

**SKRIPSI**

**THE INFLUENCE OF VISUAL LEARNING STYLE ON STUDENTS'  
READING ABILITY AT THE NINTH GRADE OF SMPN 2  
PANCA LAUTANG SIDRAP REGENCY**



**By**

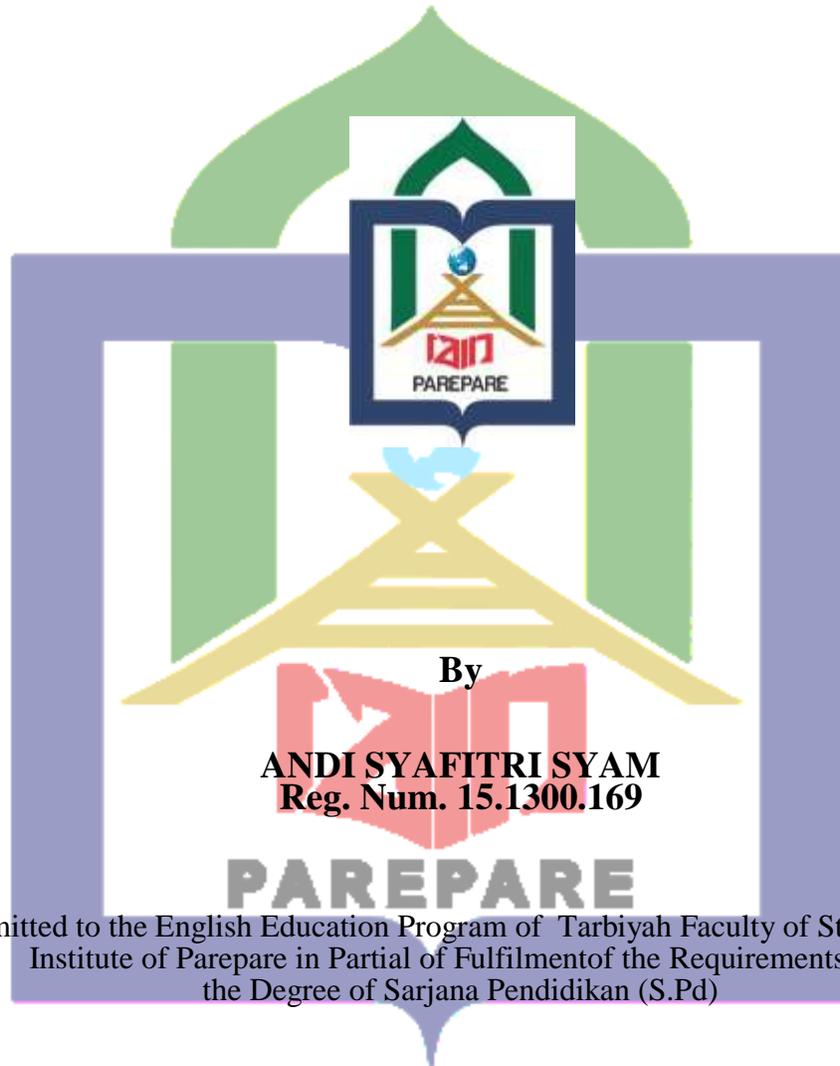
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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

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**PAREPARE**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
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the Degree of Sarjana Pendidikan (S.Pd)

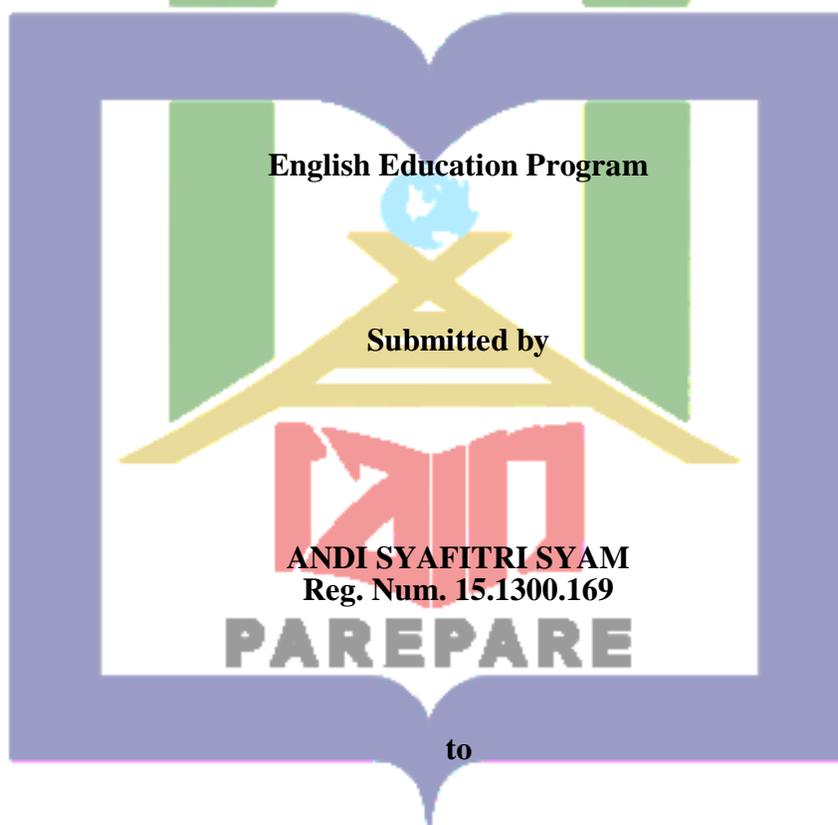
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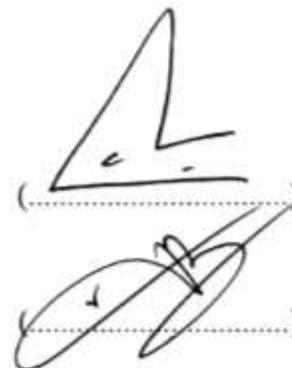
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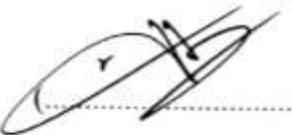
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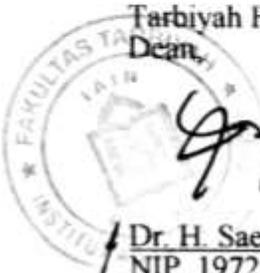
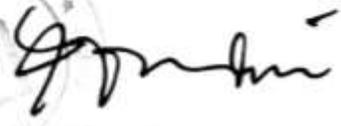
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In the name of Allah, the Beneficent the Merciful

