THE EFFECTIVENESS OF STUDENTS' LEARNING STYLE IN
READING COMPREHENSION

(A Descriptive Research at the Twelfth Grade of SMAN 1 Model Pinrang)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah
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Education Bachelor)

ST HAJRAH
10535592214

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Makassar, 01 Februari 2019

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Pengawas Umum : Dr. H. Abdul Rahman Rahim, SE., MM (...................)

Ketua : Erwin Akib, M.Pd., Ph.D (...................)

Sekretaris : Dr. Baharullah, M.Pd (...................)

Dosen Penguji : 1. Erwin Akib, M.Pd., Ph.D (...................)

2. Herlina Daddi, S.Pd., M.Pd (...................)

3. Awalia Azis, S.Pd., M.Pd (...................)

4. Dr. H. M. Arief Paturusi, M.Pd (...................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D
NBM: 860 934

Terakreditasi Institusi

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

APPROVAL SHEET

Title	:	The Effectiveness of Students' Learning Style in Reading Comprehension
Name	:	ST. Hajrah
Reg. Number	:	10535 5922 14
Program	:	English Education Department Strata 1 (S1)
Faculty	:	Faculty of Teacher Training and Education

Makassar,   Februari 2019

Approved By :

Consultant I

Dr. H.M. Arief Paturusi, M.Pd

Consultant II

Andi Asri Jumiaty, S.Pd., M.Pd

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D
NBM. 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977807

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama   : **St Hajrah**

Nim   : 10535592214

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Effectiveness of Students' Learning Style in

Reading Comprehension

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SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama   : **St Hajrah**
Nim   : 10535592214
Jurusan   : Pendidikan Bahasa Inggris
Fakultas   : Keguruan Dan Ilmu Pendidikan

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Mengetahui
Ketua Jurusan
Pendidikan Bahasa Inggris

Ummi Khaerati Syam, S.Pd, M.Pd
NBM. 977 807

MOTTO AND DEDICATION

"Orang-orang hebat di bidang apapun bukan baru bekerja karena mereka

terinspirasi, namun mereka jadi terinspirasi karena mereka lebih suka bekerja.

Mereka tidak menyia-nyiakan waktu untuk menunggu inspirasi."

(Ernest Newman)

This thesis is proudly presented to:

- ❖ My beloved father
- ❖ My beloved mother
- ❖ My brothers
- ❖ My sisters in law
- ❖ My nephews and nieces
- ❖ My special friend
- ❖ My best friend
- ❖ My Almamater

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Makassar, July 2018

St. Hajrah

ABSTRACT

ST HAJRAH 2018. *The Effectiveness of Students' Learning style in Reading Comprehension.* A Thesis. English Education Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by H.M Arif Paturusi and Andi Asri Jumiaty.

The aim of research was to find out the effectiveness of teachers' learning style in reading comprehension. The approach of this research was quantitative. Questionnaire and reading comprehension test were used as the instrument of eliciting data. The subject of this research were the XII Exact 5 students of SMAN 1 Model Pinrang. The result from the questionnaire of students' learning style showed students' learning style was very effective. The result was obtained from reading comprehension test. From the learning style in reading comprehension questionnaire, there were 12 items or 50%, there were 5 (20.5 %) students choose strongly agree to learning style questionnaire. From 24 items, there were only 3 (12.5 %) choose partially agree, there were 4 (17%) choose disagree and there is no choose strongly disagree. It means that dominant to choose strongly agree in learning style in reading comprehension questionnaire and based on the mean score stand at 86.52 It can be concluded that learning style at the twelfth grade students of SMAN 1 Model Pinrang was very effective.

Shows that the reading comprehension score the result was obtained from reading comprehension test. The overall mean Moreover, to reach the second objective about how was the students' reading comprehension focused on literal and interpretative at the twelfth grade students of SMAN 1 Model Pinrang. The result was obtained from reading comprehension test. The overall mean score of literal stands at 83 which interpreted as "good to average". The percentage of literal reading comprehension were 23 (57.5%) students got excellent to very good, 17 (42.5%) students got good to average and there was no fair to poor and poor to very poor and the overall mean score of interpretative stands at 85.62 which interpreted as "Excellent to very good". The percentage of interpretative reading comprehension were 32 (80%) students got excellent to very good, 8 (20%) students got good to average and there was no fair to poor ang poor to very poor.

Key word : Effectiveness, Learning style and Reading Comprehension

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INTRODUCTION

A. Background

English is an important foreign language in Indonesia as it is use for different purposes, such as teaching, cultural, business and among others. In Indonesia, English is one of subject in the curriculum of school that must be taught by the teacher well in elementary school, junior high school, and senior high school. English has four skills, those are speaking, listening, writing and reading. Among the four skill reading is one of the easy skill and very important in our life.

Reading has become a part of daily life. Reading can not be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough.

Therefore, when people talk about reading, it might be automatically related to comprehension or understanding. Reading comprehension is among the most complex human activities. To understand this sentence, for example, one must visually process the words; identify their phonological, orthographic, and semantic representations; and connect the words using rules of syntax to understand the underlying meaning of the sentence (Perfetti & Stafura, 2014). For instance, a reader who understands what he has read can answer questions about

it. It means that understanding something is the main goal of reading. Reading becomes an important part of language teaching, and it has complicated problem.

Learning English can not be separated from the way students receive lesson. The teachers give some materials about English lesson, but sometimes their ways the students bored and think that English lesson is not interesting. For example SMAN 1 Model Pinrang is one of the best school in Pinrang but not all the students were interested to the learn English especially in Reading Comprehension because they think learning English is boring activity.

From this problem, we know that the students must have a learning style because learning style can help the students to interest learning English especially in reading comprehension because some students considered that reading is not favorite activity.

To master the reading comprehension and the components, although the students have a good treatment and facility in teaching learning activity, actually they have different style of learning and different way to achieve the learning competence. In theory, there are two categories of how individual learning. First, the way individuals can absord information with easy, this concept was called learning modality. Second, how individuals organize and manage such information, this concept is called domination absord, organize, and manage information.

Learning style based on modalities according to Grinder in Nihayah (2011:1) can be classified into three kinds, namely visual learning style (more sensitive to the sense of sight), auditory learning style (more sensitive against the

sense of hearing), and kinesthetic learning style (more sensitive with move, work, and touch). All of the learning styles are basically owned by every individual but there were one more dominant. Every individual have a tendency to one learning style that make it easier to absord the lesson. Every individual who knows the tendency of their learning and able to implement a learning strategy so they will success in learning.

Wang (2007: 409) defines learning style as an individual's preferred or habitual ways of process in the knowledge and transforming the knowledge into personal knowledge. It was an educational condition under which a students was most likely to learn. Thus learning style was not really concerned with what the learners learn, but rather than they prefer to learn the materials. Furthermore, each person has his or her best way to learn, governing how they prefer to receive and process the knowledge. Some learners may rely on image or presentation, others prefer listening to the music while learning; still others may respond better to hands-on activities but in this research, the researcher focus to visual learning style because visual learning style can support the students' reading comprehension.

The individuals that have a tendency of visual learning style more excited to see what had being studied. Picture or visualization will help them who have visual learning style easy to understand the ideas or information better than presented in the form of explanation.. Learning styles are also important to be known by teachers who teach, including lecturers. That was because the optimal learning outcomes will be obtained if various differences such as habits, interests,

and learning styles in learners accommodated by teachers through the choice of teaching methods and teaching materials that fit the learning style learners.

Based on the explanation above, learning style is very important to increase the student's knowledge and the reading comprehension was very important in our life so the researcher interest to observe the effectiveness of students' learning style in reading comprehension at SMA Negeri 1 Model Pinrang.

B. Problem Statement

Based on the background of the research above, the formulated research problem are:

1. How is the Effectiveness of students' learning Style in Reading Comprehension?"

2. How is the reading comprehension focus on literal and interpretative at the twelfth grade students of ,SMAN 1 Model Pinrang?

C. Objectives of Study

Based on the research problem above, the formulated research objective is as follow:

1. To find out the Effectiveness of students' learning Style in Reading Comprehension.

2. To find out the reading comprehension focus in the literal and interpretative at the twelfth grade students of SMAN 1 Model Pinrang

D. Significance of Study

The researcher hopes that the result of this research gave contributions to:

1. Students

   This research was expected to give opportunity to the students in giving their information as opinion whether students learning style was effective enough or not.

2. Teachers

   This research was expected to find out whether the students' learning styles were effective enough so that the teacher can adjust the way of teaching.

3. Future Researchers

   The researcher hopes that this research can be used to one references in conducting research in similar problem for future researchers by using other research methods.

E. Scope of Study

This research focused on the students' learning style which was effective learning as the main objective. The researcher described of effectiveness of students' learning style in reading comprehension at SMAN 1 Model Pinrang.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents review of related literature and studies concerning with the review references. Review of references on discussion about, the definitions of reading, reading comprehension, level of reading comprehension, definition of learning style, type of learning style, the benefits of understanding learning style and the advantages of learning styles.

A. The Previous Research Finding

Jimmi (2013) in his thesis entitled "The Correlation of Learning Styles, Language Learning Strategies, and Reading Comprehension of The Students of SMP Negeri Laguboti" found that there was significant correlation between learning style and learning strategy such as between visual style and memory and meta-cognitive strategies. Auditory style and meta-cognitive strategies, kinesthetic and meta-cognitive strategies, group style and cognitive strategies. It was also found that visual learning style together with memory strategies had significant correlation with reading comprehension . based on the findings it is suggested the importance of learning style and language learning strategies in learning English, especially in learning reading..

Rhoda (2014) in her thesis entitled *"The Process of Creating a Learning-Learning style Assessment: a Checklist for Documenting Observations and Teaching Strategies"* This paper describes the process of creating an observational assessment designed to identify learning styles of individual children, help teachers, therapists, and parents select optimal

strategies for teaching new skills in schools, clinics, and home environments, and evaluate results of the selected intervention strategies to either maintain or modify them.

Fifthrotunnisa (2015) in his thesis "The Comparative Analysis of Students' Learning on Their Achievement in Reading Skill" Found that there is significant influence of students' learning style (Variable X) and their English learning achievement in reading skill (Variable Y) as partial at second grade of MTs Muhammadiyah 1 Ciputat after consulted with the value of t-table, either r 5% or r 1%. Based on the result of t-test is higher than the value of t-table, either 5% signification or 1%. So, alternative hypothesis is accepted and null hypothesis is rejected. Hence, there is comparation of students' reading skill based in their learning styles. visual learning style has a high influence towards students' English learning achievement. So it can be conclude that students at second grade of MTS Muhammadiyah 1 Ciputat have or dominant with visual learning style.

From the previous of related research findings that conclude is students' learning style is effective in learning English Subject especially in reading comprehension because the learning style is important to make students interest.

