5.2 Suggestion

After completing this research, the researcher offers some suggestions. First, it is important for teachers to recognize students' learning styles because some of them can be useful for students in dealing with any development of reading lessons. After students' learning styles are developed, they are no longer difficult to understand the lesson. In addition, it is recommended for teachers to encourage students to read books as often as possible, so as to improve their reading comprehension skills, whether visual, auditory or kinesthetic students.

Then for students to be more able to encourage themselves to read books as often as possible in order to improve their reading skills, besides that it can increase their vocabulary. So the key to improving reading comprehension is lots of practice.

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APPENDICES

APPENDIX 1

Questionnaires of the Research

Questionnaire of Learning Styles

Name	:
Class	:

Petunjuk

Berilah tanda silang (×) pada salah satu alternatif jawaban yang sesuai dengan kondisi Anda untuk setiap pernyataan di bawah ini!

1. Saya paling suka belajar dengan :
   a. Membaca
   b. Mendengarkan
   c. Bergerak
2. Saya lebih mudah memahami pelajaran ketika :
   a. Membaca apa yang guru tulis di papan tulis
   b. Guru mengajak beraktivitas menggunakan tangan
   c. Guru memberi tahu saya instruksi
3. Saya sering menjawab pertanyaan dengan jawaban :
   a. Diikuti praktik gerak tubuh
   b. Ya/tidak
   c. Panjang lebar penjelasan
4. Saya mudah mengingat dengan apa yang :
   a. Saya dengar
   b. Saya tulis ulang
   c. Saya lihat
5. Ketika merangkai suatu barang, kamu lebih suka:
   a. Mengikuti ilustrasi cara merangkainya
   b. Mendengarkan orang membacakan instruksinya untukmu
   c. Langsung mengerjakannya tanpa mengikuti instruksi
6. Ketika saya bertanya untuk memperoleh suatu petunjuk, saya akan :
   a. Tidak mengalami kesulitan dalam menyampaikannya secara lisan
   b. Saya harus menunjukkan/memperagakan masalah saya secara langsung
   c. Membayangkan sesuatu seperti yang saya katakan
7. Saat belajar, saya :
   a. Tidak mudah terganggu dengan keributan
   b. Mudah terganggu dengan keributan
   c. Tidak dapat duduk diam dalam waktu lama
8. Saya lebih mudah mengerti pelajaran dengan :
   a. Berdiskusi

b. Pratikum
c. Demonstrasi

9. Saya mengerjakan tugas dengan :
   a. Sambil berbicara
   b. Mengikuti petunjuk gambar
   c. Dengan mencari tahu sambil bekerja
10. Mana yang paling sering terjadi saat disekolah :
   a. Saat guru menerangkan, tangan kamu tidak bisa diam, memain-mainkan ballpoint
   b. Kamu mendengarkan saja waktu guru menerangkan
   c. Kamu memperhatikan wajah guru saat beliau berbicara/menerangkan
11. Saya lebih menyukai :
   a. Seni rupa (gambar) dari pada music
   b. Music dari pada seni rupa (gambar)
   c. Permainan yang menyibukkan
12. Dalam hal mencatat saya :
   a. Sedikit mencatat, lebih suka mendengarkan
   b. Banyak catatan disertai gambar dan diagram
   c. Banyak sekali catatan dan tidak pernah memeriksanya kembali
13. Kegiatan yang membuat saya merasa nyaman melakukannya adalah :
   a. Berolahraga
   b. Menggambar
   c. Bercerita
14. Saat membaca suatu buku, yang sering kamu lakukan adalah:
   a. Menelusuri tiap-tiap kata dengan jari telunjukmu
   b. Membacanya dengan tenang, cepat dan tekun
   c. Membaca sambil menggerakkan bibir dan mengucapkannya
15. Jika akan menghadapi ulangan, kamu mudah hafal jika:
   a. Menghafal materi ulangan sambil mengucapkannya keras-keras
   b. Berjalan bolak-balik sambil menghafal
   c. Membolak-balik buku membaca materi ulangan

APPENDIX 2

READING COMPREHENSION TEST

Choose the best answer by crossing (x) a, b, c, or d!
Read the text below!

Spider

There are over 3000 species of spiders and they belong to the Arachnid family. Spiders are not insects, but are related to scorpions and other arachnids that have eight legs and no antennae. Most spider have poor eyesight and little sense of hearing and smell. They do, however, have a well developed sense of touch in the hairs and spines that cover their body. They may vary in size from about 1 mm to a giant 200 mm.

