

**THE CORRELATION BETWEEN STUDENT'S LEARNING STYLE AND  
READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF  
MADRASAH ALIYAH NEGERI 2 PALEMBANG**

**A Thesis by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF TRIDINANTI**

**PALEMBANG 2021**

**The Correlation between Students' English Learning Style and  
their Reading Comprehension Achievement at the Eleventh  
Grade Student of MAN 2 Palembang**

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**Endang Aprilia**

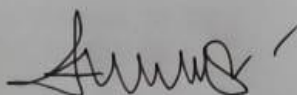
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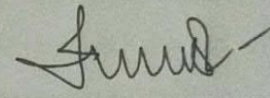
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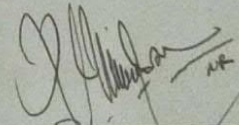
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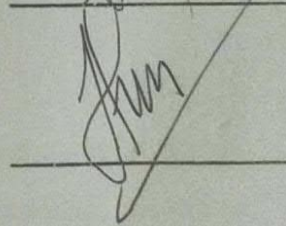
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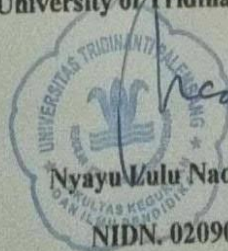
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## DEDICATED AND MOTTO

This thesis is presented to:

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## MOTTO

“The only time you should ever look back, is to see how far you’ve come”

## PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data dan informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian pengelolaan serta pemikiran saya dengan pengarahannya dari pembimbing yang telah ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) NO. 20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, September 2021

Yang menyatakan



## ABSTRACT

This study focused on finding out the correlation between learning style and reading comprehension, it was conducted using correlation design. The population of this study was the eleventh grade students of Madrasah Aliyah Negeri 2 Palembang. The total sample was 107 students selected by using purposive sampling technique. The data were collected by using learning style questionnaire and reading comprehension test. After analyzing the data, it could be summarized that both problems of this study were answered. There was no significant correlation between learning style and reading comprehension of the eleventh grade students of Madrasah Aliyah Negeri 2 Palembang since the p-value (0.845) was lower than 0.05. It means that  $H_0$  was rejected and automatically  $H_a$  (Null Hypothesis) was accepted. The  $r_{value}$  was 0,024, which showed that there was low correlation between learning style and reading comprehension of the eleventh grade students of Madrasah Aliyah Negeri 2 Palembang. It can be concluded that the students' learning style did not give dominant effect through reading comprehension achievement. It was found that there was no a significant correlation between learning style and reading comprehension of the eleventh grade students of Madrasah Aliyah Negeri 2 Palembang.

**Keywords :** *learning style, reading comprehension, correlational study.*

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# CHAPTER I

## INTRODUCTION

This chapter discusses about (1) background, (2) the problem of study, (3) objective of study, (4) significances of study.

### **1.1. Background**

English is an international language. Therefore, other Asian and non-speaking English countries apply English into the lives of their communities since a few years ago, and Indonesia is one of them. In Indonesia, English is taught as a foreign language. English has been taught since elementary school to university level. Every group of people in the world has their own languages. These languages are the instrument for communication between one group and another. Basically, language is not only used to communicate but also to share ideas, opinions, and feelings. Language is also used in daily activities, without language people will be hard to have an effective communication and misunderstanding will happen in this world (Riyani, 2016. p.74).

English also took part as a means of communication in the country which uses it as the first, the second or foreign language. According to Sharifian (2005. p.159), English is used by millions of people around the world. It means that English is used as global communication for many activities, which encompass politics, economy, science, technology, culture, education, and entertainment.

Basically, there were four skills required in English teaching and learning program, they are listening, reading, speaking and writing. Those skills are important in teaching and learning English, in which one of them is reading skill. Reading is the process of looking at the series of writing and getting meaning from them.

To make students get reading skill easily, teachers have to employ appropriate strategies. The appropriate strategies in teaching reading can be decided based on understanding students' learning style. In fact, there are many teachers who do not pay

attention to learning styles of their students. Moreover, many students also do not pay attention to their own learning style whereas knowing it can help them to learn reading easily. Wang (2007, p.216) defines "learning style as an individual's preferred or habitual ways of processing the knowledge and transforming the knowledge into personal knowledge" this is the educational condition most experienced by a student tend to learn.

Woolfolk (2001, p.94) stated that Learning style refers to people's preferred ways of processing information and dealing with task. Jensen defines learning style as a sort of way of thinking, comprehending and processing information. From those definitions above can be conclude that learning style is different ways that used by students to get information, thinking and comprehending based on their learning approaches. Deborah says that "People differ in how they view the world, how they take in information, and how they take action based on their perceptions. Appreciation and use of your learning style affects your ability to study efficiently and to achieve success."

