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

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.) in English

Written By:

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017

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PADANGSIDIMPUAN
2017

LETTER OF AGREEMENT

Term   : Munaqosyah

      a.n.**RINA**

Item   : 7 (seven) examplars

Padangsidimpuan,   19 March 2017

To:

Dean Tarbiyah and Teacher

Training Faculty

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Padangsidimpuan

Assalamu'alaikum Wr.Wb.

      After Reading, studying and giving advice for necessary revision on thesis belongs to **RINA,** entitled **"The Corelation Between Learning Style and Students' Achievement in Reading Comprehension at Grade Xl SMA N 1 Tambangan".** we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate Education (S.Pd) in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan

      Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Departement of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
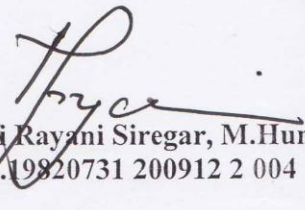
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DECLARATION LETTER OF SELF THESIS COMPLECTION

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The Title of a Thesis	:	The Correlation Between Learning style and students' achievement in Reading Comprehension at Grade XI SMA N I Tambangan.

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse 2.

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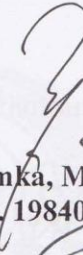**Rayendriani Fahmei Lubis, M.Ag**
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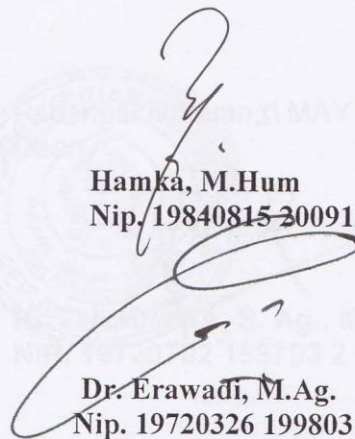
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Thesis : THE CORRELATION BETWEEN LEARNING STYLE AND STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT GRADE XI SMA N I TAMBANGAN.

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                           SMA N 1 TAMBANGAN.

ABSTRACT

This research discussed about the correlation between learning style and students' reading comprehension. The problem of this research were students have less difficulties in reading material, lack motivation, the student not interesting in English Lesson they think English lesson is difficult sometimes if teacher give them homework most of them do homework in class and chit chat their friend, and bad enable to identify their learning style. The aim of this research was to verify correlation between learning style and students' reading comprehension at grade XI SMA N 1 Tambangan.

This research was designed by quantitative approach and correlation research type. The population of this research XI grade students of SMA N 1 TAMBANGAN. Then, the sample of the research 32 person from population, taken with random sampling by lottery. To collect the data, researcher used test (multiple choice) for reading comprehension and questionnaire to know students' learning style. To analyzed the data, the research used $t_{count.}$

Based on the result of 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} (rt) on significant level 5% was 0.361 and on significant level 1% was 0.463. the hypothesis in this research was accepted because $r_{count} > r_{table}$. It meant there was significant correlation between learning style and reading comprehension. Next the result calculating was gotten the value of the of the significant t_{count} between learning style and students' reading comprehension were 2.895 the result calculating of t_{count} was compared with t_{table} 2.750 it was accepted namely $t_{count} > t_{table.}$ It meant there was a significant correlation between learning style and students reading comprehension at garde XI SMA N 1 Tambangan.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, I would like to convey her grateful to Allah SWT. The most Creator and Merciful who has given her the health, time and chance for finishing this thesis: **"The Correlation Between Learning Style and Students' Reading Comprehension at Grade XI SMA N 1 Tambangan ".** Then, peace and salutation be upon to the prophet Muhammad SAW, his families, his companies, and his followers.

In writing this thesis, I assisted by some people and institutions. Therefore, in this opportunity I would like to express her gratitude to the following people:

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encouragement to finish my study, my beloved to my sisters and brother (Nur Asiah, Ahmad Ikhwan, Asrida, Nur Kholilah, Ahmad Subeir, Lukmanul Hakim, S.Pd., Rini and Juni yanti).and (my sister Anni Kholilah, and Rahmadani)

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This thesis is still so far from being perfect based on the weakness of the research. Therefore, the researcher aspects the .constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidimpuan, 19 Mei 2017

RINA
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TABLE OF CONTENS

LIST OF TABLES

Page

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of problems

English is international language. This language is use international language to correlate among the countries to another country and remember that good communication will make a good relation. In Indonesia, English is one foreign language that is provided as compulsory subject to students' of the primary school, junior high school and senior high school and then higher educational level.

The course of history since 1945, The National of Indonesia's curriculum has been changing and developing over time, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 and the latest curriculum of KTSP 2006 (best understood as school based curriculum) .[1]

On the other hand the turn and the termination of a curriculum not the main paradigm but educational world must be returned to virtually educate nations. In every time there is curriculum developed in accordance with the needs of this day and all that good but more important is each of the curriculum must restore the system of education as a park students fun and put the role parents play teacher as.

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[1] Ukessays. 2015 The Nasional Curriculum of Indonesa and its Changes access at , (*http//www.ukessay.com/../ the- nasional* October 25, 2016).

The position of English in the curriculum, learning English is one of the important subject in the school because English as a foreign language and the students must know and understand English well. So, English become a compulsory subject in the school. In the English curriculum, there are special objectives why English as a compulsory subject, they are:

1. For the students become more familiar with their environment and also their socio-culture background
2. For students to have knowledge, ability and skill about their regions that are relevant their needs and interest and also the surrounding community.
3. For students demonstrate their attitude and behavior that exhibit their culture values, preserve, and develop these value to support national development.[2]

In the 2006 Curriculum. The purpose of teaching English was to develop students ability to communicate in English both orally and written (listening, speaking, writing and reading) but in fact, many students do not have capability to communicate in English.

In junior high school English also studied by student. In studying English, every student should master the based English competence. The main aim of the   competence expected to improve   the students   English communicatively. The Standard of competence for junior high school state that the students of grade ten should be able to read aloud, understand, respond the meaning of functional text and multiple choice in form of recount, descriptive,

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[2] Siti Jamilah. 2008.English in Indonesia Primary School. Primary School   Curriculum, (online), accessed at (*http:///re-searchengines.com/siti.html,* on December 1, 2001).

report, hortatory, and narrative text. In this case, the researcher will be focus on reading.

In National Education Standard Reading is one of skill that where very important in language learning. Because reading can improve the student ability in gaining knowledge. It is the one of main points for master English well, besides speaking, writing and listening.[3] The reading is done by someone got information from reading text, so she could comprehend about content of text: she must know what the meaning of reading. In teaching English, reading one of object which it could help the student in learning process.

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

Reading is one way to get and add knowledge it is done by reading a book, journal, newspaper, magazine, tabloids, manual, even pamphlet then. Reading is very important skill for academic purpose or life. Reading is also making the good one in mind, make braid to be fresh and grow up with remembering,

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[3] Kementerian Pendidikan dan Kebudayaan, *kurikulum KTSP* kompetensi Dasar Sekolah Menengah atas (SMA), P. 6.

analyzing, synthesizing information. Because of braid gives the best effect after reading, the knowledge help continuing life with adding information from reading and everyone that takes reading more will develop theirs selves, Their thingking and ability.

Reading is way to get the successful because with reading can improve or develop mind, thinking, ability to be go ahead, run fast, and also more active knowledge, islamic history and the the past time that given science to be good human and given the best for religions. Human's reading takes the first step for the best life. Reading is very necessary for every body in variety of purposes need.

However, reading is a common problems of students. Students often get difficulty in reading process, the researcher interviewed the students in SMA N 1 TAMBANGAN said that there are many students encounter difficulties in reading material, lack motivation, Some of students are not interesting in English lesson. They think, English lesson is difficulty so they more like to learn other lesson. Sometimes, if a teacher gives them homework, they do not work it in their home. Most of them do the homework in class and they chit chat their friends that have done homework in their home and bad enable to identify their learning style.[4] Besides, having reading   good ability is very important for English foreign language students. It is proven that education

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

institute emphasize reading as a subject even at basic level like elementary and junior high school.

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

Furthermore, some students have a different ways to perceive or acquire information from learning process. The way which students choose in learning process is their learning style. Supported by Rebecca L. Oxford, one of main factors that help to determine how and how well students learn a second or foreign language which can influence their comprehension in listening, speaking, reading and writing is learning a second or foreign language which can influence their comprehension in listening, speaking, reading and writing is learning style. Thus, it can be concluded that learning style relate to English skill comprehension.

In addition, learning style influence their own academic achievement. Hence, based on some statements above, it can be conclude that learning style has an important role in learning process and influence students reading achievement because of learning style has relation with students way to acquire and comprehend information. They will learn easily through their own learning

style. [5] So with learning style is a powerful way to use students' strengths to help them become better thinkers and more independent learners with learning styles as the manner in which individuals perceive and process information in learning situations.

Based on the brain ability to absorb, carry on, and convey information students learning style can be divided into three categories such us : visual, auditory, and kinesthetic (VAK). These categories do not make students only have one learning style but these categories are guideline to know what dominant learning style they have.

In teaching and learning process, teacher get difficulty to identify students learning style. Because of all students are not able to show and correlation their learning style in learning process. Since, learning style has an important role in learning process, it will be important for educators or teacher to know the variation kind of learning style because the information about the variation of students' learning style can help the teacher became aware to students differences brought to the classroom. It is very important for teacher to accommodate students learning style. Thus, all students are able to success in their learning process by their own learning style.

If teacher are not aware to students' learning style, they may intend use inappropriate method in teaching and students will get difficulty to

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[5] Dorris B. Matthews, *An Investigation of Learning Style and Perceived Academic Achievement for High School Students , Taylor and Francis Group*, 69, 1996, p. 24.

understand the material maximally so it will influence their achievement. So if teacher only focus on one learning style, it will give disadvantage situation for students. Thus, teacher should use varieties of methods in teaching process to give an opportunity for students in using their learning style. So it is easier for students to comprehend the material with themselves learning style.

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

B. The Identification of problem

Refurring the background, identification of the probems there are problems in reading comprehension, difficulties in reading material, lack motivation, Some of students are not interesting in English lesson. They think, English lesson is difficulty so they more like to learn other lesson. Sometimes, if a teacher gives them homework, they do not work it in their home. Most of them do the homework in class and they chit chat their friends that have done homework in their home and bad enable to identify their learning style. maybe students get difficulties in reading comprehension because students probably do not consider with variation of students' learning style in English learning. Students do not consider about their own learning so they can't use it in learning process, thus

they can't understand and comprehending the material maximally. Many teachers do not consider about students learning style so they teach them with one learning style actually each students' has different learning style besides, teacher get difficulty to identify students' learning style because of the big size class.

C. The Limitation of the Problems

Based on the background of the problems above, it could be limited the study on the correlation of students' learning style in their reading comprehension at grade Xl SMA N 1 TAMBANGAN.

D. The Definition of Operational Variabel

1. Learning style

    Learning style is the way in which each person begins to concenrate on process and retain new and difficult information.[6] Learning style is the way of student in absorbing and understanding the information they have got in learning process.

2. Reading comprehension

    Reading comprehension: reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning.[7] Students' reading comprehension is students' ability for

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[6] Rita Dun. A all, *Multiculturalism and Learning Style* (London : United States of America, 1995), p.14.
[7] David Nunan, *Practical English Language Teaching*, (America: The Mc Grow Hill Companies, 2003), p. 58.

understanding the words in text from recognition, construct an understanding in text, coordinate identifying words and making meaning.

E. The Formulation of the Problem

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

F. The Purpose of the Research

Based on the formulation of the research above, researcher determined the purpose of the research as know whether is to describe the difference score of reading skill for students learning style (visual, auditory and kinesthetic) at grade Xl SMA N 1 TAMBANGAN.

G. The Significances of the Research

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

1. As an information for the head master, to give direction to the English teachers to do the best in English teaching.

2. As an information for English teacher, to help and improve the quality of teaching that students have in reading comprehension .

3. Researcher, to get information and reference to do related research.

H. The Outline of the Thesis

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail, as follow:

1. Chapter one consisted of introduction, they are: background of the problem, identification of the problem, limitation of the problem, definition operational variables, formulation of the problem, purposes of the research, the significances of the research and outline of the thesis.

2. Chapter two consisted of theoretical description with some sub theory about collaborative strategy, reading comprehension, related findings, conceptual framework and hypothesis

3. Chapter three consisted of methodology of the research, included in: place and time of the research, research design, population and sample, research instrument, instrument validity, technique for collecting data, procedures of the research, and technique of analysing data.

4. Chapter four was the result of the research talking about the analysis of the data. It is consist of description of data, hypothesis testing, discussion and the threats of research.

5. Chapter five consisted of conclusion about the result of research and suggestion which is given to students and teacher by researcher.

CHAPTER II

LITERATURE REVIEW

A. **The Theoretical Description**

1. **Learning Style**

a. **Definition of Learning Styles**

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

Keefe said that learning style might be though of as cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact whit, and respond to the learning environment.[1] Where learning style is the way in which person begins to concentrate, process, and retain new and difficult information.[2] Kachru and Nelson said learning style are both individually and

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[1]Rita Dun, et. al. *Multiculturalism and Learning style, e-book (*London:United State of America 1995), p. 14.
[2]*Ibid* .p .120.

culturally motivated. Within a given culture and on a larger scale, we can see certain learning style preferences among individual surfacing.[3]

Learning style mediate between emotion and cognition as you will soon discover, for example, a reflective style invariably grows out of reflective personality or a reflective a reflective mood. An impulsive style, on the other hand, usually arises out of an impulsive emotional state.

Learning style is one aspect of cognitive style, however, in the vast range of literature about style, these two terms are often used interchangeably, which can be misleading. For clarity, learning style should be seen as the application of a person's preferred cognitive style to a learning situation.[4]

Learning style is an 'interesting and exiting' people who have contributed to bringing learning style alive making it meaningful in a range of earning contexts.[5] learning style is a term that describes the variation among learner in using one or more sense to understand and retain experience. learning style mediate between emotion and cognition, as you will soon discover. for example, a reflective style invariable grows out of reflective personality or a reflective mood. An

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[3]David Nunan *Practical English Language Teaching.*. p. 269.
[4]Tilly Mortimore, *Dyslexia And Learning Style*, (England: West Sussex PO 19 8SQ 2003), p.7.
[5]Gavin Reid*, Learning Style and Inclusion*, *e-book*, (New Delhi: Paul Chapman Publishing.2005), p.15.

impulsive style, on other hand, usually arises out of an impulsive emotional state.

