

**THE CORRELATION BETWEEN LEARNING STYLE  
AND READING COMPREHENSION AT THE EIGHTH  
GRADE STUDENTS OF SMP NEGERI 8  
PADANGSIDIMPUAN**



**Thesis**

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad  
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement  
for the Graduate Degree of Education (S.Pd.) in English*

**Written By:**

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STATE ISLAMIC UNIVERSITY OF  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2024**

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**Thesis**

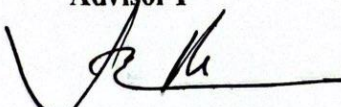
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## LETTER OF AGREEMENT

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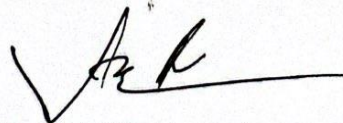
*Assalamu'alaikum Warahmatullahi Wabarakatuh*

After reading, reviewing and providing suggestions for improvement as necessary to the thesis belongs to Eli Sahdia Siregar, entitled *The Correlation between Learning Style and Reading Comprehension at the Eighth Grade Students of SMP Negeri 8 Padangsidempuan*, so we believe that this thesis has been accepted to complete the assignments and fulfill the requirements for achieving a Bachelor of Education (S.Pd) in English Education Department at the Faculty of Tarbiyah and Teacher Training in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Along with the above, the name stated above can already undergo a munaqasyah examination to account for this thesis. Thus, we convey, hopefully it can be understood and for your attention thank you.

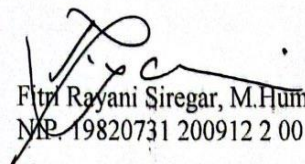
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Hereby declare that I have arranged this thesis by myself without asking for illegal assistance from the others, except the guidance of the advisors and without plagiarism in accordance with the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan Student Code of Ethics in article 14 verse 4 of 2014.

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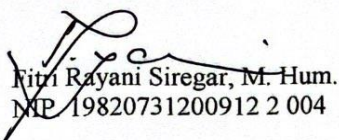


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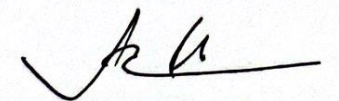
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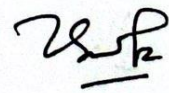
  
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## LEGALIZATION

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## ABSTRACT

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Thesis' Title : The Correlation between Learning Style and Reading Comprehension at the Eighth Grade Students of SMP Negeri 8 Padangsidimpuan

This research discussed about the correlation between learning style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan. The problems of this research were the students feel difficult to read and understand the text, students feel difficult to find out the information of the text and the students feel that learning English is very boring because it uses a very monotonous method. The aims of this research is to know the students' learning styles at the eighth grade students of SMP Negeri 8 Padangsidimpuan, to know the students' reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan and to find out whether there is a correlation between learning style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan or not. This kind of research was quantitative research with a correlation research. The population of this research was the eighth grade students of SMP Negeri 8 Padangsidimpuan. The sample of this research was 22 students. The researchers used questionnaires to measure students' learning styles and multiple choices test to test students' reading comprehension. Data was analyzed by using product moment formula. The result of this research found that the learning style at the eighth grade students of SMP Negeri 8 Padangsidimpuan was very good category, the reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan was enough category and there was a significant correlation between learning style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan in enough category.

**Key Word: Learning Style, Reading Comprehension.**

## ABSTRAK

Nama : Eli Sahdia Siregar  
Nim : 1920300108  
Judul Skripsi : The Correlation between Learning Style and Reading Comprehension at the Eighth Grade Students of SMP Negeri 8 Padangsidempuan

Penelitian ini membahas tentang hubungan gaya belajar dan pemahaman membaca pada siswa kelas delapan di SMP Negei 8 Padangsimpuan. Masalah dalam penelitian ini adalah siswa merasa kesulitan dalam membaca dan memahami kalimat, siswa merasa kesulitan dalam mencari informasi dalam teks dan siswa merasa belajar bahasa Inggris sangat membosankan karena menggunakan metode yang sangat monoton. Tujuan penelitian ini adalah untuk mengetahui gaya belajar siswa kelas delapan SMP Negeri 8 Padangsidempuan, untuk mengetahui pemahaman membaca siswa kelas delapan SMP Negeri 8 Padangsidempuan dan untuk menegtahui apakah ada atau tidak korelasi antara gaya belajar dengan pemahaman membaca belajar siswa kelas delapan SMP Negeri 8 Padangsidempuan. Jenis penelitian ini adalah penelitian kuantitatif dengan metode korelasi. Populasi penelitian ini adalah siswa kelas 8 SMP Negeri 8 Padangsidempuan. Sample penelitian ini adalah 22 siswa. Peneliti menggunakan angket untuk mengukur gaya belajar siswa dan test pilihan berganda untuk menguji pemamahan membaca siswa. Data dianalisis dengan menggunakan rumus product moment. Hasil penelitian menunjukkan bahwa gaya belajar pada siswa kelas 8 SMP Negeri 8 Padangsidempuan dalam kategori sangat bagus, pemahaman membaca siswa kelas 8 SMP Negeri 8 Padangsidempuan dalam kategori cukup dan terdapat hubungan yang signifikan antara gaya belajar siswa dan pemahaman membaca siswa kelas 8 SMP Negeri 8 Padangsidempuan dalam kategori cukup.

**Kata Kunci: Gaya Belajar, Pemahaman Membaca.**

## ملخص البحث

اسم  
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عنوان البحث  
إيلي سعدية سيرجار  
: ١٩٢٠٣٠٠١٠٨  
العلاقة بين أسلوب التعلم واستيعاب القراءة لدى طلاب الصف  
الثامن بمدرسة ولاية بادانجسيديمبوان الإعدادية الثامنة

يناقش هذا البحث العلاقة بين أساليب التعلم والاستيعاب القرائي لدى طلاب الصف الثامن في مدرسة بادانجسيديمبوان الحكومية الثامنة الإعدادية. تكمن المشكلة في هذا البحث في أن الطلاب يجدون صعوبة في قراءة الجمل وفهمها، ويجد الطلاب صعوبة في العثور على المعلومات في النصوص ويشعر الطلاب أن تعلم اللغة الإنجليزية ممل للغاية لأنه يستخدم أسلوباً رتيباً للغاية. الغرض من هذا البحث هو تحديد أنماط التعلم لطلاب الصف الثامن في المدرسة المتوسطة الحكومية ٨ بادانجسيديمبوان، لتحديد فهم القراءة لطلاب الصف الثامن في المدرسة المتوسطة الحكومية ٨ بادانجسيديمبوان ومعرفة ما إذا كان هناك ارتباط بين أسلوب التعلم وفهم القراءة لدى طلاب الصف الثامن في المدرسة المتوسطة الحكومية ٨ بادانجسيديمبوان. هذا النوع من البحث هو بحث كمي بطريقة الارتباط. كان مجتمع هذه الدراسة من طلاب الصف الثامن في المدرسة المتوسطة الحكومية ٨ بادانجسيديمبوان. وكانت عينة هذا البحث ٢٢ طالباً. استخدم الباحثون استبيانات لقياس أنماط تعلم الطلاب واختبارات الاختيار من متعدد لاختبار فهم القراءة لدى الطلاب. تم تحليل البيانات باستخدام صيغة لحظة المنتج. تظهر نتائج البحث أن أسلوب التعلم لطلاب الصف الثامن في المدرسة المتوسطة الحكومية ٨ بادانجسيديمبوان يقع في فئة جيدة جداً، وفهم القراءة لطلاب الصف الثامن في المدرسة المتوسطة الحكومية ٨ بادانجسيديمبوان يقع في الفئة العادلة وهناك علاقة ذات دلالة إحصائية بين أنماط تعلم الطلاب وفهم القراءة لطلاب الصف الثامن في المدرسة المتوسطة الحكومية ٨ بادانجسيديمبوان في الفئة الكافية.

الكلمات المفتاحية: أسلوب التعلم، الفهم القرائي.

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Finally, I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, 26 January 2024  
Researcher

Eli Sahdia Siregar  
Reg.Num. 19 203 00108

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# CHAPTER I

## INTRODUCTION

### **a. Background of The Problem**

Reading comprehension is an activity to get information from a text and understand or know the meaning of a text. In addition, reading comprehension is the process of understanding the author's message in a text. It means that the reader must master the language in the text and be able to capture the information or content of the text. In reading, students learn some kinds of text. There are five kinds of text at the eighth grade of junior high school, such as narrative text, recount text, report text, procedure text and descriptive text. One of reading texts at the eighth grade is descriptive text. Descriptive text is the text which describes something, someone, situation, or write about the way persons, places, or things appear.

There are few essentials why students should have ability in reading comprehension they are: First, being able to understand, classify, conclude and compare information from a text. Second, it can improve language and communication skills. Third, it can develop other skills such as memory and vocabulary.

There are several efforts that have been made by the government to improve the quality of education in Indonesia, includes curriculum development, procedure of textbook, and teacher quality improvement. In teaching reading teacher should consider several things. First, teacher should choose appropriate descriptive text which can educate the students to do something positive and

interesting. Second, teacher should give clear explanation and understanding in teaching descriptive text. Third, the teacher should provide comments about students' reading for a better way of reading next, because they will know the mistakes they are still making. Everything is done by the teacher so that the learning objectives are achieved.

Based on interview to English teacher of SMP Negeri 8 Padangsidimpuan the teacher said, there are many problems faced while reading such as the students are difficulties to read and comprehend the text, the students are difficulties to find out the information of the text, some students are lazy to learn English because they feel English lesson is very difficult.<sup>1</sup> It means that the students' reading comprehension is very low. Another time with the students at the eighth grade of SMP Negeri 8 Padangsidimpuan. The students said "I don't understand the meaning of the text because lack of vocabulary", "I cannot concentrate to the teachers' explanation when there is noisy in teaching and learning process", "I feel that learning English is very boring because teaching method is very monotonous."<sup>2</sup> It means the students have difficulties in reading and understanding the text.

There are some factors that can influence the students' reading comprehension. They are environment, mood, self-esteem, motivation, teaching styles, supports, task/ task expectations, materials and learning style.<sup>3</sup> It is

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<sup>1</sup>Masna Khairani Harahap, Private Interview to English teacher of SMP Negeri 8 Padangsidimpuan, 15<sup>th</sup> May 2023

<sup>2</sup>Aisyah and Teguh, Privat Interview to the students of SMP Negeri 8 Padangsidimpuan, 27<sup>th</sup> May 2023

<sup>3</sup>Gavin Reid, *Learning Styles and Inclusion*, (London: Paul Chapman Publishing, 2005), p. 7.

important for the teacher to know what kind of learning style students have in order to be able to create the right technique in teaching because students will be more successful in getting information if the teacher adapts his teaching method to students learning styles.

Learning style is a way of individual takes in understanding, express and remembers information. Moreover, learning style is students preference way to get, absorb and process the information about learning material in learning process, they will enjoy and feel comfortable in absorbing the information with their own way. Each student has a different preference learning way which their used in learning process.

Learning style is very important in teaching and learning process because it can motivate the students to study. So, that they are able to master all the language skills in English. Then, it can also improve the students' attention while the students are in learning process and also it makes easy for the teacher to deliver the material in front of the classroom.

The role of learning style in reading comprehension are the fact that it can help students to process information more effectively. Then, it can improve students' understanding of the material or information presented. The last, it can create conducive and enjoyable learning for teachers and students.

Based on the explanation above, the researcher is interested in doing a research entitled "The Correlation between Learning Style and Reading Comprehension at the Eighth Grade Students of SMP Negeri 8 Padangsidempuan."

**b. Identification of the Problem**

Reading comprehension is the process to get information from a text and understand or know the meaning of a text. Reading comprehension is the ability of to understand the author's message in a text. The reader must master the language in the text and be able to capture the information or content of the text.

As mentioned above the factors of reading comprehension are: environment, mood, self-esteem, motivation, teaching styles, supports, task/ task expectations, materials and learning style.

**c. Limitation of the Problem**

Based on identification of the problem above, there are some factors of reading comprehension. They are environment, mood, self-esteem, motivation, teaching styles, supports, task/ task expectations, materials and learning style. This research did not discuss all the factors of reading comprehension. This research only focuses on one factor. This research is limited to learning style.

This research focuses on learning style in reading comprehension because of some factors. First, the students are difficulties to read and comprehend the text. Second, the students are difficulties to find out the information of the text. Third, some students are lazy to learn English because they feel English lesson is very difficult.