B. Some Pertinent Ideas

1. Reading

a. Definition of Reading

According to the new national Syllabus for English majors, English Reading class is aimed at training students' English reading comprehension and improving their reading speed: training students' ability of meticulous observation of language, and such logic reasoning abilities as assuming, judging, analyzing and summarizing, improving their reading skills, including skimming, scanning and so on, and helping students enlarge vocabulary, absorb language and cultural background knowledge through reading training. It goes without saying that ability training has become a higher priority. Implementing communicative activities is one of the effective ways to train students' abilities and their absorption of knowledge. As a matter of fact, communicative activities in classroom is an effective way both for teachers' reading teaching and for students' reading learning if they are properly implemented.

According to Patel and Jain (2008: 113-114), reading is an important activity for expanding knowledge of a language. By reading, students can increase their knowledge of certain subjects. They can catch what texts tell about. Also, they can learn the language because the texts provide the structures of the language to learn. Nunan (1991: 72) states that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation. Thus, students try to

understand the texts. It is needed because individual learning is sometimes effective for students.

Furthermore, Patel and Jain state that reading is an active process that requires a great deal of practice and skill. It consists of recognition and comprehension skill. It is not a passive activity because actually readers think and analyze meaning (Moreillon, 2007: 23; Patel and Jain, 2008: 113). For example, when students read pronunciation books, they are required to pronounce words that are related to the books. In addition, through reading, students can recognize texts. They can analyze the detail information of texts. They can also analyze the structures that are related to the texts. In this learning students and teachers learn together. The teacher can teach the content and structure of texts to the students and on the other hand they pay attention to analyze the texts together with the teacher. Nuttal (1987) says that the process of identifying written words is mainly the concern of the teacher in early reading.

According to A. V. Vorontsov, reading people differ from non-reading to the fact that:1) they are able to think in terms of problems, to grasp the whole and to identify conflicting relations of phenomena; more adequately assess the situation and quickly find the correct decision; 2) have a large amount of memory and active imagination; 3)speak better, their speech is more expressive and more strict on the thoughts and richer in vocabulary; 4) formulate more precisely and write better; 5) more sociable; 6) have a greater need for independence and inner freedom,

more critical, independent in judgments and behavior (Vorontsov, 2012). Here we are not talking about extensive reading and education, not about intelligence, not about knowledge but about the patterns of thought that has particular relevance today (Valeeva & Valeeva, 2013). It is established that the smaller the cultural experience of the person is, the poorer not only the language but also the conceptual sphere (Kozyrev & Chernyak, 2007).

Therefore, reading is an activity to get information in written language. Readers can get information for their need. It can support their learning to master the language, so that reading is a useful activity to expand knowledge.

b. Definition of Reading Comprehension

Mikulecky and Jeffries (2007: 74) state that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. It means readers can answer questions or explaining texts because they have comprehension with connecting each idea in the text.

Reading comprehension is among the most complex human activities. To understand this sentence, for example, one must visually process the words; identify their phonological, orthographic, and semantic representations; and connect the words using rules of syntax to understand the underlying meaning of the sentence (Perfetti & Stafura, 2014).

Comprehension is the purpose of reading. Readers read texts to get opinions or ideas. They try to understand what the text tells about. After getting opinions or ideas, they can answer questions or make prediction. Trabasso (2007) says that the core of comprehension is an ability to mentally interconnect different events in the text and form a coherent representation of what the text tells about. Understanding what texts tell about means that readers get ideas from texts. In addition, Trabasso (2007) also adds that the whole text consists of words, sentences and paragraphs. It means that to comprehend the content of the text, readers should comprehend words, sentences and paragraphs in the text. Meanwhile, the basic good comprehension of the content of the text is to understand the manner in which words are fused into meaningful phrases, phrases into sentences, and sentences into paragraphs. To sum up, comprehending a text refers to understanding the context of the whole text, not only comprehending words, sentences, but also paragraphs and the whole text.

For general, reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriate. Reading comprehension refers to reading with understanding. The understanding the written text means extracting the information from it as efficient as possible. Usually, in reading comprehension workbook, the questions include reader recalling what he has read without further recourse to the text. Reading is also defined as the process of understanding meaning from a piece of text.

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

c. **Level of Reading Comprehension**

Comprehension involves thinking. There are various levels in hierarchy of thinking. Higher level of comprehension would obviously include higher level of thinking. Smith, in Hamka, (2006:8) categories the level of reading comprehension skills into four levels, they are literal reading, Interpretive reading, critical reading and creative reading each of these skills could explain as follows:

1) Literal reading

Literal reading refers to ideas and fact directly started or the printed pages. Literal reading is in the skills of getting the primary directly literal reading of words, ideas, sentence in context the basis of literal comprehension are recognizing state num ideas details, affect and sequence.

In addition, literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some

specific reading skill at the literal level of comprehension are: identifying specific information or nothing details, sequencing ideas when explicity signal are given, and following instruction. These skills, specially the first two are scanning skill

a) Identifying Specific Information

This reading requires one to focus his attention only on one or some particular information or detail which he need form a text; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. In looking for a detail, the reader must look for signals in the environment of the needed information or in the information itself.

b) Sequencing Events or Ideas

Meaningful reading results from the reader's ability to follow the flow thought of the writer. This is so because any discourse is made up of words and sentences which are not only grammatically linked to one another, but are also logically related and sequences of ideas as presented by the writer enables him to summarize, outline and infercorrectly.

c) Following Instructions

Students can take the lesson and knowledge from the reading.

2) Interpretive reading

Interpretive reading involves between the lines of inferences. The level demands a higher level of thinking ability because the questions in the category of interpretation are concerned with answer that are not directly stated in the text but are suggested or implied. Sometimes an information or concept is not explicitly stated in atext so that the reader has to go through the process of inferring beyond the literal meaning. This is the interpretative level or the "Thinking Side" of comprehension.

(Tinker and Mc Cullough, 1998) interpretation is reading or getting meaning between the lines which requires the reader's sensitivity to clues and the ability to link these clues to his own experience to arrive at the new information (Romero and Romeo). It is mentally exploring and taking position in relation to the facts and related details. When the reader does this he is inferring.

Inferences can be categorized as implications, conclusions, generalization and predictions.

a) Implication

Implication is any inference expectancy that maybe logically implied or understood, but not directly stated, from the author's arguments in a text or utterance.

b) Conclusion

Conclusion draws together factual evidence into a statement about the nature of phenomenon.

c) Generalization

Generalization is statement about the behavior of a large population based on the observable behavior of a similar but smaller sample group.

d) Prediction

Prediction is a statement about future behavior or action.

3) Critical Reading

Critical reading is evaluating written materials comparing the ideas has found in material will know standard and drawing conclusion about thin accuracy, appropriateness and times lines. Critical reading comparapravious experience to elements in new materials such as content, style expressions, information and ideas or values of the author.

4) Creative Reading

Creative reading involves going beyond the material presented by the author. Creative reading requires the reader to use the imagination in creative reading; the reader tries to purpose new alternative solution to these by the writer.

Furthermore, Carmine, in Hamka, (2006:10) categories the level of comprehension into three levels, they are:

a. Literal comprehension that is to receive information started in a passage

b. Sequencing comprehension, this is to order several event from a passage to when they happened

c. Summarization, that is to receive information state in a passage.

    i. Comprehension skill for the intermediate level consist of inferential comprehension that is to reveal relationship between two object and events (staled or not scared)

    ii. Critical reading: that is to identify the author conclusion to determine what evidence is presented, and to identify fealty argument.

    iii. Comprehension skill for advanced level that is the appreciation of the athor work.

2. Learning Style

a. Definition of Learning Style

According to Pashler, et. al .in Soflano and Hainey (2015: 4) learning style was "the concept that individuals differ in regard to what mode of instruction or study is most effective for them". Rayner and Riding (1998,) define learning styles as "individual sets of defferences that include not only a stated personal preference for instruction or an association with a particular form of learning activity but also

individual differences found in intellectual or personal psychology. Another definition of learning style by Kocinski in Soflano and Hainey (2015: 4) is the strategy preferred by a learner to perceive, interact and respond to the learning environment. Learning style is described as individualistic differences in approach within the process of information receiving and processing Kolb in Cabi and Serpil (2012: 4460). In more general terms, it can be defined as the preferences of individuals in the methods of information gathering, organization, thinking and interpreting Davis in Okur & Bahar (2010: 3632).

In summary, learning styles are a consistent way that doing by the students in capturing stimuli or information, how to remember, think, and solve the problems. Everyone do not have the same style. Each shows a difference but the researchers can categorize it. This learning style is closely related to a personality, which is influenced by his education and history of development. As the Garcia, et. al. (2008: 560) state that new students who have not received training and lessons from teachers have different background styles.

b. **Types of Learning Style**

There were many researcher classify learning styles into several types, but the most commonly used are classification referred to in De Porter & Hernacki in Nihayah (2011: 8) which divides learning styles into 3 types:

1) Visual Learning Style

   According to Indonesian Dictionary visual is visible to the eye. It means that the visual learning style was the style of learning by looking. The characteristics of this visual learning style relate to visibility. Visual learning style emphasizes the visual acuity. That was, concrete evidence must be shown first so that students understand. The characteristics of students who have a visual learning style was a high need to see and capture the information before understanding it. Students who have a visual learning style capture lessons through pictorial materials, have a strong sense of color, and have sufficient understanding of artistic problems. But it have the constraint to dialogue directly because it was too reactive to the sound so that difficult to follow the advice orally and often misinterpret words or speech.In addition, people who love the visual learning style love to make excellent and neat notes. This learning style can be applied in learning by using several approaches: using various forms of graphics to convey information /course material in the form of films, slides, illustrations, scribbles or serialized cards to explain the information sequentially.

   According to De Porter & Hernacki in Nihayah (2011: 8), the characteristics of students with visual learning styles are:

   a) neat and orderly

   b) talking quickly

c) Priority in dress and presentation

d) Usually not disturbed by the commotion

e) Prefer to read rather than read out

f) Prefer a demonstration rather than a speech

g) Frequently answer questions with short answers (yes or no)

h) Having problems remembering verbal instructions unless written and often asking people for help to repeat it

i) Remember what is seen rather than what is heard

2) Auditory Learning Style

Auditory comes from the word audio which means something related to listening. Auditorial learning style is a learning style by listening. Characteristics of learning style focus on listening as the primary tool of absorbing information or knowledge.That is, must listen, then can remember and understand certain information. There are several approaches that can be done to learn. That is, must listen, then can remember and understand certain information. There are several approaches that can be done to learn. First is using tape recorder as a tool. This tool is used to record readings or notes read or lecture lecturers in front of the class to be heard again. The second approach, which can be done is by interviewing or engaging in discussion groups.Third is try to read the information, then summarized in oral and recorded form

and then listen and understood. The last step is to do a verbal review with friends or lecturers.\

According to De Porter & Hernacki in Nihayah (2011: 8), the characteristics of students with auditory learning styles are as follows:

a) Talk to yourself while working

b) Easily disturbed by the commotion

c) Move lips and say the words in the book while reading

d) Feeling difficult to write but clever in telling stories

e) Prefer to verbal jokes rather than comics

f) Speak in patterned rhythm

g) Learn by listening and remembering what is being discussed rather than being seen

h) Nice to talk, discuss and explain things at length

i) Can mimic color, rhythm, tone of voice, and others

3) Kinesthetic Learning Style

This learning style requires individuals to touch something that provides certain information in order to remember it. There are several characteristics of this learning model that not everyone can do. The first character is focus to the hand as the primary receiving device in order to keep it in mind. Just by holding it, someone who have this learning style can absorb information without having to read the explanation. The next character is exemplified as a person

who can not stand sitting for long listening to the lesson. The individuals who have this learning style feel they can learn better if the process is accompanied by physical activity. The advantage is they have the ability to coordinate a team and the ability to control gestures. People who tend to have this character more easily absorb and understand information by looking at pictures or words and then learn to speak or understand the facts. To apply it in learning, the students who have the characteristics can be done by using various models, such as working in the laboratory or learning that allowed him to play. The simple ways that can also be taken is to periodically allocate the time to rest for a moment in the middle of study.