Learning styles are not fixed traits which an individual will always display. Learning are able to adopt different styles in different contexts. For most of use, one or two style are preferred above the others. Honey and Mumford that we suggest that we need to be able to adopt one of four different style in order to complete any given learning task satisfactorily.[6]

Thus, learning style is only a term which used to describe the attitudes and behavior, Which determine an individual's preferred way of learning. Every students has all type of learning style, it does not mean they use them at the same time. Each students has a dominant learning style or their preference style, they use different styles in different situation.

From the definition above, the researcher concluding learning style is how students application styles in learning, and many different style in leaning. So learning style is how we connected the concentrate in process learning. and learning style is students preference way to get, absorb and process the information about learning material in learning process, they will enjoy and feel

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[6]Alan Pritcart, *Ways of Learning Theories and Learning Style in The Classroom, (*Taylor & Francis Group, London and New York: 2009), p. 42.

comfortable in absorbing the information with their own way, moreover, each students has a different preference learning way which their used in learning process.

b. Types of Learning Style

Learning style have many types There are linguistic learner, naturalistic, musical or rhythmic kinesthetic, logical, visual, auditory mathematic, interpersonal, intrapersonal and social learner but in research just focus three predominant types of learning style: visual, auditory, and kinesthetic. some students learn primarily with their as visual learner or with ears as auditory learners and some students prefer to learn by experience and practice as kinesthetic learner. Thus, type of learning style. It is explain learning style below:

1. Visual Learner

The first type of learning is visual. Visual is related to sign or everything can see. Visual style is tended to refer reading and studying chart, drawing and other graphic information. Learners whose primary perceptual preference is visual can recall what has been read or observed. When asked for information from printed or diagrammatic material, they often can close their eyes and visually recall what they have read or seen earlier.[7]

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

Visual learning style refer to preference for learning for through vision and visual learners rely on their sign to take the information. They organize the knowledge in term of spatial interrelationalships among ideas and store graphically. there are some characteristic of the students visual learning style: they can memorize the material better when it is presented by using visual media such as power point presentation, video, picture diagrams and graphs.

Visual learner This term is used to identify an individual learning style whose primary perceptual strength is visual and is able to recall events and concepts that has been read or observed.

Visual learners like to keep their eyes, on their teacher by sitting in front of the class and watching the teacher closely. Stephen James Minton state that Essentially, visual learner learn best from what they can see.[8] They can respond and remember best the learning materials through eye. Similarly, Agalover and law asserted that the visual learners rely on what they see in writing form.[9]

Visual information is processed and stored in the occipital lobe at the back of the brain. Visual learners are those who need a mental model that they can see. As I've noted elsewhere Tileston said that, visual learners are those students who:

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[8] Stephen James Minton, *Using psychology in the Classroom*, (London: SAGE Publication, 2012), p. 58.
[9] Derek Glover and Sue Law, *Improving Learning Professional Practice in Secondary School* (Jakarta : PT Grapindo, 2002), p. 92.

a) have difficulty understanding oral directions
b) may have difficulty remembering names
c) enjoy looking at books or drawing pictures
d) watch the speaker's face
e) students like to work puzzless
f) notice small details,
g) like for the teacher to use visuals when talking,
h) and like to use nonlinguistic organizers.[10]

Visual learner help student or all ages better manage learning objective and achieve academic success. As students are required to evaluate and interpret information from a variety of sources, incorporate new knowledge with what they already have learned. Visual learner help students better understand and retain information.

Moreover, porter and hernacki were covering the characteristic of the visual learners, visual learners are tidy and order, talk active, good planner and manager, detail and attentive, good performing In appearance and presentation, good speller, good in remembering what they see, good in memorizing using visual association, not easy to be disturbed by noisy, bad in memorizing verbal instruction, good in reading speed and diligent, good in learning by reading than listening to someone, need whole vision and objective, good in taking notes during in phone cell, easy to forget sending a verbal massage to others, always give short answer for each question , prefer doing demonstration to speech, prefer art than music, good in knowing what need to be said but difficult to choose the diction, and easy to lost their concentration when they want to get focus.[11]

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[10] Tilesron Donna Walker, *Ten Best Teaching Practices: How Brain Research And Learning Style Define Teaching Competencies, e-book,* (United States of America : Copyright, 2000), p. 27.

[11] Bobby De Porter and Mike Hernacki, Quantum learning *Membiasakan Belajar Nyaman dan Menyenangkan, terj. From Quantum Learning Unleashing The Genius in you by Alwiyah Abdurrahman,*(Bandung: Kaifa PT. Mirzan Pustaka, 2005), cet IX, p. 116.

Visual Learners whose primary perceptual preference is visual can recall what has been read or observed. When asked for information from printed or diagrammatic material, they often can close their eyes and visually recall what they have read or seen earlier.[12]

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

2. Auditory Learners

Auditory learning is a learning style in which a person learns through   listening. Auditory learner best through hearing, This type of students can remember the detail of conversations and they also have strong language skill. Auditory learner should be given opportunity to recite the main points of a book or teacher statement and let   them say out loud   the meaning   of the illustration   and main   subject headings and recite   any new

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

vocabulary words. It can helpful for them to comprehend the material of the subject matters.

Auditory learner this perceptual area describes people who can learn best when initially listening to a verbal instruction such as a lecture, discussion, or recording.[13]

Auditory learners are those who remember information best when they hear and discuss it. Auditory information is processed and stored in the temporal lobes on the sides of the brain Jensen. Auditory students make up about 20 percent of the classroom. They like lecture, adapt well to it, and tend to be successful in our traditional schools. However, in order for the information to have personal meaning to auditory learners, it must be discussed or talked through by the learner: Just hearing and taking notes is not enough. For these learners, that will only occur after they have been given time to talk it through either to themselves or with each other.

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

    a) like to talk and enjoy activities in which they can talk to their peers or give their opinion,
    b) encourage people to laugh,
    c) are good storytellers,

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[13] *Ibid,*p. 53

d) may show signs of hyperactivity or poor fine-motor coordination,
e) usually like listening activities,
f) can memorize easily.[14]

Learner discover information through listening and interpreting information by the means of the pitch, emphasis and speed. Deborah Daiek and Nancy Anter said that auditory learner learning style is learning through hearing lecture or audiotapes. Daiek and Anter elaborate features of auditory are listening to tapes, watching documentaries, speaking about subjects, sounding out words, using rhymes, having discussion, explaining notes, using words links, taping- recording studying, using oral direction, talking and listening with a partner, using rhythmic sound, listening carefully, talking to own selves and reading aloud.[15]

Auditory learner prefers listening than other. They need to listen the information before understanding. Commonly, they like someone reads the information for them than they read by themselves. Auditory learners interpret the underlying meanings of speech through listening to the voice tone, pitch, and speed.

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[14] Ronal R, Sims and Serbrenia J. Sims, *The Imfortance of Learning Style…*p.24.
[15] Deborah Daiek and Nancy Anter, *Critical Reading For Collage and beyond*, (New York: McGrawHill, 2004), p. 12-13

These learners often benefit from reading the text and notes out loud or listening to recorded notes and information from texts.

Beside that we must know that many expert explain about that such us Sprenger supplies some additional information that can help to identify these students. The auditory learners in your classroom may behave in the following ways:

1. They might look out the window while you are talking but be completely aware of what is being said. Such a learner does not need the visual context of looking at the teacher in order to learn.

2. They like to talk and discuss. Learning does not have meaning until he or she has had a chance to discuss it either with someone else or with himself or herself. As a matter of fact, an auditory learner may move his or her lips while reading.

3. They have difficulty sitting for long periods of time without opportunities for verbalization.

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

3. Kinesthetic Learners

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

Also kinesthetic learner will show a preference for demonstration and physical activity involving bodily movement. Bobby De Porter and Mike Hernacki claimed the characteristic of kinesthetic learners are speaking slowly, responding to physical gesture, touching people for getting their attention, standing closer when talking with some else, orienting to physics and much made moving , learning through manipulation and practice, memorizing by walking while seeing, using fingers to point when reading, using body language intensively, never staying quietly for long time, bad to remember geography, excluding if they have ever visited the place, using much action verb, reading book which

oriented to the plot, heaving untidy characteristic, tending to do everything, playing games much.[16]

Kinesthetic learner This term is used to identify an individual's learning style that requires whole body movement and real live experiences to absorb and retain material to be learned.

Learners with kinesthetic preferences require whole body movement and real life experiences to absorb and retain material to be learned. These people learn most easily when they are totally involved. Acting, puppetry, and drama are excellent examples of kinesthetic learning; others include building, designing, visiting, interviewing, and playing.[17] Kinesthetic learner prefers studying by touching, manipulating, and moving. They need the learning activities that have kinesthetic characteristic, dynamic, and moving. As I've written elsewhere Tileston, kinesthetic learners may

    a. need the opportunity to be mobile
    b. want to feel, smell, and taste everything
    c. want to touch their neighbor as well
    d. usually have good motor skills and may be athletic
    e. like to take things apart to see how they work
    f. may appear immature for their age group
    g. may be hyperactive learners.[18]

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[16] Bobby De Porter and Mike Hernacki, *Quantum learning Membiasakan Belajar Nyaman dan Menyenangkan, terj. From Quantum Learning Unleashing The Genius in you by Alwiyah Abdurrahman*, e- book, p.118-120.

[17] Ronal R, Sims and Serbrenia J. Sims Serbrenia J. Sims, *The Imfortance of Learning Style.*.p. 53.

[18] Tilesron Donna Walker *Ten Best Teaching Practices: ...*, p. 32.

It can be concluded the kinesthetic learning style is students preference way to acquiring knowledge by moving or using their physical body movement and demonstration.

From the explain about the research conclude learning style can change with regularity can be influenced your learning environment perhaps several years at university you'll discover that you have become more of a read learner that you were in high school.

c. Advantages and Disadvantages of each of the Learning Style

Since 1997, there are many efforts to know and categorize the way of people learning and the way to accept information to our brain. There is a great number of learning style model nowadays, each model of learning style has strength point. Based on Eric Jensen on his Book " *Super Teaching*" there are five of learning style models which is well kmown from VAK Bandler-Grinder, Ned Hermands, Rita and Kanneth Dunn, Gregore Butler and 4MAT by McCarthy.[19]

Learning style has advantages and disadvantages the following look like this**:**

1. Advantages and disadvantage of auditory learner

    a.   Advantages of Auditory Learner

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

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

b. Disadvantages of Auditory learner

There is a possibility you may have to complete one task before embarking on another. There is also a possibility that you focus on small bits of information and do not obtain a holistic and broad picture of something you are working on. You may also prefer to work on your own rather than work in groups.[20]

2. Advantage and Disadvantage of Visual Learner

a. Advantages of Visual learner

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

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

b. Disadvantages of Visual Learner

You may need more time to complete tasks. You can be more interested in the appearance of something than its actual value that may be a disadvantage in some situations. You may not spend enough time or pay attention to specific detail.[21]

3. Advantages and disadvantage of kinesthetic learner

a. Advantages of kinesthetic learner

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

b. Disadvantage of kinesthetic learner

You may miss some instructions or information if it is presented orally. You may find it difficult to concentrate on a lengthy written task while seated. You may not pay attention to detail, especially if it is in written form.[22]

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

d. Some Features of Inclusion Using Learning Styles

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[21] *Ibid*, p 93.
[22] Gavin Reid, *learning style and inclusion*..p. 93.

Some feature of inclusion for using learning style there are seventh elements as follows :

1). Diversity – the student population is becoming less and less homogeneous and it is important therefore that the learning styles of all students are recognized.

2). Collaboration – teachers planning together can create more effective problem solving strategies and can help to create a learning styles approach that can be used in the whole school. Learning styles in an inclusive school are not the responsibility of one teacher.

3). Flexibility – schools and teachers need to be adaptable to the wide range of student needs and learning styles.

4). Assessment – it is important that students are able to demonstrate competence in a variety of ways and not be restricted to a formal written examination.

5). Integrity – it is also important that the students' needs are placed before policy implementation and administrative obligations.

6) Ambition – the needs of all should be catered for, including the most able. All students need to be set goals that will extend them and their horizons and goals.

7). Harmony – all organizations work and function more effectively when there is harmony. Inclusion can generate some tension and

conflict and it is important that this does not prevent collaboration nor affect the school climate and ethos. These factors are essential for a smooth-running, efficient and effective school.[23]

So, from the explain about the research conclude to feature of inclusion for using learning style they have seventh element they are diversity, collaboration, Flexibility, Assessment, Integrity, Ambition, Harmony, can help to create a learning styles approach that can be used in the whole school and all students need to be set goals that will extend them.

e. **Learning Styles Overlap and Other Important Aspect of Learning**

One important factor to consider is the overlap between learning styles and other important aspects of learning. There can be some connection between learning styles and the following areas of interest.[24]

1. Learning Theory
   This relates to the processes of learning and how the learner interacts with the material to be learnt. Usually this relates to cognitive psychology and so is discussed using different models of learning. Such theory can sometimes help to explain learning differences and learning difficulties.

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[23]*Ibid*, p. 108.

[24] Gavin Reid, *learning style and Inclusion..* p. 56.

2. Learning Trategies

This refers to how the learner manages learning. A learner may have the skills to learn but strategies will support students and assiststudents to respond in a more efficient manner. Knowledge of strategies can make the difference between success and failure in a learning task. Strategies are about the ability of the learner to know how to apply his/her abilities to the task. Learning strategies are like tactics for learning.

3. Thinking Styles

Thinking styles describe the preferred way of using abilities. Sternberg suggests that the predictive power of intelligence/ability tests account for around 20 per cent of school performance. Sternberg puts forward the view that thinking styles may account for the 80 per cent unexplained variation in school performance. He suggests that people think in different ways and this can be described it terms of a profile of styles. It is suggested that styles of thinking can take the same form as styles of government.

4. Multiple Intelligence

The concept of multiple intelligence will be discussed later in this book when discussing strategies for addressing learning needs in an inclusive setting. Howard Gardner's book Frames of Mind and his other works Gardner said have made a significant impact on how the abilities and the intelligences of children are perceived.