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May Allah always bless them. The writer realizes that this *skripsi* is far from being perfect. Therefore, the suggestions will be accepted to make this *skripsi* better. She hopes that this *skripsi* can be a useful writing.

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Stated this skripsi her own writing, and if it can be proved that is copied, duplicated or compiled by other people, this skripsi and degree that has been gotten would be postponed.

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## ABSTRACT

**Andi Syafitri Syam.** *The Influence of Visual Learning Style on Students' Reading Ability at the Ninth Grade of UPT SMPN 2 Panca Lautang SIDRAP Regency* (Supervised by Hj. Nanning and Mujahidah).

This research was aimed to see is there any significant influence of visual learning style on students' reading ability at the Ninth Grade of UPT SMPN 2 Panca Lautang SIDRAP Regency. The results of the research are useful for the teacher and students. The teachers can understand that learning styles can improve the educational experience. By knowing types of the students' learning style that can help teachers to make strategys of teaching based on students' learning style. The problems are most of students did not understand what are their learning style.

The design in this research was quantitative descriptive. This research used questionnaire and reading test as the way to gained score. The subject of the research are the students from IX.1 and IX.2 class which is consisted 12 students. The sample was taken by using random sampling.

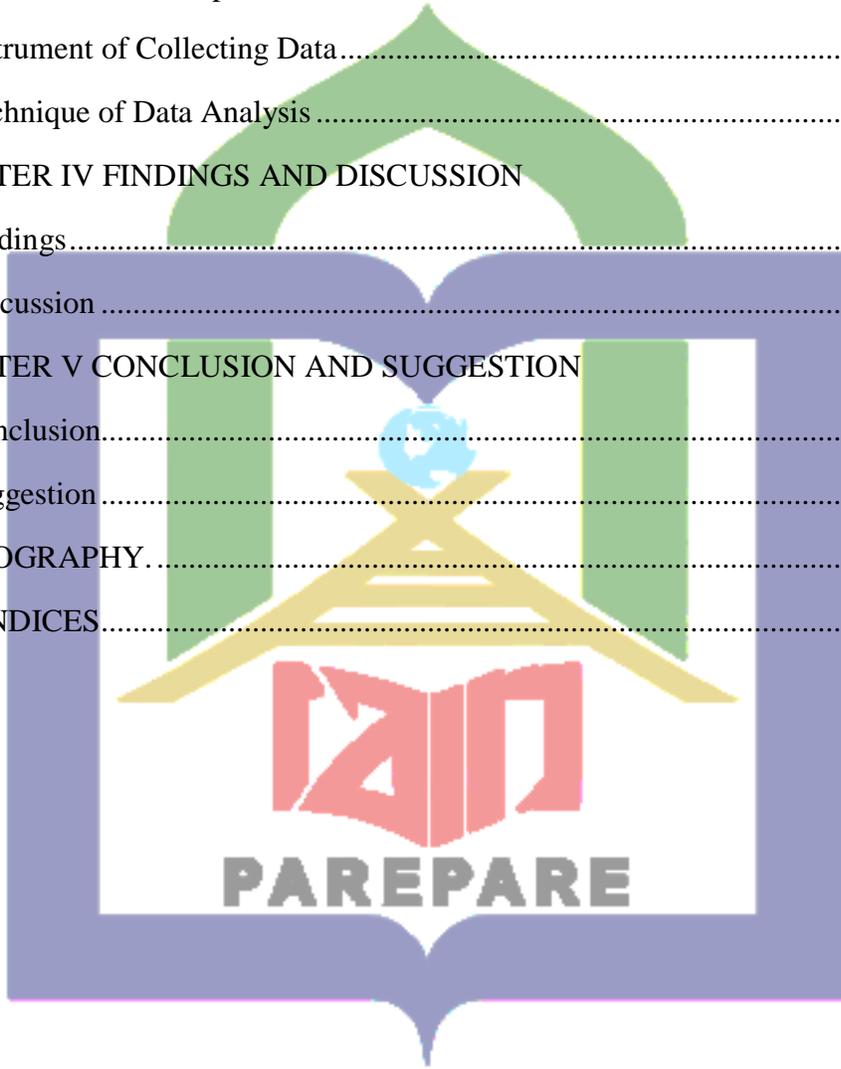
The students' learning style in the school consisted of three, there are visual learning style, auditory learning style and kinesthetic learning style. But the researcher just focused to one of learning styles to be researched, that is visual learning style. The result of calculating scores between visual learning style and reading ability, *r-value* = 0.850 is higher than *r-table* = 0.576, so it can be concluded that there is a significant correlation both of them. The calculation result of simple linear equation ( $Y = 1775.4$ ) shows the number of regression coefficients, it explains that the visual learning style (X) has a positive influence on students' reading ability (Y). So, it concluded that here is a significant influence of visual learning style to the students' reading ability at UPT SMPN 2 Panca Lautang SIDRAP Regency.