Spiders are known for their ability to spin silk. They are able to produce this from glands in the abdomen and the silk comes out through organs called spinnerets. The silk is strong and elastic and is used to trap the spider's prey. Spiders use their webs in different ways. Some weave a net to throw over their prey, while others attach a sticky blob to the end of a silken thread and whirl it around in a circle to wrap around an insect.

Spiders suck the fluids from their victims rather than eat solid food. Then they crush the hard parts, mixing them with digestive juice to make them into a liquid as well.

Female spiders lay large numbers of tiny eggs and cover them in a silken sac. Some species carry this sac around with them. When first hatched the young resembled adults and slowly develop to full size. Before mating, some spiders perform courtship dances. After mating, some male spiders are eaten by the female.

1. From the text above, we can conclude that spiders....
   c. are not insects
   d. are mammals
   e. are marsupials
   f. eat leaves
2. What is the best description of the silk produce by spiders?
   a. Rigid
   b. not elastic
   c. stretchy
   d. made of plastics
3. Which of the following is common spiders' prey?
   a. butterfly and snake
   b. flies and birds

c. ants and tarantula
d. files and ants

4. Spider's food is explained in paragraph....
   a. I
   b. II
   c. III
   d. IV
5. What paragraph should you read to find spiders' appearances?
   a. I
   b. II
   c. III
   d. V

The following text is for number 6 to 10.

Why Should Wearing a Helmet when Motorcycling?

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess. Wearing a fitted protective helmet offers many benefits which reduces the negative aspect of ridding. First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles. Second, wearing a helmet can gives the riders a matter of style. Helmet can give the opportunity for rider to express the image they may want to project when riding on the way. This benefit may not be important to some people, but others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shorty, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road. However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets on which are fixed to their head. It is really not good if they place simply the helmets on the head without settling them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.

6. What is the main function of helmet?
   a. Protection.
   b. Support system.
   c. Stylistic aspect.
   d. Efficiency.
7. Below is not the risk of motorcycle rider besides road accident ….
   a. flying bugs
   b. sleet
   c. mud
   d. sleepy truck driver
8. "Helmets give the opportunity for rider to express the image they may want to project when riding on the way"
   The aspect which can be the helmet's function is …. Aspect
   a. Protection
   b. Support system
   c. Stylistic aspect
   d. efficiency
9. "By choosing the most appropriate helmet from all of the various styles, such as beanie, shorty, German, and many others."
   The antonym of the underline word above is….
   a. Single
   b. Several
   c. Multi
   d. serve
10. The text above shows the expression of….
    a. giving a suggestion
    b. giving an offer
    c. giving the invitation
    d. giving the letter

The following text is for number 11 to 15

To: All teachers
Would you please come to watch our students' performance for Angklung festival on June 21st 2016 in Hall of Surya Dharma School at 08.00 a.m. until the end of the event.

Sincerely,
Surya Permana

11. Who is the recipient of the text above?
    a. Teachers

b. Students
c. Students and teachers
d. Math teacher.

12. When will the festival be held?
    a. June 21st
    b. June 22nd
    c. June 23rd
    d. June 24th
13. Where will the festival be held?
    a. The hall
    b. The yard
    c. The football court
    d. The tennis court
14. When will the festival be begun?
    a. 08.00.
    b. 09.00.
    c. 10.00.
    d. 11.00.
15. What kind of the text is it?
    a. Invitation
    b. Report
    c. Advertisement
    d. Personal letter

The following text is for number 16 to 20

One day an old lion realized that he was too tired and too weak to look for food because of age. Unfortunately, he approached his nest and knew that he would die soon. He stopped at the entrance, panted, and spoke in a low, gentle voice to the group of wolves that walked through the nest at that moment. He told them about his poor condition.

Soon news of lion's disease spread in the forest and caused great concern for other wild animals. The animals feel sorry for paying their last respects. The old lion was very happy. When every animal enters a nest and it's within reach, the lion overturns it and makes it feed. The lion soon became fat. The fox came very early in the morning. He also came to pay his respects. The fox, famous for its intelligence and intelligence, approached the lion's lair very carefully. Standing some distance away, he politely asked about the health of the lion and asked if he felt better.

My friend," said the lion, "you? I can hardly see you. You are very far away. Please come closer and whisper a few words in my ear to cheer me up because I haven't lived long. Meanwhile, the fox watched the floor in front of the lion's room. In the welding he looked up and left. He said, "Sorry if I didn't stay because I felt very uncomfortable seeing a lot of footprints that lead to your workplace, but no one left them."