Historically, verbal linguistic intelligence has been seen as being of key importance in recognizing and predicting how children will perform as learners in school. To a great extent this is still the situation today. Gardner, however, argued that verbal linguistic intelligence is only one of eight intelligences.

5. Cognitive Style

Cognitive style relates very much to information processing. Cognition relates to learning and individuals all have different ways of understanding and learning information.

6. Metacognition

Metacognition refers to the individual's awareness of his/her own learning. People who are skilled in metacognition will have self-knowledge in learning and be able to use that knowledge to develop comprehension and concepts across a range of learning areas. Being able to transfer learning from

one source to another is a Metacognitive skill which makes learning more efficient.

7. Teaching Style.

It is recognized that teachers have different styles. There is a considerable literature on teaching styleusing observational and questionnaire methods of data collection. These tend to provide informationon teacher types or the kind of teaching activities certain teachers are most comfortable with.

From the explain about the research conclude factor to consider is the overlap between learning styles and other important aspects of learning, help to explain learning differences and learning difficulties, Knowledge of strategies can make the difference between success and failure in a learning task,and ways of understanding and learning information.

f. Diversity Implement Learning Style in the classroom

Various researchers have attempted to provide ways in which learning styles can take effect in the classroom. Visual learners learn best when they see something; auditory learners prefer to process information through oral/aural modes and kinesthetic learners prefer to learn through activities that require total physical involvement.

These can be built into what can simply be termed 'good teaching'. Visual/auditory/ kinesthetic some guidelines:

1. Auditory Learners

Visual learners think in pictures and learn best in visual images They depend on the instructor's or facilitator's nonverbal cues such

as body language to help with understanding. Sometimes, visual learners favor sitting in the front of the classroom. They also take descriptive notes over the material being presented.

Auditory learner benefit from:

  a). sounding out words in reading

  b). verbal instructions

  c). the use of tapes

  d). rehearsing information, repeating it many times to get the sound.

2. Visual Learners

    These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.

  Visual learner would benefit from:

  a) The use of visual diagrams.

  b) User of video, flashcards, charts and maps.

  c) Practicing visualizing words and ideas.

  d) Writing out notes for frequent and quick visual scan and review.

3. Kinesthetic/tactile learners would benefit from:

Individuals that are kinesthetic learn best with and active "hands-on" approach. These learners favor interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

Kinesthetic would benefit from:

a). tracing words as they are being spoken
b). learning facts by writing them out several times
c). moving around while studying
d). taking risks in learning
e). making written notes but also discussing these with others
f). making study plans.[25]

Table 1 : Difference of Learning Style

Auditory	Visual	Kinesthetic

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[25] Gavin Reid, *learning style and inclusion……………*, p. 92.

Discussion	Chart	Movement
Debate	Tables	Role- plays
Podcasts	Graphs	Drama
Dictations	Mind maps	Listen music
Jigsaw reading	Graphic	Take frequents when
Story telling	organizer	study break.
Chain games/	Art	Note card [26]
chants	Drawings	
Lectures	Picture,Poster	
Talk active	Realia,	
Performing	Visualization	

g. Importance of Learning Style

One of the most significance issue in learning to learn is an individual's taking   the   responsibility   for students learning. The individuals should know what their own learning style are and what characteristic   this style has and   they should   there by behave according to this style. It is very important to understand and explore each individual's learning style. Analyzing one's own particular learning style can be very helpful and beneficial to the student by aiding them in becoming more focused on an attentive learner, which ultimately will increase educational success.

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[26] Lisa Leopold, In The Classroom prewriting Tasks For Auditory, Visual, and Kinesthetic learner: *A Journal 2012, vol 29 no,1 p. 98(http// files, eric, ed.gov/fult,ext/ej981503com accessed* on 19 0ctober 2016)

Discovering this learning style will allow the student to determine his or her own personal strengths and weaknesses and learn from them. Teachers can incorporate learning styles into their classroom by identifying the learning styles of each of their students, matching teaching style to learning style for difficult tasks, strengthening weaker learning styles through easier tasks and drill, and teaching students, learning style selection strategies.

Based on above, there are some important of learning style below:

1. People's learning style will vary because everyone is different from one another naturally.

2. Secondly it offers the opportunity the teach by using a wide range of methods in an effective way. Sticking to just one model unthinkingly will create a monotonous leaning environment, so not everyone will enjoy the lesson. in other words, learning and teaching will be just world and not rooted in reality.

3. We can manage many things in educations and communication if we really recognize the groups we are called to. Of course we may not know every detail, however being aware of our student learning style, psychological qualities and motivational differences

will help us regulate our lesson appropriately and according to the condition[27].

Based from the explain about the research conclude learning style importance because Teachers can incorporate learning styles into their classroom by identifying the learning styles of each of their students and students can motivational difference will help us regulate our lesson.

h. Principles to Motivate all Learning Styles

Principle very important to learning style because with principle we can more successful when study. There are five element to motivate learning style as follow:

1. Balance
   Balance try to ensure that teaching and planning incorporate a range of styles and that there are activities that can accommodate to visual, auditory, kinesthetic learners as well as having areas of the room to accommodate different environmental preferences.
2. Planning
   Teachers need to engage in learning styles at the planning stage. It is important that at that stage information about the learners is obtained. The observational framework in the previous chapter can be useful for this.
3. Collaboration
   Learning styles should be seen as a whole-school issue and responsibility. To successfully implement learning styles in the classroom, environmental considerations need to be acknowledged and this may need the co-operation of other teachers and in

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[27] Abbas Pourhossein *Visual, Vuditory and kinesthetic Learning Style and Their Impect On English Language Teaching;* A International Journal 1 February 2012, vol 2. No 1, p. 108-109 retrieved from *E-mail. Abbaspourhossein @ yahoo.com.*

particular the school management. Implementing learning styles can be more successful when the whole school is involved and preferably the whole school district or education authority.

4. Differentiation

Differentiation is about good teaching and planning and if the task and the curriculum are effectively differentiated to take account of the task, the input, output and the resources that are to be used, then it is likely that all learning styles will be catered for in some way.

5. Learner awareness

it is worth while spending time with the learner so that Students will be aware of their own learning preferences. It will be useful to help them understand that there are advantages and disadvantages to every style.[28]

From the explain above the research conclude motivate all learning style it is very important to understand and explore each individual learning style because can be helpful to the students by aiding them and becoming more focused on an attentive learner which ultimately will increase educational process.

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[28] Gavin Reid, *learning style and inclusion…….,*p. 92

2. Reading Comprehension

a. Definition of Reading comprehension

Reading originally is from root " read" +ing which become reading. It means to read.Reading is an activity that is done deliberately in order we can know what is wanted to know.By reading, people can conclude something that is intended.

Reading is assumed a combination of decoding and oral language, it is no acknowledged that reading comprehension depends heavily on knowledge about the worlds as well as on knowledge of language and print.

In addition to producing literal comprehension,reading entails making inferences and evaluating what is read.readers construct new knowledge from the interaction between texts and their own background knowledge.

Reading is the act of thinking one idea to another idea. Henry says "Reading is bringing meaning to and getting meaning from printed or written material".[29] Moreover, reading is cognitive process

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

in combining physic and mental to get the information from a text.[30] It means that activity reading has relation with our mind for thinking to get the meaning in written material.

Reading is an active process that requires a great deal of practice and skill.According so spache and spache in Tinker and McCullough's book of *Teaching Elementary Reading* describe and define reading under a variety of headings : reading as skill development, as a visual act, as aperceptual act, as areflection of cultural background, as a thinking process which states that reading is the meaningful interpretation of printed or written verbal symbols.[31]

Reading is process of interaction or a transactional between the reader with the text and the reader realtes the idea from the text to prior experiences and their knowledge. In other words, reading is a process by which the reader construct meaning by interacting while understanding the text; the readers want to communicate with ideas with the text. Therefore, reading is the process of communication between readers and the researcher. It means reading can involves the readers' acting on interprecting the text.

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

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

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

Reading comprehension requre language comprehension and cognitive ability (complex reasong skill), there is many more language, and reasoning skill that make up reading comprehension then there are decoding skill futher. Reading comprehension   also points to the importance   of bacground knowledge   that a reader brings to the reading task. It is argue that the more a reader knows about a topic and apply this bagkround knowledge when reading the tex,the more he will comprehend.

 Reading Comprehension is acquiring information from context and combining disparate elements into a new whole. According to Reading comprehension is very importance for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read,

so they get nothing from the text. So the teachers have to be more concern about the problem.

Reading perceives a written text in order to understand its contents or silent reading. The understanding that result is called reading comprehension. A formal definition of reading comprehension may see unnecessary because the term is use to widely and is meaning is assumed to be generally understood. Teacher think of reading comprehension as what students are thought to do in reading interaction during the early school years and as reading capacities they are expected to display throughout the middle and high school years.

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

Reading comprehension is Goodmen in Wayne Otto Stated" reading comprehension is the interaction between through and language and bases evaluation of success in comprehension on the extent to which the reader's reconstruct the message with the researcher's intended message.[32]

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[32]Otto Wayne, *How To Teach Reading*, (America:Addison-Wisely Publishing Company, 1978), p. 151.

b. The Purpose of Reading Comprehension

Reading comprehension is very important to have, because comprehension is the process of reader to understand the written language. The function are:1. To understand the text more easier, 2. To image what the information in content, 3.To follow the construct of a passage, 4. To recognize a researcher purpose, attitude, tone and mood.[33]

There are several the purposes of reading comprehension. David Nunan state that book suggest that there are seven main purposes for reading: To obtain information for some purpose or because we are curious about some topic:

1) To obtain instruction on how to perform some task for our work or daily life (examples, knowing how an appliance works)

2) To act in a play, play a game, do a puzzle

3) To keep in touch with friends by correspondence or to understand business letters

4) To know when or where something will take place or what is available.

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a[33]David Nunan, *Practical English Language Teaching , First Addition* (New York: McGraw- Hill Companies, 2003), p.68.

5) To know what is happened (as reported in newspaper, magazine, reports, etc).

6) For enjoyment or excitement.[34]

As the option above, the purpose of reading comprehension is to make the reading easy and fast to find the information in the text what the read. The reader can understand the purpose, attitude and mood of researcher that was the comprehension.

c. **Models of Reading Comprehension**

Models of reading comprehension there are :

1. Bottom up models typically consist of lower level reading process. students star with the fundamental basic of letter and sound recognition, in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structure, sentence, sentence and longer text.

2. A phonics approach to teaching reading supports a bottom-up model.

3. Top- down models, on the other hand, begin with the idea that comprehension resides in the reader. The reader uses background

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[34]David Nunan, *Second Language Leaching and Learning* (New York: Heinle and Heinle, 1999) p.251

knowledge, make prediction, and searches the text confirm or reject the predictions that are made.[35]

From the explanation above, it can be concluded that the models of reading comprehension as bottom-up models is that it assumes the initiation of higher level process, such as use of background knowledge, must await lower level decoding processes. The top-down model, on the other hand, does not allow lower level processes to direct higher level ones.

d. Principles of Teaching Reading

Principles teaching reading below:

1. Before you read

Speed some time introducing a topic, encouraging skimming, scanning, and activating schemata. Student can bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage.

2. While you read

Not all reading is simply extensive-global reading. There may be certain facts or rhetorical devices that students should take note of while they read. This gives them a sense of purpose rather than just reading because the teacher ordered it.

3. After you read

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[35] *Ibid.* p. 70-71.

Comprehension question are just one form of activity appropriate for post reading. Consider vocabulary study, identifying the author's purpose, discussing the author's line of reason, examining grammatical structures, or steering students toward a follow-up writing exercise.[36]

e. **The Types of Reading**

Depending on the purpose of reading can be classified into four types of activity:

1. Perspective

   Perspective reading tasks involve attending to the components of larger stretches of discourse: letter, words, punctuation, and other grapheme symbols.

2. Selective

   This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true-false, multiple-choice, etc.

3. Interactive

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[36] Douglas Brown, *Teaching by Principles* (Englewood Cliiffs: San Francisco State University.2003), p. 300.

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistics sense, interact with the text.

4. Extensive

Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.[37]

f. The Level of Comprehension

Reading comprehension is reading with understanding with comprehension of written language involve the knowledge of vocabulary, structure and the situation in which language used. Smith Wayne Otto said that, there are four level of comprehension, they are:

1. literal comprehension

Literal comprehension is generally accepted as the most simple, basic, comprehension skill and one requires little thinking or reasoning.

2. Interpretation

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[37]H. Douglas Brown, *Language Assesment Principles & Classroom Practices,* (San Francoise State University. 2004), p. 198.

Definitely involves thinking skill and require readers to identify ideas and meanings are not explicitly stated that in the written text. Within the interpretive level, reader may make generalization determine cause and effect, identify motives, find relationship, predict ending, and make comparison.

3. Critical Reading

When individuals read critically, they are evaluate what is read. They examine critically the thought of researcher, which have been identified thought the two lower levels of comprehensions and judge their validity or worth.

4. Creative Reading

Creative reading beyond what the author has written, applying ideas from the text to new situation and recombining the author's ideas to from new concepts or to expend old ones. Through creative reading the reader create something new idea, the solution to a problem, a new way of looking at something.

g. The Strategy in Reading Comprehension

Strategy for reading comprehension. Identify your purpose in reading a text.

1. Apply spelling rules and conventions for bottom-up.

2. Use lexical analysis (prefix, roots, suffixes, etc) to determine meaning.

3. Guess at meaning (of words, idioms, etc.) when you aren't certain

4. Skim the text for the gist and for main ideas.

5. Scan the text for specific information(name, dates, key word)

6. Use silent reading techniques for rapid processing.

7. Use margin notes, outline, charts, or semantic maps for understanding and retaining information.

8. Distinguish between literal and implied meanings.

9. Capitalize on discourse markers to process relationship.[38]

h. Reading Assessments

Assessments require planning and organization. Assessment is a tool to measure how far the students ability and comprehension of the material. In assessing reading comprehension, there are some indicators:[39]

Table 2
Table of Indicators of Reading Comprehension

No	Indicators of reading comprehension

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[38] Dounglas Brown, *Language Assessment* (San Fransisco: State University,2004. P, 41
[39] J. Michael O, Malley and Lorraine Valdes Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company. 1996), p. 98.

