**Identifying Students’ Learning Styles on Reading Comprehension Achievement**

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**Abstract**: This study aims to identify the effect of type of students’learning styles in reading comprehension achievement. The design of the research was a descriptive quantitative research that used a case study design. A total of 20 students of reading class on the second semester of IAIN Metro was sample of this research. In collecting the data, the researcher used questionnaire of learning style and reading comprehension test. In the analysis of data, the writer classified the categorization of learning style from the questionnaire and the scores of reading comprehension tests. Then, the result was analyzed by comparing the mean score in test manually using by percentage correct. The finding of the research the students have three types of learning style, they are visual (45%), auditory (30%), and kinesthetic (25%), in which visual is the most dominant. whereas the result of reading comprehension test, the mean score of visual is 79.2, auditory is 70.8, and kinesthetic is 65. In conclusion, It showed that the students of reading class on second semester of IAIN Metro used three types of learning style, but visual learning style is the most dominant learning style the students have.

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

**INTRODUCTION**

Reading plays an important role in language teaching. This skill cannot be separated in English acquisition. It can help the students to achieve the succsess in examination when the students have good skill in reading for having good knowledge (Kaya, 2015). However, acquiring reading skills is not easy for students since it deals with comprehension as the major goal of reading or English students. Reading is like about understanding written text (Pang, Bernhardt, & Kamil, 2003). It means that readers’ ability to understand the author’s message is influenced by their background knowledge of the topic given in the text (Burnes & Page, 1985). That is why reading is not simply reading.

Reading is one of parts of comprehension. Reading comprehension is a process of constructing the meaning and getting the conclusion from the written text (Snow, 2010). Whereas, a good reader can understand the the content of the written text (Mart, 2012). The process is started from getting the word from the written text to the mind. Then, the reader conects the words and recognizes every words using the memory into idea. Therefor, the process of reading comprehension is important for the English learners to get good information.

Reading comprehension process is a complex process. It involves some factores for getting a good understanding. One of the factors is students’ learning styles in teaching reading comprehension (Balci, 2017). (Ellis, 1985) who argued that language learners have differences of personality, learning style, motivation, aptitude and also age. These differences are assumed to be significant contributors which determine the success or failure in learning English language. One of these differences is learning style. Learning style refers to an individual’s habitual and preferred way of absorbing, processing and retaining new information and skills (Wang, 2007).

Thus, each learning style has its own strengths and weaknesses, so that a person who has to one style is never going to be an ideal learner (Moradkhan & Mirtaheri, 2011). (Richard & Platt, 1992) said that learning style is the particular way which use by a learner to learn something or the way to make a person like to learn, where the learner is will enjoy and feel comfortable in absorbing the information with their own way. Thus, learning style is not really concerned with what the learners learn, but rather how the way that prefers to learn the materials. Furthermore, each person has their own best way to learn, governing the best way which they prefer to receive and process the knowledge. Some learners may like use visual image or presentation (visual), listening to the music while learning (auditory), or better to learn hands-on activities (kinesthetic) (Barbe & Milone Jr, 1981).

According to Arifin, (2015) in Reid, (1995) explains that learning styles are divided into six categories, namely visual, auditory, kinesthetic. Visual learning style is a learning style by seeing, observing, looking, and the like. Auditory learning style is a learning style by listening. Individuals with this learning style are more dominant in using the auditory sense to carry out learning activities.

Students who have different learning style preferences would behave differently in the way they perceive, interact with, and respond to the learning environment. It will be important for an educator to know the variations of students' their learning styles, because the information about students’ learning style can help the teachers or lecturers become aware of the students’ differences in the classroom (Wang, 2007). Besides that, the students also pay attention to their own learning style, because of knowing it can help them to learn language easily.

Learning style has a major role in academic achievement in reading comprehension skill (Purnomo, 2009, Saadi, 2012, Tantaa, 2010). It can be seen from the research that was conducted by (Rizky, 2013). This research was to know whether there is a significant difference in students’ English achievement based on their visual, auditory, and kinesthetic learning styles and the result showed that there was a significant difference among students’ English achievement. Further the research that was conducted by (Gilakjani, 2012). It was to analyze the learning styles of Iranian EFL university students. The finding showed that Iranian EFL university students preferred visual learning style, and students with this type of learning style had the greatest academic achievement in their educational major.

Based on reading problems among English students, learning style is assumed to have influence on good achievements in reading comprehension. This study aims to identify the type of learning styles used by the students of reading class in reading comprehension.

**METHOD**

This study is a descriptive quantitative research, using a case study design. A case study is done to shed on a phenomenon, which is the process, events, persons, or things of interest to the researcher (Brog & Gall, 1996). This method was aimed to provide systematic information about a phenomenon that is to identification the types of learning styles used by undergraduate students in reading comprehension.

The subject of this research was at the students of reading class on second semester of IAIN Metro in 2018/2019 academic year. The subject of this research was 20 students (10 male and 10 female) which are chosen by using cluster random sampling. In this case, the writer took 20 the different students from the sample as try-out class of reading comprehension test. The purpose of implementing the try-out was to check the level of difficulty, discriminating power, and reliability of test items.