Learning style refers to individuals' fastest and best way to learn. Every student absolutely has different way in learning. They have their own way in receiving information from the outside. Some students learn best by seeing, some students learn best by hearing and listening, and others learn best by touching and moving. Learning style is one of the main factors that help determine how and how well the students learn a second language or foreign language which can influence their comprehension both in reading, writing, listening and speaking. It means that learning styles have relationship through English skills comprehension. Some researches on learning styles and language learning performance show that there is a relationship between learning styles of the students and the success of the students in language learning. Language learning includes English language comprehension such reading, and listening. Thus, some of main factors which help to

determine how and how well students learn a second language or foreign language which influence their comprehension in reading are learning styles.

According to Tadesse (2017. p.218), Reading skill refers to the ability to understand written text. It is advisable to develop this skill at early age of school. When students comprehend or understand written text, and combine their understanding with prior knowledge. Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning.

Reading is a language skill that cannot be separated from other skills, because students' abilities in one aspect will support their abilities in understand other skills. By having the ability to read they will be able to improve their general language skills. Reading can increase students' vocabulary and can help improve students' writing or speaking skill. There it can be concluded that reading is one of the keys of success for anyone who wants to be educated person. One element of reading skill is reading comprehension, reading comprehension not just read text but read with the purpose of obtaining a deep understanding and thought. According to Parera (2005. p.347) said that understanding is paying attention to a written text with the intention of undersanding its contents. This process is done with the eyes still or reading silently. The result of understanding is called reading comprehension. This way of reading is called reading comprehension.

For many students reading is a difficult skill to improve because in reading students have to focus on the text, they have to concentrate and sometimes feel bored and asleep. It also needs a quiet situation without any noise to do because when there are lot of noise, reading in English will be hard to do. Unfortunately, however it is all too common for students to pay little attention to their own approaches to reading, that is how they read and how they can improve the effectiveness and achievement of their reading skill.



According to The Programme for International Student Assessment (PISA) in 2019, students in Indonesia scored low than the OECD average in reading, mathematics and science. As for category of reading ability, Indonesia is ranked 6th from the bottom or 74th rank. Indonesia average score is 371 which has average score of 377, while the first rank is occupied by China with an average score is 555.

Reading involve skills of the visual recognition of word that is a kind of activity to comprehend the writers' ideas or writers' way to communicate with the readers by using written texts. Students who had good ability in reading, they would have better chance succeeding in their study in reading comprehension. Duke & Pearson (2001. p.423), explain that, Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the readers' head, it involves intentional thinking, during which meaning is constructed through interactions between text and reader.

It means reading comprehension is the ability of the reader to understand and gain meaning from what has been read in written texts. Students should comprehend the text in order to understand and interpret text. Students who have good ability in reading will have better understanding in comprehending text than they have not. Moreover, it is better for students to train themselves to read well and have high comprehension in reading. Nevertheless, each student have different ways to perceive the information from learning situation especially in reading activity. For example, some students get better information when they read text by music in the background. Others, they prefer to read the text by pictures. Then, some students prefer silent reading. They believe that when they use this way, they will catch the information of the text easily. Furthermore, students who are very active in the class, they prefer to read the text by moving from one place to another place. They found the comfortable place to read the text because it will help them conveying the meaning

of the text. Besides, some other prefer to read the text by coloring of the written text. They will remember what the author's ideas when they mark the sentence or word.

The researcher choose Madrasah Aliyah Negeri 2 Palembang, because according to the researcher observation during training at Madrasah Aliyah Negeri 2 Palembang the students have the same average English ability, their reading comprehension ability was quite good, and for learning style some students learn best by seeing, some students learn best by hearing and listening, and others learn best by touching and moving. So the researcher want to know whether their reading ability related with their learning style. From the explanation above, the writer believes that the students' learning style also correlates with the students' reading skill achievement. Because of that, the writer decides to do a research about "The correlation between students' English learning style and reading comprehension achievement".

### **1.2. The problem of study**

The problem of the study is formulated in the following question :

Was there any significant correlation between students English learning style and reading comprehension achievement at the eleventh grade students of Madrasah Aliyah Negeri 2 Palembang?

### **1.3. Objective of the study**

To find out whether or not there was any significant correlation between students English learning style and reading comprehension achievement at the eleventh grade students of Madrasah Aliyah Negeri 2 Palembang.

### **1.4. Significances of the study**

The researcher hopes that after completing this study, it gave some benefits for student, teacher, writer and for other researcher in order to develop English teaching and learning activity.

(1) For the students

The result of the study is expected be able to inform the student if their learning style can motivate and can make them easily in learning reading skill.

(2) For the teachers.

The result of this study can be useful for the teacher of English. The teacher gets information and motivation to teach reading by knowing their student style in learning. Teacher can be more creative to make students more interested to learn English.

(3) For the writer,

The process of the study can give more information and knowledge to the writer. The writer will be involved into students' problems as well as aware of their problems in learning English. this result of the study can also develop and improve the writer ability in teaching English.

(4) For other researcher

Hopefully, this study can develop the writer's knowledge and experience in reading. In addition, other researchers who want to conduct similar research can add new insight, knowledge, and experience in investigating reading comprehension and learning style.

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