Keywords: Learning Style, Visual Learning Style and Reading Ability.

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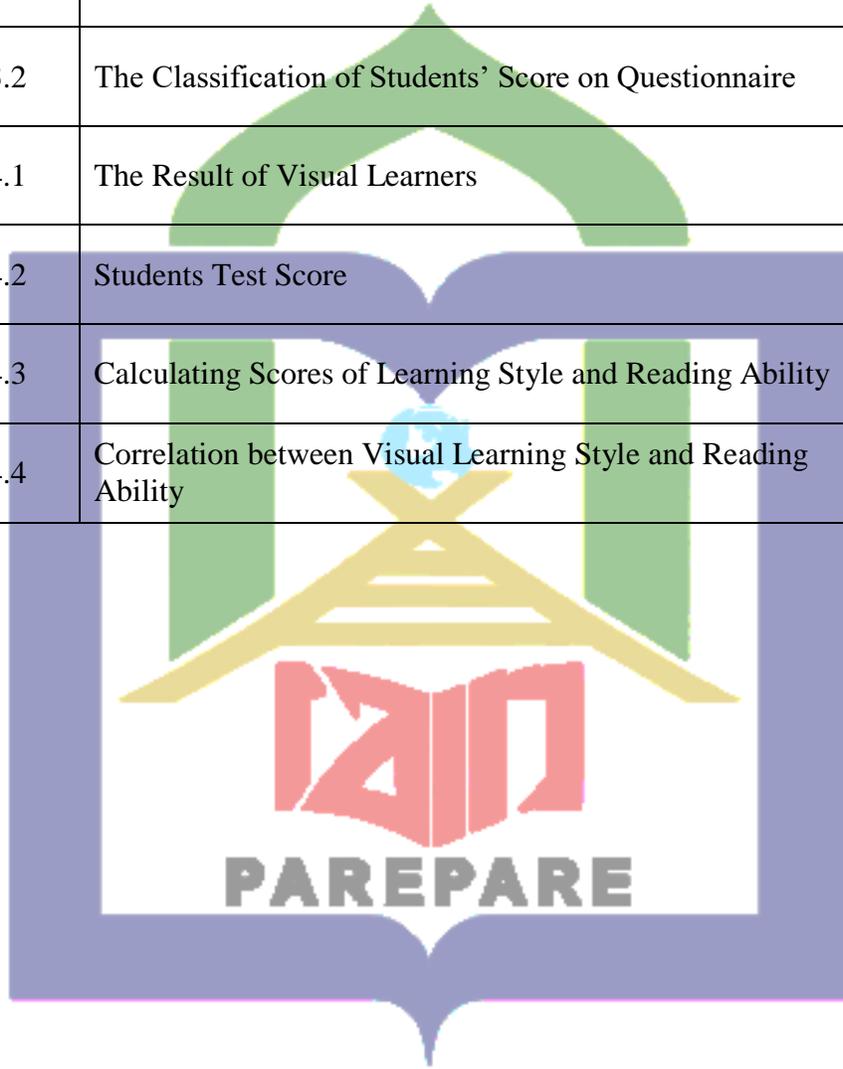
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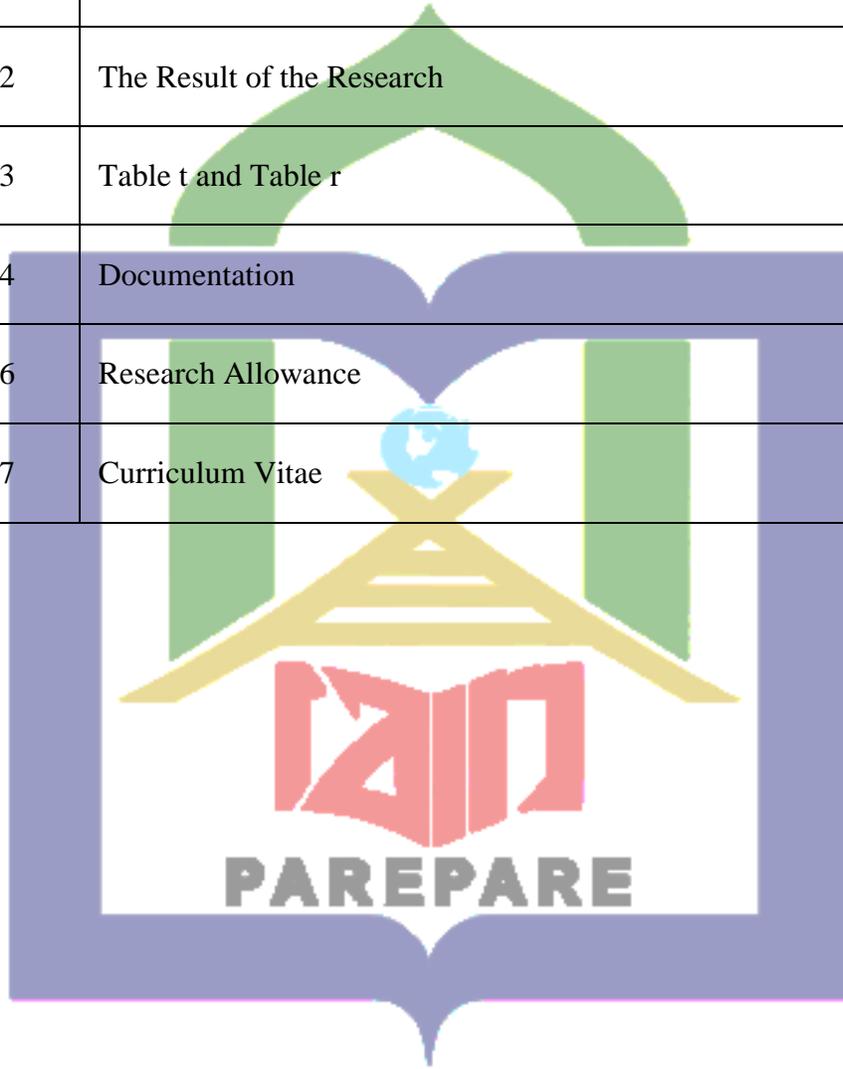
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## CHAPTER I INTRODUCTION