**d. Formulations of the Problem**

As for the formulation of the problem of this research are:

1. In what extent are the learning style at the eighth grade students of SMP Negeri 8 Padangsidimpuan?
2. How is the reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan?
3. Is there any significant correlation between learning style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan?

**e. Objectives of the Problem**

The objective of this research are:

1. To know the learning style at the eighth grade students of SMP Negeri 8 Padangsidimpuan.
2. To know the reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan.
3. To find out whether there is a correlation between learning styles and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan or not.

**f. Significances of the Research**

The result of research is expected to be useful as the contribution:

1. For headmaster to motivate the students to learn reading seriously so they will be easier to understand the English text.

2. For the English teachers to help teachers become professionals in teaching English, so can make their students to know about the material before giving the text to the students to avoid confusing happens to them.
3. For other researchers to give a knowledge of the further of researcher to do the better research of teaching and learning cases.

**g. Outline of The Thesis**

Outline of this research divided into five chapters. Chapter one consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research and outline of the research. Chapter two consists of the theoretical description. It is divided into subchapters which consist of learning style, reading comprehension, related findings, framework of thinking and hypothesis.

Chapter three consists of methodology of the research which is divided into subchapter, place and time of the research, research method, population and sample, definition of operational variables, instrument of collecting data, validity and reliability, technique of collecting data and technique of data analysis. Chapter four, consist of the data description, data analysis, discussion and threats of the research. Chapter five consists of the conclusion about the result of this research, implications and suggestion that are given by the researcher.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Learning Style

###### a. Definitions of Learning Style

Learning style is a way of individual takes in understanding, express and remembers information. According to Dunn and Griggs “learning style is the way students begin to concentrate on, process, internalize, remember new and difficult academic information.”<sup>1</sup> According to Reid “learning style is preferred way of learning and studying, for example using pictures instead of text, working in groups as opposed to working alone, or learning in a structured rather than an unstructured manner.”<sup>2</sup> Suyono and Harianto said that learning style is an activity or process to acquire knowledge, to increase skill, to correct behavior and to reinforce personality.<sup>3</sup> It means, to acquire or get knowledge can be done through some best or preferred ways. Meanwhile, learning style is the characteristic of cognitive, affective, social, and psychological behaviors which is seen as stable rules of the way learners process, interact with their around and respond the learning environment.<sup>4</sup> Learning style is defined pervasive quality in

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<sup>1</sup>Rita Dunn and Shirley A. Griggs, *Practical Approaches to Using Learning Styles in Higher Education* (USA, 2000), p.8.

<sup>2</sup>Gavin Reid, p. 42.

<sup>3</sup>Suyono and Hariyanto, *Belajar Dan Pembelajaran* (Bandung: PT Remaja Rosdakarya Offset, 2011), p. 9.

<sup>4</sup>D. Mac Keracher, *Making Sense of Adult Learning*, 2nd ed. (Canada: University of Toronto Press Incorporated, 2004), p. 71.

learning behavioral strategies learned from the individual whose instrument development distinguishes one type learner from others.<sup>5</sup> It means, if all students study in the same way, an inventory of learning styles is not needed.

From the definition above, it can be concluded that learning style is the way and variety of students in understanding, absorbing, obtaining, perceives, process and remembering knowledge or information in learning activities. So learners can adopt different styles in different context.

#### **b. Purposes of Learning Style**

Learning style is very important for every individual, to improve the learning process. There are some purposes of learning style as follows:

- a. To increase our awareness of which learning activities are suitable or not suitable for our learning style.
- b. To help determine the right choice of the many activities. Keeps us from inappropriate learning experiences.
- c. Individuals with less effective learning ability, can improvise.
- d. To help individuals to plan their learning goals, as well as analyze one's level of success.<sup>6</sup>

It can be concluded that each individual has their own learning style, the purpose of learning style is to improve, determine, assist, and analyze learning activities that suit us.

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<sup>5</sup>Akhyar Rido and Achmad Yudi Wahyudin, "Perceptuals Learning Style Preferences of International Master's Students in Malaysia," *Jurnal Pendidikan Bahasa Dan Sastra* 19, no. 01 (2020): p. 183, <http://journal.unj.ac.id/unj/index.php/bahtera/>.

<sup>6</sup>M. Nur Ghufroon and Rini Risnawita, *Gaya Belajar Kajian Teoritik* (Yogyakarta: Pustaka Pelajar, 2012), p. 138.

### c. Types of Learning Style

There are many types of learning styles, it can be grouped based on the information processing, environment and personality. According to Fleming's theory there are three types of learning style, that consisted of visual, auditory and kinesthetic learning style.<sup>7</sup> Besides, according to Dunn and Griggs there are five types of learning style consisted of environmental, emotional, sociological, physiological, psychological.<sup>8</sup> Another, according to Jung's theory, there are two types of learning styles, they are individual and grouping learning styles.

Based on the explanation above, it can be concluded that there are ten types of learning styles based on the expert, and will be explained as follows:

#### a. Visual Learning Style

Visual learners prefer to learn by looking at objects. They like to read and remember information presented visually more easily. There are some characteristics of visual learning style, as below:

- a. Talk rather quickly
- b. Be concerned appearance in dress/presentation
- c. Not easily disturbed by noise
- d. Remember what you see, rather than what you hear
- e. Like to read
- f. Fast and diligent reader
- g. Often know what to say, but not good at choosing words
- h. Prefer demonstrations rather than speeches
- i. Prefer music than art
- j. Has trouble remembering instructions verbal unless written, and often requested help people to repeat it.<sup>9</sup>

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<sup>7</sup>Pritchard, p. 44-45.

<sup>8</sup>Dunn and Griggs, p.10.

<sup>9</sup>Darmadi, *Pengembangan Model Dan Metode Pembelajaran Dalam Dinamika Belajar Siswa*, First Edit (Yogyakarta: CV. Budi Utama, 2017), p. 161.

Based on the explanation above, it can be concluded points 5, 6 from the characteristics of learning styles above are suitable for students' reading comprehension.

b. Auditory Learning Style

Auditory learners prefer to learn by hearing. They have good auditory memory and they prefer to hearing stories rather than reading. There are some characteristics of auditory learning style, as below:

1. When working like to talk to himself
2. Neat appearance
3. Easily distracted by noise
4. Learn by listening and remembering what what is discussed rather than what is seen
5. Enjoy reading aloud and listening
6. Move their lips and pronounce the writing in books when reading
7. Usually he is a fluent speaker
8. It's better to spell out loud than to write it down
9. Prefers oral jokes than reading comics
10. Has problems with jobs that involve Visuals
11. Speak in a patterned rhythm
12. Can repeat and imitate the tone, rhythm and color of the sound.<sup>10</sup>

Based on the explanation above, it can be concluded from the characteristics of learning styles above are not suitable for students' reading comprehension, this learning style is more suitable for listening comprehension.

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<sup>10</sup>Darmadi, p. 162-163.

### c. Kinesthetic Learning Style

Kinesthetic learners prefer to learn by doing. They are good at remembering events and associating feelings or physical experiences with memory. There are some characteristics of kinesthetic learning style, as below:

- a. Speak slowly
- b. Neat appearance
- c. Not easily disturbed by situations commotion
- d. Learn through manipulation and practice
- e. Memorize by walking and looking
- f. Using fingers as a guide when reading
- g. Find it difficult to write but great at telling stories
- h. Likes books and they reflect action with body movements while reading
- i. Likes games that keep you busy
- j. Can't remember geography, unless they have actually been there
- k. Touches people to get attention they use words that contain action.<sup>11</sup>

Based on the explanation above, it can be concluded points 6, and 8 from the characteristics of learning styles above are suitable for students' reading comprehension.

### d. Environment

Environment refers to the students' learning environment. Students respond differently to their best suited environment to learn. There are some indicators of this learning style, as follows:

- a. Sound
- b. Light
- c. Temperature
- d. Design.<sup>12</sup>

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<sup>11</sup>Darmadi, p. 163-164.

<sup>12</sup>Dunn and Griggs, p.10.

Based on the indicator above, it can be concluded point 1, 2, and 4 from indicator of learning style above are suitable for students' reading comprehension because the environment can influence students in understanding learning.

e. Emotional

This learning style refers to the emotional of the students while learning. There are some indicators of this learning style, as follows:

- a. Motivation
- b. Persistence
- c. Responsibility
- d. Structure.<sup>13</sup>

Based on the indicator above, it can be concluded that point 1 and 4 from indicator of learning style above are suitable for students' reading comprehension because the emotional can influence students in learning.

f. Sociological

This learning style is a way of learning refers to their social preference of the learning. Some student like to study alone, pair or group. There are some indicators of this learning style, as follows:

- a. Self
- b. Pair
- c. Peers
- d. team/group
- e. Adult
- f. Varied.<sup>14</sup>

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<sup>13</sup>Dunn and Griggs, p.10.

<sup>14</sup>Dunn and Griggs, p.10.

Based on the indicator above, it can be concluded that point 1, 2, 3, 4 and 5 from the characteristics above are suitable for students' reading comprehension because when students learning alone, pair, peers or with others, they can process or understanding information of the text.

g. Physiological

This learning style refers to physiological of the students when learning. There are some indicators of this learning style, as follows:

- a. Perceptual
- b. Intake
- c. Time
- d. Mobility.<sup>15</sup>

Based on the indicator above, students can understand learning based on perceptual, intake, time and mobility.

h. Psychological

This learning style refers to psychological influences of the students when learning. There are some indicators of this learning style, as follows:

- a. Global
- b. Analytic
- c. Hemisphericity
- d. Impulsive / reflective.<sup>16</sup>

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<sup>15</sup>Dunn and Griggs, p.10.

<sup>16</sup>Dunn and Griggs, p.10.

Based on the indicator above, it can be concluded the students process and respond globally, analytically, hemisphericity, impulsive/reflective when learning.

i. Individual Learning Style

Individual learning style is the style that like to study alone. The characteristics of this learning style are:

- a. Like to study alone
- b. Listen to others talk and think about information privately
- c. Think about something first and try it later
- d. Listen, observe, write and read
- e. Take time to complete assignments.<sup>17</sup>

Based on the explanation above, it can be concluded points 1 and 4 from the characteristics learning style above are suitable for suitable for students' reading comprehension.

j. Grouping Learning Style

Grouping learning style is the style that like to study in group.

The characteristics of this style are:

- a. Like discussion to understand new information and ideas
- b. Study in groups
- c. Try something first and think about it later
- d. See the result from a project
- e. See examples of how other people are doing the task.<sup>18</sup>

Based on the explanation above, it can be concluded point 2 from characteristics of learning style above are suitable for students' reading comprehension.

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<sup>17</sup>Pritchard, p. 46.

<sup>18</sup>Pritchard, p. 46.



From the explanation above it can be concluded that there are ten learning style in generally, but there are some learning style that suitable for students' reading comprehension. They are visual, auditory, kinaesthetic, environment, emotional, and sociological, individual and grouping learning style.

#### **d. Factors that Effect Learning Styles**

Learning style is influenced by several factors. There are several factors that come from within the person itself (Internal factors) and there are also some factors that come from outside the individual itself (External factors):

##### **a. Internal Factors**

###### **a. Physical Factors**

Physical factors include two parts, namely health and disability. Health factors affect learning activities. The learning process will be disrupted if a person's health is disturbed, in addition to that he will quickly get tired, lack of enthusiasm, easily dizzy, sleepy when his body is weak, lack of blood or there is interference with the senses and the body. While the body defects are something that causes less good or less perfect about the body. The disability can be blind, half blind, deaf, half deaf, broken leg, paralyzed and others. Such a state of disability also affects a person's learning activities.

###### **b. Psychological Factors**

There are seven factors belonging to the psychological factors that affect learning. These factors are intelligence, attention, interest, talent, motive, maturity and readiness.

###### **c. Fatigue Factors**

Fatigue in humans although difficult to separate, but divided into two types, namely physical fatigue and spiritual fatigue (of a psychological nature). Physical fatigue is characterized by decreased endurance. Meanwhile, spiritual fatigue can be seen from a lack of interest in learning, lethargy and boredom in learning, so that the interest and drive to produce something is lost. Fatigue factor in a person is different. Therefore, it needs a different way or style of learning.

b. External Factors

a. Family Factor

Someone who learns will receive influence from the family in the form of how parents educate, relations between family members, household atmosphere and family economic situation.

b. School Factors

School factors that will influence student learning methods or styles include teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline or rules, learning atmosphere, lesson standards, building conditions, school location, and others. Teacher factors, for example, the teacher's personality, the teacher's ability to facilitate students and the relationship between the teacher and students also influence the way or style of student learning.

c. Society Factors

Society is an external factor that also influences student learning styles. Society factors that influence the way or style of student learning include student activities in the society, mass media, association and forms of society life.<sup>19</sup>

Based on the explanation above, it can be conclude that the factors of influencing learning styles are internal factors (physical factors, psychological factors, fatigue factors) and external factors (family factor, school factors and society factors).

