



**AN ANALYSIS OF STUDENTS' READING COMPREHENSION BASED  
ON THEIR LEARNING STYLE AT THE FOURTH SEMESTER OF  
UNISMA**

**SKRIPSI**



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## ABSTRACT

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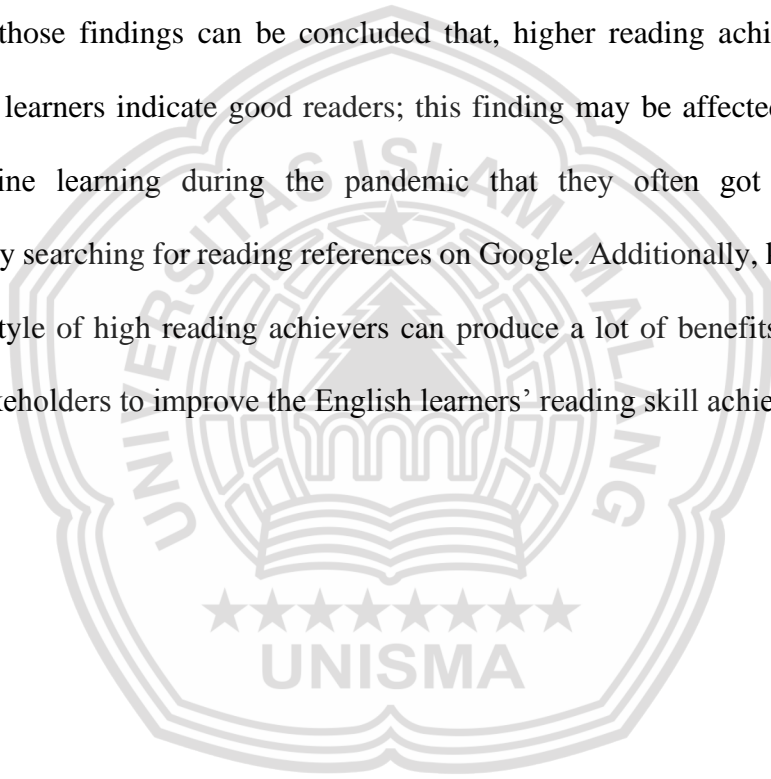
**Keywords:** Reading comprehension and Learning Style

In fact, Reading comprehension is such a complex skill for several students for some reasons. It might happen because of having lack of vocabulary, difficulty in comprehending the text, and tend to lose their concentration while reading. Surely, every student has their own learning style that will ease them to comprehend a text during reading comprehension process.

Due to this fact, the researcher decided to do a qualitative research to know the students' learning style during reading comprehension by having 1 research problem "what learning style do the reading high achievers of fourth semester of UNISMA utilize to comprehend the text?". To cover up this matter, the researcher selected English department students who achieve grade A (high reading achiever) by accumulating their reading score during 4 semesters. As a result, there are 20 participants of high reading achievers. Furthermore, the data collection was conducted virtually through google drive link of likert questionnaire to find out students' VAK Learning Style during reading process using VAK Likert Scale Questionnaire adopted from O'Brien (1985). .

The first research finding show that mostly high reading achievers are visual learners with 55% dominated while the rest of the participants are kinaesthetic learners 35% and auditory learners 10%. This finding implicates that, the high reading achiever gain high score for their reading comprehension since they implement some characteristics of being visual learners such as re-writing notes, focusing on visual objects, staying focused in a quiet place, using flashcards, coding, numbers, and other symbols to recall something.

From those findings can be concluded that, higher reading achivers are mostly visual learners indicate good readers; this finding may be affected by the students' online learning during the pandemic that they often got literacy assignments by searching for reading references on Google. Additionally, knowing the learning style of high reading achievers can produce a lot of benefits for the education stakeholders to improve the English learners' reading skill achievement.



## CHAPTER I

### INTRODUCTION

This chapter explains some topics which relate with introduction of the study. They are background of the study, research problems, objectives of the study, significances of the study, scope and limitation of the study and definition of key terms.

#### 1.1 Background of the Study

Reading is such a vital aspect in language learning process because reading can produce written text, increase vocabulary mastery, improve writing skill and get much information as well. According to Smith (1973, p.37), reading is a form of passive communication in which the reader is the receiver and the author is the transmitter of information. While, According to Snow (2002: 11-15), reading comprehension is the process of extracting and producing meaning simultaneously through interaction and involvement with written language. It means that in reading comprehension, we need to understand what the author messages that she/he tries to inform in the text.

Factually, there are several different learning styles in the learning process namely visual learning style, auditory learning style, and kinesthetic learning style and so on. Basically, every student has their own learning styles in the learning process or it can be said that they have their own preference way to comprehend the text or the passage they are reading about. Naning & Hayati (2011) said that

learning style is the way in which each learner begins to concentrate on process, absorb and retain new and difficult information.