### 1.1 Background

Among the four language skills, reading is one of the most important language abilities that should not be separated from other skills, such as speaking, listening and writing. Reading is not only learned on English subject, but on other subjects. While reading, the reader uses strategies to understand what they are reading during processing of information and find new words meaning. Reading is an activity that should we do on our daily. It helps us to get informations and gain knowledge. The more we read, the more science we get.

Reading is how discover new things and how we develop a positive self-image. The ability to read is a vital ability in being able to function in today's society. Reading is so important because it helps to expand the mind and develops the imagination. A person who knows to read can educate themselves in any area of life they see fit. People who don't read or they are poor readers often have low opinions of themselves and their capabilities. They mostly feel isolated and behaviour problems surface. As we live in an age abundant with information, reading is the only way to become informed.<sup>1</sup> The students should be active to read in english to make them constantly receive thoughts or ideas from what they have read. Through reading, students can also obtain information which can help them understand and solve various problems which come constantly in their lives.

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<sup>1</sup>Why Reading is Important – One World Literacy Foundation. <https://www.oneworldliteracyfoundation.org>>.... (Accessed on 08 May 2019)

Saadi stated that reading difficulties is common problem of students. He stated that there are many students encounter difficulties in reading.<sup>2</sup> Furthermore, the cause of reading failure is individuals are different from each other in learning rates. It can be said that low reading achievement can be caused by different ways of learning among people which is depends on preferred ways of people to receive or understand knowledge.<sup>3</sup>

In fact, many people want to be able read a text for study, to get information or for their own but they are exposed to various problems while reading. They get hard to understand the text well. Therefore, the knowledge we get, it depends on us. If we really want to get knowledge or information on the text, we must learn seriously. We should read more books, magazines, newspapers, and other reading materials.

One of the factors that can affect the students' reading ability is their learning style. The most popular learning style are three; Visual learning style, Auditory learning style, and Kinesthetic learning style. Some students are visual learners, while others are auditory or kinaesthetic learners. According to Dorris Matthews, "students' learning style have affect of their own academic achievement."<sup>4</sup> Hence, based on the statement, it can be concluded that learning styles have a significant role in learning process.

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<sup>2</sup>Ibrahim Abdu Saadi, "An Examination of the Learning Styles of Saudi Preparatory School Students who are High or Low in Reading Achievement" (Published Thesis of Victoria University: Australia, 2012), p. 4.

<sup>3</sup>Miles, V Zink in Sari Febrianti, *Students' Reading Comprehension Based on Their Learning Styles* (Jakarta: Syarif Hidayatullah State Islamic University, 2014), p. 21.

<sup>4</sup>Dorris B. Matthews, *An Investigation of Learning and Perceived Academic Achievement for High Schol Students* (Taylor and Francis Group, 69, 1996), p. 249.

In the learning process, the teacher is still difficult to identify the learning styles possessed by students. Because not all students are easy to show their learning style, even many students are confused to identify their own learning style. Learning styles have an important role in the learning process. When the teacher understands the student's learning style, it is easier for the teacher to carry out the learning process. Besides, teachers must use various methods to provide opportunities for students so that they can more easily understand the subject matter using their learning styles and help them improve their reading abilities.

In this case, the researcher just focused to one of learning styles to be researched, that is visual learning style. Visual learning style is a learning style where the learners are more likely get information from what they read than what they heard. Visual learners learn best by seeing illustration. They are likely to get it something best when it is clarified employing a graph, film or picture. Students learn well by looking at values and the importance of information or material presented by the teacher in class. They will learn it if they feel interested. On the contrary, they will not learn it if the material is not interesting.

This research conducted at one of Junior High School in Sidrap. It is the visual learners at the ninth grade of UPT SMPN 2 Panca Lautang SIDRAP Regency.

Based on the explanation above, the researcher will conduct a research under a title **“The Influence of Visual Learning Style on Students’ Reading Ability at the Ninth Grade of UPT SMPN 2 Panca Lautang SIDRAP Regency”**.

## 1.2 The Problem Statement

Based on the background above the researcher would like to formulate the research question as follow:

- 1.2.1 How is the students' learning style at UPT SMPN 2 Panca Lautang SIDRAP Regency?
- 1.2.2 Is there any significant influence of visual learning style on students' reading ability at the Ninth Grade of UPT SMPN 2 Panca Lautang SIDRAP Regency?