According to De Porter & Hernacki in Nihayah (2011: 10), the characteristics of students with kinesthetic learning styles are as follows:

a) Talk slowly

b) Respond to physical attention

c) Touch people to get their attention

d) Stand close when talking to people

e) Always physically oriented and moving a lot

f) Memorize by walking and seeing

g) Using finger as a instruction when reading

h) Many use body language

i) hard to remember a map unless he is ever been in that place

j) Possibly bad writing

k) Can not sit still for long

c. The Benefits of Understanding Learning Style

Understanding learning styles is the best way to maximize learning in the classroom. After found a learning style and knowing the best method to help yourself in learning through that style, then someone can develop and perform well in the classroom even in the subjects that is considered difficult.

Students learning styles can not be changed, but after students understand the learning style the teacher expected to the students can maximize their own learning style that corresponding with each learning style. Some of these benefits by Anonymous in Nihayah (2011: 11) include:

1) Academic Benefits

1) Maximize learning potential

2) Achieving at all levels of education

3) Understand how to learn best and get better grades on

4) exams and tests

5) Overcome the limitations of learning in the classroom

6) Reduce students' frustration and stress levels

7) Develop an efficient and effective learning strategy

2) Personal Benefits

    1) Enhance self-esteem and self-esteem

    2) Learn how to best use the superiority of the brain

    3) Gain insight into your strengths and weaknesses

    4) Learn how to enjoy learning more deeply

    5) Develop motivation to learn

    6) Learn how to maximize your skills and skills natural

3) Professional Benefits

    1) Stay up to date on professional topics

    2) Superior in competition / competition

    3) Manage the team in a more effective way

    4) Learn how to give presentations more effectively

    5) Improving skills in selling

    6) Increase productivity

    Keep in mind that there is no right or wrong way to learn. Everyone is unique and every learning style offers advantages as well lack of each. Understanding your own learning style can help to learn and work more efficiently.

d. The Advantages of Learning Styles

    There are several ways a teacher can use to help students maximize their learning styles. First, explain to them (students) that people learn in different ways and all ways are just as good. Each way has its own power. Furthermore, it helps students to realize their own learning

styles. Once students know their learning styles then provide tips as according to De Porter & Hernacki in Nihayah (2011: 11) below:

1. Visual Learner

   Encourage visual learners to create many symbols and images in their notes. In mathematics and natural science, tables and graphs will deepen their understanding. Mind maps can be a great tool for visual learners in any subject because visual learners learn best when they start with "the whole picture", do a general overview of the subject matter. Reading material at a glance, for example gives a general idea about reading material before going into details.

2. Auditory Learner

   Listening to lectures, examples, and stories and repeating information are the main ways of learning. If teachers see them difficulty in understanding a concept, then help them by inviting them to speak with themselves to understand it or turn the long fact into a song that is easy for students to remember.

3. Kinesthetic Learner

   These students interest to applied projects. Short and funny plays proved to help them. Kinesthetic learners interest to learn through movement and best memorize information by associating movements with each fact.

C. Conceptual Framework
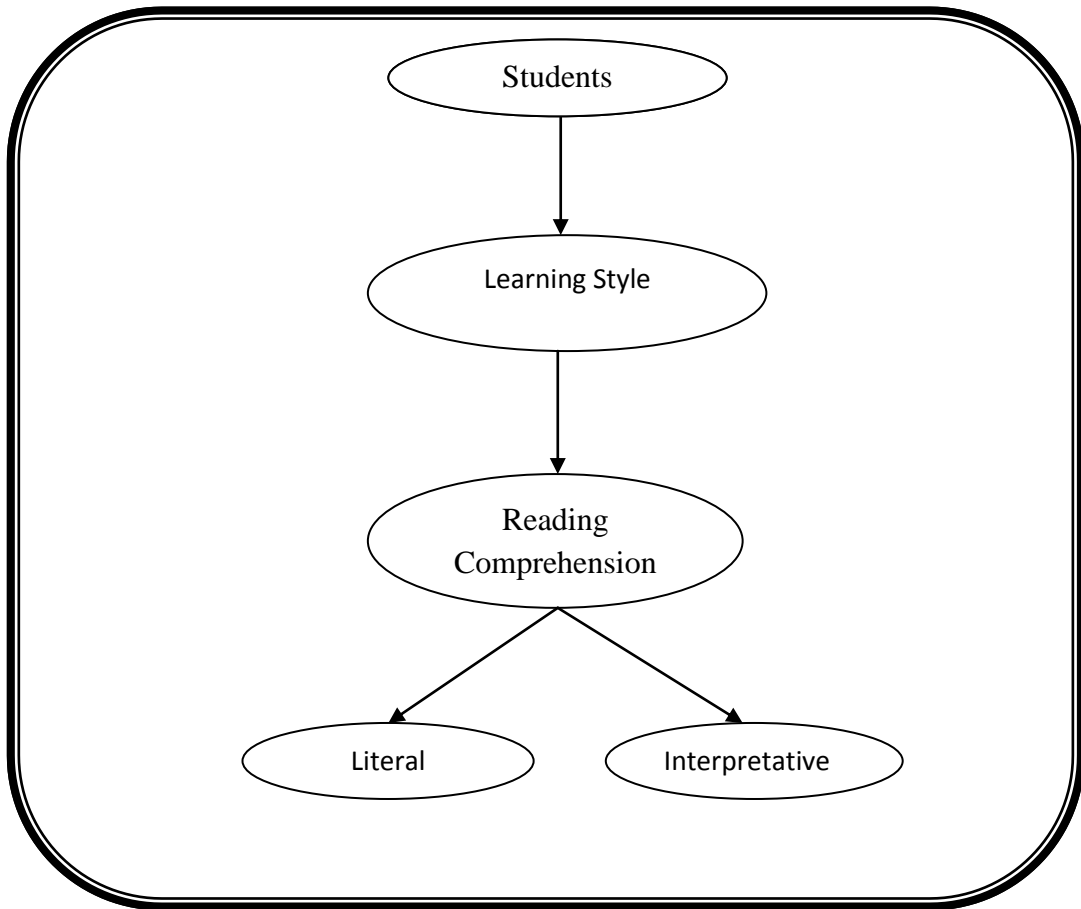
Figure .2.1 Conceptual Framework

In the conceptual framework, students have the learning style. learning style is closely related to a personality, which is influenced by his education and history of development. As the Garcia, et. al. (2008: 560) state that new students who have not received training and lessons from teachers have different background styles. Learning style is very important for students' reading comprehension especially in literal and interpretative.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method used in this research was quantitative descriptive method. Creswell (1994) has given a very concise definition of quantitative research as a type of research that is `explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). The specificity of quantitative research lies in the next part of the definition. In quantitative research we will collect numerical data. This was closely connect to the final part of the definition: analysis using mathematically - based methods. In order to be able to use mathematically based methods our data have to be in numerical form. This was not the case for qualitative research. Qualitative data was not necessarily or usually numerical, and therefore cannot be analyzed using statistics.

B. Research Variable

1) Independent Variable

In this research, independent variable is the Students' Learning Style.

2) Dependent Variable

Dependent Variable in this research is the score of the Reading Comprehension.

C. Population and Sample

Population is all of the research of subject. The population of this research were all the students of SMAN 1 Model Pinrang as the quantities of students were 1856 students. While sample was part of population, which that choose participate in the study.

the researcher will employe purposive sampling which was the researcher only choose one class at twelfth grade of exact

D. Research Intrument

1. Questionnaire

The questionnaire composed in close-ended question form.. It consisted of number of 24 questions related to learning style.

2. Test

The test use in this research was reading comprehension test. This research was use to measure the reading comprehension of the students. This test was consisted of 10 questions based on the material about narrative text with title "Sura and Baya". The researcher gave 30 minutes for students to answer this test

E. Research Procedure

In this research, the researcher collected the data several stages. The steps were as follow:

1. Determining research location.

2. Indentifying the problems

3. Determining the scope of the research.

4. Determining the population and sample.

5. Arranging and preparing the research instrument.

6. Collecting data of learning style by giving questionnaire.

7. Collecting data of reading comprehension by using reading comprehension test

8. Analyzing the correlation of both variables using Pearson Product Moment.

9. Lastly, making conclusion of the research

F. Research Data Collection

1. . Questionnaire

   The last technique was collecting data was the use of questionnaire. The purpose was to gather information from the students, after learn about reading skill. It used to support the primary data from the teaching learning activities and the test.

2. Test

   The test use in this research was reading comprehension test. This research was use to measure the reading comprehension of the students. This test was consisted of 10 questions based on the material about narrative text. There are 4 test for reading comprehension. The researcher gave test every meeting.

G. Data Analysis

a. Learning Style

1) The data obtain from questionnaire using skala Likert. Instrument procedure indicating whether Strongly agree, agree, partially agree, Disagree, and strong disagree with each statement. The data from questionnaire was determining by percentage and frequency how much choose Strongly agree, agree, partially agree, Disagree, and strong disagree.

Table 3.1. Skala Likert

No.	Items	Score
1	Strongly agree	5
2	Agree	4
3	Partially agree	3
4	Disagree	2
5	Strong disagree	1

(Sugiono, 2012:135)

The technique of analyzing data in this research used descriptive percentage. This technique was used to assess variable of the research. The researcher classified their collected data from questionnaire, the researcher analyzed by using the percentage technique, the researcher use the following formula:

$$P = \frac{F}{N} \times 100$$

Explanation:

P = Percentage

E = the frequency of items

N = total respondent

<div align="right">(Sudjana, 2001 : 128)</div>

2) Calculating the mean score of learning style

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$: The mean score

$\sum x$: The respondents total score

N: The total number of respondents

The collected data were analyzed using quantitative descriptive analysis techniques expressed in the distribution of scores and percentages of scale categories predetermined assessment. After serving in percentage form, the next step is to describe and draw conclusions about each indicator. Appropriate aspects of learning style used tables interpretation of scores as follows:

Table. 3.2. Scale for Learning style Questionnaire

Percentage	Criteria
0 – 20	Very low/ not effective
21 – 40	Low/ not effective
41 – 60	Enough/ enough effective
61 – 80	Strong/effective
81 – 100	Very strong/ very effective

<div align="right">(Riduwan 2013: 22)</div>

In table above it is stated that the achievement of the percentage interpretation of scores effectiveness. The interpretation criteria of the effectiveness score above are used as reference assessment of the effectiveness students' learning style in twelfth grade students SMAN 1 Model Pinrang.

b. Reading Comprehension

The data get through the test is analyzed by using the following steps:

1. Scoring and classifying the students' skill into the following criteria:

   a) Literal Reading Comprehension

      Students' literal comprehension will be scored based on the following rubrics.