In fact, Reading comprehension is such a complex skill for several students for some reasons. It might be happened because of having lack of vocabulary, difficulty in comprehending the text and tend to lose their concentration while reading. Surely, every student has their own learning style that will effect to their reading comprehension. It is accordance with a research that was conducted by Karmila (2018), she found that students' learning style surely give contribution to the students' reading comprehension.

Hence, due to the importance of learning style, more and more empirical studies have been done by the previous researchers such as Pratama (2020) who focused on analyzing the students' reading comprehension based on their learning styles revealed that 25% of the students are visual learners, 43.75% are auditory learners, and 31.25% are kinesthetic learners. It was also discovered that the majority of eighth grade students used visualizing, skimming, and scanning strategies in order to comprehend the text, while some students also used other strategies like activating and using background knowledge. The grades in the subject can be used to determine a learning performance in learning Reading comprehension Students' knowledge, understanding, and mastery of specific material or talents, as assessed by examinations given to them, is referred to as "achievement." Ellis (2004) stated that individual differences in interest, tendency, identity, intellectual style, learning techniques, and selected learning style affect achievement. It implies that reading , the learners have different levels in their achievement.

From the background mentioned above, the researcher is excited to know the students' learning style during reading comprehension at university level while reading skill is deeply taught since semester 1 – 4. Eventually, the researcher decided to do a research entitled “An analysis of students' reading comprehension based on their learning style at the third semester of UNISMA”.

### **1.2 Research Problem**

Based on the background of the study above appeared a research problem about “what learning style do the reading high achievers of fourth semester of UNISMA utilize to comprehend the text?”

### **1.3 The Objective of the Study**

Based on the problem identification above, the objective of this study aimed to know what learning style the fourth semester students of UNISMA most frequently implement in reading activity.

### **1.4 The Significance of the Study**

A study is conducted to create several outcomes for particular stakeholders while this study has two significances of this study; theoretical and practical significances. Theoretically, it is expected to be a reference for future researchers who focus to do a same research and will be useful for improving the process of teaching and learning, especially in reading comprehension.

Practically, the result of this research will be an inspiration for English teacher to select several teaching methods that to teach reading comprehension that suits the students' learning style. Also, it can be practiced by several students to improve their reading comprehension skill.



### 1.5 Scope and Limitation of the Study

The scope this research will focus on student's learning styles in reading comprehension by applying VAK (Visual Learning Style, Auditory Learning Style, and Kinesthetic Learning Style) is one of simplest model that includes sight hearing, and feeling. Visual learning style is preferred to learn through seeing, hearing learning through hearing kinesthetic learning by doing and learning by reading /reading are people who like to use a style of expression trough writing and reading article or book. While, the limitation of this study is the researcher cannot meet the students directly because of covid-19 and all research process is done virtually.

### 1.6 Definition of Key Terms

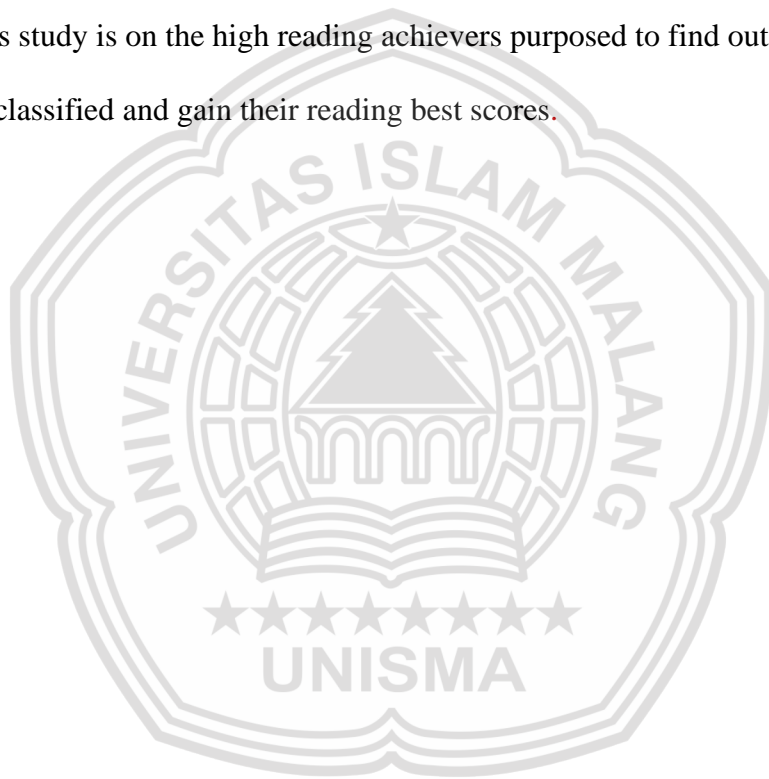
Key terms are used as a reference point to make them easy to find out the information in order to make more obvious information and to anticipate misunderstanding while reading this research, here are the key terms defined as follows:

**Analysis** means sorting out, differentiating something which is then classified and grouped according to certain criteria and then look for the meaning and their respective relationships.