## 1.3 Objective of the Research

Based on the problem statement above, the researcher states the objective of the research is to find out the significant influence of visual learning style on students' reading ability at The Ninth Grade of UPT SMPN 2 Panca Lautang SIDRAP Regency.

## 1.4 Significance of the Research

### 1.4.1 Teacher

The teachers can understand that learning styles can improve the educational experience. By knowing types of the students' learning style that can help teachers to make strategys of teaching based on students' learning style.

### 1.4.2 Students

The students can understand kinds of their learning style well. By understanding their learning style, the students will be easy to decide learning strategy that related to their learning. It can also make students faster when learning reading.

### 1.4.3 Researcher

This research is expected to be a useful input in English teaching process. Besides it can build up the understanding about the influence of learning style toward reading ability and can be used as reference to the next researcher who want to conduct a research related to this research.



## CHAPTER II

### REVIEW AND RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept of Reading

###### 2.1.1.1 Definition of Reading.

Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer.<sup>5</sup>

William Grabe stated that reading is a process when reader learn something from what they read and involve it in an academic context as a part of education.<sup>6</sup> Furthermore, Nunan state that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.<sup>7</sup>

Reading is a constant process of guessing and what one brings to the text is often more important than what one find in it. In other word, reading is the proces conducted by the reader to get the important word from the written text.<sup>8</sup> Reading is defined as the process of looking for a series of written symbols and getting meaning from them. Reading is a ability which we try to get information from printed or writtennmaterials.

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<sup>5</sup>Albert J. Harris and Edward J.Sipay, *How to Increase Reading Ability* (New York: Longman Inc, 1975), p. 8.

<sup>6</sup>William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (New York: Cambridge University Press, 2009), p. 5.

<sup>7</sup>David Nunan, *Language Teaching Methodology* (New York: Prentice Hall, 1991), p. 72.

<sup>8</sup>Francoise Grellet, *Developing Reading Skills* (New York: Cambridge University, 1981), p. 7.

To have a good material in reading is not only by knowing how to read better with corrected pronunciation and intonation but also understand the reading English language and to obtain the information in the texts, but sometimes the students faced problems in reading English language, understanding and translating the written English language.<sup>9</sup>

Reading is the complex cognitive process of decoding symbols to derive meaning. It is a form of language processing. Reading is means for language acquisition, communication, and sharing information and ideas. Reading is complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather it provides readers an escape to produce their own products introspectively. This promotes deep exporation of texts during interpretation.<sup>10</sup>

Reading is an extremely complex process that no one can explain satisfactorily. Those who are interested in reading have their fundamental diverse views which resul from two different schools of psychology: behaviourism and cognitivism. In relation to these, most models of reading are partial in that they are concerned with specific aspects (for example, perceptual or cognitive), stages (beginning or abilityed reading), or modes (oral or silent reading).<sup>11</sup>

Based on the explanation above, the researcher conclude that reading is one of method to find the meaning of the text and get information from written text, and

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<sup>9</sup>Hasbaini & Abdul Manan, "Teaching Reading Comprehension By Using Short Stories" (Unpublished Journal 8(3), 404-423, July 2017), p. 405.

<sup>10</sup>Wikipedia, the Free Encyclopedia, (online) [https:// en.m. wikipedia. Org /wiki/ reading](https://en.m.wikipedia.org/wiki/reading) (Accessed on 08 May 2019).

<sup>11</sup>Maria Novary Ngabut, "Reading Theories And Reading Comprehension" (Unpublished Journal volume 5, number 1, March 2015), p. 25.

work as communication between reader and writer. Each student has a different way of reading, whether it is read aloud or in silence. So in choosing reading material, they must be careful in accordance with their abilities.

#### 2.1.1.2 Types of of Reading

According to Brown H. Douglas, there are some types of reading:<sup>12</sup>

##### 2.1.1.2.1 Perspective

Perspective reading tasks involve attending to the components of large stretches of discourse: letters, words, punctuation, and other graphemic symbol.

##### 2.1.1.2.2 Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading cognition of lexical, grammatical or discourse features, of language within a very short stretch of language a within a very short stretch of language, certain typical tasks are used picture-cued tasks, matching, true/false, multiple choice, etc.

##### 2.1.1.2.3 Interactive

Included among interactive reading types are stretch of language of several paragraphs to one page or more in which the reader must, in psycholinguist sense, interact with the text. that is, reading is a process of negotiating to mean; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to active reading are anecdotes, short narratives and description, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like.

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<sup>12</sup>Brown H. Douglas, *Language Assessment and Classroom Practice* (San Francisco State University: Longman, 2004), p.189.

### 2.1.1.3 Kinds of Reading

#### 2.1.1.3.1 Skimming

Skimming is very fast reading. When the reader skims, she/he reads to get the main idea and a few, but not all of details. To skim rapidly, the reader must leave out parts of an article or story. Skimming is very useful ability. It will allow the reader to get information quickly from anything read.<sup>13</sup>

#### 2.1.1.3.2 Scanning

Scanning is a reading activity to locate specific information; often we do not even follow the linearity of the passage to do so. The readers need not read the whole of text because his purpose is to find specific information that he wants to know from the passage such as place, times characters, or happenings.<sup>14</sup>

#### 2.1.1.3.3 Intensive Reading

Intensive reading is an activity in which students (usually in a class group, led by the teacher) carefully read and examine an essay, short story, or other reading material assigned by the teacher. It means that intensive reading is reading led by to involve students reading with concentration and great attention to understand exactly the meaning of the text. After reading, the students are asked to answer some question related to the text.<sup>15</sup>

<sup>13</sup>Edward B. Fry, Ph.D, *Skimming and Scanning* (USA: Jamestown Publishers, 2000), p. 1.