1	Identifying topic sentence
2	Identifying main idea
3	Identifying important information
4	Identifying vocabulary
5	Identifying conclusion

The following will explain the indicators of reading comprehension, they are:

1. Topic Sentence

   Every good paragraph has a topic sentence. Topic is what is being talked about. The topic sentence states the main idea of paragraph. It is the one thing a paragraph about, the main idea sentence is also known as the topic sentence.[40] Every sentence in a paragraph in some way discusses or explains this topic.

2. Main idea

   A main idea sentence is the most general statement the author makes about the topic or subject of the paragraph. The main idea generally describes or "covers" the details in the paragraph.[41] So, the main idea of paragraph is what the author wants you to know about the topic.

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[40]Thomas G. Gunning, *Reading Comprehension Booster*, (San Francisco: Jossey-Bas, 2010), p. 27.

[41]*Ibid*, p. 10.

3. Important information

Important information develop the main idea in paragraph. Important information also explain about main idea and also give explanation about the topic sentence. Important information can be state as supporting sentence.

4. Vocabulary

According to Oxford learners pocket "Vocabulary is all the words that a person knows or uses".[42] So, vocabulary is pattern of letter is forming word and also vocabulary can form language.

5. Concluding Sentence

According to Oxford learners pocket "Conclude is a result of what you have heard or seen.[43] Concluding sentence is stated at the end of the paragraph. It is the conclusion of paragraph. Thus concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

B. **The Review of Related Findings**

This research is not the first work that has been done, there were several researchers which had done the same work, firstly, Nora Wahyuni

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[42]A.S. Hornby, *Oxford Learner's, ...* p. 495.

[43]Alice Oshima and Ann Hogue, *Writing Academic: A Writing And Sentence Structure Workbook for International Students*,(USA: Addison-Wesley Publishing Company, 1983), p. 8.

concluded that correlation between lecturers teaching technique and reading comprehension at third grade of English educatonal program (TBI) IAIN Padangsidimpuan and researcher Hyphotheses can be accepted.[44]

Second, Nurliani the concluding of her research, it was found that rxy was 0.89 while r- table was 0.304. it means that tcount > t table (0.89 > 0.304) which means hyphothesis was accepted. It was concluded that there was correlation between learning motivation and English achievement at study to the grade VIII at SMP Negeri 3 Siabu. However, there was significance correlation between learning motivation and English achievement (a study to grade VIII at SMP Negeri 3 Siabu).[45]

Third Eka Dewi Fithrotunnisa the concluding her research, with a result of this study revealed that the majority of the students had visual learning style (50% or 15 students). The study also found that 16.66% or 5 students out of 30 students had an excellent English learning achievement and 83.33 % 0r 25 students out of 30 students had good English learning achievement. [46]

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[44]Nora Wahyuni, " The Correlation Between Lecturers Teaching Tehnique and Students Reading Comprehension at Third Grade of English Department in IAIN Padangsidimpuan" *Unpublished Thesis* (IAIN Padangsidimpuan, 2014).

[45] Nurliani, " The Correlation Between Learning Motivation and English Achievement (A study to the grade VIII at SMP Negeri 3 Siabu)*, Unpublished Thesis* (Padangsidimpuan: IAIN, 2015)

[46] Eka Dewi Fithrotunnisa *" The Comperative Analysis of Students Learning Style on their Achievement in Reading Skill at the second grade of Muhammadiah 1 ciputan (*Unpublished Thesis*: Syarif Hidayatullah state Islamic university 2015) retrieved in *Http://repository.uinjkt.ac.id* on Tuesday 19th 2016 at 10.30 a.m.

Next Nur Khafifuddin the concluding of her research, the effect of visual learning style is 18.40% and the entire of learning style is 69.39% toward students vocabulary mastery there is no significant influence between visual learning style towards students vocabulary mastery result of calculating arithmetic r = -0.588 and table r =0.361 it can be seen from the calculating R_0= 0.833and R_t = 0.361.[47]

Borlian Hasibuan with average value 58.69% r calculate was 0.453 it means that (0.453>0.325). So that can know that begger rxy value " r " tables of its meaning there are relation which is significant between the using metacognitive strategy to students learning motivation at the fourth semester TBI-1 IAIN Padangsidimpuan.[48]

Teresa L. Heiland, Robert Rovetti, and Jan Dunn concluding In 130 out of 162 ratings, plié arabesque scores were higher following the image interventions. Based on ttest comparisons, the visual mode produced significant positive improvement for all three measures ($p \leq 0.001$ for each), while the kinesthetic mode produced increased ratings for the Rotation

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[47] Nur Khafifuddin " The Influence of Learning Style (Visual, Auditory and Kinesthetic) Toward Vocabulary Mastery at the Second Year Students of MAN SALATIGA" in the Academic Year of 2012-2013", (Unpublished Thesis: English Department of Educational Faculty State Institute For Islamic Studies (STAIN) SALATIGA 2013) retrieved in *Http://perpus.iainsalatiga.ac.id* on Wednesday 29th 2017 at 11.30 a.m.

[48] Borlian Hasibuan " The Correlation of Using Metacognitive Strategy to Students Learning Motivation at the fourth Semester of English Education Program (TBI-1) IAIN Padangsidimpuan", *Unpublished Thesis* (Padangsidimpuan: IAIN, 2014).

(p=0.012) and Tri-fold (p=0.019) measures. The auditory mode was associated with increased ratings in the Tri-fold measure only (p< 0.001).[49]

So, this research made by research to complete the researches above. Therefore, wanted to solve reading problems in correlation between learning style at grade Xl SMA N 1 Tambangan. This learning style visual, auditory and kinesthetic was good to express their opinions and perception orally. Therefore the research chose this style.

C . The Conceptual Framework of Correlation

The successful of reading comprehension depend on many factors. One of them is how the students learning style in reading . The suitable style is very important to learning in reading. But, in fact there are so many students which still use learning styles in reading. So, the researcher tries to used Correlation learning style and students' reading comprehension.

Learning styles mediate between emotional and cognition, as you was soon discover. For example, a reflective styles invariably grows out of reflective personality or a reflective mood. An impulsive styles, on the other hand, usually arises out of an impulsive emotional states.

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[49] Heiland, Teresa L.; Rovetti, Robert; and Dunn, Jan (2012) "Effects of Visual, Auditory, and Kinesthetic Imagery Interventions on Dancers' Plié arabesques,*" Journal of Imagery Research in Sport and Physical Activity*: Vol. 7: Iss.1, Article 5 retrieved in *Http://frankdlinmethod.com* on Wednesday 29th 2017 at 11.30 a.m.

Achievement is activity result and assessment/ effort which have been
by which is expressed in the from of letter or number and can express
reached result of certain someone whitin.

In educations, reading comprehension is a process which the reader try
to understand about what is read or to know the meaning from the text. For
example, readers must be able to draw conclusions, identify main ideas and
recognize details from the selection.

So, the researcher concludes that two variable of this research are
learning style as independent variable (X) and reading comprehension as
dependent variable (Y), the relation of variables may be seen on figure below :

```
┌─────────────┐        ┌──────────┐        ┌─────────────┐
│  Learning   │    ┌──▶│  Visual  │──┐     │   Reading   │
│             │    │   └──────────┘  │     │             │
│   Style     │────┼──▶┌──────────┐  │     │ Achievement │
│             │    │   │ Auditory │◀─┼────▶ │             │
│    (X)      │    │   └──────────┘  │     │    (Y)      │
│             │    └──▶┌──────────┐  │     │             │
│             │        │Kinesthetic│──┘     │             │
└─────────────┘        └──────────┘        └─────────────┘
```
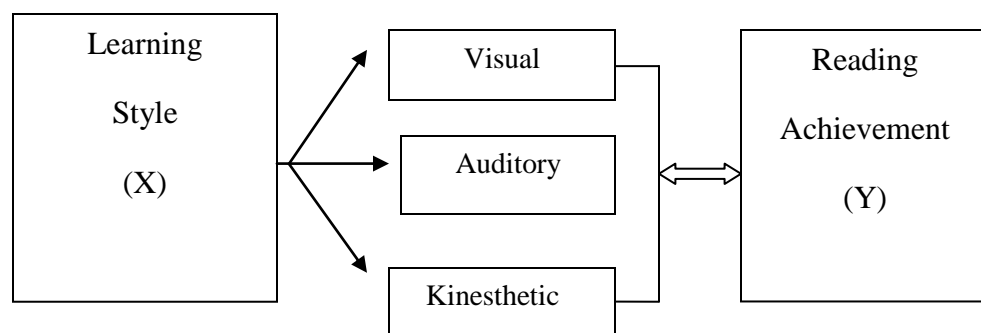
D . The Hypotheses

Hypotheses of this research is as follow:

" There is a significant correlation between Learning Style (visual, auditory,
kinesthetic) and Students' Reading Comprehension at grade XI SMA Negeri 1
Tambangan".

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and Place of the Research

This research was taken at eleven grade of SMA N 1 Tambangan in 2016/2017 academic year. This school is located at Jl. Medan Padang, Mandailing Natal, of North Sumatera. Research has been conducted from September 2016 until March 2017.

B. The Research Design

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

A quantitative approach is numeral of data which it can make as a description about condition, phenomenon, or something indication.[1] Beside that L,R Gay, peter said that quantitative research is based on collection and analysis of numerical data. Usually obtained from questionnaires, test, and other formal paper and pencil instruments. Meanwhile a quantitative approach entails more and just the use of numerical of data.[2]

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[1] Anas Sudijono, *Pengantar Statistic Pendidikan* (Jakarta : PT. Grafindo Persada, 2000), p. 2.
[2] L.R Gay, *Educational Research* (America : Library of Congress Catalonging, 200), p.12

C. **The Population and sample**

a. **Population**

Population is sample comparison the individuals. Items or event selected from a group. L.R gay and Peter Airisian said that population is a sample comprises the individual, items or event selected from a large group.[3] From the explanation above the population of this research is taken from all class XI student of SMA N 1 Tambangan in academic year 2016- 2017.

Based on the quotation above, population of the research consists of four class so that it can be seen the table follow:

Table 3

The Population in Class XI

No.	Class	Total
1.	XI IPA 1	29
2.	XI IPA 2	30
3.	XI IPS 1	25
4	XI IPS 2	21
	Total	105

b. **Sample**

Sample is part of population who want to study..[4] Sample is part of population which was be researched. The result of research from the sample taken would be generalized to whole population. A sample comprises the individuals, items, or events selected from a larger group

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[3] *Ibid*, p. 121
[4] L. R Gay *Educational Research* ….,p.131.

referred to as a population. So, sample is some of amount and characteristics owned by population.

There are four different sampling technique include in the sampling probability sampling technique. The fourth technique is how random, stratified, cluster and systematic. So here research takes one data random sampling.

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

Table 4

Sample in class XI

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

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

D. The Instruments of the research

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. To get the data in this research, the research used the instruments like test and questionnaire. The instrument is a test for reading achievement in narrative and recount text. The kinds of the test make something accomplish, it was five items. In which, it was scored different for each question to make the total score to be 100 and Questionnaire for learning styles. Then the result of the data of this research.

1. Test

   Test is some of question or view and other tool used for measure skill, knowledge, and intelligence ability. Brown states " a test is a method of measuring a person's ability or knowledge in a given domain.[5] Then, procedure the data was conducted, they were: a.) the question and answer

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[5] H. Doughlas Brown, *Language Assesment: Principles and Classroom Practices,*(United States of America: San Francisco State university, 2004), p. 384

sheets are firstly distributed. b.) the researcher read the instruction and explains how to do test. Then, students are asked to put their identity on to the answer sheet. c.) the research give time for doing the test. d.) then, the researcher collect the answer sheet after the students doing the test.

Research used multiple choice test to know students reading comprehension recount and narrative text. The research took 20 questions for students. the researcher has some indicators in reading comprehension test follow:

a) Students are able identify generic structure/ characteristic of the text

b) Students are able to identify topic sentence of the text.

c) Students are able to identify the main idea from the text.

d) Students are able in analyzing vocabulary in context.

e) Students are Able to identify the conclusion / coda of the text.[6]

This test had been given the question 5 score to get the students' score in answering the questions. So, the maximum score of test was 100.

Research used a test to students by using multiple choice test item is usually set out in such a way that the candidate is required to selected the answer from a number of given options. Only one of which is correct, the marking process is totally objective because the marker is not permitted

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

to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item.[7]

Table 5

The Indicators Reading Comprehension Test

No	Indicators	Item	Number of Items	Score	Total Score
1	Able to identify generic structure of text	4	11, 12, 17, 19	5	20
2	Able to find the topic sentences of the text	4	1, 5, 8, 16	5	20
3	Able to identify The important information from the text	4	4, 9, 13, 20	5	20
4	Understanding of Vocabulary	4	2, 6, 14, 15	5	20
5	Able to identify the conclusion	4	3, 7, 10, 18	5	20
	TOTAL	20		25	100

2. Questionnaires

To know the knowledge of Visual, Auditory, and Kinesthetic, the research used questionnaires. Questionnaires is simply a " tool" collecting and recording information about particular issue of interest. Questionnaires was a list of question that were given to other people,

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[7]Cyrill J. Weir, *Communicative Language Testing* (New York: Prentice Hall, 1990), p. 43.

in order to give the respond that was appropriate to user's will.[8] It is mainly made up of a list of question, but should also include clear instruction and space for answer or administrative details.

The Questionnaire was taken from deported, Reardon and Singer-Nourie in Quantum Teaching book and *Tes Minat & Bakat anak* The Questionnaire consist of 30 items, There are 10 items for each kind of learning style.[9]

Questionnaires should always have a defined purpose that is related to the objectives of the research, and it needs to be clear from the outset how the findings will be used .The indicators of the questionnaires visual, auditory, and kinesthetic can be seen as table below:

Table 6

The Table Indicators of Learning Style Instruments

Indicator	Answer point					Point	Item
	A Strongly agree	B Agree	C Doubt	D Disagree	E Strongly disagree		
	Score	Score	Score	Score	Score		
Visual	5	4	3	2	1	1,2,3,4,5,6,7,8,9,10	10

[8] Riduan, *Belajar Mudah Penelitian Untuk Karyawan-Guru dan penelitian pemula*, (Bandung: Alfabeta,2005), p.71

[9] DePorte, Reardon and Singer-Nourie,*Quantum Teaching Book*,(Cambridge: University Press,1899) p.110-1113.