**e. Advantages and Disadvantages of Learning Styles**

Everyone has their own way of learning, so they can learn more easily in absorbing, organizing and processing information. There are some advantages and disadvantages of learning styles, as below:

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<sup>19</sup>Darmadi, p. 171.

#### a. Advantages of Learning Styles

According to Reid there are some advantages of learning style as below:<sup>20</sup>

1. Students can easy for remembering information by using their learning style.
2. Students may also get considerable pleasure from learning.
3. Students will be able to demonstrate to others how to do something.
4. Students will likely be able to enjoy the actual experience of learning.

Based on the advantages above, it can be concluded that when students use appropriate learning style it will be easier for them to understand the lesson.

#### b. Disadvantages of Learning Styles

Based on the advantages above there are also disadvantages of learning style as follows:<sup>21</sup>

1. If the learning style used by students is not appropriate, it is possibility that students focus on small bits of information and

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<sup>20</sup>Gavin Reid, p. 92-94.

<sup>21</sup>Gavin Reid, p. 92-94.

do not obtain a holistic and broad picture of something you are working on.

2. Also students may need more time to complete tasks. Students may not spend enough time or pay attention to specific detail.
3. Students may miss some instructions or information if it is presented orally. Students may find it difficult to concentrate on a lengthy written task while seated. Students may not pay attention to detail, especially if it is in written form.

Based on the explanation above it can be concluded that learning style has different advantages and disadvantages. Every student has a different way of learning, if the learning style is used appropriate it can help students learn more efficiently and effectively.

## **2. Reading Comprehension**

### **a. Definition of Reading comprehension**

According to Grellet reading comprehension is understanding a written text, it means extracting the required information from it as efficiently as possible.<sup>22</sup> Grover said that reading comprehension is a dynamic interactive process in constructing meaning with combines the reader's existing knowledge with the text information in it the context of a reading situation.<sup>23</sup> It means reading comprehension as a way to perfect the idea of meaning in the text. Grabe and Stoller said that reading

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<sup>22</sup>Francoise Grellet, *Developing Reading Skills; A Practical Guide to Reading Comprehension Exercises* (London and New York, 2000), p. 3.

<sup>23</sup>J. Grover, *A Guided to Curriculum Planning in Reading*, 2004, p. 6.

comprehension is the ability to understand information in a text and interpret it appropriately.<sup>24</sup> Besides, Haris and Graham said that reading comprehension is the process of constructing meaning by coordinating a number or complex process that include word reading, word and word knowledge and fluency.<sup>25</sup> Another, reading comprehension is mental process in which the reader try to understand the meaning in the text by interpreting in what have been read in order to find the idea given by the writers.<sup>26</sup> Then, based on the Curriculum 2013 reading comprehension is an activity to understand social functions, text structures and linguistic elements from the text read, both interpersonal/transactional text, special functional text, and functional texts in reading form.<sup>27</sup>

From the definition above, it can be concluded that reading comprehension is the ability to understand a text that has been read and is an important skill for learning basic competencies for students and other people. Reading comprehension is a process of finding information and understanding the meaning from a text.

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<sup>24</sup>William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, Second Edi (London and New York: Routledge, 2011), p. 11.

<sup>25</sup>Karen R Haris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties* (London, 2007), p. 2.

<sup>26</sup>Fitriadi Lubis et al, "The Effect of Make a Match Technique on Students' Reading Comprehension at XI Grade of MAN 1 Padangsidimpuan," *English Journal for Teaching and Learning* 5, no. 1 (2017): 14.

<sup>27</sup>Siti Wachidah and et al, *Buku Guru Bahasa Inggris: When English Rings a Bell* (Jakarta: Pusat Kurikulum dan Perbukuan, 2014), p. 4.

## **b. Purposes of Reading Comprehension**

Reading comprehension is very important for the students. Reading can increase our knowledge and understanding of new things. According to Grabe and Stoller stated that there are several purposes of reading comprehension as follow:

1. **Reading to Search for Simple Information**  
Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process.
2. **Reading to Skim Quickly**  
Reading to skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be located in the text.
3. **Reading to Learn From Text**  
Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).
4. **Reading to Integrate Information**  
Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.
5. **Reading to Write and Reading to Critique Text**  
Both reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to select, critique and compose information from a text.
6. **Reading for General Comprehension**  
Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.<sup>28</sup>

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<sup>28</sup>William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, Second Edition (London and New York: Routledge, 2011), p. 6–8.

Based on the purposes of reading above can be concluded, it helps students to search for simple information, skim quickly, learn from text, integrate information, write and reading to critique text and reading for general comprehension.

In addition, based on the curriculum 2013 there are some purposes of reading comprehension in reviewer from Kompetensi Dasar in Junior High School as follows:<sup>29</sup>

- a. Demonstrate acceptable behavior in personal environment, socio-cultural, academic and professional.
- b. Identify the social function, text structure, and linguistic elements of short and simple texts.
- c. Communicate interpersonally, transactionally and functionally about oneself, family, as well as people, animals and objects, concrete and imaginative. closest to the daily lives and activities of students at home, school and community.
- d. Compose spoken and written texts, short and simple using structure the text sequentially and coherently as well as linguistic elements accurately, acceptable and smooth.

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<sup>29</sup>Siti Wachidah, et al, *Buku Guru Bahasa Inggris: When English Rings a Bell* (Jakarta: Pusat Kurikulum dan Perbukuan, 2014), p. 4.

Based on the explanation above, can be concluded the purposes reading is to give (explain or describe) and ask for information regarding the circumstances of the action/activity/even/ being carried out occurs regularly or is a general truth, according to the context its use.

### c. Types of Reading Comprehension

According to Patel and Jain stated that there are four types of reading as follows:

#### 1. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

#### 2. Extensive Reading

Extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book.

#### 3. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be very difficult at secondary level and it is not useful at secondary level.

#### 4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.<sup>30</sup>

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<sup>30</sup>Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching (Method, Tools & Techniques)* (Jaipur: Sunrise Publishers & Distributors, 2008), p. 117.



It can be concluded there are four types of reading namely intensive reading, extensive reading, aloud reading and silent reading. Reading skills are very important in teaching English because it can improve students' reading fluency and can expand their vocabulary knowledge in English.

#### **d. Principles of Reading Comprehension**

The principles of reading is the strategies used to understand content and obtain information from reading text. There are some principles in reading comprehension stated by brown as follows:

1. Identify your purpose in reading text.
2. Applying spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis( prefixes, roots, suffixes, etc.) to determine meaning.
4. Guess at meaning ( of words, idiom, etc,) when you aren't certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information( names, dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, chart, or semantic map for understanding and retaining information.
9. Distinguishing between literal and implied meaning.
10. Capitalize on discourse markers to process relationship.<sup>31</sup>

Based on the statement above there are ten principles for reading comprehension. The principles of reading can help the students to have more understanding in reading text. Beside, the students will be easy to obtain information from the text.

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<sup>31</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, p. 188-189.

### e. Process of Reading Comprehension

The reading process is an activity that start from looking at the reading text to processing the information. According to Patel and Jain stated that the proces of reading can be broadly classified into three stages, as follows:

1. The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic cunterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
2. The second stage is 'the structuring stage.' The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
3. The third stage is 'the interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.<sup>32</sup>

From the explanation above, can be concluded the recognition stage is the process of recognizing word in a text, the sructuring stage is the process of understanding the meaning and the interpretation stage is the process to get information.

### f. Materials in Teaching Reading Comprehension


There are common topics in English book that use for eighth grade of SMP/MTS its divided into thirteen chapter. Such as: It's English Time, We Can do it and We will do it, We know what to do, Come to my birthday please!, I'm so happy for you!, Our busy roads, My uncle is a zookeeper,


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<sup>32</sup>Patel and Jain, *English Language Teaching (Method, Tools & Techniques)*.


What are you doing?, Bigger is not always better, When i was child, Yes, we made it!, Don't forget me, please!, We go a lot of histories.<sup>33</sup> Based on the syllabus curriculum for eight grade, this reasearch take My uncle is a zookeeper in descriptive text on chapter VII.

1) The examples of reading comprehension in descriptive text


 Observing & Asking Questions




Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.  
(Adopted from *The Little Animal Encyclopedia*)



Tigers are the biggest of all cats. They live in the grasslands and forests. Their stripped coat gives them good camouflage when they hunt. They love meat to eat.  
(Adopted from *The Little Animal Encyclopedia*)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.  
(Adopted from *The Little Animal Encyclopedia*)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkey eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.  
(Adopted from *The Little Animal Encyclopedia*)

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*Source: English Textbook VIII Grade of SMP/MTS*

<sup>33</sup>Siti Wachidah, *Bahasa Inggris : When English Rings a Bell* (Jakarta: Pusat Kurikulum dan Perbukuan, 2017), p.85.



Observing & Asking Questions

We will tell what the zoo keepers do as their routines.



Here are what we will do. **First**, we will listen and repeat after the teacher, sentence by sentence. **Second**, in the group we will learn to tell, not read, the zoo keepers' routine jobs. **Finally**, we will do it in front of the class.

We will say the sentences loudly, clearly, and correctly.



He feeds the animals every day.



She prepares foods and drinks for the animals every morning.

## 2) The exercises of reading comprehension in descriptive text



We will look closely at the descriptions of the animals.  
We will use a table to analyze the information about them.



Here are what we will do. We will work in groups. **First**, we will study the examples carefully and copy them in our notebook. **Second**, we will discuss and fill in the table with the information of the animals, like the examples. **Finally**, every one of us will handwrite the analysis in the notebook or type it with a computer.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No	Animal	Habitat	Food	Activity	Characteristics
1	Elephants	Africa and Asia	grass and plants	use their long trunks to put food and water in their mouths	are the heaviest land animals
2	Tigers				
3	Bears				
4	Monkeys				



## Collecting Information

We will rewrite the sentences by stating the names of the zoo keepers, like the given example.

Here are what we will do. We will work in groups.  
**First**, we will study the example carefully.  
**Second**, we will state the names of the zoo keepers and their routine activities in good sentences. Every one of us will handwrite the complete sentences on a piece of paper.



We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly.

1. Mr. Ahmad feeds the animals every day.
2. Mrs. Siska \_\_\_\_\_
3. Mr. Hari and Mrs. Gina \_\_\_\_\_
4. Mr. Warta and Mr. Kirna \_\_\_\_\_
5. Mrs. Indi \_\_\_\_\_
6. Mr. Matias \_\_\_\_\_

### **g. Reading Comprehension Assessment**

There are indicators in reading comprehension that want to be developed in expressing the meaning of the words, content of message, and infer implied meaning. So in assessing reading comprehension there are some indicators. The indicators are students able to:

1. Identify the topic.
2. Identify the main idea.
3. Identify information that needed.
4. Understanding the vocabulary.
5. Identify grammar.
6. Identify conclusion.<sup>34</sup>

Based on the statement above, this research took several indicators of reading comprehension and chose multiple choice questions as a technique for testing reading comprehension.

### **B. Review of Related Finding**

There are some related findings to this research, the researcher found as follows:

The first, Harida et al has done the research the research showed the calculating of product moment by getting correlation coefficients  $r_{xy} = 0.467$ . The significant correlation level was done by locking  $r_{table} (r_t)$  on significant level 5% was 0.361 and on significant level 1% was 0.463. The null hypothesis was accepted because  $r_{count} > r_{table}$ . Therefore, there was a significant correlation between learning style and students reading comprehension at grade XI SMA N 1 Tambangan.<sup>35</sup>

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<sup>34</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, p. 210.

<sup>35</sup>Eka Sustri Harida, Fitri Rayani Siregar, and Rina, "The Correlation between Learning Style and Students' Achievement in Reading Comprehension at Grade XI SMA N TAMBANGAN," *English Education* 5, no. 1 (2017): 126–39.

