RELATIONSHIP BETWEEN LEARNING STYLE AND STUDENTS' READING ACHIEVEMENT AT SENIOR HIGH SCHOOL IN KEPENUHAN SUB-DISTRICT

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ABSTRACT

The main objective of this study was to investigate the relationship between learning style and students' reading achievement at Senior High School in Kepenuhan Sub-district. This study was a correlational research design. The respondents of this study were the second year students of Senior High School in Kepenuhan Sub-district. Total sampling was used. Thetotal sample of this study was 84 students. Statistical Package of Social Science (SPSS) 21 version was used to analyze the data. After analyzing by using correlation, the finding showed that there was relationship between learning style and students' reading achievement at Senior High School in Kepenuhan Sub-district in which Pearson correlation is .409 (4.09%). Then, p= .000 (0.00%) which probability <0.05. Thus, hypothesis alternative stated that there was significant relationship between learning style and students' reading achievement at Senior High School in Kepenuhan Sub-district was accepted.

Keywords: Learning Style, Students' Reading Achievement.

INTRODUCTION

Living in globalization era, English plays a very important aspect incommunication, technologies, new discoveries and education. The example in communication, English is used as an International spoken. More than millions people around the world, speaking and interactingin Englisheveryday. Not only in communication, but also in technologies and new discoveries, most of the directional language use English. Especially in education, one of the contributions of English is for a source of knowledge.

Komang *et al* (2014) state that English is not only usedfor communicationamong peoplefrom different countries, but also it is used for providing a source of knowledge.In addition, Beacco and Byram (2003) state that English is learned by the people for a tool of communication, sources of knowledge and for interaction from one to the others. Consequently, mastering English is a necessity.

In national curriculum of Indonesia, English is a compulsory

subject, and it has beenlearned since Elementary School up to University. In Curriculum 2013 and KTSP, English is a compulsory subject for the students whether at Elementary until Senior High School Level (Kemendikbud: 2013). In addition, it adds that the main aim of teaching English is expected to the students to be able to master four language skills, namely:listening, speaking, reading and writing.

Reading is one of the four language skills that should be mastered. In education, it plays an important role and as a key to open the window of the world. By reading, someone can easily assess information and new knowledge.

In Islam, reading is a compulsory thing which has to do for Muslims. It is stated in Al-Quran; Al-'Alaq verse one until five. *Read! In the name of your lord, who has created (all that exists), has created man from a clot (a piece of thick coagulated blood), read! And your lord is the most generous, who has taught (the writing) by the pen (the first person to write was prophet Indris (Enough), has taught man that which he knew not.*

Based on Curriculum 2013 and KTSP, the main aim of teaching reading at Senior High School levelis to comprehend the meaning of transactional and interpersonal in form of recount, narrative, procedure, descriptive,news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text.

Basedon the preliminary study conducted in January 2015, thecases werefound at four classess at Senior High School in Kepenuhan Sub-district.Some of the students could not comprehend the text. Some of the students could not identify the main idea of the text and supporting details.Some of students could not

identify the topic of the text, and some of students could not figure out the synonym and antonym of the text, some of students cannot read the text quickly with a clear understanding. This case made the students at Rokan Hulu Regency obtained low scores in their reading achievement. From 102 students, just 19,6% students could score higher than 75 of Criteria Minimum Standard (KKM).

Eventhough English has been studied since year one until year three, in reality;many students still have problems in Englishespecially in teaching and learning process. Many efforts have been made by the teachers in order to achieve English learning objectivesuch as applied clustering, cooperative learning, five W and one question strategies and used teaching media and others. Unfortunately, more students still fail to achieve the goal of reading.

There are other factors which can influence on the achievement, namelylearning styles.Each of people has own ways in learning, and it depends on his/her intelligence or capability. Learning style will influence his or her success in learning. In education, learning styles play an important role in teaching and learning process. Shih and Gamon (2001) state that identifying students' learning styles helps educators understand how people perceive and process information in different way. The term of learning style has been defined by many scholars. Jing (2012) states that learning style is an individual's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills. Then, Dunn (1993) states that learning syle is an approach students use when they want to focus on, process, internalize, or

remember new and difficult information.

According to Oxford (2003), learning style is the general approaches or example, global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject.In addition, Saadi (2012) states that learning styles refers to the methods that best suit an individual's preferences for receiving and expressing information. In brief, Zhang and Trenbergn (2006) state that learning style is intellectual style. Then, they state that intellectual style refers to one's preference of pocessing information and dealing with tasks.To point out these statements, learning style is difined as the ways, approaches that used by someone to focus on or icquaring a new language in learning. The learning styles in this study are visual verbal, visual nonverbal, auditory and tactile learning style.

Some of researchers have conducted a research and found that there is relationship between learning style and reading achievement. Williams (2010)in his research found there is a significant relationship between kinesthetic, auditory, and visual sensory learning styles and reading comprehension. This research finding might indicate that learning style factor correlate with reading achievement.

Objective and research question: The main objective of this study was to investigate the relationship between learning style and students' reading achievement, after conducting correlational research four months at Senior High School in Kepenuhan Sub-district. The objective was as follows:
1. To explore the relationship between learning style and students' reading achievement at

Senior High School in Kepenuhan Sub-district.

Hypothesis
Ha: There is significant relationship between learning style and students' reading achievement at Senior High School in Kepenuhan Sub-district.