16. Why does the lion hunt day end?
    a. Animals know about lion disease
    b. There are no more animals to hunt
    c. Wolves always defeat lions
    d. Lions grow older and weaker
17. These words support the view of the lion's sad code, except …
    a. Age
    b. too tired and weak
    c. Approaching the hive
    d. Difficulty breathing
18. Old lions are very happy. It means ….
    a. Many animals visit the lion out of pity
    b. A lion doesn't have to look for food
    c. Every animal that enters the work area shows their respect
    d. The lion gets fat
19. The trail tells us that …
    a. Pack the wolf through the lion room
    b. So many animals pay their respects to the old lion
    c. Animals that enter the cave do not let me live
    d. Lions get better and healthier
20. How are lions and foxes alike?
    a. Lions and foxes are equally respectable
    b. The lion and the fox are as strong
    c. Lions and foxes are smart bastards
    d. The lion and the fox are both honest

APPENDIX 3

ANSWER KEY

1. A
2. C
3. D
4. C
5. A
6. A
7. D
8. C
9. A
10. A
11. A
12. A
13. A
14. A
15. A
16. D
17. C
18. B
19. C
20. C

APPENDIX 4

Students' Reading Comprehension Score

Name	Reading Score
Respondent 1	80
Respondent 2	65
Respondent 3	50
Respondent 4	45
Respondent 5	55
Respondent 6	25
Respondent 7	50
Respondent 8	45
Respondent 9	40
Respondent 10	40
Respondent 11	50
Respondent 12	20
Respondent 13	35
Respondent 14	40
Respondent 15	40
Respondent 16	70
Respondent 17	30
Respondent 18	60
Respondent 19	55
Respondent 20	55

APPENDIX 5

Statistical Descriptive of Learning Style

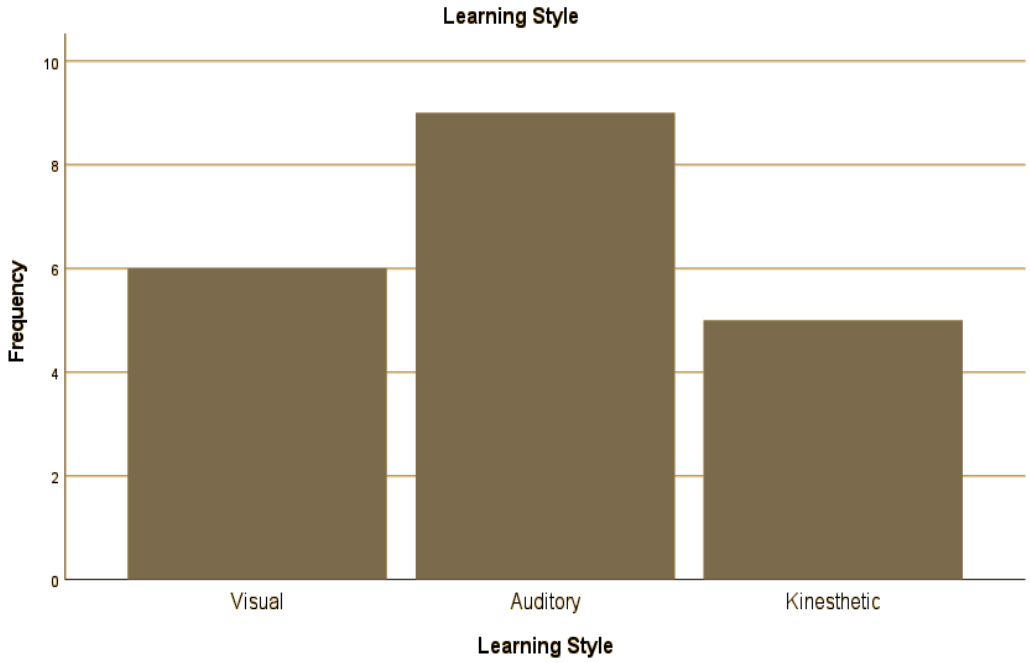
Learning Style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Visual	6	30.0	30.0	30.0
	Auditory	9	45.0	45.0	75.0
	Kinesthetic	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

Descriptives

	Learning Style			Statistic	Std. Error
Reading Score	Visual	Mean		46.67	5.270
		95% Confidence Interval for Mean	Lower Bound	33.12	
			Upper Bound	60.21	
		5% Trimmed Mean		47.13	
		Median		50.00	
		Variance		166.667	
		Std. Deviation		12.910	
		Minimum		25	
		Maximum		60	
		Range		35	
		Interquartile Range		20	
		Skewness		-.968	.845
		Kurtosis		.393	1.741
	Auditory	Mean		48.33	5.713
		95% Confidence Interval for Mean	Lower Bound	35.16	
			Upper Bound	61.51	
		5% Trimmed Mean		48.15	
		Median		45.00	
		Variance		293.750	
		Std. Deviation		17.139	
		Minimum		20	
		Maximum		80	
		Range		60	
		Interquartile Range		20	
		Skewness		.388	.717
		Kurtosis		.841	1.400
	Kinesthetic	Mean		47.00	7.000