      Dealing main ideas and sequences details

Category	4	3	2	1
L I T E R A L	Clearly and accurately to identify the main idea and response includes most of the relevant supporting details of the text	Correctly identifies the main idea and response includes some supporting details of the text	Identifies the main idea and response includes few supporting details of the text	Attemps to identify the main idea however it may be state incorrectly or may be missing response includes incorrect or irrelevant supporting details.

Table.3.3 Literal reading comprehension

b) Interpretative Reading Comprehension

Dealing prediction outcomes and conclusion

Category	4	3	2	1
I N T E R P R E T A T I V E	The student's response is complete and analyze really careful. It indicate a very good understanding and clearly follows the original of the text	The student's response is partial and analyze nearly it indicates a understanding and follows the original of the text.	The response is fragmentary and less analyze, indicate only minimal understanding and some of sequencing follows the original of the text	There is a little or no response. It indicates a serious misunderstanding of the text, erractic and does not follow the original of the text.

Table 3.4. Interpretative Reading comprehension

2. Calculating the score of each student by using the formula in the

following :

$$\text{Score} = \frac{Total\ Correct\ Score}{Total\ Test\ Item} \times 100$$

3. Calculating the mean score of reading comprehension by using the formula in the following:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$: The mean score

$\sum x$: The respondents total score

N: The total number of respondents

(Gay, 1981: 298).

4. Classifying the students score in to following criteria:

No.	Classification	Range of Score
1	Excellent to very good	84-100
2	Good to average	68-83
3	Fair to poor	51-67
4	Very poor	34-50

Table. 3.5 criteria scoring of reading comprehension

The some assessment criteria was used to classified the student's scores as follows:

a. Excellent to veruy good

The students who can arrange the text correctly and tell the story details classified into excellent to very good level.

b. Good to average

The students who can arrange the text correctly but less detail in tells the story classified into good to average level.

c. Fair to poor

The samples are classified in this level are the students who arrange the reading material incorrectly and tell a little about the story on the text.

d. Very poor

The students who cannot arrange the reading material based on the correct form and can not tell the story of reading material were classified into very poor level.

5. Calculating the percentage of the respondents score in each variable by using the formula:

$$P = \frac{F}{N} \times 100$$

Where:

P   : Percentage

F   : Frequency of the correct answer

N   : Total number of respondent.

(Sudjana in Yuliana, 2018: 30)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, there were some important things to discuss, namely findings acquired from the research which cannot be separated by the respondent's help, and some discussion related to the findings. The findings present the result of data analysis collected through questionnaire to answer research question about the effectiveness of students' learning style in reading comprehension. Concerning about this problem, some indicators were made in order to achieve the research objectives. Those indicators were then defined operationally in order to have as clear measurements.

The indicators were learning style and students' reading comprehension. . Both indicators will be the basis in order to. Both indicators will be the basis in order to measure the effectiveness of students' learning style in reading comprehension, as a variable.

The following section consist some data acquired from the investigation. The first was findings, where the audiences can encounter reliable data of the research. The second discussion, where some propositions related to the findings were discussed.

A. Findings

The findings of this research deals with scoring classification of students' questionnaire and reading comprehension test. The aim of this study was to knew the students' learning style in reading comprehension and reading comprehension score. The data from the questionnare used formula in chapter 3 to knew percentage of the effectiveness of students' learning style in reading comprehension.

1) Students' Learning Style

Students' Learning Style questionnaires of twefth grade at SMAN 1 Pinrang, can be seen clearly in the following table:

1.1 I like learn English subject (saya menyukai belajar bahasa Inggris)

Table 4.1. Learning Style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	20	50
2.	Agree	10	25
3.	Partially Agree	8	20
4.	Disagree	1	2.5
5.	Strongly Disagree	1	2.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 1 "I like learn English subject (saya menyukai belajar bahasa Inggris), there were 20 students or 50% from the total number of students whose choose

strongly agree from the statement number 1, then there were 10 students

or 25% from the total number of students whose choose agree from the

statement, there were 8 or 20% students choose partially agree, there

was 1 or 2.5% students choose disagree, and there was 1 or 2.5% choose

strongly disagree from the statement. The result indicated that most of

the students choose strongly agree, it showed if the students like English

subject.

1.2 **I like reading activity in English subject (saya menyukai aktifitas membaca dalam pelajaran bahasa inggris)**

Table 4.2. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	15	37.5
2.	Agree	15	37.5
3.	Partially Agree	8	20
4.	Disagree	1	2.5
5.	Strongly Disagree	1	2.5
	Total	40	100

On the table and chart above, it can be seen that there were 40

students whose involved to respond the statement number 2 "I like reading

activity in English subject *(saya menyukai aktifitas membaca dalam*

pelajaran bahasa Inggris) there were 15 students or 37.5% from the total

number of students whose choose strongly agree from the statement

number 2, then there were 15 students or 37.5% from the total number of

students whose choose agree from the statement, there were 8 or 20%

students choose partially agree, there was 1 or 2.5% students choose

disagree, and there was 1 or 2.5% choose strongly disagree from the statement. The result indicated that most of the students choose strongly agree and agree, it showed if the students like reading activity in English subject.

1.3 I can understand the main idea of paragraph. *(saya dapat memahami ide pokok dalam sebuah paragraph)*

Table 4.3. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	25	62.5
2.	Agree	10	25
3.	Partially Agree	3	7.5
4.	Disagree	1	2.5
5.	Strongly Disagree	1	2.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 3 "I can understand the main idea of paragraph. *(saya dapat memahami ide pokok dalam sebuah paragraph)*" there were 25 students or 62.5% from the total number of students whose choose strongly agree from the statement number 2, then there were 10 students or 25% from the total number of students whose choose agree from the statement, there were 3 or 7.5% students choose partially agree, there was 1 or 2.5% students choose disagree, and there was 1 or 2.5% choose strongly disagree from the statement. The result indicated that most of the students choose strongly

agree and agree it means that effective if the teacher give the material that is students found the main idea in the paragraph.

1.4 I able to understand teaching material with writing with pictures. *(saya dapat memahami materi bacaan dengan tulisan yang disertai gambar)*

Table 4.4. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	20	50
2.	Agree	15	37.5
3.	Partially Agree	3	7.5
4.	Disagree	1	2.5
5.	Strongly Disagree	1	2.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 4 "I able to understand teaching material with writing with pictures. *(saya dapat memahami materi bacaan dengan tulisan yang disertai gambar)*" . there were 20 students or 50% from the total number of students whose choose strongly agree from the statement number 4, then there were 15 students or 37.5% from the total number of students whose choose agree from the statement, there were 3 or 7.5% students choose partially agree, there was 1 or 2.5% students choose disagree, and there was 1 or 2.5% choose strongly disagree from the statement The result indicated that most of the students choose strongly agree and agree. It means if the teacher give the teaching material by writing with picture, it was effective.

1.5 **I able to understand readings that use simple words.** *(saya dapat memahami bacaan yang menggunakan kalimat yang sederhana)*

Table 4.5. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	18	45
2.	Agree	12	30
3.	Partially Agree	5	12.5
4.	Disagree	3	7.5
5.	Strongly Disagree	2	5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 5 "I able to understand readings that use simple words. *(saya dapat memahami bacaan yang menggunakan kalimat yang sederhana)"*. There were 18 students or 45% from the total number of students whose choose strongly agree from the statement number 4, then there were 12 students or 30% from the total number of students whose choose agree from the statement, there were 5 or 12.5% students choose partially agree, there were 3 or 7.5% students choose disagree, and there was 2 or 5% choose strongly disagree from the statement. The result indicated that most of the students choose strongly agree and agree.

1.6 I like it when I find unfamiliar word in a reading. *(saya menyukai ketika saya menemukan kata-kata yang kurang familiar dalam bacaan)*

Table 4.6. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	18	45
2.	Agree	12	30
3.	Partially Agree	5	12.5
4.	Disagree	3	7.5
5.	Strongly Disagree	2	5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 6 "I like it when I find unfamiliar word in a reading. *(saya menyukai ketika saya menemukan kata-kata yang kurang familiar dalam bacaan)*" There were 18 students or 45% from the total number of students whose choose strongly agree from the statement number 4, then there were 12 students or 30% from the total number of students whose choose agree from the statement, there were 5 or 12.5% students choose partially agree, there were 3 or 7.5% students choose disagree, and there was 2 or 5% choose strongly disagree from the statement.. The result indicated that most of the students choose strongly disagree it means the students like it when their find unfamiliar word in a reading.

1.7 I able easier to understand readings by used "key points" technique.

(saya mampu memahami bacaan dengan menggunakan teknik "kata kunci".)

Table 4.7. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	10	25
2.	Agree	20	50
3.	Partially Agree	5	12.5
4.	Disagree	3	7.5
5.	Strongly Disagree	2	5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 7 "I able easier to understand readings by used "key points" technique. *(saya mampu memahami bacaan dengan menggunakan teknik "kata kunci".)* There were 10 students or 25% from the total number of students whose choose strongly agree from the statement number 4, then there were 20 students or 50% from the total number of students whose choose agree from the statement, there were 5 or 12.5% students choose partially agree, there were 3 or 7.5% students choose disagree, and there was 2 or 5% choose strongly disagree from the statement. The result indicated that most of the students choose agree. It means that students dominant like to used "key points" technique for understand the material and its was effective.

1.8 I able to understand reading by reading it over and over. *(saya mampu memahami bacaan dengan membacanya secara berulang)*

Table 4.8. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	20	50
2.	Agree	10	25
3.	Partially Agree	3	7.5
4.	Disagree	5	12.5
5.	Strongly Disagree	2	5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 8 "I able to understand reading by reading it over and over. *(saya mampu memahami bacaan dengan membacanya secara berulang).* There were 20 students or 50% from the total number of students whose choose strongly agree from the statement number 4, then there were 10 students or 25% from the total number of students whose choose agree from the statement, there were 5 or 12.5% students choose partially agree, there were 3 or 7.5% students choose disagree, and there was 2 or 5% choose strongly disagree from the statement. The result indicated that most of the students choose strongly agree. It means that the students time to read over and over was effective in reading comprehension.

1.9 I able to understand the content article by read in internet. *(saya mampu memahami isi dari article by read in internet.)*

Table 4.9. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	16	40
2.	Agree	14	35
3.	Partially Agree	3	7.5
4.	Disagree	5	12.5
5.	Strongly Disagree	2	5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 9 "I able to understand the content article by read in internet. *(saya mampu memahami isi dari article by read in internet.)* There were 16 students or 40% from the total number of students whose choose strongly agree from the statement number 4, then there were 14 students or 35% from the total number of students whose choose agree from the statement, there were 3 or 7.5% students choose partially agree, there were 5 or 12.5% students choose disagree, and there was 2 or 5% choose strongly disagree from the statement. The result indicated that most of the students choose strongly agree. It means that read in the internet was effective to understand the article.