Next, in collecting the data in this research, the researcher used questionnaire and test. They were: learning style questionnaire was to know the type of students’ learning style and reading comprehension test is to assess their reading comprehension test. The questionnaire consisted of 15 items, 5 items for each kind of learning styles (visual, auditory, and kinesthetic). The questionnaires were negative and positive statements which used Indonesian language to make the students easier to answer and understand about the statements. The students gave their responses on the basis of a four-point Likert scale. The students’ answers were scored based on Likert scale as follows: always (4), often (3), seldom (2), and never (1). Next, the reading comprehension test consisted of reading texts taken from many sources where some of the questions were developed and adjusted to the undergraduate level. The test was in multiple choice questions, which consisted of 30 items with four options: A, B, C, and D.

Last, for the analysis of data, the writer classified the categorization of learning style from the questionnaire. Next, the writer analyzed the scores of reading comprehension tests. Then, the writer created a list of students learning styles followed by their scores in reading comprehension tests. The last, the result were analyzed by comparing the mean score in test manually using by percentage correct (Lyman, 1971: 95).

**RESULT AND DISCUSSION**

This section attempts to answer the questions of the research, that is, what are type of learning styles used by the students of reading class in reading comprehension. In order to answer the research question, the researcher analyzed the questionnaire and reading comprehension test from the students of reading class on second semester of IAIN Metro in academic year 2018/2019.

In this research, the data of students’ learning style was collected from the questionnaires. Each student has different way in learning. Learning style showed how well students understood about the material. The purpose of questionnaire was to get the data about the students' learning style which they prefer to learn. It was described the characteristics of those students in 3 learning style; they were Visual, Auditory, Kinesthetic. The researcher used 15 statements based on the type of learning style with four optional answers that are **Always**, **Often**, **Seldom**, and **Never**. As students, they must understand better of themselves, each of them needs to evaluate the way prefer to learn or process information. By doing so, student would be able to develop their strategies to achieve their learning achievement.

**Table 1. The Result of Mean and Percentage of**

**Student’s Learning Style**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Type of Learning Style | Score | |
| **Mean** | **Percentage %** |
| 1 | Visual | 13,15 | 45 |
| 2 | Auditory | 12,4 | 30 |
| 3 | Kinesthetic | 11,4 | 25 |

Based on the table above, it can be seen that three type of learning style have used by the students. The result show that among 20 students who had been given questionnaire, it was found that there were 9 visual students, 6 auditory students, and 5 kinesthetic students. The percentage of them were 45% the students used visual learning style in reading comprehension, 30% the students used auditory learning style in reading comprehension, and 25% the students used kinesthetic learning style in reading comprehension. From three types of learning style in this research, the visual learning style has the highest score of mean and percentage which consist of 13.5 and 45% and the kinesthetic learning style has the lowest mean and percentage which consist of 11.4 and 25%. It means that many students in reading class on second semester of IAIN Metro used visual learning style in reading comprehension. The percentage of learning style can be seen in figure 1 below:

**Figure 1. The Percentage of Student’s Learning Style**

The result above also gave the impact for their reading comprehension. It can be seen from the test which had been given to the students to assess their reading comprehension test. The reading comprehension test consisted of reading texts taken from many sources where some of the questions were developed and adjusted to the undergraduate level. The test was in multiple choice questions, which consisted of 30 items with four options: A, B, C, and D. Then, the students’ score of reading comprehension classified according their type of learning style and the result can be seen on the table 2 below:

**Table 2. The Result of Mean and Percentage of**

**Student’s Reading Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Type of Learning Style | Score  Mean | Percentage % |
|
| 1 | Visual | 79,2 | 45 |
| 2 | Auditory | 70,8 | 32 |
| 3 | Kinesthetic | 65 | 23 |

From the table 2 above, it can be seen that the student's mean score in reading comprehension according their type of learning style were 79.2 of visual learning style, 70.8 of auditory learning style, and 65 of kinesthetic learning style, while their percentages were 45% of visual learning style, 32% of auditory learning style, 23% kinesthetic learning style. Based on the result, it showed that the students who used visual learning style obtained the highest score in reading comprehension test. It can be seen on the figure 2 below:

**Figure 2. Students’ Mean Score of**

**Reading Comprehension Test**

The result of this research is consistent with the previous research which conducted by (Rizky, 2013) and (Gilakjani, 2012) that learning style plays important in learning to increase the students’ achievement. This research has the same result with the previous study that students preferred visual learning style to get the greatest academic achievement. It can be concluded that when the students have awareness about what the type of learning style they have, they will be more easily to study especially in understanding the material, and be more successful in learning. It means that whatever learning styles students have, they have the same opportunity to gain good achievement in reading comprehension. By using learning style, the students would be more enthusiastic and more motivated for improving their reading skill and helping them to raise their confidence to face the learning problems.

**CONCLUSION**

In line with the results of the data analysis, it is found that the students had three types of learning styles: visual; auditory; and kinesthetic. The most dominant learning style the students have is visual. It can be seen from their percentage that visual has the higher percentage than other. It was found that there was 45 % of visual, 30% of auditory, and 25% of kinesthetic. Besides that, the students’ mean score of reading comprehension showed that there was 79,2 of visual learning style, 70.8 of auditory learning style, and 65 of kinesthetic learning style. It can be concluded that many students in reading class on second semester of IAIN Metro used visual learning style to obtain the highest score in reading comprehension.

Based on the result, by using learning style, the students would be more enthusiastic and more motivated for improving their reading skill and helping them to raise their confidence to face the learning problems. It means that each student must have learning style, whatever learning styles students have, they have the same opportunity to gain good achievement in reading comprehension.

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