Auditory	5	4	3	2	1	1,2,3,4,5,6,7,8,9,10	10
Kinestheti	5	4	3	2	1	1,2,3,4,5,6,7,8,9,10	10
Total score						30	30

The questionnaires in this instrument used likert scale which the given answer are: sangat setuju (strongly agree), setuju (agree), ragu- ragu (doubt), tidak setuju (disagree), and sangat tidak setuju (strongly disagree). Likert scale is used to measure attitude, opinion, and perception from the people or group social phenomena.[10]

These Questionnaires are given the interpretation for each answer as follows:

For the option A (Strongly agree)   : 5
For the option B (agree)   : 4
For the option C (doubt)   : 3
For option D (disagree)   : 2
For option (strongly disagree)   : 1

E. The Technique of Validities Instruments

The researcher will get the data analysis with validity :

1. Validity of the Test

The validity of a test the extent to which the test measures what was intended to measure validity is the chance which shows the level of

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[10] Sugiono, *Metode Penelitian Pendidikan pendekatan Kuantitatif, kualitatif dan R&D* (Bandung: CV Alfa Beta, 2009), p. 134

instrument about measurement someting. Validity To know validity of the test the researcher used the formula as follow:

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

Where : r_{xy} = Koefisien Validity of the test

X = Score for each item test

Y = Score for all item test

N = Number of students.

\ Examination of validity done by comparing r_{ecount} with r table of product moment to show how far the test can be testing to get the data. With criterion of $r_{count} > r_{table}$ test classified was valid.

It is to reading comprehension that established by the test as the representative which was provided by the researcher. In this research, the researcher had used item validity to find out the validity of instrument. Item validity is a part of the test as a totally to measure the test by items. Then, the test consisted of 20 multiple choices.

2. **Questionnnaires Reliabilities**

An instrument of the research must be reliable. A reliable question is consistent and dependable.[11] To get the reliability of the question. The reliability of the instruments to show the real instrument to measure the questionnaire and test.

To know the content of questionnaire and test by using criteria validity. The item validity of test the researcher analyzed by *product moment formula.* And to examine the reliable of instruments the research was taken from dePorter, Reardon and Singer-Nourie in Quantum Teaching Book. The Questionnaire consist of 30 items, there are 10 item for each kind of learning style.

To examine of validity and reliable of instrument would done towards questionnaires for Learning Style and Reading Comprehension for test. The sample use to get the data of questionnaire and test validity from SMA N 1 TAMBANGAN.

F. **The Techniques of Data Collection**

Collecting data is this research is trough testing. Test multiple choice was be performed to get the data about the students' reading comprehension recount and narrative text. And questionnaires visual, auditory, and kinesthetic to get the degree or not. The process explained as follows:

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[11]H. Douglas Brown, *Language Assessment,...*p. 21.

1. Giving questionnaires

   The first test was give questionnaires from to see degree of the participant and how characteristic of participant. research give the questionnaires to know their knowledge above : Visual. Auditory, and Kinesthetic.

2. Giving test

   After knowing degree and characteristic of participant. Giving the test reading, from this test was see students reading achievement. The result of the test determine the admission or rejection of the hypotheses.

G. The Technique of Data Analysis

After collecting the data, the researcher would analyze the data, the technique of data analysis would be used by quantitative data. In quantitative research the most suitable analysis is using the statistical process and with following steps:

1. Identify and total or corrected the answer the subject research from the test.

2. Use mean score to identify variable X and Y

   a) Know the mean score used the formula:

   $$(x) = \frac{fixifi}{f}$$

   b) Know the median score used the formula:

$$Me = \ell + \frac{\frac{1}{2}n - fkb}{fi} \; x \, i$$

c) Know the modus of score used the formula:

$$Mo = \ell + \frac{fa}{fa+fb} \; x \, i \qquad\qquad atau \qquad\qquad M_0 = U - \frac{fb}{fa+fb}$$

The result should be appropriated with the interpretation to the index of means score. The interpretation of the result can be seen in the following table:

Table 7

The Table Interpretation of Means Score

No	Interval	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail[12]

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[12] Nana Sudjana and Ibrahim, *Penelitia ndan PenilaianPendidikan* (Jakarta: SinarbaruAlgesindo, 2002), p. 153.

3. To know the contribution of coefficient correlation between variable X and
   Y it can be definite the formula determinant correlation:

   $Kp = r^2$ x 100%

   Where :

   Kp = determine correlation

   r   = coefficient correlation[13]

4. To examine the significances variable X and Y was calculated by:

$$T_{count} = \frac{r\ \overline{n-2}}{\overline{1-r^2}}$$

T = result of t-test

n = total of sample

r = coefficient correlation between x and y[14]

The result should be appropriated with the interpretation to the index of

product moment of correlation, the interpretation of the result can be seen in

the following table:

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[13] Riduan, *Dasar- dasar statistika*,(Bandung: Alfabeta, 2010). P.56
[14]Riduwan, *Belajar Mudah Penelitian Untuk   Guru, Karyawan dan Peneliti Pemula*, p. 98.

Table 8

The table interpretation

The value	Degree
Between 0.00-0. 20	Very low correlation
Between 0.20- 0.40	Low correlation
Between 0.40-0. 70	Fair correlation
Between 0.70- 0.90	High correlation
Between 0.90- 1.00	Very high correlation[15]

[15] Anas Sudjono, *Pengantar Statistic Pendidikan* (Jakarta : PT Raja Grafindo Persada, 2009), p 206.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

To understand this research easily, it was described based on variables. There are were two variables in this research and was started from the variable of learning style (X) The research took the of Students Learning Style using 30 items, 10 item for visual, 10 item for auditory, and 10 item for kinesthetic, questionnaires from 32 students . The variable of Student's Reading Comprehension (Y) using 20 test multiple choice from 32 students and also was continued to the testing of hypothesis.

1. Result of Students' Learning Style

There was kinds of student learning style data. The researcher got the score from each items of questionnaires. The result of the learning style, as seen in the table in the appendix II.

Based on the questionnaires result, after calculating students learning style score there are 8 students who has Auditory, II students who has Visual learning style and 13 students who has kinesthetic learning style.

Table 9

The Resume of the Variables Score Student Learning Style

No	Statistic	Variable X
1.	High score	100
2.	Low Score	80
3.	Range	30
4.	Mean score	98.875
5.	Median score	97.625
6.	Modus	96.375

From the above table, it was known that the high score was 110, low score 80, mean was 98.875 , median was 97.625 and modus was 96.375. Next, the calculation of how to get it can be seen in the appendix 9

Based on the above table calculation means score, it was 98.875   it means that the students in learning style was in very good predicate. To know revelation of data was done to grouped the variable learning style which the total classes 7 and interval 5. Then, the computed of the frequency distribution of the student's score of group can be applied in the table frequency distribution as follows:

Table 10
The Frequency Distribution of Student's Learning Style

Interval	Mid Point	Frequency	Percentages
80-84	82	3	9.375 %
85-89	87	4	12.2 %
90-94	92	3	9.375 %
95-99	97	16	50 %
100 -104	102	5	15.625 %
105 – 109	107	0	0
110 – 114	112	1	3,125
Total		**32**	**100**

In order to get a description of the data clearly and completely, the

researcher presents them in histogram on the following figure :
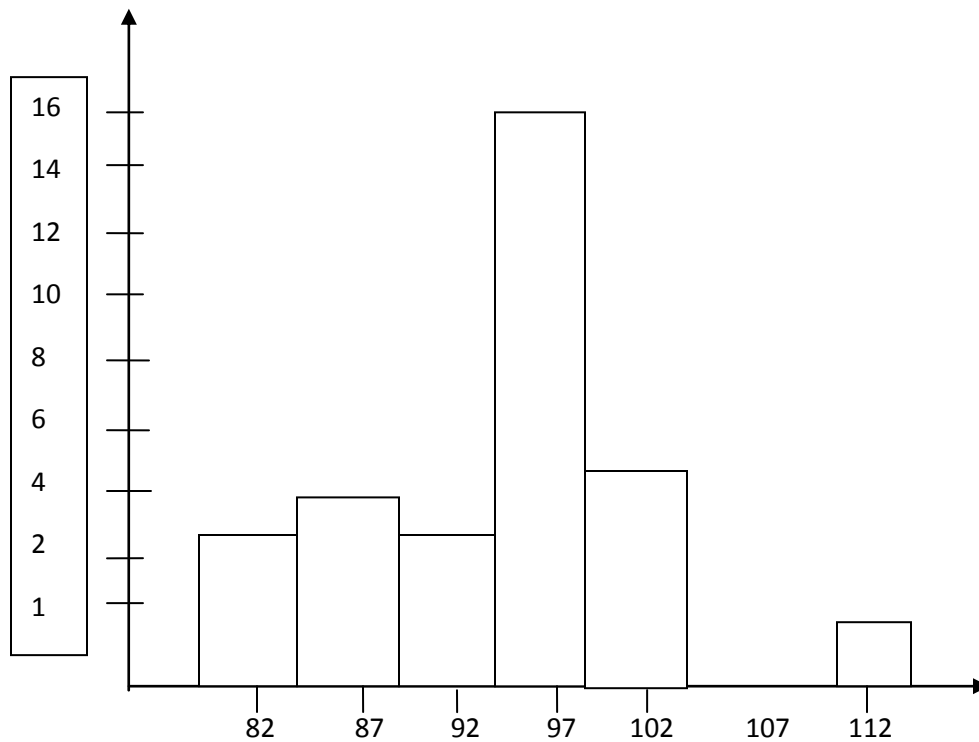
Figure 1 Description Data of Learning Style

Based on the above table, it was known that the variable revelation of learning style shown that the respondent at interval 80-84 were 3 students (9.375%), interval 85-89 were 4 students (12.5%), interval 90-94 were 3 students (9.375%), interval 95-99 were 16 students (50%), and interval 100-104 were 5 students (15.625%), interval 105-109 were student 0 (0%), interval 110-114 were 1 (3.125%).

2. Result of Students Reading Comprehension

The resume score of variable student's reading comprehension to the XI grade students of SMA N 1 TAMBANGAN been gotten as table below:

Table 11
The Resume of the Variable Score of Reading Comprehension

No	Statistic	Variable Y
1.	High score	90
2.	Low Score	15
3.	Range	75
4.	Mean score	68.125
5.	Median score	63.5
6.	Modus	56.1

From the above table, it was known that the high score was 90 , low score 15, mean was 68.125 , median was 50.9 and modus was 56.1. Next, the calculation of how to get it can be seen in the appendix 10

Based on the above table calculation means score, it was 68.125 it means that the students in reading Comprehension was in enough predicate. To know revelation of data was done to grouped the variable score of reading

comprehension which the total classes 6 and interval 13. Then, the computed

of the frequency distribution of the student's score of group can be applied in

the table frequency distribution as follows:

Table 12
The Frequency Distribution of Reading comprehension

Interval	Mid Point	Frequency	Percentages
15-27	21	2	6.25 %
28-40	34	0	0 %
41-53	47	2	6.25 %
54-66	60	10	31.25 %
67-79	73	8	25 %
80-92	86	10	31.25 %
Total		**32**	**100%**

In order to get a description of the data clearly and completely, the

researcher presents them in histogram on the following figure:
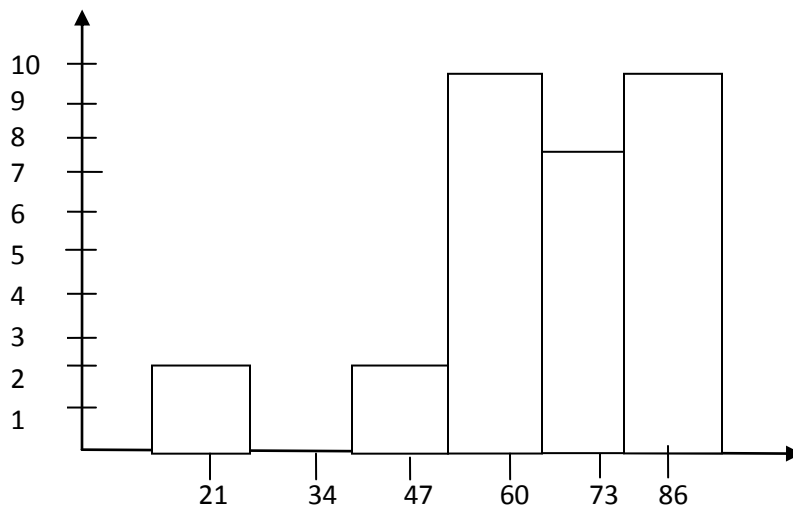
Figure 2 : Description Data of Reading Comprehension

Based on the above table, it was known that the variable revelation of reading comprehension shown that the respondent at interval 15-27 were 2 students (6.25%), interval 28-40 were 0 students (0%), interval 41-53 were 2 students (6.25%), interval 67-79 were 8 students (25%), and interval 80-92 were 10 students (31.25%).

B. The Hypothesis of Testing

Hypothesis testing aims to determine the correlation between Learning Style and Reading Comprehension to the XI grade students of SMA N 1 TAMBANGAN by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as the table below:

$$\sum X = 3041$$

$$\sum Y = 2120$$

$$\sum X^2 = 290385$$

$$\sum Y^2 = 149650$$

$$\sum XY = 202120$$

By using the values above, calculated the value of correlation between variable X dan Y.

$$r_{xy} = \frac{n \quad XY - \quad X \quad Y}{n \quad X^2 - \quad X^{2} \quad n \quad Y^2 - \quad Y^{2}}$$

$$= \frac{32 \quad 202120 - 3041 \quad 2120}{32 \, x \, 290385 - (3041)^2 \quad 32 \, x \, 1496650 - 2120^{2}}$$

$$= \frac{6467840 - 6446920}{\overline{9292320 - 9247681} \ \ \overline{4788800 - 294400}}$$

$$= \frac{20920}{\overline{44639 \ (4494400)}}$$

$$= \frac{20920}{\overline{2.006255211}}$$

$$= \frac{20920}{44791,240}$$

$$= 0.467$$

H_a : The correlation between students' learning style and students' reading comprehension. So, based on the above calculation between variable X and Y by r_{xy}, the researcher got 0,467 and df = N-2.[1] 32-2 = 30 at significant level 5% = 0.361 and significant level 1% = 0.463. So, it found that $r_o > r_t$. It can be seen from $r_0 = 0.361 > 0.463$ in significant level 1%, because $r_o > r_t$, Ha accepted. So, the correlation of this research was positive correlation. It can be seen from calculation r_{xy} product moment was 0.467.