1.10 **I able to read information in madding wall magazine.** *(saya*

mampu membaca informasi di majalah dinding)

Table 4.10. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	8	20
2.	Agree	12	30
3.	Partially Agree	10	25
4.	Disagree	7	17.5
5.	Strongly Disagree	3	7.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 10 "I able to read information in madding wall magazine. *(saya mampu membaca informasi di majalah dinding)*". There were 8 students or 20% from the total number of students whose choose strongly agree from the statement number 4, then there were 12 students or 30% from the total number of students whose choose agree from the statement, there were 7 or 17.5% students choose partially agree, there were 3 or 7.5% students choose disagree, and there was 23 or 7.5% choose strongly disagree from the statement. The result indicated that most of the students choose agree. It means that if the students use wall magazine as a tool of learning English, it was effective.

1.11 I prefer obtaining information about an interesting subject by reading about it. *(Saya lebih suka mendapatkan informasi tentang sesuatu yang menarik dengan membaca tentang hal tersebut.)*

Table 4.11. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	17	42.5
2.	Agree	13	32.5
3.	Partially Agree	2	5
4.	Disagree	3	7.5
5.	Strongly Disagree	5	12.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 11 "I prefer obtaining information about an interesting subject by reading about it. *(Saya lebih suka mendapatkan informasi tentang sesuatu yang menarik dengan membaca tentang hal tersebut)*" There were 17 students or 42.5% from the total number of students whose choose strongly agree from the statement number 4, then there were 13 students or 32.5% from the total number of students whose choose agree from the statement, there were 2 or 5% students choose partially agree, there were 3 or 7.5% students choose disagree, and there was 5 or 12.5% choose strongly disagree from the statement. The result indicated that most of the students choose strongly agree. It means that the students prefer obtaining information about an interesting subject by reading about it.

1.12 I am happy when the teacher give material about legend *(Saya senang ketika guru memberikan materi tentang cerita rakyat)*

Table 4.12. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	14	35
2.	Agree	16	40
3.	Partially Agree	5	12.5
4.	Disagree	2	5
5.	Strongly Disagree	3	7.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 12 I am happy when the teacher give material about legend *(Saya senang ketika guru memberikan materi tentang cerita rakyat)*" There were 14 students or 35% from the total number of students whose choose strongly agree from the statement number 4, then there were 16 students or 40% from the total number of students whose choose agree from the statement, there were 5 or 12.5% students choose partially agree, there were 2 or 5% students choose disagree, and there was 3 or 7.5% choose strongly disagree from the statement. The result indicated that most of the students choose agree. It means that the material about legend story was effective.

1.13   **I am happy when working on literal questions** *(saya senang*

mengerjakan pertanyaan berbentuk literal)

Table 4.13. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	10	25
2.	Agree	18	45
3.	Partially Agree	8	20
4.	Disagree	2	5
5.	Strongly Disagree	2	5
	Total	40	100

On the table and chart above, it can be seen that there were 40

students whose involved to respond the statement number 13 "I am happy

when working on literal questions *(saya senang mengerjakan pertanyaan*

berbentuk literal)" There were 10 students or 25% from the total number

of students whose choose strongly agree from the statement number 4,

then there were 8 students or 20% from the total number of students whose

choose agree from the statement, there were 18 or 45% students choose

partially agree, there were 2 or 5% students choose disagree, and there was

2 or 5% choose strongly disagree from the statement. The result indicated

that most of the students choose agree. It means that the literal questions

sometimes was effective in reading comprehension.

1.14 I am happy when working on interpretative questions. *(saya senang ketika mengerjakan tugas yang berbentuk pertanyaan interpretatif)*

Table 4.14. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	3	7.5
2.	Agree	2	5
3.	Partially Agree	10	25
4.	Disagree	20	50
5.	Strongly Disagree	5	12.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 14 "I am happy when working on interpretative questions (saya senang ketika mengerjakan tugas yang berbentuk pertanyaan interpretatif)" There were 3 students or 7.5% from the total number of students whose choose strongly agree from the statement number 4, then there were 2 students or 5% from the total number of students whose choose agree from the statement, there were 10 or 20% students choose partially agree, there were 20 or 50% students choose disagree, and there was 5 or 12.5% choose strongly disagree from the statement. The result indicated that most of the students choose disagree. It means that the interpretative questions was not effective in reading comprehension.

1.15 **I able to understand when reading fast.** *(saya mampu mengerti ketika saya membaca cepat)*

Table 4.15. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	2	5
2.	Agree	3	7.5
3.	Partially Agree	5	12.5
4.	Disagree	18	25
5.	Strongly Disagree	20	50
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 15 "I able to understand when reading fast (saya mampu mengerti ketika saya membaca cepat)" There were 2 students or 5% from the total number of students whose choose strongly agree from the statement number 4, then there were 3 students or 7.5% from the total number of students whose choose agree from the statement, there were 5 or 12.5% students choose partially agree, there were 18 or 25% students choose disagree, and there was 20 or 50% choose strongly disagree from the statement. The result indicated that most of the students choose strongly disagree. It means that the reading fast was not effective in learning English.

1.16 I read books that attracted attention when I felt bored and lazy to read books. *(Saya membaca buku-buku yang menarik perhatian ketika saya merasa bosan dan malas untuk membaca buku).*

Table 4.16. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	15	37.5
2.	Agree	10	25
3.	Partially Agree	5	12.5
4.	Disagree	5	12.5
5.	Strongly Disagree	5	12.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 16 "I read books that attracted attention when I felt bored and lazy to read books. *(Saya membaca buku-buku yang menarik perhatian ketika saya merasa bosan dan malas untuk membaca buku).*" There were 15 students or 37.5% from the total number of students whose choose strongly agree from the statement number 4, then there were 10 students or 25% from the total number of students whose choose agree from the statement, there were 5 or 12.5% students choose partially agree, there were 5 or 12.5% students choose disagree, and there was 5 or 12.5% choose strongly disagree from the statement. The result indicated that most of the students choose strongly agree. It means that effective way to read books that attracted attention when the students felt bored and lazy to read books.

1.17 Table 4.16. Learning style I am happy when I review a book. *(saya senang ketika saya meresensi sebuah buku)*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	5	12.5
2.	Agree	5	12.5
3.	Partially Agree	4	10
4.	Disagree	16	40
5.	Strongly Disagree	10	25
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 16 "I am happy when I review a book. *(saya senang ketika saya meresensi sebuah buku)*" There were 5 students or 12.5% from the total number of students whose choose strongly agree from the statement number 4, then there were 5 students or 12.5% from the total number of students whose choose agree from the statement, there were 4 or 10% students choose partially agree, there were 16 or 40% students choose disagree, and there were 10 or 25% choose strongly disagree from the statement. The result indicated that most of the students choose strongly disagree. It means that the students not interested when the teacher give material about review a book. So, review book is not effective

1.18 I am able to understand the translation novel *(saya mampu memahami*

novel terjemahan)

Table 4.18. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	5	12.5
2.	Agree	5	12.5
3.	Partially Agree	4	10
4.	Disagree	17	42.5
5.	Strongly Disagree	9	22.5
	Total	40	100

On the table and chart above, it can be seen that there were 40

students whose involved to respond the statement number 17 "I am able

to understand the translation novel *(saya mampu memahami novel*

terjemahan)" There were 5 students or 12.5% from the total number of

students whose choose strongly agree from the statement number 4, then

there were 5 students or 12.5% from the total number of students whose

choose agree from the statement, there were 4 or 10% students choose

partially agree, there were 17 or 42.5% students choose disagree, and

there was 9 or 22.5% choose strongly disagree from the statement. The

result indicated that most of the students choose disagree. It means that

the students not able to understand the translation novel because

sometimes the translation novel was difficult.

1.19 **I can help friends when they find difficulties in reading the contents.**

(saya dapat membantu teman ketika mereka menemukan kesulitan dalam pehaman isi bacaan)

Table 4.19. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	5	12.5
2.	Agree	5	12.5
3.	Partially Agree	15	37.5
4.	Disagree	10	25
5.	Strongly Disagree	5	12.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 19 "I can help friends when they find difficulties in reading the contents. *(saya dapat membantu teman ketika mereka menemukan kesulitan dalam pehaman isi bacaan)* There were 5 students or 12.5% from the total number of students whose choose strongly agree from the statement number 4, then there were 5 students or 12.5% from the total number of students whose choose agree from the statement, there were 15 or 37.5% students choose partially agree, there were 10 or 25% students choose disagree, and there was 5 or 12.5% choose strongly disagree from the statement. The result indicated that most of the students choose partially agree. It means that there are some of student has the high knowledge about reading comprehension

1.20 I choose a place that is comfortable and quiet when reading so that I can focus on the books I read. *(Saya memilih tempat yang nyaman dan tenang ketika membaca agar bisa fokus erhadap buku yang saya baca)*

Table 4.20. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	8	20
2.	Agree	10	25
3.	Partially Agree	20	50
4.	Disagree	1	2.5
5.	Strongly Disagree	1	2.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 19 "I choose a place that is comfortable and quiet when reading so that I can focus on the books I read. *(Saya memilih tempat yang nyaman dan tenang ketika membaca agar bisa fokus terhadap buku yang saya baca)*" There were 8 students or 20% from the total number of students whose choose strongly agree from the statement number 4, then there were 10 students or 25% from the total number of students whose choose agree from the statement, there were 20 or 50% students choose partially agree, there were 1 or 2.5% students choose disagree, and there was 1 or 2.5% choose strongly disagree from the statement. The result indicated that most of the students choose partially agree. It means that there were some students choose a place that is comfortable and quiet when reading so that they can focus on the book they read.

1.21 **I read a book so I could explain to my friends the knowledge I had obtained.** *(saya membaca buku agar dapat menjelaskan kepada teman saya tentang pengetahuan yang saya peroleh)*

Table 4.21. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	18	45
2.	Agree	12	30
3.	Partially Agree	2	5
4.	Disagree	3	7.5
5.	Strongly Disagree	5	12.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 20 " I read a book so I could explain to my friends the knowledge I had obtained. *(saya membaca buku agar dapat menjelaskan kepada teman saya tentang pengetahuan yang saya peroleh.)* There were 18 students or 45% from the total number of students whose choose strongly agree from the statement number 4, then there were 12 students or 30% from the total number of students whose choose agree from the statement, there were 2 or 5% students choose partially agree, there were 3 or 7.5% students choose disagree, and there was 5 or 12.5% choose strongly disagree from the statement. The result indicated that most of the students choose strong agree It means that the teacher can divide some groups then each students can share their knowledge in their groups.