	95% Confidence Interval for Mean	Lower Bound	27.56
		Upper Bound	66.44
	5% Trimmed Mean		46.67
	Median		50.00
	Variance		245.000
	Std. Deviation		15.652
	Minimum		30
	Maximum		70
	Range		40
	Interquartile Range		28
	Skewness		.606
	Kurtosis		.002



APPENDIX 6

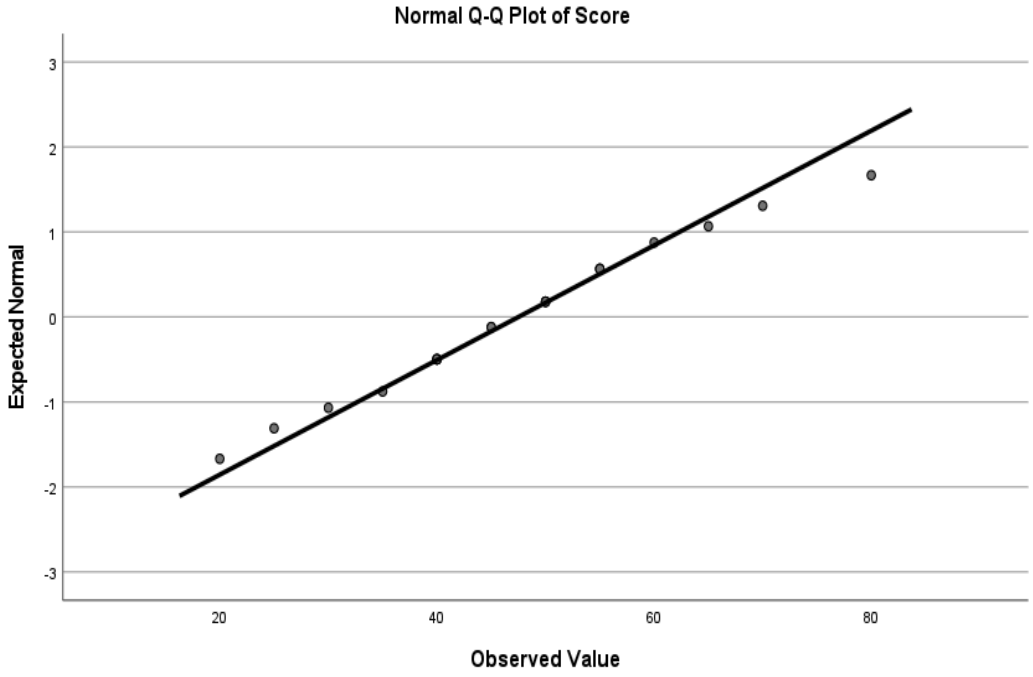
P-Plots and Curve of Normality Test

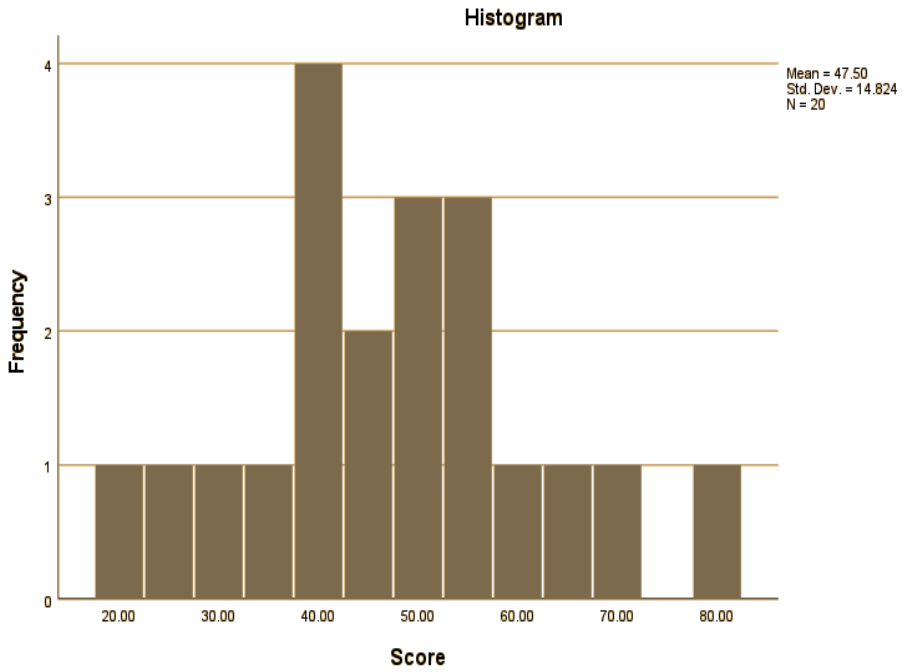
Tests of Normality

	Learning Style	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Reading Score	Visual	.241	6	.200*	.914	6	.463
	Auditory	.202	9	.200*	.954	9	.735
	Kinesthetic	.224	5	.200*	.931	5	.603

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction




Histogram
Mean = 47.50
Std. Dev. = 14.824
N = 20
Frequency
0
1
2
3
4
20.00
30.00
40.00
50.00
60.00
70.00
80.00
Score

APPENDIX 7

Statistical Descriptive of Reading Score Based on Learning Style

Statistics

Reading Score

N	Valid	20
	Missing	0
Mean		47.50
Median		47.50
Mode		40
Variance		219.737
Skewness		.236
Std. Error of Skewness		.512
Kurtosis		.140
Std. Error of Kurtosis		.992
Range		60
Minimum		20
Maximum		80
Sum		950

Descriptives

Reading Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Visual	6	46.6667	12.90994	5.27046	33.1185	60.2148	25.00	60.00
Auditory	9	48.3333	17.13914	5.71305	35.1590	61.5076	20.00	80.00
Kinesthetic	5	47.0000	15.65248	7.00000	27.5649	66.4351	30.00	70.00
Total	20	47.5000	14.82352	3.31464	40.5624	54.4376	20.00	80.00

APPENDIX 8

The table of F Distribution

α = 0,05	$df_1=(k-1)$							
$df_2=(n-k-1)$	1	2	3	4	5	6	7	8
1	161.448	199,500	215.707	224,583	230,162	233.986	236,768	238,883
2	18,513	19,000	19,164	19,247	19,296	19,330	19,353	19,371