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

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

were fair correlation between learning style and reading comprehension to the

XI grade students of SMA N 1 TAMBANGAN.

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

KP = The score of determine coefficient

r = The scores of the coefficients correlation

$$KP = r^2 \text{ x } 100 \text{ \%}$$

$$= (0,467)^2 \text{ x } 100\%$$

$$= 0,218089 \text{ x } 100\%$$

$$= 21,80\%$$

Testing the truth of significant correlation, used the formulate t_{count} or t_{test}

$$T_{count} = \frac{r\sqrt{n-2}}{1-r^2} = \frac{0,467\sqrt{32-2}}{1-0,467^2}$$

$$= \frac{0,467\sqrt{30}}{1-0,218089}$$

$$= \frac{0,467 \cdot 5,477}{1-0,218089}$$

$$= \frac{2,557}{\sqrt{0,781}}$$

$$= \frac{2,557}{0,883}$$

$$= 2,895$$

Based on the calculative above, the researcher found that $t_{count} = 2.895$

and dk = N-2 = 32-2 = 30, and at real $\alpha = 0,05$, the researcher found that $t_{table} =$

2.750 couse $t_{cout} > t_{table}$，namely t_{cout} : 2.895 and t_{table} = 2.750. It means that there was the significant correlation between two variables that it was categorized to be "valid" or could be said that the validity of the contribution of variable X to variable Y was "accepted".

C. The Discussion

Based on the Data Analysis above, it has proven that learning style gave significant correlation for reading comprehension. Learning style is one aspect of cognitive style, however, in the vast range of literature about style, these two terms are often used interchangeably, which can be misleading. For clarity, learning style should be seen as the application of a person's preferred cognitive style to a learning situation.[2]Learning style is the way in which each person begins to concenrate on process and retain new and difficult information.[3]

Reading comprehension is Goodmen in Wayne Otto Stated" reading comprehension is the interaction between through and language and bases evaluation of success in comprehension on the extent to which the reader's reconstruct the message with the researcher's intended message.[4] Reading Comprehension is acquiring information from context and combining

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

[3] Rita Dun. A all, *Multiculturalism and Learning Style* (London : United States of America, 1995), p.14.

[4]Otto Wayne, *How To Teach Reading*, (America:Addison-Wisely Publishing Company, 1978), p. 151.

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

The research find out the difference of students' English in their reading skill based on their. learning have their own learning style which is distinguished into three categories such us visual, auditory, and kinesthetic learning style. Students of eleventh grade us research sampling have majority learning style. It is kinesthetic learning style.

Reading skill shows that most of student have enough and research findings that students majority learning style is a kinesthetic learning style. It is different between the previous studies from other research they found out that a dominant students learning style is a visual learning style.

In addition, based on the researcher 2008, the average of students learning style has collected by SDS (Specific Diagnostic Studies) at Rockville, Maryland from 5.300 students at 5-12 class who filled in learning testing of SDS preference channel in USA, Hongkong and Japan Showed that 37% students have kinesthetic learning style, 34% students have Auditory learning style 29 % students have visual learning style.[5]

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[5] Shendy Septyaneu, Profil Gaya Belajar, (*http://blogsport.com/ 2011/ accssed 2014*)

According to the result of research. It can be concluded that the influence of students has a dominant learning style. It is based on the best way of themselves easier to comprehend or accepting the information. Then, the dominant students' learning style might difference in the world.

So, from above calculation data, the researcher appropriated that all the result of research has related with previous theory. For supporting that, researcher has been done the research and it was proved by testing hypotheses of research, it found that learning style had the significant correlation to students' reading comprehension at the XI grade students of SMA N 1 TAMBANGAN. This fact can be seen from $r_o > r_t$ (0.467 > 0.463) and $t_{count} > t_{table}$ (2.895 > 2.750).

D. Limitation of Research

The researcher gave students the test and explained them how to answer the test of reading comprehension (multiple choice test), and explained what are the questionnaire for learning style. The researcher was incapable of measuring honest aspects of the students in answering the test that given, until possibility the students cheat or guess. The researcher didn't know whether students concentrated or not in answering the test and Questionnaire, and time was limited

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

B. Suggestion

Here, the researcher made the suggestions as follows:

1. The English Teacher

    a. In teaching and learning English, they need appropriate method and approach. So English teacher are expected to be able to choose good method to increase student's English mastery.

    b. Because of every student has different condition and intelligence. English teacher should give motivation and opportunity to them and give explanation that English is easy to learn.

    c. The English teacher must be creative, innovative, and communicative when teaching English

2. Headmaster of SMA N 1 TAMBANGAN, to support to all English teachers to teach well and provide facilities involves with learning English

3. Students

    This result of this study is expected to help students to recognize their learning style and minimize their weakness. Students should know what they learning style and how they preference way to get information and knowledge in the class. So they will enjoy and feel comfortable following learning process and it makes them easier to comprehend the materials.

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Appendix 1

Name   :_____
Class   :_____

Instruction:

  Read history texts carefully and answer the questions below. Each one is followed by several questions about it. The questions are 1–20 items a you choose the one best answer, A, B, C, D, to each question. Give mark (X) on the best your answer

The following text is for question 1-3

  Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.
  In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo.

  We went home in the afternoon.We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

1. What is the main idea of the text …
    a. We went there at morning
    b. Last week, I went to Mount Bromo
    c. My friend and I saw

d. We went to the zoo at Wonokromo

2. The word "stayed" (paragraph 1) is same with …
   a. Lived
   b. Leave
   c. Life
   d. Abandoned
3. The conclusion of the text above is …
   a. There are many interesting place in Mount Bromo
   b. Mount Bromo was a nice place
   c. The author is very happy visiting to Mount Bromo
   d. The scenery in Mount Bromo was very beautiful

The following text is for question 4 - 7

When I was in junior high school, I really loved football. Every Saturday afternoon I practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr. lukman was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rule.

With Mr. lukman, our team won many tournament in many big cities. Our team named after our school, 4 Team (from SMP 4) and we had many fans too, you know. Oh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby.

4. When did the writer practiced football…
   a. When the writer was in junior high school
   b. Every day
   c. Afternoon
   d. Every Saturday afternoon
5. What is the text about …
   a. Football

b. The writer's experience football
c. The writer's coach
d. The writer's team

6. He would grounded anyone who came late and not obeyed the team's rule. He refers to…
   a. Writer
   b. Reader
   c. Mr. lukman
   d. Mrs. lukman

7. What is the conclusion from the text above ….
   a. Mr. Sentana won many tournament in many big cities
   b. I love football
   c. Football just for writer's hobby because his parents warn him to pay attention more to his study
   d. Football is not writer's hobby

The following text is for question 8 – 10

Last morning, Juni, my roommate woke up late and she had to go to campus. When she wanted to take her motorcycle, in fact she couldn't move it because there was some motorcycle that blocked up her motorcycle. She tried to move from the garage. But she couldn't do it. Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her.

Finally, she could move her motorcycle and rode it to go to campus.

8. What is the topic of paragraph …
   a. Being late
   b. My roommate
   c. Her motorcycle
   d. My roommate friend
9. Who helped Juni …

a. Her roommate
b. Adel
c. The writer
d. Someone around the garage
10. What is the conclusion of the text …
    a. She could move her motorcycle and rode it to go to campus
    b. She could take bicycle
    c. She could go to the market and buy something
    d. She could move her motorcycle and go to the market

The following text is for question 11 – 15

The town mouse and the country mouse

Once upon a time there was a mouse living in a country. He had a cousin who lived in town. One day, he invited him to come to his home. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse rather turned up his long nose at this country fare, and said: "I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life."

Soon, the two mice set off for the town and arrived at the Town Mouse's residence late at night. "You will want some refreshment after our long journey," said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. "What is that?" said the Country Mouse. "It is only the dogs of the house," answered the other. "Only!" said the Country Mouse. "I do not like that music at my dinner." Just at that moment the door flew open, in came two huge mastiffs, and the two mice had to scamper down and run off. "Good-bye, Cousin," said the

Country Mouse, "What! Going so soon?" said the other. "Yes," he replied; "Better beans and bacon in peace than cakes and ale in fear."

11. Which of the following statements shows the complication?
    a. Once upon a time there was a mouse living in a country
    b. Beans and bacon, cheese and bread, were all he had to offer
    c. Suddenly they heard growling and barking
    d. "Good-bye, Cousin," said the Country Mouse

12. Which of he following sentences shows the resolution?
    a. One day, he invited him to come to his home
    b. "I cannot understand, Cousin, how you can put up with such poor food"
    c. Suddenly they heard growling and barking
    d. "Good-bye, Cousin," said the Country Mouse

13. Why did the town mouse turn up his long nose?
    a. Because he smelt something delicious
    b. Because he didn't like the food that the country mouse offered
    c. Because he was very hungry
    d. Because he liked the food in front of him very much

14. "Only!" said the country mouse (line 12). What does the sentence mean?
    a. The country mouse agreed with the town mouse about the noise
    b. The country mouse considered the noise as something dangerous
    c. The country mouse didn't know that the noise was a dog's bark
    d. The town mouse knew that the noise came from a dog

15. What was the country mouse' opinion about living in town?
    a. He liked living in town
    b. Living in town was frightening
    c. Living in town was full of happiness
    d. Living in town was not as dangerous as he thought

The following text is for question 16 - 18

Sangkuriang

One day, when sangkuriang was hunting. He accidentally killed his beautiful black dog, siTumang. This dog was actually his own father who had been condemned to live the life of a dog by his Guru. However, Sangkuriang never knew it.

Sangkuriang had been separated from his mother since childhood. He was destined to meet his mother again. When on his way home, he stopped at a small village. There, he met and fell in love with a beautiful girl. He didn't realized that the village was his homeland nor that the beautiful girl, DayangSumbi, was his own mother whose was still remain young and pretty.

Their love grew naturally and one day, when they were discussing about their wending plans. DayangSumbi suddenly realized that Sangkuriang's was her only son who had left twenty years ago. How could she marry her own son? But she did not wish disappointed him by canceling him wedding. So, she had a condition to Sangkuriang o provide a lake and a boat before the dawn.

Sangkuriang accepted this condition and built a lake by damming the Cestrum River. Before the dawn, the lake and the boat were almost complete. DayangSumbi realized that Sangkuriang would fulfill the condition before his

dawn. With her supernatural, she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

Sangkuriang's work not yet complete and he realized that his endeavor were lost. With all his anger, he kicked the boat that he himself had built. The boat felt over and become the mountain TangkubanPerahu (in Sudanese, Tangkuban means upside down and perahu means boat).

16. What is the topic of the text above?
    a. The legend of Sangkuriang   c. Dayang Sumbi and Sangkuriang
    b. Dayang Sumbi   d. The legend of Tangkuban Perahu

17. When Sangkuriang separate with his mother?
    a. Since born
    b. Since chilhood
    c. When he get married
    d. After he got married

18. What is the conclusion of the text?
    a. Sangkuriang not complete his work and he realized that his endeavor werw lost
    b. Sangkuriang and dayang sumbi has married
    c. Sangkuriang meet with his mother
    d. Sangkuriang known that dayang sumbi was his mother for long time ago

The following text is for question 19 – 20

The town mouse and the country mouse
Once upon a time there was a mouse living in a country. He had a cousin who lived in town. One day, he invited him to come to his home. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse rather turned up his long nose at this country fare, and said: "I cannot understand, Cousin, how you can put

up with such poor food as this, but of course you cannot expect anything better in the country; come with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life."

Soon, the two mice set off for the town and arrived at the Town Mouse's residence late at night. "You will want some refreshment after our long journey," said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. "What is that?" said the Country Mouse. "It is only the dogs of the house," answered the other. "Only!" said the Country Mouse. "I do not like that music at my dinner." Just at that moment the door flew open, in came two huge mastiffs, and the two mice had to scamper down and run off. "Good-bye, Cousin," said the Country Mouse, "What! Going so soon?" said the other. "Yes," he replied; "Better beans and bacon in peace than cakes and ale in fear."

19. Which of the following statements shows the complication?
   a. Once upon a time there was a mouse living in a country
   b. Beans and bacon, cheese and bread, were all he had to offer
   c. Suddenly they heard growling and barking
   d. "Good-bye, Cousin," said the Country Mouse
.
20. What was the country mouse' opinion about living in town?
   a. He liked living in town
   b. Living in town was frightening
   c. Living in town was full of happiness
   d. Living in town was not as dangerous as he thought

Validator

(Eka Sustri Harida,M,Pd)
Nip:19750917 200312 2 002

Appendix 2

ANGKET TENTANG HUBUNGAN GAYA BELAJAR DENGAN PEMAHAMAN MEMBACA SISWA

NAMA   :
KELAS   :
HARI/ TANGGAL   :

A. PENGANTAR
   1. Angket ini diberikan kepada siswa hanya untuk mendapatkan informasi dari siswa sesuai penelitian tentang " The Correlation Between Learning Style and Students' Reading Comprehension at grade SMA N 1TAMBANGAN".
   2. Iinformasi yang diperoleh dari anda sangat berguna bagi peneliti untuk menganalisis tantang hubungan gaya belajar dengan kemampuan membaca siswa.
   3. Partisipasi anda memberikan informasi yang sangat kami harapkan.
   4. Jawaban anda tidak mempengaruhi nilai bahasa inggris anda. Jawablah dengan jujur sesuai dengan keadaan anda.

B. PETUNJUK PENGISIAN
   1. Baca dan pahamilah setiap pernyataan dengan baik.

2. Pertimbangkanlah jawaban anda dan poilihlah salah satu jawaban yang paling sesuai dengan keadaan anda dari setiap pernyataan, lalu berikan tanda "ceklis" pada kolom yang tersedia.