1.22 I get many new experiences that I get when reading a book. *(saya mendapatkan banyak pengalaman baru ketika saya membaca buku.)*

Table 4.22. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	19	47.5
2.	Agree	11	27.5
3.	Partially Agree	5	12.5
4.	Disagree	2	5
5.	Strongly Disagree	3	7.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 22 "I get many new experiences that I get when reading a book. *(saya mendapatkan banyak pengalaman baru ketika saya membaca buku.)*" There were 19 students or 47.5% from the total number of students whose choose strongly agree from the statement number 4, then there were 11 students or 27.5% from the total number of students whose choose agree from the statement, there were 5 or 12.5% students choose partially agree, there were 2 or 5% students choose disagree, and there was 3 or 7.5% choose strongly disagree from the statement. The result indicated that most of the students choose strongly agree. It means that if the teacher give instruction to the students for reading a book, it can makes the student get many experience that can broaden their horizons.

1.23 **I am easier to do the test questions because I have read the material repeatedly.** *(Saya lebih mudah mengerjakan soal ulangan karena sudah membaca materi tersebut secara berulang.)*

Table 4.23. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	15	37.5
2.	Agree	10	25
3.	Partially Agree	5	12.5
4.	Disagree	5	12.5
5.	Strongly Disagree	5	12.5
	Total	40	100

On the table and chart above, it can be seen that there were 40 students whose involved to respond the statement number 23 "I am easier to do the test questions because I have read the material repeatedly. *(Saya lebih mudah mengerjakan soal ulangan karena sudah membaca materi tersebut secara berulang.)*" There were 15 students or 37.5% from the total number of students whose choose strongly agree from the statement number 4, then there were 10 students or 25% from the total number of students whose choose agree from the statement, there were 5 or 12.5% students choose partially agree, there were 5 or 12.5% students choose disagree, and there was 5 or 12.5% choose strongly disagree from the statement. The result indicated that most of the students choose strongly agree. It means that read the material repeatedly was effective in reading comprehension.

1.24 I got a good score when I test reading comprehension *(saya mendapat*

nilai yang baik ketika saya tes kemampuan membaca .)

Table 4.24. Learning style

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	20	50
2.	Agree	10	25
3.	Partially Agree	5	12.5
4.	Disagree	5	12.5
5.	Strongly Disagree	-	0
	Total	40	100

On the table and chart above, it can be seen that there were 40
students whose involved to respond the statement number 24 "I got a good
score when I test reading comprehension *(saya mendapat nilai yang baik
ketika saya tes kemampuan membaca .)*" There were 20 students or 50%
from the total number of students whose choose strongly agree from the
statement number 4, then there were 10 students or 25% from the total
number of students whose choose agree from the statement, there were 5
or 12.5% students choose partially agree, there were 5 or 12.5% students
choose disagree, and there was no choose strongly disagree from the
statement. The result indicated that most of the students choose strongly
agree. It means that the students able to apply their reading comprehension

To make it clear, the students' learning syle in reading comprehension can be seen in the picture below:

Figure 4.1. The Teachers' Learning style Questionnaire
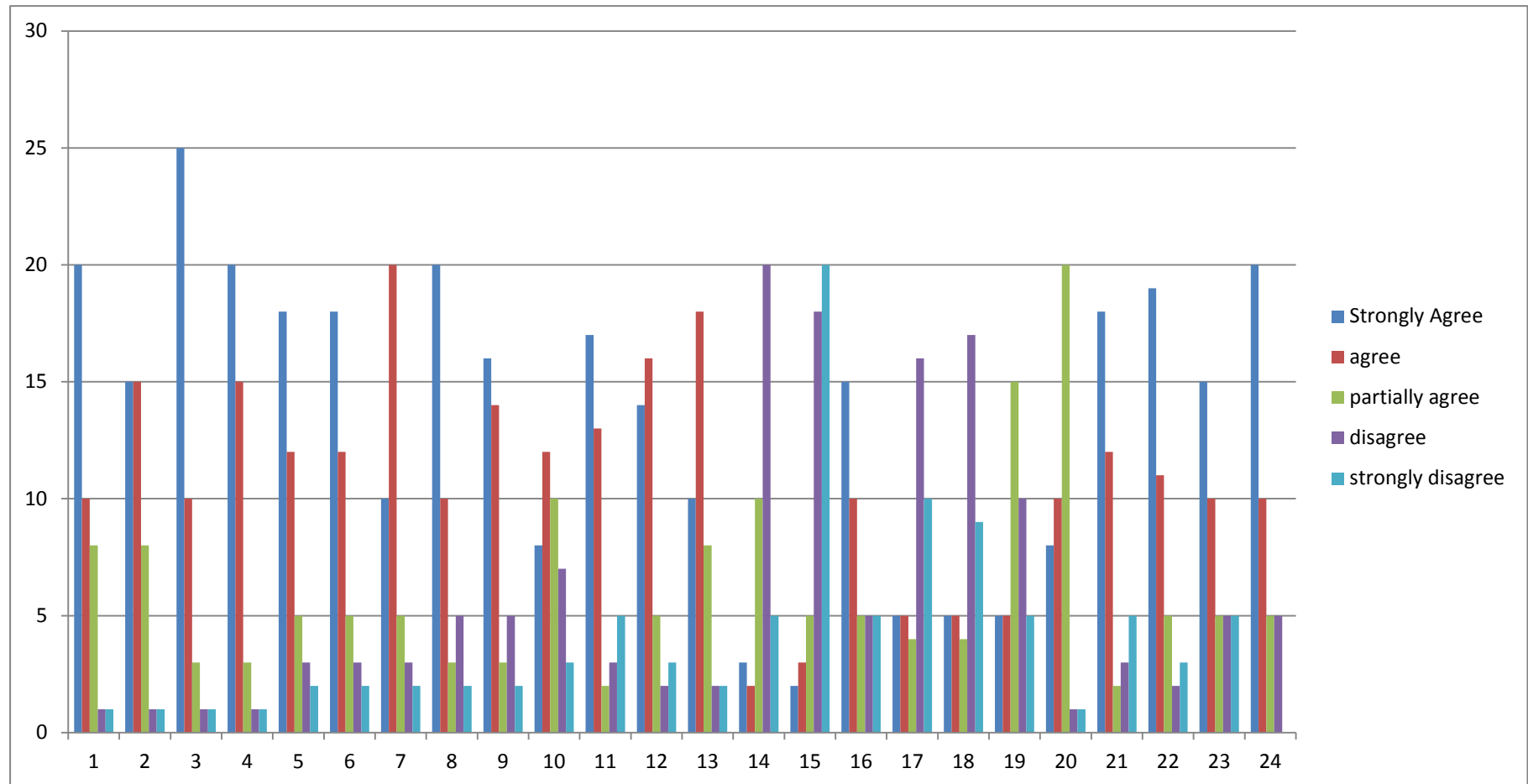
Based on the data collected from the questionnaire, learning style score had been determined. The mean score of students' learning style presented in the following table:

Table 4.25. The Mean Score of Learning style

Items	Mean Score	Classification
Students' Learning style	86.52	Very Strong/ very effective

The illustration of the table above showed that the students' learning style score at the twelfth grade students was 86.52 and based on the standard classification, it was interpreted as "strong/ effective". It can be concluded that used learning style at the twelfth grade students was strong/ effective.

Based on the data collected from the questionnaire, learning style score had been determined. The frequency and percentage of learning style at the twelfth grade students can be seen in the following table:

Table 4. 26. The Frequency and Percentage of Reading Comprehension

No.	Classification	Frequency	Percentage
1	Strongly Agree	12	50%
2	Agree	5	20.5 %
3	Partially Agree	3	12.5%
4	Disagree	4	17%
5	Strongly Disagree	0	0%
	Total	24	100%

Table above shows that there were 12 items or 50% dominant strongly agree in learning style in reading comprehension questionnaire. There were 5 (20.5 %) students choose strongly agree to learning style questionnaire. From 24 items, there were only 3 (12.5 %) choose partially agree, there were 4 (17%) choose disagree and there was no choose strongly disagree and base on the mean score of questionnaire stand at 86.52 It can be concluded that learning style at the twelfth grade students of SMAN 1 Model Pinrang was effective.

The percentage of learning style questionnaire can be seen in the following figure:
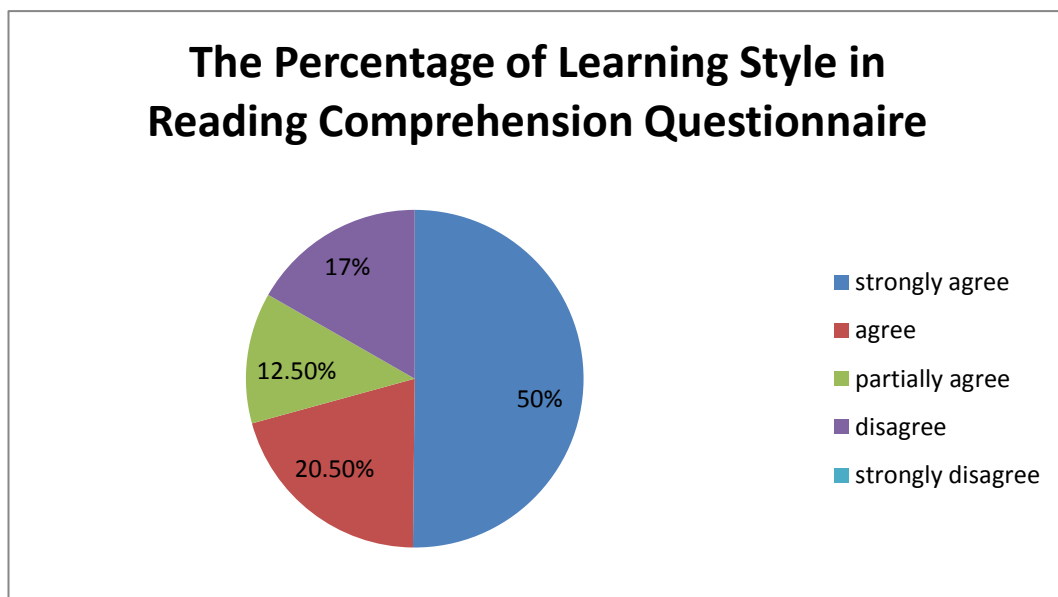
Figure 4.2 The Percentage of Learning style Questionnaire

Figure above shows that there were 12 items or 50% dominant strongly agree in learning style in reading comprehension questionnaire. There were 5 (20.5 %) students choose strongly agree to learning style questionnaire. From 24 items, there were only 3 (12.5 %) choose partially agree, there were 4 (17%) choose disagree and there was no choose strongly disagree and based on the mean score stand at 86.52 It can be concluded that learning style at the twelfth grade students of SMAN 1 Model Pinrang was very effective.

2) **Reading comprehension score**

The result of reading comprehension was determined by calculating the students' answer of reading comprehension test.

Based on the data collected from the test, reading comprehension score had been determined. The mean score of reading comprehension focused on literal and interpretative presented in the following table:

a. Literal Reading Comprehension

Table 4. 27.The Mean Score of Literal

Items	Mean Score	Classification
Reading comprehension	83	Excellent to very good

The illustration of the table above showed that the students' reading comprehension score at the twelfth grade students was 83   in literal and based on the standard classification, it was interpreted as "Good to average". It can be concluded that reading comprehension focused on literal at the twelfth grade students was Excellent to very good.