METHODS

The research design in this study was a correlational research.Gay and Airasian (2000) state that correlational study is sometimes treated as type of descriptive research, primarily because it does describe an existing condition. Correlational research design is used to investigate the relationship between learning stylestudents' reading achievement at Senior High School Leve in Kepenuhan Sub-district.

The population of this study was the second years' students at Senior High Schoolin Kepenuhan Sub-district in academicyear 2015-2016. The total of students in academic year 2015-2016 at SMAN1 Kepenuhan Sub-district was 84students. Because this study used total sample, thus, the sample of this study was 84 students.

Collecting the data, this study used questionnaire and reading test. The questionnaires are translated into Indonesian. To investigate students' learning styles, the questionnaire written by Jester (2015) which cover 23 questions was used. To measure the student's reading achievement, English test developed by Quintana (2003) which cover 30 questions was used. SPSS 21 version was used to investigate the relationship between learning style and student's reading achievement at Senior High School in Kepenuhan Sub-district.

Before collecting the data, pilot studyused to make sureall questionnaires and test have reliability

and validity. Eventhough these questionnaires have had reability and validity, but it still needs because the different context and participants. The pilot study was done to try out the instruments, in this case the learning styles and reading achievement test. It is explained in table I.I

Table I.I Validity Construct for Learning Style

Learning Style Constructs	R	P	Validity

Learning Styles	Frequency	Percent
Visual Verbal	28	33.3%
Visual Nonverbal	18	21.4%
Auditory	9	10.7%
Tactile	29	34.5%
Total	84	100%

	R	P	Validity
Visual Verbal	.876	.000	Valid
Visual Nonverbal	.759	.000	Valid
Auditory	.833	.000	Valid
Tactile	.816	.000	Valid
N	36		

Based on the result of pilot study on the table I.I, it was found that all questionnaires have had strong constructs validity which probability (p) .000 < than .005, and the result of confession correlation (r)is totally nearest to 1 (1%). Finally, it is concluded that all questionnaires have had strong constructs validity.

RESULTS AND DISCUSSION

After distributing of the data, the next stage was to process the data into descriptive statistic and imperial statistic. The descriptive statistics in this study were learning style variable and students' reading achievement. The research finding could be seen on the following table.

a. **The Frequency of learning Style at SMAN 1 Kepenuhan Sub-district**

Based on the table 1.2, it can be seen that, Tactile learning style is more dominant at SMAN 1 Kepenuhan. The frequency of tactile students' learning style is (29 or 34.5%). Then, it is followed by visual verbal learning style 28 students or 33.3%. The frequency of visual nonverbal learning style is (18 students or 21.4%). The smallest frequency is in auditory learning style (9 students =10.7%). In conclusion, it can be concluded that tactile learning style is more dominant of students at SMAN 1 Kepenuhan Sub-district.

Table 1.2 Frequency of learning style at SMAN 1 Kepenuhan Sub-district

b. **Descriptive Statistic of Students' Reading Achievement at SMAN1 Kepenuhan Sub-district**

From table 1.3 it shows that the level of reading achievement is divided into three levels, namely; high level (21-30), medium (13-20) and low level (1-12). It is obtained see that the high frequency is in low level (60 students= 60.7%), the medium frequency is in medium level (30 students = 35.7%) and the low frequency is in high level (3 students=3.6%). Standard deviation and mean score are 1.03 and 3.60. Mean score= 11.09 is in low level, because the range of low level is between (1-12). Thus, it can be concluded that the students 'reading achievement is categorized into low level.

Table 1.3 Descriptive Statistic of Students' Reading Achievement at SMAN1 Kepenuhan Sub-district

Category		Frequency	Percentage
High	(21-30)	51	60.7%
Medium	(13-20)	30	35.7%
Low	(1-12)	3	3.6%
Total		84	100%
Mean = 11.09 SD=4.01			

c. Relationship Between learning style and students' reading achievement

Answering the hypothesis states that "There is significant relationship between learning style and students' reading achievement at Senior High School in Kepenuhan Sub-district" it is explained on table 1.4

Table 1.4 Relationship Between learning style and students' reading achievement

	Students' Reading Achievement	
	R	P
Learning Style	.409**	.000

Based on the table 1.4, it shows there is relationship between learning style and students' reading achievement. By using statistical testing with correlation test, the correlation coefficient (r) is .409 (4.09%) with probability (p) .000<.005. Based on this fact, it can be concluded that there is significant relationship between learning style and students' reading achievement at Senior High School in Kepenuhan Sub-district. In addition, Hypothesis alternative (Ha) there is significant relationship between learning style and students' reading

achievement at Senior High School in Kepenuhan Sub-district is accepted

CONCLUSION

Based on the data analysis, finally the conclusion is presented dealing with the relationship between learning style students' reading achievement at Senior High School in Kepenuhan Sub-district as follows:

1. Tactile learning style is more dominant of students at SMAN 1 Kepenuhan Sub-district.
2. The students 'reading achievement is categorized into low level.
3. There was a significant relationship between learning style and students' reading achievement at SMAN 1 Kepenuhan Sub-district.

SUGGESTION

Based on the result of this study, the researcher would like to give some suggestion to:

1. The teacher
   The teacher should select teaching and learning methods based on the students' learning style in order to solve the students' reading achievement.
2. The students
   The students should recognize and be aware of what learning styles they have to choose what suitable technique in learning English.
3. The next researcher
   The next researcher may design a teaching strategy or teaching technique that emphasizes on students' learning style.

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