Keterangan pilihan jawaban :
5= Sangat setuju
4=setuju
3=ragu-ragu
2=tidak setuju
1=sangat tidak setuju

NO	PERTANYAAN	SS	S	K	TP	STP
	Gaya Visual	**5**	**4**	**3**	**2**	**1**
1	Apakah kamu menghafal dengan cara melihat objek yang kamu hafalkan?					
2	Apakah kamu lebih mudah mengingat apa yang kamu lihat?					
3	Hal yang paling aku ingat jika sesuatu itu berkaitan dengan orang, lingkungan dan					

No		SS	S	K	TP	STP
	wajah.					
4	Apakah kamu lebih ingat apa yang kamu lihat dari pada apa yang kamu dengar?					
5	Apakah kamu suka menghafal dengan memakai asosiasi visual (gambar,grafik, dll)?					
6	Apakah kamu sulit mengingat perintah lisan kecuali jika dituliskan?					
7	Apakah sering kamu lakukan ketika menjelaskan sesuatu kepada seseorang adalah membuat ilustrasi, gambar dan coretan di kertas?					
8	Apakah sesuatu yang cepat menarik perhatian kamu adalah warna?					
9	Apakah kamu menyukai seni gambar/ lukisan?					
10	Apakah Kalimat yang sering kamu ucapkan adalah *menurut yang saya lihat*?					
	Subtotal					
No	**Gaya Auditory**	**SS**	**S**	**K**	**TP**	**STP**
1	Apakah kamu banyak bicara dan berdiskusi?					
2	Apakah pada saat menonton film, yang lebih kamu perhatikan adalah mendengar					

No		SS	S	K	TP	STP
	dialognya?					
3	Apakah kamu suka menggerakkan bibir saat menghafal?					
4	Apakah kamu suka membaca keras-keras?					
5	Apakah kamu merasa sulit menulis tetapi mudah untuk mengatakan?					
6	Apakah kamu suka menirukan nada (music, bicara dan lain-lain)					
7	Hal-hal yang paling tidak kamu sukai saat belajar adalah terganggu oleh keributan?					
8	Apakah Hal yang paling menarik untuk kamu ingat saat berkenalan dengan orang lain adalah apa yang ia bicarakan?					
9	Apakah ketika sedang mengerjakan sesuatu, kamu sering kali terganggu oleh suara-suara di sekitar kamu?					
10	Apakah kamu lebih suka belajar dengan mendengar dan berdiskusi dari pada hanya melihat?					
	Subtotal					
No	**Gaya Kinesthetic**	**SS**	**S**	**K**	**TP**	**STP**
1	apakah kamu belajar melalui manipulasi					

	dan praktek?					
2	Apakah kamu menghapal sambil melakukan gerakan (misal berjalan mondar mandir)?					
3	Apakah kamu memakai jari untuk menunjuk saat membaca?					
4	Apakah kamu tidak bisa duduk tenang di waktu yang lama?					
5	Apaka kamu lebih mudah menghafal sesuatu sambil membuat coret-coretan?					
6	Apakah kamu beriorientasi pada fisik dan banyak bergerak?					
7	Apakah kamu mngetuk -ngetuk pena, jari, atau kaki saat mendengarkan?					
8	Apakah kamu banyak meluangkan waktu untuk berolah raga atau kegiatan fisik lainnya?					
9	Apakah kamu sering memakai bahasa tubuh(misalnya menganggukkan kepala untuk menjawab iya)?					
10	Apakah kamu lebih menyukai guru yang mengajar dengan cara mempraktekkan/ memperagakan?					
	Subtotal					

APPENDIX lll

Key Answer

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

APPENDIX 4

THE RESULT OF STUDENT'S LEARNING STYLE

NO	NAME	Students' score	Category
1	Amir Khan	88	Kinesthetic
2	Akmal lubis	86	Auditory
3	Ade sulistia	91	Kinesthetic
4	Devi Fitriani	100	Kinesthetic
5	Dinda Suryani	100	Kinesthetic
6	Erida lubis	85	Kinesthetic
7	Fitriani Nasution	81	Kinesthetic
8	Jumaidi Rahmad	97	Visual
9	Lilis Damayanti	84	Kinesthetic
10	Lailan Rahma	98	Auditory
11	Mamora Anwar Dasilva	97	Visual
12	Mhd. Ridwan Ariansyah	99	Visual
13	Meli Sahara Nst	110	Kinesthetic
14	Nur Asisah	98	Kinesthetic
15	Nur Mannah	96	Visual
16	Nur Sakila Lbs	100	Auditory
17	Nur Sakilah	99	Visual
18	Riski Amelia	97	Auditory
19	Ridwan A.C	98	Visual
20	Riski Husein lubis	98	Visual
21	Rahmi Syaripah	85	Kinesthetic
22	Siti Aminah	100	Visual

23	Siti Isyah Nst	97	Visual
24	Siti Aminah Rkt	99	Auditory
25	Santi Frina Nst	80	Kinesthetic
26	Siti Hawa	98	Auditory
27	Sahmal Nasution	98	Visual
28	Suheri Pengadilan	92	Visual
29	Sampe Ria	93	Kinesthetic
30	Suheri Pengadilan	98	Kinesthetic
31	Wahyuni Hasmi	100	Auditory
32	Zulhan Hamid	99	Auditory
	TOTAL	**3041**	

APPENDIX 5

TEST RESULT OF READING COMPREHENSION

NO	NAME	Students' score
1	Amir Khan	15
2	Akmal lubis	50
3	Ade sulistia	90
4	Devi Fitriani	65
5	Dinda Suryani	65
6	Erida lubis	75
7	Fitriani Nasution	70
8	Jumaidi Rahmad	15
9	Lilis Damayanti	55
10	Lailan Rahma	80
11	Mamora Anwar Dasilva	45
12	Mhd. Ridwan Ariansyah	80
13	Meli Sahara Nst	85
14	Nur Asisah	60
15	Nur Mannah	75
16	Nur Sakila Lbs	75
17	Nur Sakilah	80
18	Riski Amelia	70
19	Ridwan A.C	65
20	Riski Husein lubis	55
21	Rahmi Syaripah	65
22	Siti Aminah	70
23	Siti Isyah Nst	80
24	Siti Aminah Rkt	80

25	Santi Frina Nst	80
26	Siti Hawa	70
27	Sahmal Nasution	60
28	Suheri Pengadilan	70
29	Sampe Ria	55
30	Suheri Pengadilan	60
31	Wahyuni Hasmi	80
32	Zulhan Hamid	60
TOTAL		**2120**

APPENDIX 6

Test Result of Variable X and Variable Y

NO	INISIAL	X	Y
1	AK	88	15
2	AL	86	50
3	AS	91	90
4	DF	100	65
5	DS	100	65
6	EL	85	75
7	FN	81	70
8	JR	97	15
9	LD	84	55
10	LR	98	80
11	MAD	97	45
12	MRA	99	80
13	MSN	110	85
14	NA	98	60

15	NM	96	75
16	NSL	100	75
17	NS	99	80
18	RA	97	70
19	RAC	98	65
20	RHL	98	55
21	RS	85	65
22	SA	100	70
23	SAN	97	80
24	SAR	99	80
25	SFN	80	80
26	SH	98	80
27	SN	98	70
28	SP	92	60
29	SRP	93	70
30	SR	98	55
31	WH	100	80
32	ZH	99	60
Total		**∑X= 3041**	**∑Y= 2120**

The Correlation Between Learning Style and Reading Comprehension

NO	INISIAL	X	Y	X^2	Y^2	XY
1	AK	88	15	7744	225	1320
2	AL	86	50	7396	2500	4300
3	AS	91	90	8281	8100	8190
4	DF	100	65	10000	4225	6500
5	DS	100	65	10000	4225	6500
6	EL	85	75	7225	5625	6375
7	FN	81	70	6561	4900	5670
8	JR	97	15	9409	225	1455
9	LD	84	55	7056	3025	4620
10	LR	98	80	9604	6400	7840
11	MAD	97	45	9409	2025	4365
12	MRA	99	80	9801	6400	7920
13	MSN	110	85	12100	7225	9350
14	NA	98	60	9604	3600	5880
15	NM	96	75	9216	5625	7200
16	NSL	100	75	10000	5625	7500
17	NS	99	80	9801	6400	7920
18	RA	97	70	9409	4900	6790
19	RAC	98	65	9604	4225	6370
20	RHL	98	55	9604	3025	5390
21	RS	85	65	7225	4225	5525
22	SA	100	70	10000	4900	7000

APPENDIX 8

Test Result Of Students' Reading Comprehension

No	Initial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TA	N	Y^2
1	AK	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	3	15	225
2	AL	1	1	0	0	0	1	0	1	1	1	1	0	0	0	0	1	0	0	1	1	10	50	2500
3	AS	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	18	90	8100
4	DF	1	1	1	1	0	1	1	1	1	0	0	1	0	0	1	1	0	0	1	1	13	65	4225
5	DS	1	1	0	1	0	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	13	65	4225
6	EL	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	15	75	5625
7	FN	1	1	1	1	0	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	14	70	4900
8	JR	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	3	15	225
9	LD	1	1	1	1	0	0	0	0	1	1	1	1	0	0	0	1	0	0	1	1	11	55	3025
10	LR	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	16	80	6400
11	MAD	1	1	0	0	0	1	0	1	1	1	0	0	1	1	0	1	0	0	0	0	9	45	2025
12	MRA	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	16	80	6400
13	MSN	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	17	85	7225
14	NA	1	1	1	1	0	0	0	1	1	0	1	1	0	0	1	1	0	0	1	1	12	60	3600
15	NM	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	15	75	5625
16	NSL	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	0	1	1	15	75	5625
17	NS	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	16	80	6400
18	RA	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	0	1	1	14	70	4900
19	RAC	1	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	0	0	0	1	13	65	4225
20	RHL	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	1	0	1	1	1	11	55	3025

APPENDIX 9

Variable X

(Students' Learning Style)

1. Maximal and minimum score were gotten by setting the variable score from low   score o high score.

80	81	84	85	85	86
88	91	92	93	96	97
97	97	97	98	98	98
98	98	98	98	99	99
99	99	100	100	100	100

100   110

2. High score = 110

3. Low score = 80

4. Range = high score – low score 110 – 80 = 30

5. The total of classes (BK)　　　= 1 + 3.3 log n

　　　　　　　　　　　　　　　= 1 + 3.3 log 32

　　　　　　　　　　　　　　　= 1 + 3.3 (1,50)

　　　　　　　　　　　　　　　= 1 + 4.95

　　　　　　　　　　　　　　　= 5.95

　　　　　　　　　　　　　　　= 6

6. Interval (i)

$$I = \frac{R}{BK} = \frac{30}{6} = 5$$

7. Mean score (x) $= \dfrac{fx}{f}$　　atau

$$M_x = M^I + I \ \frac{\sum Fx^I}{N}$$

No	Class Interval	F	X	FX	X^I	FX^I	F_{kb}	F_{ka}	Percentages

No.	Interval	f	x	Fx	x'	Fx'			%
1.	80-84	3	82	246	+3	+9	N =32	3	9,375%
2.	85-89	4	87	348	+2	+8	29	7	21,5%
3.	90-94	3	92	276	+1	+3	25	10	9,375%
4.	95-99	16	97	1552	0	0	22	26	50%
5.	100-104	5	102	510	-1	-5	6	31	15,625%
6.	105 – 109	0	107	0	-2	0	1	31	0 %
7	110 - 114	1	112	112	-3	-3	1	N=32	3, 125 %
Total		**N = 32**	**-**	**ΣFx =3044**	**-**	**ΣFx^I = 12**	**-**	**-**	**100%**

Mean score $M_x = M^I + i \dfrac{\sum Fx^I}{N}$

$$= 97 + 5 \; \frac{12}{32}$$

$$= 97 + 1,875$$

$$= 98,875$$

8. Median

$$Me = \ell + \frac{\frac{1}{2}n - fkb}{fi} \; x \, i$$

L = 94.5 i = 5

fi = 16 F_{kb} = 6

½ n = 16

$$\text{Me} = \ell + \frac{\frac{1}{2}n - fkb}{fi} \; x \; i$$

$$\text{Me} = 94,.5 + \frac{16-6}{16} \; x \; 5$$

$$= 94.5 + \left(\frac{10}{16}\right) x \; 5$$

$$= 94.5 + \frac{50}{16}$$

$$= 94.5 + 3,125$$

$$= 97,625$$

9. Modus

$\ell = 94,5 \qquad\qquad F_a = 3 \qquad\qquad i = 5$
$U = 99,5 \qquad\qquad F_b = -5$

$$\text{Mo} = \ell + \frac{fa}{fa+fb} \; x \; i \qquad\qquad \text{atau} \qquad\qquad M_0 = U - \frac{fb}{fa+fb} \; x \; i$$

$$= 94.5 + \frac{3}{3+5} \; X \; 5 \qquad\qquad\qquad\qquad = 99.5 - \frac{-5}{3+5} \; x \; 5$$

$$= 94.5 + \frac{15}{8} \qquad\qquad\qquad\qquad\qquad = 99.5 - \frac{25}{8}$$

$$= 94.5 + 1,875 \qquad\qquad\qquad\qquad\qquad = 99.5 - 3,125$$

$= 96,375$ $= 96,375$

APPENDIX 10

Variable Y

(Students' Reading Comprehension)

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

15	15	45	50	55	55
55	60	60	60	65	65
65	65	70	70	70	70
70	75	75	75	80	80
80	80	80	80	80	80

85   90

2. High score = 90

3. Low score = 15

4. Range = high score – low score = 90 – 15 = 75

5. The total of classes (BK)   = 1 + 3.3 log n

$$= 1 + 3.3 \log 32$$

$$= 1 + 3.3 \, (1{,}50)$$

$$= 1 + 4.95$$

$$= 5.95$$

$$= 6$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{75}{6} = 12{,}5 = 13$$

7. Mean score (x) $= \dfrac{fx}{f}$

     atau

$$M_x = M^I + i \ \frac{\sum Fx^I}{N}$$

No	Class Interval	F	X	FX	X^I	FX^I	F_{kb}	F_{ka}	Percentages

1.	15-27	2	21	42	+3	6	N=32	2	6,25 %
2.	28-40	0	34	0	+2	0	30	2	0 %
3.	41-53	2	47	94	+1	2	30	4	6.25 %
4.	54-66	10	60	600	0	0	28	14	31,25 %
5.	67-79	8	73	584	-1	-1	18	22	25 %
6.	80-92	10	86	860	-2	-20	8	N=32	13,25
Total	**N=32**	**-**	**$\sum$FX =2180**	**-**	**$\sum$FX^I = -20**	**-**	**-**	**100%**	