Furthermore, the frequency and percentage of reading comprehension at the twelfth grade students can be seen in the following table:

Table 4. 28.

The Frequency and Percentage of Literal Reading Comprehension

No.	Score	Classification	Frequency	Percentage
1	84-100	Excellent to very good	23	57.5%
2	68-83	Good to average	17	42.5%
3	51-67	Fair to poor	0	0 %
4	34-50	Poor to very poor	0	0 %
Total			40	100 %

Table above shows that there were 23 (57.5 %) students had excellent to very good reading comprehension score. There were 17 (42.5 %) students got good to average score in reading comprehension. From 40 samples, there there was no student got fair to poor and poor to very poor to reading comprehension score. It can be concluded that reading comprehension focused on literal at the twelfth grade students of SMAN 1 Model Pinrang had excellent to very good score in reading comprehension.

Figure 4.3. Literal Reading Comprehension test of twelfth grade at SMAN 1 Pinrang

Figure above shows that there were 23 (57.5 %) students had excellent to very good reading comprehension score. There were 17 (42.5 %) students got good to average score in reading comprehension. From 40 samples, there there was no student got fair to poor and poor to very poor to reading comprehension score. It can be concluded that reading comprehension focused on literal at the twelfth grade students of SMAN 1 Model Pinrang had good to average score in reading comprehension.

b. Interpretative Reading Comprehension

Table 4. 29.The Mean Score of Interpretative

Items	Mean Score	Classification
Reading comprehension	85.62	Excellent to very good

The illustration of the table above showed that the students'
reading comprehension score at the twelfth grade students was 85.62 in
literal and based on the standard classification, it was interpreted as
"Excellent to very good". It can be concluded that reading comprehension
focused on literal at the twelfth grade students was excellent to very good

Furthermore, the frequency and percentage of reading
comprehension at the twelfth grade students can be seen in the following
table:

**Table 4. 30. The Frequency and Percentage of Literal Reading
Comprehension**

No.	Score	Classification	Frequency	Percentage
1	84-100	Excellent to very good	32	80%
2	68-83	Good to average	8	20%
3	51-67	Fair to poor	0	0 %
4	34-50	Poor to very poor	0	0 %
	Total		40	100 %

Table above shows that there were 32 (80 %) students had
excellent to very good reading comprehension score. There were 8 (20%)

students got good to average score in reading comprehension. From 40 samples, there there was no student got fair to poor and poor to very poor to reading comprehension score. It can be concluded that reading comprehension focused on interpretative at the twelfth grade students of SMAN 1 Model Pinrang had excellent to very good score in reading comprehension.

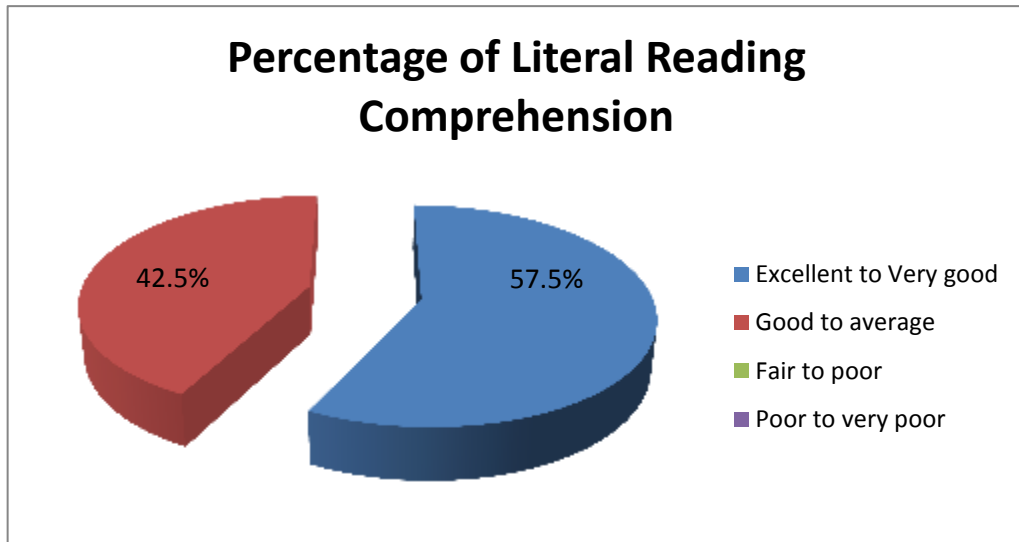**Figure 4.4. Literal Reading Comprehension test of twelfth grade at SMAN 1**
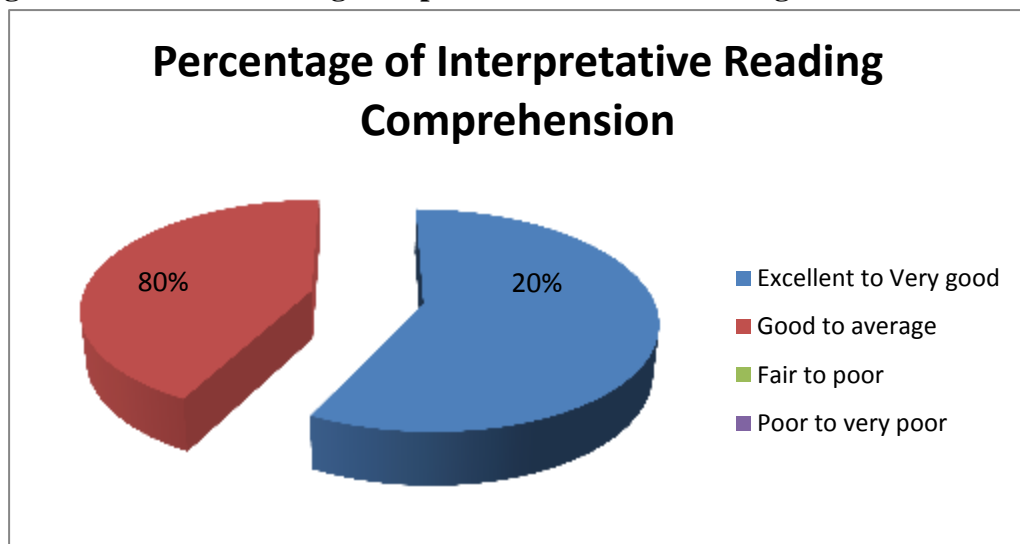
Table above shows that there were 32 (80 %) students had excellent to very good reading comprehension score. There were 8 (20%) students got good to average score in reading comprehension. From 40 samples, there there was no student got fair to poor and poor to very poor to reading comprehension score. It can be concluded that reading comprehension focused on interpretative at the twelfth grade students of SMAN 1 Model Pinrang had excellent to very good score in reading comprehension.

B. Discussion

As has been presented on findings, the result in questionnaire show that learning style was very effective to learn English subject especially in reading comprehension.

Based on the previous findings research, Jimmi (2013) found there was significant correlation between learning style and learning strategy such as between visual style and memory and meta-cognitive strategies. Auditory style and meta-cognitive strategies, kinesthetic and meta-cognitive strategies, group style and cognitive strategies. It was also found that visual learning style together with memory strategies had significant correlation with reading comprehension . based on the findings it is suggested the importance of learning style and language learning strategies in learning English, especially in learning reading.

Rhoda (2014) describes the process of creating an observational assessment designed to identify learning styles of individual children, help teachers, therapists, and parents select optimal strategies for teaching new skills in schools, clinics, and home environments, and evaluate results of the selected intervention strategies to either maintain or modify them.

Fifthrotunnisa (2015) Found that there is significant influence of students' learning style (Variable X) and their English learning achievement in reading skill (Variable Y) as partial at second grade of MTs Muhammadiyah 1 Ciputat after consulted with the value of t-table, either r 5% or r 1%. Based on the result of t-test is higher than the value of t-table, either 5% signification or

1%. So, alternative hypothesis is accepted and null hypothesis is rejected. Hence, there is comparation of students' reading skill based in their learning styles. visual learning style has a high influence towards students' English learning achievement. So it can be conclude that students at second grade of MTS Muhammadiyah 1 Ciputat have or dominant with visual learning style.

Based on the data from the questionnaire, it was found that the majority of the students agree with the statements about the learning style that used in learning English

In conclusion, based on the previous finding research, questionnaire and reading comprehension test used the learning style was very effective. English teacher used all learning style at the twelfth grade students of SMAN 1 Model Pinrang. Based on the percentage of questionnaire of teachers' learning style in reading comprehension, the questionnaire dominant choose strongly agree so that the percentage of learning style in reading comprehension stands 50% and based on the mean score atand at 86.52 which interpreted as "very strong/ very effective" it means that, learning style used by English teacher was very effective to learn English.

Moreover, Shows that the reading comprehension score the result was obtained from reading comprehension test. The overall mean Moreover, to reach the second objective about how was the students' reading comprehension focused on literal and interpretative at the twelfth grade students of SMAN 1 Model Pinrang. The result was obtained from reading comprehension test. The overall mean score of literal stands at 83 which

interpreted as "good to average". The percentage of literal reading comprehension were 23 (57.5%) students got excellent to very good, 17 (42.5%) students got good to average and there was no fair to poor and poor to very poor and the overall mean score of interpretative stands at 85.62 which interpreted as "Excellent to very good". The percentage of interpretative reading comprehension were 32 (80%) students got excellent to very good, 8 (20%) students got good to average and there was no fair to poor ang poor to very poor.

CHAPTER V

CONCLUSION

This chapter presents the conclusion and suggestion of this study, The first was the conclusion which based on the research findings and discussions. The second was suggestions which based on the conclusion purposed.

A. Conclusion

1. Learning style

Based on the findings and discussion, it could be concluded that there were several learning style were found after conducting the research. The teachers' learning style was very important in reading comprehension.

learning style is defined as the way teachers teach and their distinctive mannerisms complemented by their choices of teaching behaviors and strategies. In other words, teachers' learning style is how teacher presenting the material supported by the strategies are used in teaching and learning.

Based on the mean score of questionnaire of teachers' learning style, the overall mean score stands at 86.52 which interpreted as "very strong/very effective" it means that, learning styles used by English teacher was very effective to learn English.

2. Reading Comprehensio

Based on the reading comprehension score the result was obtained from reading comprehension test. The overall mean Moreover, to reach the second objective about how was the students' reading comprehension focused on literal and interpretative at the twelfth grade students of SMAN 1 Model Pinrang. The result was obtained from reading comprehension test. The overall mean score of literal stands at 83 which interpreted as "good to average". The percentage of literal reading comprehension were 23 (57.5%) students got excellent to very good, 17 (42.5%) students got good to average and there was no fair to poor and poor to very poor and the overall mean score of interpretative stands at 85.62 which interpreted as "Excellent to very good". The percentage of interpretative reading comprehension were 32 (80%) students got excellent to very good, 8 (20%) students got good to average and there was no fair to poor ang poor to very poor.