The second, Desti et al has done the research and found result that  $r_{\text{count}}$  was higher than  $r_{\text{table}}$  ( $0.074 > 0.368$ ). Then score of  $t_{\text{count}}$  was (3.692) higher than  $t_{\text{table}}$  (2.09). It means  $H_a$  hypothesis was accepted. Therefore, it can be said that there was a significant correlation between reading motivation and reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan.<sup>36</sup>

The last, Siregar has done the research and the result that most of students have auditory style. The score of  $r_{xy}$  was smaller than  $r_{\text{table}}$   $0.121 < 0.2561$ . The result showed that there was a correlation between learning style and learning achievement in English at the XI grade students of SMA Negeri 1 Padang Bolak, but categorized into small correlation. It was concluded that there is a small correlation between learning style and learning achievement in English at the XI grade students of SMA Negeri 1 Padang Bolak.<sup>37</sup>

Based on related findings above, the researcher wants to research the correlation between learning style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan but this research is different with the research above. It can be seen from place and time of research.

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<sup>36</sup>Desti Amelia Gultom, Eka Sustri Harida, and Fitri Rayani, "The Correlation Between Reading Motivation and Reading Comprehension of the Grade X Students SMA S Nurul 'Ilmi Padangsidimpuan," *English Journal for Teaching and Learning* 6, no. 1 (2018): 14.

<sup>37</sup>Paujia Siregar, "The Correlation between Learning Style and Learning Achievement in English at the XI Grade Students of SMA Negeri 1 Padang Bolak" (IAIN Padangsidimpuan, 2021). <https://repo.uinsyahada.ac.id/view/divisions/TBI/>



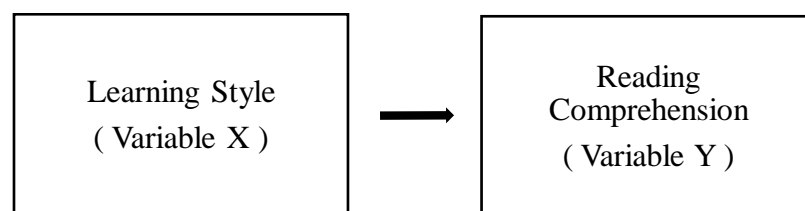
### C. Framework of Thinking

Learning style is the way and variety of students in understanding, absorbing, obtaining, perceives, process and remembering knowledge or information in learning activities. So learners can adopt different styles in different context.

Reading comprehension is the process of understanding the content of the text. Reading comprehension is the ability the reader to comprehend meaning of the text. Reading comprehension is the process of the reader try to get the information or to get the meaning.

Learning style is one way to increase the students reading comprehension. Learning style can help students' reading comprehension to process information more effectively. Then, it can improve students' understanding of the material or information presented. The last, it can create conducive and enjoyable learning for teachers and students.

Based on the explanation above, it can be assumed that there is significant correlation between learning style and reading comprehension.



**Figure 1. The Correlation between Learning Style and Reading Comprehension**

#### **D. Hypothesis**

The hypothesis of this research are:

1. There is a significant correlation between learning style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidempuan. (Ha)
2. There is no significant correlation between learning style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidempuan. (Ho)

## CHAPTER III

### RESEARCH METHODOLOGY

#### **a. Place and Time of Research**

This research has been conducted at the eighth grade students of SMP Negeri 8 Padangsidimpuan. The location is on Jl. Mandailing Km. 7, 8, Pijorkoling, Padangsidimpuan Tenggara, Sumatera Utara.. The process of this research began from March 2023 until finish.

#### **b. Research Method**

The kind of this research is quantitative research. According to Gay “quantitative research is the collection and analysis of numerical data to describe explain, predict or control phenomena of interest.”<sup>1</sup> The type use in this research is correlational research. The correlational research is attempt to determine whether and to what degree the relation between two or more variables.<sup>2</sup> In the correlation research, the data collected and analyzed by used statistical analysis. The method in this research is descriptive method. “Descriptive method is a form of research to describe the phenomena of fictive phenomena.”<sup>3</sup> So, descriptive method is to describe the correlation between two variables.

From the explanation above, it can be concluded that in this research is to describe the correlation between learning style and reading comprehension.

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<sup>1</sup>L. R. Gay et al, *Educational Research: Competencies for Analysis and Applications* (United States of Amerika: Pearson, 2012), p. 7.

<sup>2</sup>L. R. Gay et al, p. 9.

<sup>3</sup>Sanapsiah Faisal and Mulyani Guntur, *Metode Penelitian Dan Pendidikan* (Surabaya: Usaha Nasional, 1982), p. 119.

### c. Population and Sample

#### a. Population

Population is defined as an area of generalization consisting of subjects that are determined by researcher for studying and taking the conclusion.<sup>4</sup> The population of this research is all of the eighth grade students of SMP Negeri 8 Padangsidimpuan. They consist of five classes and the total number of them are 169 students. It can be seeing in the following table.

**Table III. 1**  
**Population of The Research**

No.	Class	Students
1.	VIII-1	35
2.	VIII-2	34
3.	VIII-3	33
4.	VIII-4	34
5.	VIII-5	33
Total		169

#### b. Sample

Sample is the part of the population. It is the part of quantity and characteristic of the population. The sample selected by using random sampling technique because at the eighth grade students of SMP Negeri 8 Padangsidimpuan is applying the same curriculum, the same teachers, the same books used. So, they are called homogeneous with the tittle of this

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<sup>4</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, Dan R&D* (Bandung: Alfabeta, 2015), p.117.

research. This research used the way by using lottery. Where the name of all the students were written on a piece of a paper. Then the paper put into the small box and shaken then out as much as need. Its means, all the population of subject have a chance to choose as a sample.

To take the sample, the researcher used Slovin's formula which explain as follow:

$$n = \frac{N}{1+N \times e^2}$$

n = the total of sample

N = the total of population

e = the percentage of leeway in the accuracy of sample errors that can still be tolerated.

e = 0.1 (10%) for a small population

e = 0.2 (20%) for large population.<sup>5</sup>

So, this research used the formula above to determine the sample size, with the limit error tolerance 20% as follows:

$$n = \frac{169}{1+169 \times 0.2^2}$$

$$n = \frac{169}{1+169 \times 0.04}$$

$$n = \frac{169}{7.76}$$

n = 21.77 rounded to 22.

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<sup>5</sup>Khasan Effendy, *Memadukan Metode Kuantitatif Dan Kualitatif*, 1st ed. (Bandung: CV. Indra Prahasta, 2010), p. 102.

From the explanation above, it can be said that all the number of sample were 22 students. After the names were taken from the box, the researcher got the numbers from each class, they were 7 students from VIII-1, 5 students from VIII-2, 3 students from VIII-3, 4 students from VIII-4 and 3 students from VIII-5, it can be seen in the following table.

**Table III. 2**  
**Sample of The Research**

No.	Class	Students
1.	VIII-1	7
2.	VIII-2	5
3.	VIII-3	3
4.	VIII-4	4
5.	VIII-5	3
Total		22

#### **d. Definition of the Operational Variables**

##### 1. Learning Style

Learning style is the way and variety of students in understanding, absorbing, obtaining, perceives, process and remembering knowledge or information in learning activities.

##### 2. Reading Comprehension

Reading comprehension is the ability to understand a text that has been read and is an important skill for learning basic competencies for students and other people.

### e. The Instruments of Collecting Data

Instrument is very important to support every research. This research used two instruments to get the data in this research. They were questionnaire to get the data about learning style, and test to get the data about reading comprehension.

#### a. Questionnaire

Questionnaire is one of the tool to know the behavior, opinion, or motivation of the sample. This research used Likert Scale. Likert Scale used to know opinion, behavior and perception. In likert scale, the information are started from the positive one into the negative one (Strongly agree/always, agree/often, rather agree/sometimes, disagree/rarely, strongly disagree/never).<sup>6</sup> The positive direction is call favorable, while the negative direction is call unfavorable. Both has their own score. They are described in the following below:

**Table III. 3**  
**The Classification of Likert Scale**

No.	Symbol	Explanation	Favorable	Unfavorable
1.	SS	Strong agree	5	1
2.	S	Agree	4	2
3.	KS	Rather agree	3	3
4.	TS	Disagree	2	4
5.	STS	Strongly disagree	1	5

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<sup>6</sup>Sugiyono, p.117.

The indicator was taken from types of learning style that suitable for reading, they are visual, auditory, kinesthetic, environment, emotional, sociological, individual and grouping learning style. The questionnaire consisted of 30 items. It can be seen in the following below:

**Table III. 4**  
**Indicators of Learning Style**

No.	Types of Learning Style	Indicators	Number of Item	Total Items
1.	Visual	Like to read	1, 2	2
		Fast and diligent reader	3, 4, 5	3
2.	Kinesthetic	Using Finger	6, 7, 8	3
		Reflect action with body movements while reading	9, 10	2
3.	Environment	Sound	11	1
		Light	12, 13	2
		Design	14, 15	2
4.	Emotional	Motivation	16, 17, 18	3
		Structure	19, 20	2
5.	Sociological	Self	21	1
		Pair	22	1
		Peers	23	1
		Team/group	24	1
		Adult	25	1
6.	Individual learning	Like to study alone	26, 27, 28	3
7.	Group learning	Like to study in group	29, 30	2
Total items			30	



## b. Test

Test is one of a tool that contains a number of question to measure knowledge, intelligence, and ability. The indicator of question was taken from Brown's theory about reading comprehension. The indicators consist of identify the topic, identify the main idea, identify information that needed, understanding the vocabulary, identify grammar and identify the conclusion. To get the data of students' reading comprehension, this research uses the multiple choice test. Which form of multiple choice is with four options a, b, c and d. In this research there was there was 20 items test, the credit of items was 5 score for each items.<sup>7</sup> So, the maximum score of test 100. The indicators and numbers of items can be seen in following table:

**Table III. 5**  
**Indicators Reading Comprehension Test**

No	Indicators	Item	Number of Items	Score	Total Score
1.	Identify the topic	2	1, 12	5	10
2.	Identify the main idea	1	16	5	5
3.	Identify information that needed	6	2, 3, 6, 7, 9, 11	5	30
4.	Identify vocabulary from the text	4	5, 10, 15, 20	5	20
5.	Identify grammar	5	4, 8, 14, 18, 19	5	25
6.	Identify conclusion	2	13, 17	5	10
Total		20		25	100

<sup>7</sup>Gito Supriyadi, *Pengantar Teknik Evaluasi Pembelajaran*, First Edit (Malang, 2011), p.72.

## f. Validity and Reliability

In order conducting the research it is important thing to identify the validity and reliability of the instruments. In this research there are two instruments that have been identified the validity and reliability as follows:

### 1. Validity

Validity is used to see the correctness of and to see the measurement of it. The instruments used must be valid. In this research the validity is identify for questionnaire and test.

#### a. Questionnaire

In this research used face validity in order to find out the validity of the questionnaire. In face validity the questionnaire has been checking by the expert judgment. Then to test validity every item the researcher used SPSS V.26. The calculation of questionnaire validity used the correlation pearson product moment formula as below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

$r_{xy}$  : Coefficient item validity

N : Number of participants

$\sum X$  : Score for each item

$\sum Y$  : Score for all item<sup>8</sup>

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<sup>8</sup>Sugiyono, p. 228.

There are two criteria for determined validity of test items, as follows:

- 1) If  $r \text{ value} > r \text{ table}$  at the significance of 5%, it means that the instrument is valid.
- 2) If  $r \text{ value} < r \text{ table}$  at the significance of 5%, it means that the instrument is not valid.

Because in this validity test there were 30 respondents and the significant level used 5%, so the result of  $r_{\text{table}}$  was 0.361. The questionnaire consisted of 55 items before valid, to find the result of validity of questionnaire was used SPSS. After calculation from SPSS there was 30 items valid and 25 item were not valid (see appendix 4).

#### b. Test

Researcher used construct validity in order to find out the validity of test instrument. Construct validity conduct the measuring instrument capability explains the concept. This validity is closely related to operational variables.<sup>9</sup>

So, in this research the test validated by checking the instrument to the English Teacher of SMP Negeri 8 Padangsidimpuan.

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<sup>9</sup>Budi Prasetyo, *Instrument Penelitian: Metode Penelitian Pendekatan Kuantitatif* (Bandung, 2021), p.142.

## 2. Reliability

Reliability is also need to created a good test because the test must be reliable as the measuring of the instruments. The instruments becomes reliable when the instruments of the research is belivable to use as instruments of collecting data. The calculation of questionnaire reliability used the correlation formula from SPSS V.26. There are two criteria to determine the reliability of test items, as follows:

Reliability Statistics	
Cronbach's Alpha	N of Items
.842	55

- 1) If alpha cornbach  $>$  r table at the level of significance 5%, it means that the instrument is reliable.
- 2) If alpha cornbach  $<$  r able at the level of significance 5%, it means that the instrument is not reliable.