Mean score (x) = $\frac{fx}{f}$ = $\frac{2180}{32}$ = 68,125

Atau

$M_x = M^I + i \ \frac{\sum Fx^I}{N}$

$= 60 + 13 \ \frac{-20}{32}$

$= 60 - \frac{-260}{32}$

$= 60 - (-8,125)$

= 68,125

8. Median

$$Me = \ell + \frac{\frac{1}{2}n - fkb}{fi} \; x \; i$$

L   = 53,5   i   = 13

fi   = 10 F_{kb} = 18

½ n   = 32=16

$$Me = \ell + \frac{\frac{1}{2}n - fkb}{fi} \; x \; i$$

$$Me = 66,5 + \frac{16 - 18}{10} \; x \; 13$$

$$= 66.5 + (\frac{-2}{10}) \; x \; 13$$

$$= 66.5 + \frac{-26}{10}$$

$$= 66,5 + (-2,6)$$

$$= 63,5$$

9. Modus

$\ell = 53,5$ $F_a = 2$ $i = 13$

$U = 66,5$ $F_b = 8$

$$Mo = \ell + \frac{fa}{fa + fb} \; x \; i \qquad \text{atau} \qquad M_0 = U - \frac{fb}{fa + fb} \; x \; i$$

$= 53,5 + \dfrac{2}{2+8} \; X \; 13$

$= 53,5 + \dfrac{26}{10}$

$= 53,5 + 2,6$

$= 56,1$

$= 66,5 - \dfrac{8}{2+8} \; x \; 13$

$= 66,5 - \dfrac{104}{10}$

$= 66.5 - 10,4$

$= 56,1$

APPENDIX 11

Distribution of Students' learning style questionnaires

No	Initial	VISUAL					Score	AUDITORY					score	KINESTHETIK					Score	Total question	Learning style score	Category
		SS	S	K	TS	STS		SS	S	K	TS	STS		SS	S	K	TS	STS				
1	AK	1	1	2	4	2	25	2	0	5	1	2	31	2	1	4	3	0	32	30	88	K
2	AL	1	2	2	3	2	27	2	2	3	1	2	31	1	2	3	2	2	28	30	86	A
3	AS	1	1	2	4	2	25	2	0	3	5	0	29	4	1	3	1	1	37	30	91	K
4	DF	4	1	3	0	2	36	1	1	2	1	5	22	6	1	2	1	0	42	30	100	K
5	DS	1	1	1	1	6	20	4	3	1	3	2	34	7	2	1	0	0	46	30	100	K
6	EL	1	1	3	2	3	25	2	0	3	2	3	26	2	3	3	1	1	34	30	85	K
7	FN	1	1	4	3	1	28	1	1	3	1	4	24	1	3	2	2	2	29	30	81	K
8	JR	5	4	1	0	0	44	0	0	7	3	0	30	1	2	3	0	1	23	30	97	V
9	LD	1	1	3	3	2	26	1	0	5	3	1	27	2	1	4	2	1	31	30	84	K
10	LR	2	1	3	2	2	29	3	4	2	1	1	40	1	1	5	2	1	29	30	98	A
11	MAD	4	6	0	0	0	44	0	0	6	0	4	22	1	1	6	2	0	31	30	97	V
12	MRA	5	2	1	1	1	39	3	3	1	1	1	33	2	2	1	1	4	27	30	99	V
13	MSN	2	1	3	2	2	29	3	3	4	0	0	39	4	4	2	0	0	42	30	110	K
14	NA	0	3	0	0	7	19	0	4	6	0	0	34	5	5	0	0	0	45	30	98	K
15	NM	4	4	1	1	0	41	3	2	2	2	1	34	0	2	2	1	5	21	30	96	V
16	NSL	2	4	3	1	0	37	5	2	1	0	2	38	1	2	2	1	4	25	30	100	A
17	NS	5	3	1	1	0	42	3	2	3	2	0	36	0	2	2	1	5	21	30	99	V
18	RA	3	3	1	1	1	33	6	1	1	1	1	40	0	2	3	2	3	24	30	97	A
19	RAC	5	2	1	1	1	39	3	3	1	1	1	33	0	3	3	1	3	26	30	98	V
20	RHL	4	4	2	2	0	46	1	2	3	4	1	31	1	0	2	3	4	21	30	98	V
21	RS	2	1	1	3	3	26	1	2	2	3	2	27	2	3	2	1	2	32	30	85	K
22	SAL	6	0	3	1	0	41	1	3	1	0	5	25	4	1	2	1	2	34	30	100	V
23	SAN	3	4	3	0	0	40	0	4	6	0	0	34	0	1	5	0	4	23	30	97	V
24	SAR	2	3	0	1	5	29	3	3	3	2	1	41	2	2	2	1	3	29	30	99	A

25	SFN	1	1	3	3	2	26	2	2	1	2	3	28	2	0	3	2	3	26	30	80	K
26	SH	2	2	5	1	0	35	4	1	2	3	0	36	1	1	4	2	2	27	30	98	A
27	SN	5	3	2	0	0	43	0	1	7	0	3	28	1	1	4	2	2	27	30	98	V
28	SP	1	1	4	2	2	27	2	0	3	5	0	29	3	2	4	0	1	36	30	92	V
29	SP	4	1	3	1	1	36	1	1	1	1	6	20	4	2	1	3	0	37	30	93	K
30	SR	2	2	5	1	0	35	0	2	5	0	3	26	3	2	1	3	0	37	30	98	K
31	WH	0	0	5	5	0	25	3	4	3	0	0	40	0	5	5	0	0	35	30	100	A
32	ZH	1	1	2	1	5	22	8	2	0	0	0	48	1	2	4	1	2	29	30	99	A

APPENDIX 12

Variabel X

Validiti of The Test Reading Comprehension

NO	jumlah	r_{xy}	r_{tabel}	keterangan
1	31	0,542	0,355	Valid
2	31	0,542	0,355	Valid
3	24	2,194	0,355	Valid
4	27	5,079	0,355	Valid
5	5	9,003	0,355	Valid
6	24	2,194	0,355	Valid
7	20	5,754	0,355	Valid
8	25	2,001	0,355	Valid
9	29	1,180	0,355	Valid
10	17	3,614	0,355	Valid
11	20	5,754	0,355	Valid
12	25	2,001	0,355	Valid
13	3	38,141	0,355	Valid
14	11	16,899	0,355	Valid
15	22	2,574	0,355	Valid
16	28	4,408	0,355	Valid
17	9	6,184	0,355	Valid
18	14	13,843	0,355	Valid
19	28	4,408	0,355	Valid
20	30	2,830	0,355	Valid

Example :

$$r_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

$$= \frac{32(2105) - 31(2120)}{\sqrt{\{32 \, x \, 31 - (31)^2\}\{32 \, x \, 149650 - (2120)^2\}}}$$

$$= \frac{67360 - 65720}{\sqrt{\{992 - 961\}\{478800 - 4494400\}}}$$

$$= \frac{1640}{\sqrt{31 \, (294400)}}$$

$$= \frac{21640}{\sqrt{9126400}}$$

$$= \frac{1640}{3020,9}$$

$$= 0,542 \text{ (valid } 0,542 > 0,355)$$

APPENDIX 13

NILAI "T" UNTUK TARAF SIGNIFIKAN 5% DAN 1%

df/db	5%	1%	df/db	5%	1%
1	12,71	63,66	24	2,06	2,80
2	4,30	9,92	25	2,06	2,79
3	3,18	5,84	26	2,06	2,78
4	2,78	4,60	27	2,05	2,77
5	2,75	4,03	28	2,05	2,76
6	2,45	3,71	29	2,04	2,76
7	2,36	3,50	30	2,04	2,75
8	2,31	3,36	35	2,03	2,72
9	2,26	3,25	40	2,02	2,72

10	2,23	3,17	45	2,02	2,09
11	2,20	3,11	50	2,01	2,68
12	2,18	3,06	60	2,00	2,65
13	2,16	3,01	70	2,00	2,65
14	2,14	2,98	80	1,99	2,64
15	2,13	2,95	90	1,99	2,63
16	2,12	2,92	100	1,98	2,63
17	2,11	2,90	125	1,98	2,62
18	2,10	2,88	150	1,98	2,61
19	2,09	2,86	200	1,97	2,60
20	2,09	2,84	300	1,97	2,59

21	2,08	2,83	400	1,97	2,59
22	2,07	2,82	500	1,96	2,59
23	2,07	2,81	1000	196	2,58

APPENDIX 14

Table

Product Moment

N	Taraf Significant		N	Taraf Significant		N	Taraf Significant	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	26	0.388	0.496	55	0.266	0.345
4	0.950	0.990	27	0.381	0.487	60	0.254	0.330
5	0.878	0.959	28	0.374	0.478	65	0.244	0.317
			29	0.367	0.470	70	0.235	0.306
			30	0. 361	0.463	75	0.227	0.296
6	0.811	0.917	31	0.355	0.456	80	0.220	0.286
7	0.754	0.874	32	0.349	0.449	85	0.213	0.278
8	0.707	0.834	33	0.344	0.442	90	0.207	0.270
9	0.606	0.798	34	0.339	0.436	96	0.202	0.263

10	0.632	0.765	35	0.334	0.430	100	0.195	0.256
11	0.602	0.735	36	0.329	0.424	125	0.176	0.230
12	0.576	0.708	37	0.325	0.418	150	0.159	0.210
13	0.553	0.684	38	0.320	0.413	175	0.148	0.194
14	0.532	0.661	39	0.316	0.408	200	0.138	0.181
15	0.514	0.641	40	0.312	0.403	300	0.113	0.148
16	0.497	0.623	41	0.308	0.398	400	0.098	0.128
17	0.482	0.606	42	0.304	0.393	500	0.088	0.115
18	0.468	0.592	43	0.301	0.389			
19	0.456	0.575	44	0.297	0.384	600	0.080	0.105
20	0.444	0.561	45	0.294	0.380	700	0.074	0.097

21	0.433	0.549	46	0.291	0.376	800	0.070	0.091
22	0.423	0.537	47	0.288	0.372			
23	0.413	0.526	48	0.284	0.368	900	0.065	0.086
24	0.404	0.515	49	0.281	0.364			
25	0.396	0.505	50	0.279	0.361	1000	0.062	0.081

DOCUMENTATION

CURRICULUM VITAE

A. Identity

Nama   : RINA

Reg. No   : 13 340 0066

Place/ Brithday   : Laru Bolak/ November 22rd, 1994

Sex   : Female

Religion   : Islam

Address   : Laru Bolak kec.Tambangan

B. Parents

Father's name   : Ali Mukmin

Mother's name   : Sarnah

C. Educational Background

1   Elementary School   : SDN 187 Laru   (2007)

2   Junior School   : SMP N 1 Tambangan   (2010)

3 Senior School   : SMA N 1 Tambangan   (2013)

4 Institute   : IAIN Padangsidimpuan   (2017)

Nomor : B - 2579 /In.14/E.4c/TL.00/12/2016   30 Desember 2016

Hal   : **Izin Penelitian**

     Penyelesaian Skripsi.

Yth. Kepala SMA N 1 Tambangan

Kabupaten Mandailing Natal

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama   : Rina

NIM   : 133400066

Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

Alamat   : Laru Bolak Kecamatan Tambangan

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between Learning Style and Students' Reading Comprehension at grade XI SMA N 1 Tambangan"**. Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

           a.n. Dekan

           Wakil Dekan Bidang Akademik

           Dr. Lelya Hilda, M.Si.

           NIP. 19720920 200003 2 002

PEMERINTAH KABUPATEN MANDAILING NATAL

DINAS PENDIDIKAN

SMA NEGERI 1 TAMBANGAN

NIS :300020 NSS:30.1.07.1516.001

AKREDITASI. A

Jln. Medan-Padang No.... Laru lombang Kecamatan Tambangan Kabupaten Mandailing Natal 22994

SURAT KETERANGAN

Nomor. 087 /105.12/SMA N 1/SK/2017

Yang bertanda tangan di bawah ini .

Nama	: SITI AMINAH,M.Pd.
Nip	: 19750714 199903 2 006
Pangkat/Golongan Ruang	: Pembina , IV/a
Jabatan	: Kepala Sekolah
Unitkerja	: SMA Negeri 1 Tambangan

Menerangkan bahwa .

Nama	: RINA
NPM	: 133400066
Program Study	: Pendidikan Inggris
Perguruan Tinggi	: (IAIN) PADANG SIDIMPUAN
Alamat	: Laru Bolak .Kec,Tambangan.Kab,Mandailing Natal

Adalah benar telah mengadakan penelitian di SMA Negeri 1 Tambangan Kec.Tambangan Kab.Mandailing Natal terhitung dari tanggal   09 Januari 2017 dengan judul " **Thn Correlation Between Learning Style and Student ' Reading Comprehension at Grade XI SMA N 1 Tambangan** ".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan seperlunya.

Laru lombang , 09 Januari   2017
Kepala SMA Negeri I Tambangan

SITI AMINAH,M.Pd.
NIP. 19750714 199903 2 006

Nomor   : 32/In.14E.6a/PP.00.9/09/2016   Padangsidimpuan, 7 September 2016
Sifat   : Biasa
Lampiran : -
Hal   : Pengesahan Judul dan Pembimbing skripsi

Kepada YthBapak/Ibu
1. Eka Sustri Harida, M.Pd   (Pembimbing I)
2. Fitri Rayani siregar ,M.Hum   (Pembimbing II)
Di –
     Padangsidimpuan

Assalamu'alaikumWr.Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM   : Rina / 13 340 0066
Jurusan   : Tadris Bahasa Inggris
Judul Skripsi : **The Correlation Between Learning Style And Students' Achievement in Reading Comprehension at Grade Xl SMA N 1 Tambangan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.
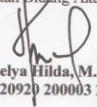
Ketua Jurusan TBI   Sekretaris Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag   **Fitri Rayani Siregar, M.Hum**
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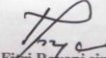Mengetahui
a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

Pernyataan Kesediaan sebagai Pembimbing

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/TIDAK BERSEDIA
Pembimbing I   Pembimbing II

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