B. Suggestion

Concerning the result of the study, the interpretations, and the conclusions, the researcher has some suggestions. The suggestions are presented below.

1. To the Students

The students' learning style has a positive effect on the students' reading comprehension. By using learning style, the students interested to

learn English subject because if the teacher use learning style the student not bored with the material.

2. **To the English Teachers**

Teachers know the students' learning style in the teaching-learning process. Based on the research, it is obvious that the learning style can be used to improve the quality of the teaching learning process, especially in learning reading comprehension for senior high school. The use learning style within the English teaching-learning process is proven to gain better result in the students' English learning achievements. For this reason, the teachers' learning style was very effective in learning English.

3. **To the Other Researchers**

In regard to the finding of the research, this thesis is only concerned with the learning style. The learning style is a expressed through the behaviors, characteristic and mannerisms that reflect teaching philosophy and the role that is preferred to take when conveying information in a classroom. which can support the students in the teaching-learning processes, especially in teaching-learning reading. It can be an effective way to improve the students' reading score. Thus, it is worthwhile to be further explored by other researchers .

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APPENDIXES

APPENDIX 1

Questionnaire of students' Learning style in Reading Comprehension

No	Questionnaire	SA	A	PA	D	SD
1	I like learn English subject. *(Saya menyukai pelajaran Bahasa Inggris)*					
2	I like reading activity in English subject. *(Saya menyukai aktifitas membaca dalam pelajaran Bahasa Inggris)*					
3.	I can understand the main idea of paragraph. *(Saya dapat mengerti ide pokok dalam sebuah paragraph)*					
4.	I able to understand teaching material with writing with pictures. *(Saya mampu memahami bacaan dengan tulisan yang disertai gambar)*					
5.	I able to understand readings that use simple words. *(saya dapat memahami bacaan yang menggunakan kalimat yang sederhana)*					
6.	I like it when I find unfamiliar word in a reading. *(saya menyukai ketika saya menemukan kata-kata yang kurang familiar dalam bacaan)*					
7.	I able easier to understand readings by used "key points" technique. *(saya mampu memahami bacaan dengan menggunakan teknik "kata kunci".)*					
8.	I able to understand reading by reading it over and over. *(saya mampu memahami bacaan dengan membacanya secara berulang)*					

9.	I able to understand the content article by read in internet. *(saya mampu memahami isi dari article by read in internet.)*					
10.	I able to read information in madding wall magazine. *(saya mampu membaca informasi di majalah dinding)*					
11.	I prefer obtaining information about an interesting subject by reading about it. *(Saya lebih suka mendapatkan informasi tentang sesuatu yang menarik dengan membaca tentang hal tersebut.)*					
12.	I am happy when the teacher give material about legend. *(Saya senang ketika guru memberikan materi tentang cerita rakyat.)*					
13.	I am happy when working on literal questions *(saya senang mengerjakan pertanyaan berbentuk literal)*					
14.	I am happy when working on interpretative questions *(saya senang ketika mengerjakan tugas yang berbentuk pertanyaan interpretatif)*					
15.	I able to understand when reading fast. *(saya mampu mengerti ketika saya membaca cepat)*					
16.	I read books that attracted attention when I felt bored and lazy to read books. *(Saya membaca buku-buku yang menarik perhatian ketika saya merasa bosan dan malas untuk membaca buku).*					
17.	I am happy when I review a book. *(saya senang ketika saya meresensi sebuah buku)*					
18.	I am able to understand the translation novel *(saya mampu memahami novel terjemahan)*					

19.	I can help friends when they find difficulties in reading the contents. *(saya dapat membantu teman ketika mereka menemukan kesulitan dalam pehaman isi bacaan)*					
20.	I choose a place that is comfortable and quiet when reading so that I can focus on the books I read. *(*Saya memilih tempat yang nyaman dan tenang ketika membaca agar bisa fokus erhadap buku yang saya baca)					
21.	I read a book so I could explain to my friends the knowledge I had obtained. *(saya membaca buku agar dapat menjelaskan kepada teman saya tentang pengetahuan yang saya peroleh)*					
22.	I get many new experiences that I get when reading a book. *(saya mendapatkan banyak pengalaman baru ketika saya membaca buku.)*					
23.	I am easier to do the test questions because I have read the material repeatedly. *(Saya lebih mudah mengerjakan soal ulangan karena sudah membaca materi tersebut secara berulang.)*					
24.	I got a good score when I test reading comprehension. *(saya mendapat nilai yang baik ketika saya tes kemampuan membaca .)*					

APPENDIX 2

Reading Comprehension Test

1. **Reading Comprehension Test 1**

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and Awent back to the sea. Baya was happy.

Answer the question below!

1. What is the main idea of the text?

2. How many characters in the narrative text?

3. Who is shark?

4. Who is crocodile?

5. Who gave up first?

6. The word *they* in paragraph 1 line 2 refers to..

7. The word *he* in paragraph 6 line 2 refers to..

8. The word "promise" in paragraph 7 line 3 can easily be replaced by…

9. What is the meaning of *fight*?

10. What is the message from the text?

APPENDIX 3

The Result Questionnaire of Learning style in Reading Comprehension of Twelfth Grade Students

Respon dent	Question Number																								Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	5	3	5	4	3	5	5	1	5	1	5	1	5	1	5	1	5	1	2	5	1	5	1	5	80
2	5	3	5	4	3	5	5	2	5	1	5	1	5	1	5	1	5	1	2	5	1	5	1	5	81
3	5	3	5	4	3	5	5	2	5	1	5	1	5	1	4	1	5	1	2	5	1	5	1	5	80
4	5	3	5	4	3	5	5	2	5	2	5	2	5	1	4	1	5	1	2	5	1	5	1	5	82
5	5	3	5	4	3	5	5	2	5	2	5	2	5	1	4	1	5	1	2	5	1	5	1	5	82
6	5	3	5	4	2	5	5	2	5	2	5	3	5	2	3	2	4	1	5	5	2	5	2	5	87
7	5	3	5	4	2	5	5	3	5	2	5	3	5	2	3	2	4	1	5	5	2	5	2	5	88
8	5	3	5	4	2	5	5	3	5	2	5	3	5	2	3	2	4	1	5	5	2	5	2	5	88
9	5	4	5	4	1	5	1	3	5	2	5	3	5	2	3	2	4	1	5	4	3	5	2	5	84
10	5	4	5	4	1	5	1	4	5	2	5	3	5	2	3	2	4	2	5	4	3	5	2	5	86
11	5	4	5	4	4	5	4	4	5	3	5	4	4	2	2	3	3	2	4	4	4	5	3	5	93
12	5	4	5	4	4	5	4	4	5	3	5	4	4	2	2	3	3	2	4	4	4	5	3	5	93
13	5	4	1	4	4	5	4	4	5	3	5	4	4	2	2	3	3	2	4	4	4	5	3	5	89
14	5	4	3	4	4	5	4	4	5	3	5	4	4	2	2	3	3	2	4	4	4	5	3	5	91
15	5	4	3	4	4	5	4	4	5	3	5	4	4	2	2	3	2	2	4	4	4	5	3	5	90
16	5	4	3	1	4	5	4	4	5	3	5	4	4	2	2	4	2	2	3	4	4	5	4	5	88
17	5	4	5	2	4	5	4	4	4	3	5	4	4	2	2	4	2	2	3	4	4	5	4	5	90
18	5	4	5	3	4	5	4	4	4	3	4	4	4	2	2	4	2	2	3	4	4	5	4	5	90
19	5	4	5	3	4	4	4	4	4	3	4	4	1	5	2	4	2	2	3	3	4	5	4	5	88
20	5	4	5	3	4	4	4	5	4	3	4	4	1	5	2	4	2	2	3	3	4	4	4	5	88
21	4	4	5	5	4	4	4	5	4	4	4	4	2	5	1	4	2	2	3	3	4	4	4	4	89
22	4	4	5	5	4	4	4	5	4	4	4	4	2	4	1	4	2	2	3	3	4	4	4	4	88

23	4	4	5	5	5	4	4	5	4	4	4	4	3	4	1	4	2	2	3	3	5	4	4	4	91
24	4	2	5	5	5	4	4	5	4	4	4	4	3	3	1	4	2	2	3	3	5	4	4	4	88
25	4	5	5	5	5	4	4	5	4	4	4	4	3	3	1	4	2	2	3	3	5	4	4	4	91
26	4	5	5	5	5	4	4	5	4	4	4	4	3	3	1	5	2	2	3	3	5	4	5	4	93
27	4	1	5	5	5	4	4	5	4	4	4	5	3	3	1	5	2	3	3	3	5	4	5	4	91
28	4	5	5	5	5	4	4	5	4	4	4	5	3	3	1	5	2	3	3	3	5	4	5	4	95
29	4	5	5	5	5	4	4	5	4	4	4	5	3	3	1	5	2	3	3	3	5	4	5	4	95
30	4	5	2	5	5	4	4	5	4	4	4	5	3	3	1	5	2	3	3	3	5	4	5	4	92
31	3	5	4	5	5	3	3	1	3	4	3	5	3	3	1	5	1	4	2	3	5	3	5	3	82
32	3	5	4	5	5	3	3	5	3	4	3	5	3	3	1	5	1	4	2	3	5	3	5	3	86
33	3	5	4	5	5	3	3	5	3	5	2	5	3	3	1	5	1	4	2	3	5	3	5	3	86
34	3	5	4	5	5	3	3	5	2	5	2	5	3	2	1	5	1	4	2	3	5	3	5	3	84
35	3	5	4	5	5	3	3	5	2	5	1	5	3	2	1	5	1	4	2	3	5	3	5	3	83
36	3	5	4	5	5	2	2	5	2	5	2	5	3	2	1	5	1	5	1	3	5	2	5	2	80
37	3	5	4	5	5	2	2	5	2	5	1	5	3	2	1	5	1	5	1	3	5	2	5	2	79
38	3	5	4	5	5	2	2	5	2	5	1	5	3	2	1	5	1	5	1	3	5	1	5	2	78
39	2	5	4	5	5	1	5	5	1	5	1	5	3	2	1	5	1	5	1	2	5	1	5	2	77
40	1	5	4	5	5	1	5	5	1	5	1	5	3	2	1	5	1	5	1	1	5	1	5	2	75
Total Score																									3461
Mean Score																									86.52

APPENDIX 4

The mean score of learning style

$$\overline{X} = \frac{\sum x}{N}$$

$$\overline{X} = \frac{3461}{40}$$

$$= 86.52$$

APPENDIX 5

READING COMPREHENSION TEST

APPENDIX 6

The mean score of reading comprehension test

1. Mean Score of Literal

$$\overline{X} = \frac{\sum x}{N}$$

$$\overline{X} = \frac{3425}{40}$$

$$= 85.62$$

2. Mean Score of Interpretative

$$\overline{X} = \frac{\sum x}{N}$$

$$\overline{X} = \frac{3320}{40}$$

$$= 83$$

APPENDIX 7

DOCUMENTATION