<sup>14</sup>Cucu Sutarsyah, *Understanding Text Some Strategies for Influenceive Reading for Non-English Students* (Jakarta : Raja Walipers, 2016), p. 59.

<sup>15</sup>Francoise Grellet, *Developing Reading Skills*, p. 4.

#### 2.1.1.3.4 Extensive Reading

Extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go.<sup>16</sup> In other words, instead of spending a half hour decoding a tiny part of a book, the student reads many simpler books that are at or slightly below the level at which you read fluently. It is used to obtain a general understanding of a subject and includes reading longer text for pleasure, as well as a learning book. It is used to improve our general knowledge of learning procedure. The aim is for general understanding with the intention of enjoying the text. After reading, the students are asked to write a summary of the text.<sup>17</sup>

#### 2.1.1.4 Technique of Teaching Reading

There are five techniques planned for reading introduction that can be used in the classroom, are:<sup>18</sup>

##### 2.1.1.4.1 Preteaching/Preparation Stage

Phillips points out that students need to be built expectancies for the material that the students are about to read. How important advance organizers and contextual cues are in helping readers build and/or retrieve from memory appropriate schemata to help them comprehend.

##### 2.1.1.4.2 Skimming/Scanning Stages

Phillips point out that ability readers do some scanning while attempting to skim text; however, she feels that practice is needed in each ability for second

<sup>16</sup>Linda Jeffries and Batrice S. Mikulecky, *Reading Power* (California: Addison Wesley Longman, 1998), p. 291.

<sup>17</sup>Francoise Grellet, *Developing Reading Skills*, p. 4.

<sup>18</sup>Alice Omaggio Hadley, *Teaching Language in Context*, Second Edition (Boston, Massachusetts: Heinle, 1993), p. 199-201.

language students. Swaffar (1983) proposes that teachers have students move directly from skimming to scanning with any reading task. First students skim the passage to determine what general category fits the content of the passage. The students scan the text more carefully to locate a few of the main ideas relating to this global category.

#### 2.1.1.4.3 Decoding/Intensive Reading Stage

Readers need to be taught not only how to guess the meaning of content words, but also how to interpret the force of connectors, determine the relationship among sentences or sentences elements, and the like. As, Philips states, “in the final analysis, conscious, detailed decoding is not a common goal of reading”. Rather, Fluency and rapid understanding are the most common objectives in reading, and it is only comprehension is impeded by unknown words, complex structures, or very unfamiliar concepts that abilityed reader resort to decoding.

#### 2.1.1.4.4 Comprehension Stage

Philips states that reading comprehension exercise should not confound the reading ability with other abilities, such as writing, listening, or speaking if they are to be considered pure test of reading comprehension, and reading comprehension checks should project the reader through several phases of reading process.

#### 2.1.1.4.5 Transferable/Integrating Ability

Philips maintains that exercises should be used that help students go beyond the confines of the specific passage to enhance reading abilities and influenceive reading strategies per se. Exercise that encourage contextual guessing, selective reading from main ideas, appropriate dictionary usage, and influenceive rereading strategies to confirm hypotheses are among those identified as especially helpful in this stage.

## 2.1.2 The Concept of Learning Style

### 2.1.2.1 The Definition of Learning Style

Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice'<sup>19</sup>. It seems that the main purpose of learning is the change in behavioral changes experienced by learners. Even according to Ions Reece in the change of learning outcomes include more perfect things as students get great skills.

Learning is the change about brought about by developing a new skill, understanding a scientific law, changing and attitude.<sup>20</sup> In other hand, learning is behaviors which have change because of learning are regard to authoritarian aspect in physical and psychological. The change which is mean is problem solving/set thinking, skill, training, savoir faire, habitual and attitude.<sup>21</sup>

From definition above, it is clear to understand that learning is process of selection information such as knowledge, skill, or attitude, obtained by study or education to make change for ourselves to be the better. Learning is process to change the behavior of someone from experience. The changes are such as from not know to know, from unable to able and from not skillful to skillful.

People's ability in understanding and absorbing information is definitely different from each other. Some are fast, some are moderate, and some are slow. Therefore, they have to use different learning styles according to their easiest way to understand the same information or lesson. These people's different learning styles

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<sup>19</sup>Brown, *Principle of Language Learning and Teaching*, p. 7.

<sup>20</sup>Ian Reece and Stephen Walker, *Teaching Training and Learning*, p. 64.

<sup>21</sup>Purwanto Ngalim, *Psikologi Pendidikan*, p. 17.

are their specific way in learning. People's specific ways in learning are affected by subject matter, context, age, prior knowledge, gender, motivation, and ethnicity.<sup>22</sup>

Learning style are the general, broad approaches used to learn a subject. Joy M.Reid stated that “learning style are various approaches or ways of learning. According to Cornet, “learning style is a consistent pattern of behavior but with a certain range of individual variability style then are overall patterns that give general direction to learning behavior.” Learning style include an array of cognitiveaffective (emotional and attitudinal), and social aspects.<sup>23</sup>

According to Rita Dunn, “learning style is the beginning way of students to focus on, process, absorb, and remember new and difficult information in which it is derived from biological and developmental characteristics.”<sup>24</sup> Furtermore, Squires stated that learning is partly a matter of abilities. It means that learning is part of the process to acquire knowledge and developing ability. If someone is giving a talk or a lecture, we need to be able to take a note. If we are givens a book to read, we need to know how to catch it. Likewise, we need to know how to plan an essay or a report.<sup>25</sup>

MacKeracher stated that learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the

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<sup>22</sup>Maria Hsueh-Yu Cheng and Kingsley Banya, *Bridging the Gap between Teaching Style and Learning Style*, in Joy M. Reid (ed.), *Understanding Learning Styles in the Second Language Classroom* (New Jersey: Prentice-Hall, Inc., 1998), p. 80.