**Table III. 6 Reliability Statistic**

### g. Technique of Collecting Data

For collecting the data on this research, this research used test and questionnaire. The first the researcher come to chief of School SMP Negeri 8 Padangsidimpuan and to English teacher for asking permission. The Second the researcher went to the class then asked the students attention and participation. The third the researcher gave test and questionnaire to the students. The fourth the researcher gave times to the students for answer it. The fifth the researcher controlled the class, after finished the researcher collected all the instruments and analysis it.

## h. Technique of Data Analysis

After the process of data collection, the researcher analyzed the data by using quantitative data. Analysis data means the process of calculation and arrangement systematically of the data is done by the researcher. In quantitative research the most suitable analysis is using the statistical process. The researcher analyzed the data by using SPSS V.26 and following the formula as below:

1. Identified and corrected the answer the subject research from the test.
2. Identify mean, median, and modus using descriptive statistic to arrange and categorize the data. Descriptive statistic is the way of presenting the data analyze by the following data:

- a. Mean (Average)

The formula is:

$$Me = \frac{\sum fixi}{\sum fi}$$

Descriptio n:

$Me$  : Mean (Average)

$\sum fi$  : Number of students

$\sum fixi$  : the sum of multiplication<sup>10</sup>

- b. Median

The formula is:

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<sup>10</sup>Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2021), p. 54.

$$M_d = b + p \left( \frac{1/2n - F}{f} \right)$$

Description:

$M_d$ : Median

b: lower limit of the real containing median score

p: Class interval

n: Number of students

F: Cumulative frequency lies below the median score containing

f: Median class frequency<sup>11</sup>

c. Modus

The formula is :

$$M_o = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

Description:

$M_o$  : Mode

b : lower limit of the interval containing the real mode

p : Class interval

$b_1$  : frequency located at the interval that contains the mode

$b_2$  : frequency at below the interval containing mode.<sup>12</sup>

**Table III. 7**  
**Interpretation of Means Score**

No.	Interval	Predicate
1.	80-100	Very good
2.	70-79	Good

<sup>11</sup>Sugiyono, p. 53.

<sup>12</sup>Sugiyono, p. 54.

3.	60-69	Enough
4.	50-59	Less
5.	0-49	Fail

*Source: Sugiyono, Statistika Untuk Penelitian*

### 3. Correlation of Two Variables

In correlational research, the most suitable analysis is using the statistical process. It means the data will be collected by using “r” product moment formulation to see the correlation between two variables. This formulation is use because the data is continuous, homogeneous and the regression is linear.

To determine whether there is the correlation between learning style and reading comprehension, this research used the formula of pearson product moment with using SPSS V.26 the formula as below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

rx<sub>y</sub>: Pearson

N : Number of participants

$\sum X$  : Score of variable x

$\sum Y$  : Score of variable y

$\sum xy$  : Number of approximate score distribution of x and y

$\sum X^2$  : Total squared score distribution of x

$\sum Y^2$  : Total squared score distribution of y<sup>13</sup>

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<sup>13</sup>Sugiyono, p. 228.

**Table III. 8**  
**Criteria Score Interpretation of Correlation**

No.	Percentage	Criteria
1.	Between 0.00-0.199	Very Low
2.	Between 0.20-0.399	Low
3.	Between 0.40-0.599	Enough
4.	Between 0.60-0.799	High
5.	Between 0.80-1.000	Very High

*Source: Sugiyono, Statistika Untuk Penelitian*

#### 4. To Know the Contribution of Coefficient Determination Variables

To know the contribution of coefficient correlation between variables

X and Y. It can be defining the formula determinant correlation:

$$CD = r^2 \times 100\%$$

Where :

CD = Contribution of coefficient determination

r = Coefficient correlation. <sup>14</sup>

#### 5. Testing Hypothesis

The significances variable X and Y has been caculated by:

$$T_{\text{count}} = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-(r_{xy})^2}}$$

Description:

T= result of t-test

n = total of sample

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<sup>14</sup>Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Perdana Publishing, 2015) p. 98.



$r_{xy}$  = coefficient correlation between X and Y.<sup>15</sup>

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<sup>15</sup>Rangkuti, p. 103.

## CHAPTER IV

### THE RESULT OF RESEARCH

In this chapter, the researcher discussed the result of this research about the correlation between reading habit and reading comprehension of the eighth grade students' of SMP Negeri 8 Padangsidimpuan. The researcher used the formula of product moment to analysis the data of students' learning style and reading comprehension. The research data is described as follow:

#### A. Description of the Data

In this research, the variable (X) is learning style and variable (Y) is reading comprehension. The result or score from both of them as below:

##### 1. Students' Learning Style

This part showed the result of students' learning style (variable x) which was independent variables. There were 30 items that presented to be answered by the students. The researcher had known the students' learning style by looking at the score of the questionnaire. The researcher had given the questionnaire to 22 students of SMP Negeri 8 Padangsidimpuan. The answer can be seen below:

**Table IV. 1**  
**Total Score of Students Learning Style**

No.	Learning Style	Frequency
1.	Visual	317
2.	Kinesthetic	312
3.	Environment	309
4.	Emotional	322
5.	Sociological	307

6.	Individual	197
7.	Grouping	115
Total		1879

From the table above, it can be seen that the total score of students' visual learning style was 318. Then, the total score of students' kinesthetic learning style was 312. Then, the total score of students' environment learning style was 309. Then, the total score of students' emotional learning style was 322. Then, the total score of students' sociological learning style was 307. Then, the total score of students' individual learning style was 197 and the total score of students' grouping learning style was 115. So, it can be concluded that most of students in the eighth grade students of SMP Negeri 8 Padangsidimpuan has emotional learning style.

The score of resume of variable Y that students' learning style at the eighth grade students of SMP Negeri 8 Padangsidimpuan has been gotten as table below:

**Table IV. 2**  
**The Score Resume of Students' Learning Style**

No.	Statistic	Variable X
1.	High Score	95
2.	Low score	72
3.	Range	23
4.	Interval	5
5.	Mean Score	85.36
6.	Median Score	85
7.	Mode	84

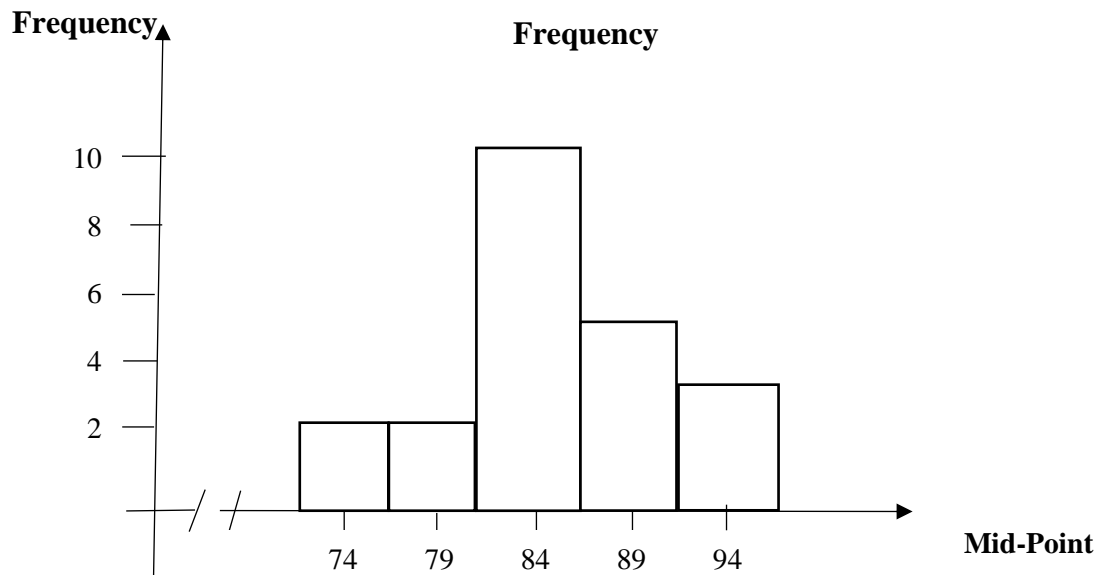
Based on the table above, the researcher has gotten that the highest score was 95 and the lowest score was 72. The researcher also calculated that the mean score was 85.36, the median score was 85, and the mode was 84 (see appendix 11). The calculation of mean score at students' learning style was enough category. To know revelation of data is done variable Y, score of learning style which the total classes are 5 and interval is 5.

Then, the computed frequency distribution of the students' score of group can be applied into table frequency distribution as follows:

**Table IV. 3**  
**The frequency Distribution of Learning Style**

No.	Interval	Mid Point	Frequency	Percentage
1.	72-76	74	2	9%
2.	77-81	79	2	9%
3.	82-86	84	10	45%
4.	87-91	89	5	23%
5.	92-96	94	3	14%
I=5			22	100%

Based on the table above, it was known that the variable revelation of students' learning style showed that the respondent on interval 72 - 76 were 2 students (9%), interval 77 - 81 were 2 students (9%), interval 82 - 86 were 10 students (45%), interval 87 - 91 were 5 students (23%) and interval 92 - 96 were 3 students (14%). In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure IV. 1 : Data Description of Students' Learning Style**

From the histogram above, it can be seen that the highest frequency is 10 in mid-point 84 and the lowest frequency is 2 in mid-point 74 and 79.

## 2. Students' Reading Comprehension

The score of resume of variable Y that students' reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan has been gotten as table below:

**Table IV. 4**  
**The Score Resume of Students' Reading Comprehension**

No.	Statistic	Variable X
1.	High Score	85
2.	Low score	45
3.	Range	40
4.	Interval	8
5.	Mean Score	66.36
6.	Median Score	66.36

7.	Mode	65
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Based on the table above, the researcher has gotten that the highest score was 85 and the lowest score was 45. The researcher also calculated that the mean score was 66.36, the median score was 66.36, and the mode was 65 (see appendix 11). The calculation of mean score at students' reading comprehension was enough category. To know revelation of data is done variable Y, score of reading comprehension which the total classes are 6 and interval is 8.

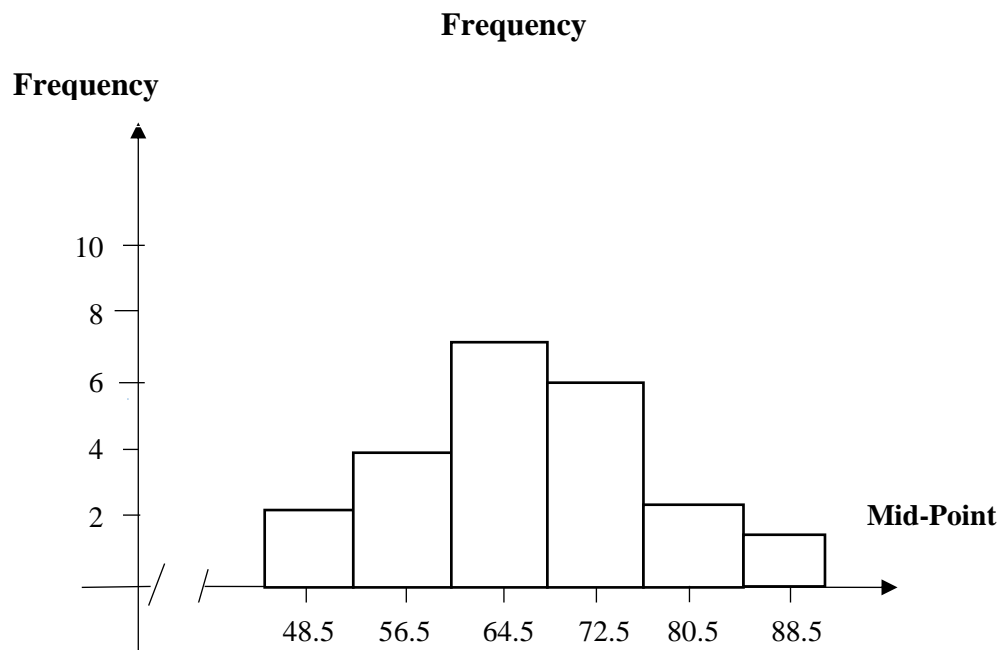
Then, the computed of the frequency distribution of the students' score is applied into table frequency distribution as follows:

**Table IV. 5**  
**The frequency Distribution of Reading Comprehension**

No.	Interval	Mid Point	Frequency	Persentage
1.	45-52	48.5	2	9%
2.	53-60	56.5	4	18%
3.	61-68	64.5	7	32%
4.	69-76	72.5	6	27%
5.	77-84	80.5	2	9%
6.	85-92	88.5	1	5%
I=8			22	100%

Based on the table above, it was known that the variable revelation of students' reading comprehension presented that the respondent in interval 45 – 52 were 2 students (9%), interval 53 – 60 were 4 students (18%), interval 61 – 68 were 7 students (32%), interval 69 – 76 were 6 students (27%), interval 77 - 84 were 2 students (9%) and interval 85 – 92 were 1

student (5%). In order to get a data description of the data clearly and completely, this research presents them on histogram in the following figure:



**Figure IV. 2 : Data Description of Students' Reading Comprehension**

From the histogram above, it can be seen that the highest frequency is 7 in mid-point 64.5 and the lowest frequency is 1 in mid-point 88.5.