3	10,128	9,552	9,277	9,117	9,013	8,941	8,887	8,845
4	7,709	6,944	6,591	6,388	6,256	6,163	6,094	6,041
5	6,608	5,786	5,409	5,192	5,050	4,950	4,876	4,818
6	5,987	5,143	4,757	4,534	4,387	4,284	4,207	4,147
7	5,591	4,737	4,347	4,120	3,972	3,866	3,787	3,726
8	5,318	4,459	4,066	3,838	3,687	3,581	3,500	3,438
9	5,117	4,256	3,863	3,633	3,482	3,374	3,293	3,230
10	4,965	4,103	3,708	3,478	3,326	3,217	3,135	3,072
11	4,844	3,982	3,587	3,357	3,204	3,095	3,012	2,948
12	4,747	3,885	3,490	3,259	3,106	2,996	2,913	2,849
13	4,667	3,806	3,411	3,179	3,025	2,915	2,832	2,767
14	4,600	3,739	3,344	3,112	2,958	2,848	2,764	2,699
15	4,543	3,682	3,287	3,056	2,901	2,790	2,707	2,641
16	4,494	3,634	3,239	3,007	2,852	2,741	2,657	2,591
17	4,451	3,592	3,197	2,965	2,810	2,699	2,614	2,548
18	4,414	3,555	3,160	2,928	2,773	2,661	2,577	2,510
19	4,381	3,522	3,127	2,895	2,740	2,628	2,544	2,477
20	4,351	3,493	3,098	2,866	2,711	2,599	2,514	2,447
21	4,325	3,467	3,072	2,840	2,685	2,573	2,488	2,420
22	4,301	3,443	3,049	2,817	2,661	2,549	2,464	2,397
23	4,279	3,422	3,028	2,796	2,640	2,528	2,442	2,375
24	4,260	3,403	3,009	2,776	2,621	2,508	2,423	2,355
25	4,242	3,385	2,991	2,759	2,603	2,490	2,405	2,337
26	4,225	3,369	2,975	2,743	2,587	2,474	2,388	2,321
27	4,210	3,354	2,960	2,728	2,572	2,459	2,373	2,305
28	4,196	3,340	2,947	2,714	2,558	2,445	2,359	2,291

APPENDIX 9

DOCUMENTATION

1. The researcher requested permission from the principal to conduct the research



2. The researcher distributed the questionnaire to the students





3. The researcher distributed the reading comprehension test to the student






XI MIA