<sup>23</sup>Joy M. Reid, *Learning Styles in The ESL/EFL Classroom*, p. 36.

<sup>24</sup>Rita Dunn, *Capitalizing on College Students' Learning Styles: Theory, Practice, and Research*, in Rita Dunn and Shirley A. Griggs (ed.), *Practical Approaches to Using Learning Styles in Higher Education* (Westport: Bergin & Garvey, 2000), p. 8.

<sup>25</sup>Geoffrey Squires, *Managing Your Learning* (London and New York: Routledge, 2002), p. 36.

learning environment.<sup>26</sup> Learning style is one way to learn languages, including English. This is a series of behavioral factors and learning facilities for individuals in certain situations. This ability is useful for students to understand and get information in learning process.

Learning style is characterized by degree to which the learner emphasized abstractness over concreteness in perceiving information and the degree to which he or she emphasizes action over reflection in processing information in a learning situation.<sup>27</sup>

Keefe defines learning style as the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment.<sup>28</sup> Basically, learning styles are not only related to what students learn, but how they understand the material. Besides, every student has their own way of learning. Some students may prefer to get information by looking at pictures or text, while others prefer listening while learning, and others may respond better to activities carried out directly. Learning styles can influence student learning behavior. Students with different learning style preferences will act differently in the way they view, interact and respond to the learning environment.

Therefore, learning styles can be helpful and useful in focusing students' attention in the learning process. By understanding their learning style, will enable

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<sup>26</sup>MacKeracher D., *Making sense of adult learning (2nd ed.)* (Canada: University of Toronto Press Incorporated, 2004), p. 71.

<sup>27</sup>David Kolb, in Doris B. Matthews, *An Investigation of Learning and Perceived Academic Achievement for High School Students* (Taylor and Francis Group, 69, 1996), p. 249.

<sup>28</sup>J. W Keefe, *Student Learning Style* (Reston, VA: National Association of Secondary School Principals, 1979), p. 71.

students to determine their strengths and weaknesses. The students will be easy to decide learning strategy that related to their learning. It can also make students faster when learning reading. Hence, the teachers should understand the students' learning styles to improve the educational experience. By understanding types of the students' learning style that can help teachers to make strategies of teaching base on students' learning style.

#### 2.1.2.2 Kinds of Learning Style

Different learning styles indicate individuals' fastest and best way to absorb and comprehend information from the outside. Understanding learning style is a key to develop individuals' ability in their work, school, and environment. By understanding it, they are be able to learn easily, communicate easily, and get maximum result in learning.

There are three main learning styles. The definitions of these learning styles are as follows:<sup>29</sup>

##### 2.1.2.2.1 Visual Learning Style

Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom. They also take descriptive notes over the material being presented.

##### 2.1.2.2.2 Auditory Learning Style

These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain

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<sup>29</sup>LdPride, n.d.. "What are Learning Styles?" Retrieved from <http://www.ldpride.net/learningstyles.MI.htm>. (Accessed on 21 June 2019).

knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.

#### 2.1.2.2.3 Kinesthetic Learning Style

Individuals that are kinaesthetic learn best with an active “hands-on” approach. These learners favour interaction with the physical world. Most of the time kinaesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

#### 2.1.2.3 Characteristics of Learning Style

According to Adi Gunawan in his book “Genius Learning Strategy”, there are seven general approaches in classifying types and characteristics of learning style; they are:<sup>30</sup>

##### 2.1.2.3.1 The Approach Based on Information Processing

Determining a different way in processing new information. This approach is developed by Kagan, Kolb, Honey and Umford Gregorc, Butler, and McCharty.

##### 2.1.2.3.2 The Approach Based on Personality

Determining different types of personal characters. This approach is developed by Myer-Briggs, Lawrence, Keirsey & Bartes, Simon & Byram, Singer-Loomis, Grey-Whellright, Holland, and Geering.

##### 2.1.2.3.3 The Approach Based on Perceptual Modality;

Determining dependency level through certain sensory perception. The approach is developed by Bandler and Grinder and Messick.

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<sup>30</sup>Adi W. Gunawan, *Genius Learning Strategi* (Jakarta: PT. Gramedia Pustaka Utama, 2004), 2nd Edition, p. 140.

#### 2.1.2.3.4 The Approach Based on Environment

Determining different Response through physical, psychological, and social condition, and instructional. This approach is developed by Witkin and Eison Canfield.

#### 2.1.2.3.5 The Approach Based on Social Interaction;

Determining different ways in connecting with others. This approach is developed by Grasha-Reichman, Perry, Mann, Furmann-Jacobs, dan Merrill.

#### 2.1.2.3.6 The Approach Based on Intelligence

Determining different talent. This approach is developed by Gardner dan Handy.

#### 2.1.2.3.7 The Approach Based on Cerebral Area

Determining relative domination of cerebral area, such as left hemisphere and right hemisphere. This approach is developed by Sperry, Bogen, Edwards, and Herman.