**Reading comprehension** is reading activity and tries to analyse the reading text to identify the main thoughts of every word in the text. Also, reading comprehension is ability to integrate every word on the text and try to make inferences from the beginning to the end of the reading text. Reading comprehension is also ability to make implication from all the text contents. The reading comprehension on this study is highlighted on the best grade A score for

the reading skill which is accumulated from semester 1 – IV of UNISMA English department students.

**Learning style** means any kinds of manner to learn something new. There are a lot of learning styles, but this study just focuses on VAK (Visual, Auditory, and Kinesthetic) learning style. This study also focuses on the use of VAK learning style on reading comprehension activity. Specifically, the learning style focuses on this study is on the high reading achievers purposed to find out more how they are classified and gain their reading best scores.





## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher sums up all the results of the study from chapters I to IV in two points, conclusions, and suggestions. The suggestions are forwarded to the English teachers, English learners and further researchers.

#### 5.1 Conclusions

The whole findings of this study conclude that visual learners gain the highest amount compared to kinesthetic and auditory learners. Visual learners gain 55%, kinesthetic 35% and auditory 10% which means that visual learners indicate good readers; this finding may be affected by the students' online learning during the pandemic that they often got literacy assignments by searching for reading references on Google. Additionally, knowing the learning style of high reading achievers can produce a lot of benefits for the education stakeholders to improve the English learners' reading skill achievement.

#### 5.2 Suggestions

Based on the process of doing research, there might be several suggestions addressed to English teachers and further researchers.

##### 1. English Teachers

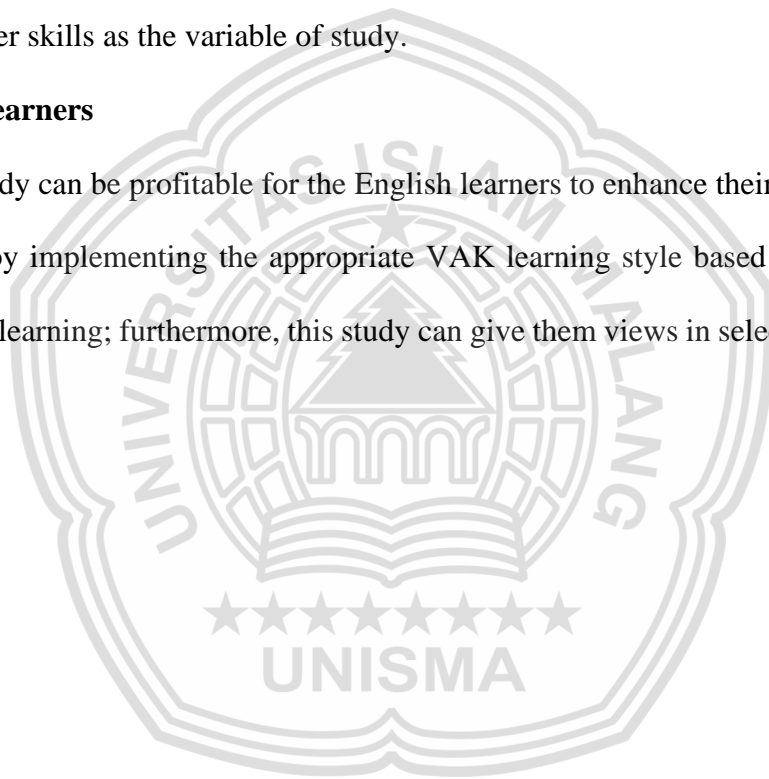
This study can be a reference for teachers to teach reading by knowing the characteristics of the students in the classroom and select teaching methods to teach reading based on the students' characteristics that has been elaborated in the whole findings of this study.

## 2. Future Researchers

While this research focuses on the students' reading skill as the variable, future researchers might develop this study by selecting the low reading achievers to investigate what learning style they are included; furthermore, the data can be a reference for the English educators to select the reading teaching methods in order to improve their reading skill scores. On the other hand, the future researcher also can select other skills as the variable of study.

## 3. English Learners

This study can be profitable for the English learners to enhance their reading skill quality by implementing the appropriate VAK learning style based on their characteristic learning; furthermore, this study can give them views in selecting the learning style.



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