## **B. Analysis of the Data**

### **1. Normality Test**

Normality data was calculated using SPSS V.26 Shapiro Wilk test because the number of samples in the study was 22 students, the significance level of test was 5% or 0.05. It meant that data X and Y were distributed normal (appendix 12).

**Table IV. 6**  
**Normality and Homogeneity of Data X and Y**

No.	Class	Normality Test		Homogeneity Test	
		Sig.5%	Sig. Shapiro Wilk	Homogeneity of variances	Sig.5%
1.	Data X	0.05	0.492	0.082>0.05	0.05
2.	Data Y	0.05	0.550		

Based on the table above, the researcher found that Shapiro Wilk >5% ( $0.492 > 0.05$ ) in variable X. It was also found in variable Y, Shapiro Wilk > 5% ( $0.550 > 0.05$ ). Distribution of data X and Y (learning style and Reading Comprehension) is normal.

From the result of homogeneity test by using SPSS V.26 it was found that homogeneity of variance both of classes was 0.082 and the significant value was 0.05. It means that homogeneity of variance was higher than significant value ( $0.082 > 0.05$ ). So, based on the data it can be seen both variable X and variable Y were distributed homogenous or same.

## 2. Hypothesis Test

The aim of testing hypothesis was to determine the correlation between learning style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan. Based on the result, to analyze the hypothesis the researcher used “r” product moment with using SPSS V.26 as below:



**Table IV. 7**  
**Product Moment Test**

No.	Correlations			
			X	Y
1.	X	Pearson Correlation	1	0.471
		Sig. (2-tailed)		0.027
		N	22	22
2.	Y	Pearson Correlation	0.471	1
		Sig. (2-tailed)	0.027	
		N	22	22

The results of calculations using SPSS obtained a correlation coefficients  $r_{xy} = 0.471$ . The result showed that there was a significant positive correlation between style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidempuan in enough category. It has been written in the table of criteria score interpretation below:

**Table IV. 8**  
**Criteria Score Interpretation of Correlation**

No.	Percentage	Criteria
1.	Between 0.00-0.199	Very Low
2.	Between 0.20-0.399	Low
3.	Between 0.40-0.599	Enough
4.	Between 0.60-0.799	High
5.	Between 0.80-1.000	Very High

To look for the contribution of variable X and to variable Y as follow:

CD = The score of determine coefficient correlation

r = The score of coefficient correlation

$$CD = r^2 \times 100\%$$

$$CD = 0.471^2 \times 100\%.$$

$$CD = 0.22184 \times 100\%$$

$$CD = 22.18\%$$

Based on calculation above, the contributed variable X (learning style) toward variable Y (reading comprehension) there was 22.18% and 97.82% influenced by other variables. Testing the truth of significant correlation, it was calculated by using SPSS. The result can be seen on the table below:

**Table IV. 9**  
**Hypothesis test**

<b>Paired Sample Test</b>									
		Paired sample differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	X - Y	19.000	8.618	1.837	15.177	22.821	10.340	21	.000

Based on calculation above, the researcher found that  $t_{\text{count}} = 10.340$

and  $df = 22 - 2 = 20$  and  $t_{\text{table}}$  on 5% significant level 2.021. So,  $t_{\text{count}} > t_{\text{table}}$

(10.340 > 1.725). So, it can be concluded that there was a significant correlation between two variables and the hypothesis was “accepted”.

### C. Discussion of the Result

There are some factors that can influence the students’ reading comprehension. They are environment, mood, self-esteem, motivation, teaching style, support, task expectations, materials and learning style. Learning style was one factor which can influence the students’ reading comprehension. Learning style plays important rule in increasing students reading comprehension.

After doing the research, the researcher discussed the result and compared with result in research related findings. First Harida et al, the result showed the calculating of product moment by getting correlation coefficients  $r_{xy} = 0.467$ . The significant correlation level was done by locking  $r_{table}$  ( $r_t$ ) on significant level 5% was 0.361. The hypothesis in this research was accepted because  $r_{count} > r_{table}$  ( $0.467 > 0.361$ ). It means there was a significant correlation between learning style and students reading comprehension at grade XI SMA N 1 Tambangan.<sup>1</sup> The similarity of Harida’s research and this research was she used same method and the hypothesis was accepted but she has the different indicator in measuring the learning style with this research.

The second, Desti et al has done the research and found result that  $r_{count}$  was higher than  $r_{table}$  ( $0.074 > 0.368$ ). Then score of  $t_{count}$  was (3.692) higher than  $t_{table}$  (2.09). It means  $H_a$  hypothesis was accepted. Therefore, it can be said that

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<sup>1</sup>Harida, Fitri Rayani Siregar, and Rina, “The Correlation between Learning Style and Students’ Acievement in Reading Ccomprehension at Grade XI SMA N TAMBANGAN.”

there was a significant correlation between reading motivation and reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan.<sup>2</sup> The similarity Desti's research and this research was they used same method with this research and the hypothesis was accepted.

The last by Siregar, she found that the result most of students have auditory style. The score of  $r_{xy}$  was smaller than  $r$  table  $0.121 < 0.2561$ . It means the hypothesis  $H_a$  was rejected and  $H_o$  was accepted. It was concluded that there is a small correlation between learning style and learning achievement in English at the XI grade students of SMA Negeri 1 Padang Bolak.<sup>3</sup> The similarity of Paujiah's research and this research was the hypothesis was accepted and she has the different indicator in measuring the learning style with this research.

At result of this research, the result of students' learning style was very good category because the mean score was 85.36 and the result of students' reading comprehension was enough category because the mean score was 66.36. The hypothesis testing of the research, it was found from correlation coefficient  $r_{xy} = 0.471$  and  $r_{table\ 5\%} = 0.423$ . Based on calculation of  $t_{count}$  the result was  $r_{count} > r_{table}$  ( $0.471 > 0.423$ ). The hypothesis ( $H_a$ ) was accepted whereas the hypothesis ( $H_o$ ) was rejected because the value of  $t_{count}$  ( $10.340$ )  $>$   $t_{table}$  ( $1.725$ ). It means there was a significant correlation between learning style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan.

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<sup>2</sup>Gultom, Harida, and Rayani, "The Correlation Between Reading Motivation and Reading Comprehension of the Grade X Students SMA S Nurul 'Ilmi Padangsidimpuan."

<sup>3</sup>Paujia Siregar, "The Correlation between Learning Style and Learning Achievement in English at the XI Grade Students of SMA Negeri 1 Padang Bolak." <https://repo.uinsyahada.ac.id/view/divisions/TBI/>

#### **D. Threats of the Research**

The researcher found threats of the research as following:

1. The researcher gave students the questionnaire and test. The researcher explained them how to answer the questionnaire and answer the test of reading comprehension.
2. The researcher did not know how serious the student answered the questionnaire and test.
3. The researcher was in capable of measuring honest aspect of the students in answering the questionnaire and test.

## CHAPTER V

### CLOSING

#### A. Conclusion

This chapter described a brief result of data about the correlation between learning style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan. Based on the result of the research that have been done, it could be concluded that:

1. The learning style at the eighth grade students of SMP Negeri 8 Padangsidimpuan was high because the mean score was 85.36.
2. The reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan was enough because the mean score was 66.36.
3. The correlation between learning style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan was low. From the score of correlation product moment  $r_{xy} = 0.471$  on significant level 5% was 0.423. It means  $r_{count}$  higher than  $r_{tabel}$  ( $0.471 > 0.423$ ). The hypothesis ( $H_a$ ) was accepted whereas the hypothesis ( $H_o$ ) was rejected because the value of  $t_{count}$  ( $10.340$ )  $>$   $t_{table}$  ( $1.725$ ). It means there was a significant correlation between learning style and reading comprehension at the eighth grade students of SMP Negeri 8 Padangsidimpuan in enough category.

## **B. Implication**

Based done the research conducted under the title “The Correlation between Learning Style and Reading Comprehension at the Eighth Grade Students of SMP Negeri 8 Padangsidempuan” then the following implication can be drawn from the study’s findings.

1. As an alternative, learning style can make help learning enjoyable particularly when it comes to reading comprehension. Learning style can be alternative ways to get fun and authentic learning English especially in reading.
2. The data analysis indicates that the students’ learning style had a relation an affection on their reading comprehension. Use learning style in learning process is capable to promote the improvement of students reading comprehension, but it cannot avoid that the students have good in reading comprehension but less in learning style because in can be affected in other factor.
3. This research can be used as input for students or teachers. Use learning style can increase learning especially reading, as the beyond classroom learning and reach the authenticity of the reading source.

### **C. Sugestion**

After taking the conclusion, the researcher give suggestion as follows:

1. The headmaster of SMP Negeri 8 Padangsidimpuan should help and support students to set their learning style.
2. The English teacher should choose the good method in teaching and learning process to improve students' English mastery.
3. The researcher hopes that the other researcher or reader who want to investigate a research related to this research to find other factors that influence of learning style. Because, there are many factors that affect students' reading comprehension.



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## APPENDIX 1

### THE INSTRUMENT

#### QUESTIONNAIRE OF STUDENTS' LEARNING STYLES

---

Nama :

Kelas :

##### a. Pengantar

- D. Angket ini diberikan kepada siswa untuk mendapatkan informasi dari siswa sesuai dengan penelitian tentang **“The Correlation between Leaning Style and Reading Comprehension at the Eighth Grade Students of SMP Negeri 8 Padangsidempuan”**.
- E. Informasi yang diperoleh dari anda sangat berguna peneliti untuk menganalisis tentang hubungan gaya belajar dengan pemahaman membaca.
- F. Partisipasi anda memberikan informasi sangat kami harapkan.
- G. Jawaban anda tidak mempengaruhi nilai Bahasa Inggris anda, jawablah dengan jujur sesuai dengan keadaan anda.

##### b. Petunjuk Pengisian

- c. Baca dan pahami setiap pernyataan dengan baik.
- d. Pertimbangkan jawaban anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda dari setiap pernyataan, lalu berikan tanda ceklis (✓) pada kolom yang tersedia.

Keterangan pilihan jawaban.

SS : Sangat Sering

S : Sering

KD : Kadang-kadang

JR : Jarang

TP : Tidak Pernah

No.	Pernyataan	SS	S	KD	JR	TP
1.	Saya membaca buku pelajaran bahasa Inggris					
2.	Saya membaca buku cerita yang berkaitan dengan pelajaran bahasa Inggris					
3.	Saya membaca buku dimanapun saya berada					
4.	Saya membaca buku berbahasa Inggris dengan cepat					
5.	Saya menghabiskan waktu luang saya untuk membaca buku					
6.	Saya menggunakan jari sebagai penunjuk kalimat ketika membaca					
7.	Saya membaca sambil mengerjakan tugas/ PR					
8.	Saya menggaris bawahi hal penting di buku pelajaran ketika membaca					
9.	Saya menggerak-gerakkan kaki saya ketika membaca					
10.	Saya berpindah-pindah tempat ketika membaca					
11.	Saya membaca sambil mendengarkan music					
12.	Saya tetap membaca dan membuat PR walaupun mati lampu					
13.	Saya hanya membaca di tempat yang cerah dan terang					
14.	Saya membaca buku dalam keadaan duduk diatas kursi dan mempunyai meja					
15.	Saya membaca buku dalam keadaan bebas seperti duduk di lantai dan sambil berbaring					

16.	Saya membaca bersungguh-sungguh agar saya memahami isinya					
17.	Saya membaca buku untuk menambah ilmu pengetahuan saya					
18.	Keluarga mendorong saya untuk membaca buku daripada menghabiskan waktu luang saya untuk bermain					
19.	Saya membaca buku di sekolah					
20.	Saya membaca buku di malam hari saja					
21.	Saya menghabiskan waktu istirahat sendirian untuk membaca diperpustakaan					
No.	Pernyataan	SS	S	KD	JR	TP
22.	Saya membaca dialog dengan teman sebangku saya					
23.	Saya membaca buku bergiliran dengan teman sekelas saya					
24.	Saya membaca buku bersama kelompok secara bergiliran					
25.	Saya membaca dengan dibimbing oleh guru/orang tua					
26.	Saya lebih fokus membaca dan lebih mudah memahami kalimat ketika sendirian					
27.	Saya membaca dan memahami teks yang saya baca dengan pemahaman sendiri					
28.	Saya tidak bisa membaca buku pelajaran ketika banyak orang					
29..	Saya dan teman saya membaca dan memahami buku pelajaran bersama-sama ketika akan ujian agar mendapatkan hasil ujian yang bagus					
30.	Saya membaca bersama teman dan mendiskusikan pelajaran bersama-sama					

Padangsidempuan, 2023

Validator

Efrida Mandasari Dalimunthe, M. Psi  
NIP.19880809201903 2 006

## APPENDIX 2

### THE INSTRUMENT

#### TEST OF STUDENTS' READING COMPREHENSION

---

Name :

Class :

Read the text carefully and answer the question below. Each one is followed by several questions about it. Choose one of the best answers A, B, C or D to each question. Give mark (x) on the best answer.

**Read the following text and answer question no. 1-5**

I would like to tell a story about my uncle. My uncle is a zoo keeper. He feeds the animals everyday. He prepares foods and drinks for the animals. He cleans their cage. His friend helps him to wash the animals. There are also doctors who take care of ill animals. My uncle looks very happy to be a zoo keeper. He loves his job.

1. What is the correct title for the text above?
  - a. My Uncle's Job
  - b. My Uncle is a Zoo Keeper
  - c. How to Take Care of Animal
  - d. The Animals in The zoo
2. "He feeds the animals everyday." The word "Feed" means?
  - a. Give food every day to the animals
  - b. Give drinks regularly to the animals
  - c. Wash the animals
  - d. Look after the ill animals



3. "There are also doctor who take care of ill animals." The word "ill" means?
- Healthy
  - Happy
  - Sick
  - Dirty
4. My uncle.... very happy to be a zoo keeper.
- Luck
  - Look
  - Looks
  - Loked

**Read the following text and answer question no.6-8**

Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

5. What is the main idea of the text?
- Most of them live in Africa and Asia
  - They eat grass and plants
  - Elephants are the heaviest land animals
  - They are also intelligent and have good memories
6. What is the purposes of the text?
- To describes elephants
  - To entertain the elephants
  - To tell where elephants live
  - To announce about the elephants
7. Based on the text above, where the most elephants live?
- In Africa and Asia
  - In America
  - In Europe
  - In Australia

8. What does an elephants use with something in its mouth?
- a. Arms
  - b. Ears
  - c. Ivories
  - d. Trunks

**Read the following text for no. 9-15**

Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. A few of them eat meat, and some others eat honey. In winters, several bears find snug places to hibernate.

9. The text describes about..
- a. The Monkey
  - b. The Snake
  - c. The Elephant
  - d. The Bears
10. Why can bears survive in cold water?
- a. They eat much honey
  - b. They have big bodies
  - c. They have great power
  - d. They have tick fur coats
11. Which part of bears has a great function?
- a. Eyes
  - b. Nose
  - c. Ears
  - d. Lips
12. They... large and powerful.
- a. Have
  - b. Is
  - c. Are
  - d. Has

13. "A few of them eat meal." The word "them" refers to.....
- a. Monkey
  - b. Bears
  - c. Elephant
  - d. Snake
14. Where do bears find snug places?
- a. In spring
  - b. In dry seasons
  - c. In autumn
  - d. In winter
15. What is the purpose of the text?
- a. To entertain the bears
  - b. To describe bears
  - c. To tell the bears' food
  - d. To announce about the bears

**Read the following text for no. 16-20**

Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest everyday.

16. What is the topic of the text above?
- h. The Elephants
  - i. The Cat
  - j. The Tiger
  - k. The Monkey
17. "Monkeys are clever mammals." The word clever means?
- a. Stupid
  - b. Smart
  - c. Diligent
  - d. Lazy

18. "They live in groups called troops." The word "they" refers to....
- a. The Elephants
  - b. The Monkeys
  - c. The Cats
  - d. The Tiger
19. Which of the following is not monkey's food?
- a. The Plants
  - b. The The insects
  - c. The big animals
  - d. The small animals
20. Based on the text above, where the monkey live?
- a. In the forest
  - b. In the river
  - c. In the sea
  - d. In the house

Validator

Masna Khairani Harahap, S.Pd  
NIP. 197660615 200604 2 011

### **APPENDIX 3 KEY ANSWER**

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

## APPENDIX 4

### RESULT OF VALIDITY QUESTIONNAIRE

No.	r count	r table	Description
1.	0.460	0.361	Valid
2.	0.175	0.361	Not Valid
3.	0.246	0.361	Not Valid
4.	0.395	0.361	Valid
5.	0.400	0.361	Valid
6.	0.340	0.361	Not Valid
7.	0.371	0.361	Valid
8.	0.279	0.361	Not Valid
9.	0.275	0.361	Not Valid
10.	0.535	0.361	Valid
11.	0.368	0.361	Valid
12.	0.405	0.361	Valid
13.	0.253	0.361	Not Valid
14.	0.453	0.361	Valid
15.	0.372	0.361	Valid
16.	0.139	0.361	Not Valid
17.	0.577	0.361	Valid
18.	0.459	0.361	Valid
19.	0.308	0.361	Not Valid
20.	0.411	0.361	Valid
21.	0.086	0.361	Not Valid
22.	0.281	0.361	Not Valid
23.	0.300	0.361	Not Valid
24.	0.542	0.361	Valid
25.	0.240	0.361	Not Valid
26.	0.100	0.361	Not Valid
27.	-149	0.361	Not Valid
28.	185	0.361	Not Valid
29.	534	0.361	Valid
30.	547	0.361	Valid
31.	391	0.361	Valid
32.	361	0.361	Valid
33.	76	0.361	Not Valid
34.	629	0.361	Valid
35.	447	0.361	Valid
36.	345	0.361	Not Valid

37.	445	0.361	Valid
38.	240	0.361	Not Valid
39.	712	0.361	Valid
40.	252	0.361	Not Valid
41.	11	0.361	Not Valid
42.	516	0.361	Valid
43.	161	0.361	Not Valid
44.	199	0.361	Valid
45.	58	0.361	Not Valid
46.	416	0.361	Valid
47.	407	0.361	Valid
48.	176	0.361	Not Valid
49.	478	0.361	Valid
50.	156	0.361	Not Valid
51.	591	0.361	Valid
52.	484	0.361	Valid
53.	152	0.361	Not Valid
54.	479	0.361	Valid
55.	0.382	0.361	Valid





**APPENDIX 5 QUESTIONNAIRE RESULT OF LEARNING STYLE**

No.	Initial of Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
1.	SNH	3	3	4	3	3	1	2	3	3	4	3	4	2	3	3	4	3	3	2	2	4	3	4	3	4	4	3	3	2	3	91
2.	RRLT	3	4	3	3	2	2	3	2	3	4	3	3	2	1	3	5	3	4	3	3	3	2	3	2	3	3	3	2	1	1	82
3.	NAS	3	3	3	2	3	1	4	3	4	3	3	3	2	3	2	3	4	2	3	2	3	2	2	1	3	3	3	3	3	3	82
4.	AL	4	3	3	4	4	4	3	3	3	2	3	3	4	2	3	3	4	4	3	3	3	3	3	2	1	3	3	4	2	2	91
5.	SG	3	3	2	2	3	1	3	4	3	3	4	2	3	3	4	2	3	3	4	3	2	3	4	2	3	3	2	4	1	2	84
6.	HL	4	3	2	3	4	3	2	4	3	3	3	4	3	2	3	4	4	3	2	3	3	4	4	3	4	3	3	4	3	3	96
7.	BR	3	3	3	3	3	2	2	3	3	2	3	3	3	2	2	3	4	2	3	3	2	2	3	3	2	4	2	1	2	3	79
8.	AS	3	4	3	5	4	3	3	3	3	3	3	3	2	3	2	4	3	4	3	1	3	1	3	2	1	3	2	3	2	2	84
9.	RH	4	4	2	3	3	3	3	4	2	2	2	4	2	3	3	2	3	2	3	3	3	3	3	3	2	3	3	3	3	3	86
10.	AMH	3	2	2	3	2	2	3	3	4	4	3	2	3	1	3	3	1	2	3	2	3	3	4	3	4	2	4	3	4	3	84
11.	RFD	3	3	1	3	2	1	3	4	3	2	3	3	5	3	3	3	4	4	3	3	4	3	3	2	3	3	3	3	4	4	91
12.	MN	3	2	3	2	3	3	2	3	5	1	3	2	3	3	2	3	2	1	3	4	3	2	3	3	1	3	2	2	3	2	77

13.	SMA	3	3	2	3	3	1	3	3	4	2	3	2	3	4	3	1	3	2	2	3	4	2	3	2	5	2	3	3	3	3	83
14.	SS	3	2	3	4	3	3	2	4	3	3	3	4	3	4	4	3	3	4	3	4	2	3	2	2	3	3	3	3	2	2	90
15.	FA	2	2	1	4	1	3	3	4	3	3	2	3	4	4	1	3	2	2	2	3	4	3	3	3	4	3	3	5	3	3	86
16.	DZ	3	3	1	4	2	3	3	4	3	3	2	3	4	4	1	3	2	2	2	3	4	3	3	3	4	3	3	5	3	3	89
17.	UMH	2	3	1	1	3	3	3	1	3	3	3	4	3	2	4	2	4	1	4	4	1	3	1	3	2	2	1	3	2	2	74
18.	AA	3	3	2	4	3	1	4	3	4	2	1	3	2	4	3	4	3	5	2	3	4	3	3	3	4	3	4	5	3	4	95
19.	MA	5	3	3	3	4	1	3	4	2	2	4	3	1	2	1	4	3	2	3	4	3	3	2	3	2	4	3	3	3	3	86
20.	SA	3	3	3	2	3	1	4	3	3	3	3	3	2	3	2	3	4	2	3	2	3	2	3	3	4	3	2	3	3	2	83
21.	AB	2	3	3	4	3	5	3	3	3	3	3	4	3	3	4	2	4	1	4	4	3	4	3	3	3	2	3	3	3	3	94
22.	TF	4	3	2	3	2	2	3	1	3	3	3	3	1	2	1	3	4	3	2	3	2	1	2	1	2	3	3	3	2	2	72

**APPENDIX 6****THE CLASSIFICATION SCORE OF STUDENTS' LEARNING STYLE**

No.	Initial of Students	Visual	Kinesthetic	Environment	Emotional	Sociological	Individual	Grouping
1.	SNH	16	14	15	14	18	10	5
2.	RRLT	15	14	12	18	13	8	2
3.	NAS	14	15	13	14	11	8	4
4.	AL	18	14	15	18	14	10	4
5.	SG	13	14	16	15	14	9	3
6.	HL	16	14	14	14	16	8	6
7.	BR	15	12	13	15	12	7	5
8.	AS	19	15	15	15	12	10	4
9.	RH	16	15	15	15	18	10	6
10.	AMH	12	16	16	13	17	9	7
11.	RFD	12	13	17	17	15	11	8
12.	MN	13	14	13	13	12	7	5
13.	SMA	14	13	15	11	16	8	6
14.	SS	15	15	18	17	12	9	4
15.	FA	10	16	14	12	17	11	6
16.	DZ	13	16	14	12	17	11	6
17.	UMH	15	13	12	15	13	8	4
18.	AA	15	14	13	17	17	12	7
19.	MA	18	12	11	17	15	9	7
20.	SA	14	14	13	14	11	8	4
21.	AB	15	17	17	15	15	9	6
22.	TF	10	11	16	15	10	6	4
Total		317	312	309	322	307	197	115

**APPENDIX 7****THE RESULT OF LEARNING STYLE**

No.	Initial Students	Score
1.	SNH	91
2.	RRLT	82
3.	NAS	82
4.	AL	91
5.	SG	84
6.	HL	95
7.	BR	79
8.	AS	84
9.	RH	86
10.	AMH	84
11.	RFD	91
12.	MN	77
13.	SMA	83
14.	SS	90
15.	FA	86
16.	DZ	89
17.	UMH	74
18.	AA	95
19.	MA	86
20.	SA	83
21.	AB	94
22.	TF	72
Total		1879

## APPENDIX 8

### THE RESULT OF READING COMPREHENSION

No.	Initial Students	Score
1.	SNH	80
2.	RRLT	70
3.	NAS	75
4.	AL	65
5.	SG	50
6.	HL	65
7.	BR	60
8.	AS	70
9.	RH	75
10.	AMH	65
11.	RFD	60
12.	MN	65
13.	SMA	55
14.	SS	70
15.	FA	60
16.	DZ	80
17.	UMH	65
18.	AA	65
19.	MA	70
20.	SA	65
21.	AB	85
22.	TF	45
Total		1460

**APPENDIX 9****THE RESULT OF VARIABLE X AND VARIABLE Y**

No.	Initial Students	Variable X	Variable Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	SNH	91	80	8281	6400	7280
2.	RRLT	82	70	6724	4900	5740
3.	NAS	82	75	6724	5625	6150
4.	AL	91	65	8281	4225	5915
5.	SG	84	50	7056	2500	4200
6.	HL	96	65	9216	4225	6240
7.	BR	79	60	6241	3600	4740
8.	AS	84	70	7056	4900	5880
9.	RH	86	75	7396	5625	6450
10.	AMH	84	65	7056	4225	5460
11.	RFD	91	60	8281	3600	5460
12.	MN	77	65	5929	4225	5005
13.	SMA	83	55	6889	3025	4565
14.	SS	90	70	8100	4900	6300
15.	FA	86	60	7396	3600	5160
16.	DZ	89	80	7921	6400	7120
17.	UMH	74	65	5476	4225	4810
18.	AA	95	65	9025	4225	6175
19.	MA	86	70	7396	4900	6020
20.	SA	83	65	6889	4225	5395
21.	AB	94	85	8836	7225	7990
22.	TF	72	45	5184	2025	3240
Total		1879	1460	162081	161353	125295

## APPENDIX 10

### VARIABLE X (LEARNING STYLE)

A. Maximum and minimum score were gotten by setting the variable score from lowest to highest score.

1. The score of learning style from low score to high score

72 74 77 79 82 82 83 83 84 84 84

86 86 86 89 90 91 91 91 94 94 95

High : 97

Low : 80

N : 43

2. Range (R) = High score – low score

$$= 95-72$$

$$= 23$$

3. Total of Classes (k) =  $1+3.3 \log 22$

$$= 1+3.3 (1.34)$$

$$= 5.42$$

$$= 5$$

4. Length of Classes =  $\frac{\text{Range}}{\text{Total of classes}}$

$$= \frac{23}{5}$$

$$= 4.6$$

$$= 5$$

Table Distribusi Data in Variable X

Statistics		X
N	22	22
	0	0
Mean		85,3636
Std. Error of Mean		1,35568
Median		85.0000 <sup>a</sup>
Mode		84.00 <sup>b</sup>
Std. Deviation		6,35869
Variance		40,433
Skewness		-0,344
Std. Error of Skewness		0,491
Kurtosis		-0,305
Std. Error of Kurtosis		0,953
Range		23,00
Minimum		72,00
Maximum		95,00
Sum		1878,00



## APPENDIX 11

### VARIABLE Y (READING COMPREHNSION)

A. Maximum and minimum score were gotten by setting the variable score from lowest to highest score.

1. The score of learning style from low score to high score

45 50 55 60 60 60 65 65 65 65 65

65 65 70 70 70 70 75 75 80 80 85

High : 85

Low : 45

N : 22

2. Range (R) = High score – low score

$$= 85-45$$

$$= 40$$

3. Total of Classes (k) =  $1+3.3 \log 22$

$$= 1+3.3 (1.43)$$

$$= 5.42$$

$$= 5$$

4. Length of Classes =  $\frac{\text{Range}}{\text{Total of classes}}$

$$= \frac{40}{5}$$

$$= 8$$

Table Distribusi Data in Variable X

Statistics		Y
N	22	22
	0	0
Mean		66,3636
Std. Error of Mean		2,03279
Median		66.3636 <sup>a</sup>
Mode		65,00
Std. Deviation		9,53463
Variance		90,909
Skewness		-0,203
Std. Error of Skewness		0,491
Kurtosis		0,379
Std. Error of Kurtosis		0,953
Range		40,00
Minimum		45,00
Maximum		85,00
Sum		1460,00

## APPENDIX 12

### The Result of Normality Test Variable X and Y

Test of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Learning style	0,117	22	.200 <sup>*</sup>	0,960	22	0,492
Reading comprehension	0,170	22	0,096	0,963	22	0,550

a. Lilliefors Significance Correction

### The Result of Homogeneity Test Variable X and Y

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Learning style	Based on Mean	2,639	4	22	0,082
	Based on Median	1,722	4	22	0,205
	Based on Median and with adjusted df	1,722	4	8,793	0,230
	Based on trimmed mean	2,685	4	22	0,079

## APPENDIX 13

### The Result of Product Moment Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Learning style	22	72,00	95,00	85,3636	6,35869
Reading comprehension	22	45,00	85,00	66,3636	9,53463
Valid N (listwise)	22				

Correlations			
		Learning style	Reading comprehension
Learning style	Pearson Correlation	1	.471*
	Sig. (2-tailed)		.027
	N	22	22
Reading comprehension	Pearson Correlation	.471*	1
	Sig. (2-tailed)	.027	
	N	22	22

\*. Correlation is significant at the 0.05 level (2-tailed).

## APPENDIX 14

### The Result of Hypothesis Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Learning style	85,3636	22	6,35869	1,35568
	Reading comprehension	66,3636	22	9,53463	2,03279

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Learning style & Reading comprehension	22	.471	.027

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Learning style - Reading comprehension	19,00000	8,61892	1,83756	15,17859	22,82141	10,340	21	0,000

**APPENDIX 15**

**Tabel Nilai-nilai r Product  
Moment**

N	Taraf Signifikansi		N	Taraf Signifikansi	
	5 %	1 %		5 %	1 %
3	0,997	0,999	38	0,320	0,413
4	0,950	0,990	39	0,316	0,408
5	0,878	0,959	40	0,312	0,403
6	0,811	0,917	41	0,308	0,398
7	0,754	0,874	42	0,304	0,393
8	0,707	0,834	43	0,301	0,389
9	0,666	0,798	44	0,297	0,384
10	0,632	0,765	45	0,294	0,380
11	0,602	0,735	46	0,291	0,376
12	0,576	0,708	47	0,288	0,372
13	0,553	0,684	48	0,284	0,368
14	0,532	0,661	49	0,281	0,364
15	0,514	0,641	50	0,279	0,361
16	0,497	0,623	55	0,266	0,345
17	0,482	0,606	60	0,254	0,330
18	0,468	0,590	65	0,244	0,317
19	0,456	0,575	70	0,235	0,306
20	0,444	0,561	75	0,227	0,296
21	0,433	0,549	80	0,220	0,286
22	0,423	0,537	85	0,213	0,278
23	0,413	0,526	90	0,207	0,270
24	0,404	0,515	95	0,202	0,263
25	0,396	0,505	100	0,195	0,256
26	0,388	0,496	125	0,176	0,230
27	0,381	0,487	150	0,159	0,210
28	0,374	0,478	175	0,148	0,194
29	0,367	0,470	200	0,138	0,181
30	0,361	0,463	300	0,113	0,148
31	0,355	0,456	400	0,098	0,128
32	0,349	0,449	500	0,088	0,115
33	0,344	0,442	600	0,080	0,105
34	0,339	0,436	700	0,074	0,097
35	0,334	0,430	800	0,070	0,091
36	0,329	0,424	900	0,065	0,086

**APPENDIX 16**

**Tabel Nilai t**

<b>d.f</b>	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	<b>d.f</b>
<b>40</b>	1,303	1,684	2,021	2,423	2,704	<b>40</b>
<b>41</b>	1,303	1,683	2,020	2,421	2,701	<b>41</b>
<b>42</b>	1,302	1,682	2,018	2,418	2,698	<b>42</b>
<b>43</b>	1,302	1,681	2,017	2,416	2,695	<b>43</b>
<b>44</b>	1,301	1,680	2,015	2,414	2,692	<b>44</b>
<b>45</b>	1,301	1,679	2,014	2,412	2,690	<b>45</b>
<b>46</b>	1,300	1,679	2,013	2,410	2,687	<b>46</b>
<b>47</b>	1,300	1,678	2,012	2,408	2,685	<b>47</b>
<b>48</b>	1,299	1,677	2,011	2,407	2,682	<b>48</b>
<b>49</b>	1,299	1,677	2,010	2,405	2,680	<b>49</b>
<b>50</b>	1,299	1,676	2,009	2,403	2,678	<b>50</b>
<b>51</b>	1,298	1,675	2,008	2,402	2,676	<b>51</b>
<b>52</b>	1,298	1,675	2,007	2,400	2,674	<b>52</b>
<b>53</b>	1,298	1,674	2,006	2,399	2,672	<b>53</b>
<b>54</b>	1,297	1,674	2,005	2,397	2,670	<b>54</b>
<b>55</b>	1,297	1,673	2,004	2,396	2,668	<b>55</b>
<b>56</b>	1,297	1,673	2,003	2,395	2,667	<b>56</b>
<b>57</b>	1,297	1,672	2,002	2,394	2,665	<b>57</b>
<b>58</b>	1,296	1,672	2,002	2,392	2,663	<b>58</b>
<b>59</b>	1,296	1,671	2,001	2,391	2,662	<b>59</b>
<b>60</b>	1,296	1,671	2,000	2,390	2,660	<b>60</b>
<b>61</b>	1,296	1,670	2,000	2,389	2,659	<b>61</b>
<b>62</b>	1,295	1,670	1,999	2,388	2,657	<b>62</b>
<b>63</b>	1,295	1,669	1,998	2,387	2,656	<b>63</b>
<b>64</b>	1,295	1,669	1,998	2,386	2,655	<b>64</b>
<b>65</b>	1,295	1,669	1,997	2,385	2,654	<b>65</b>
<b>66</b>	1,295	1,668	1,997	2,384	2,652	<b>66</b>
<b>67</b>	1,294	1,668	1,996	2,383	2,651	<b>67</b>
<b>68</b>	1,294	1,668	1,995	2,382	2,650	<b>68</b>
<b>69</b>	1,294	1,667	1,995	2,382	2,649	<b>69</b>
<b>70</b>	1,294	1,667	1,994	2,381	2,648	<b>70</b>
<b>71</b>	1,294	1,667	1,994	2,380	2,647	<b>71</b>
<b>72</b>	1,293	1,666	1,993	2,379	2,646	<b>72</b>
<b>73</b>	1,293	1,666	1,993	2,379	2,645	<b>73</b>
<b>74</b>	1,293	1,666	1,993	2,378	2,644	<b>74</b>
<b>75</b>	1,293	1,665	1,992	2,377	2,643	<b>75</b>
<b>76</b>	1,293	1,665	1,992	2,376	2,642	<b>76</b>
<b>77</b>	1,293	1,665	1,991	2,376	2,641	<b>77</b>
<b>78</b>	1,292	1,665	1,991	2,375	2,640	<b>78</b>

**APPENDIX 17**

**DOCUMENTATIONS**









KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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22 November 2022

Yth.

1. Dr. Fitriadi Lubis, M.Pd. (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Eli Sahdia Siregar  
NIM : 19 203 000108  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : The Correlation between Learning Style and Reading Comprehension at Eighth Grade Students of SMP N 1 Portibi

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Dengan hormat, bersama ini kami sampaikan bahwa

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Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **The Correlation between: Learning Style and Reading Comprehension at The Eighth Grade Students of SMP Negeri 8 Padangsidimpuan**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.



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Padangsidempuan

Benar telah mengadakan penelitian untuk penulisan Karya Tulis Ilmiah dengan judul “ **THE CORRELATION BETWEEN LEARNING STYLE AND READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 8 PADANGSIDIMPUAN**”.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.

Padangsidempuan, 28 November 2023

Kepala Sekolah



**ALI HAMSAH LUBIS, S. Pd**  
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### II. PARENTS

1. Father's Name : Alm. Panerangan Siregar
2. Mother's Name : Almh. Asima Suriyani Sibarani

### III. EDUCATIONAL BACKGROUND

1. SD N 101660 Bahal 2006-2012
2. MTSS Nurul Ittihadiyah Lubuk Pakam 2012-2015
3. MAS Al-Mukhtariyah Portibi 2015-2018
4. UIN Syahada Padangsidempuan 2019-2024