#### 2.1.2.4 Visual Learning Style

Visual learning style refers to a preference for learning through vision and visual learners rely on their sight to take the information. There are some characteristics of the students visual style; they can see memorize the material better when it is presented by using bisual media such as power point presentation videos, pictures, diagrams and graphs. Visual learners typically like to be base to read the textbook, journal, article, or newspaper on their own to increase their understanding.<sup>31</sup>

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<sup>31</sup>F. L Yong, "A Study on the Cultural Values, Perceptual Learning Styles, and Attitudes Toward Oracy Abilities of Malaysian Tertiary Students" (European Journal of Social Sciences, Vol. 13 (3): 478-492, 2010), p. 481.

Depoter stated that visual learners usually learn through what they can see, speak and spell quickly, remembering what they see rather than what they hear, use image aids to memorize or process some information, read fast and diligent and prefer reading by their selves than someone else reads for them, prefer art than music, and they usually do not have noise problems.<sup>32</sup>

Visual students are also neat and disciplinary.<sup>33</sup> Besides, they also usually give attention to their appearance both in and outside school.<sup>34</sup> They can exactly remember a picture of an object although the position of it is changed. Visual learners learn best by seeing and they will find the information when it is explained by aids of textbook, charts, pictures, course outlines and graphics. They like to keep their eyes on their teacher by sitting in front of the class and watching the teacher closely.

It can be comprehended that visual learners process and interpret information when they are exposed to images, illustrations, pictures and other visual media. They are excellent observers and memorizers and can often remember quickly where information is contained in a book or in notes. As a result, they excel at reading because they can see text directly

But the disadvantages, visual learners can't stand if their room is in chaos. They tend to feel uneasy in a mess. They usually find it difficult to choose words when they want to express something or convey their ideas directly. Therefore visual

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<sup>32</sup>Bobbi. DePorter, *Quantum Teaching: Mempraktikkan Quantum Learning di Ruang-Ruang Kelas* (Bandung: Kaifa, 1992), p. 116.

<sup>33</sup>Bobbi DePorter and Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, Translated from *Quantum Learning: Unleashing the Genius in You* by Alwiyah Abdurrahman (Bandung: Penerbit Kaifa, 1999), 4th Edition, p. 116.

<sup>34</sup>Gavin Reid, *Learning Style and Inclusion* (London: Paul Chapman Publishing, 2005), p. 93.

students prefer to show something rather than present it. Visual learner cannot understand learning material without visual media because they learn best by seeing.

## 2.2 Previous Research Findings

Nahla M. Moussa, “*The Importance of Learning Styles in Education*” showed that learning style is a field of research that has many useful implementations for both the learner and educator. Learning styles can be simply understood as the various techniques that students prefer to use to perceive and process information and interact with the learning environment. Identifying the various dimensions of learning styles provides educators with a greater awareness of the unique characteristics of learners. Educators can use this awareness to maximize student learning and support influenceive education by developing teaching methods that incorporate various learning styles.<sup>35</sup>

Eka Dewi Fithrotunnisa, “*The Comparative Analysis of Students’ Learning Style on Their Achievement in Reading Ability.*” The result of this study revealed that the majority of the students’ had visual learning style (50% or 15 students). Moreover, the result showed that visual learning style has a high influence towards students’ English learning achievement. So it can be concluded that students at second grade of MTs Muhammadiyah 1 Ciputat have or dominant with visual learning style.<sup>36</sup>

M. Ainul Yaqin, “*The Correlation Between Students’ Visual Learning Style Preference and Reading Comprehension at The Tenth Grade of Man Kunir Wonodadi*

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<sup>35</sup>Nahla M. Moussa, “*The Importance of Learning Styles in Education*” (Unpublished Journal; Auburn University, Volume 1, Fall 2014), p. 25.

<sup>36</sup>Eka dewi Fithrotunnisa, “*The Comparative Analysis of Students’ Learning Style on Their Achievement in Reading Ability*” (Unpublished Skripsi; UIN Jakarta, 2015), p. 47.

Blitar.” From the analyzing the result of the questionnaire in chapter IV about identifying students’ learning styles show there are 21 students’ visual learning style preference. There is a significant correlation between student’s visual learning style toward their reading comprehension at the tenth grade students MAN Kunir Wonodadi Blitar. It can be seen from the result of calculation on the 5% ( $\alpha$  0.05) significant level, can be concluded that arithmetic  $r = 0.260$  lower than table  $r_{\alpha} 0.05/21 = 0.433$ , it means arithmetic  $r > \text{table } r_{\alpha} 0.05/21$  so  $H_0$  is rejected and  $H_a$  is accepted. So, high or low visual learning style preference, related to high or low in student comprehends in reading.<sup>37</sup>

Based on the findings of the research above, it shows that learning styles have an important role in the learning process, both for teachers and students. The visual learning style is also as a dominant learning style possessed by students and to their learning achievement. However, auditory and kinesthetic learning styles also affect their learning achievement, depending on how they try to learn well and seriously. So researchers assume that each learning style has a different income level depending on how students use their own learning styles to improve their learning abilities.

This research not only explains the importance of understanding the student’s learning styles, but how learning styles can give an influence to their reading ability. And this research is only more focused on one learning style, namely visual learning style.

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<sup>37</sup>M. Ainul Yaqin, “The Correlation Between Students’ Visual Learning Style Preference and Reading Comprehension at The Tenth Grade of Man Kunir Wonoda di Blitar” (Unpublished Thesis; IAIN of Tulungagung, 2015), p. 48.

### 2.3 Conceptual Framework

The conceptual framework underlying in this research was given in the following diagram.

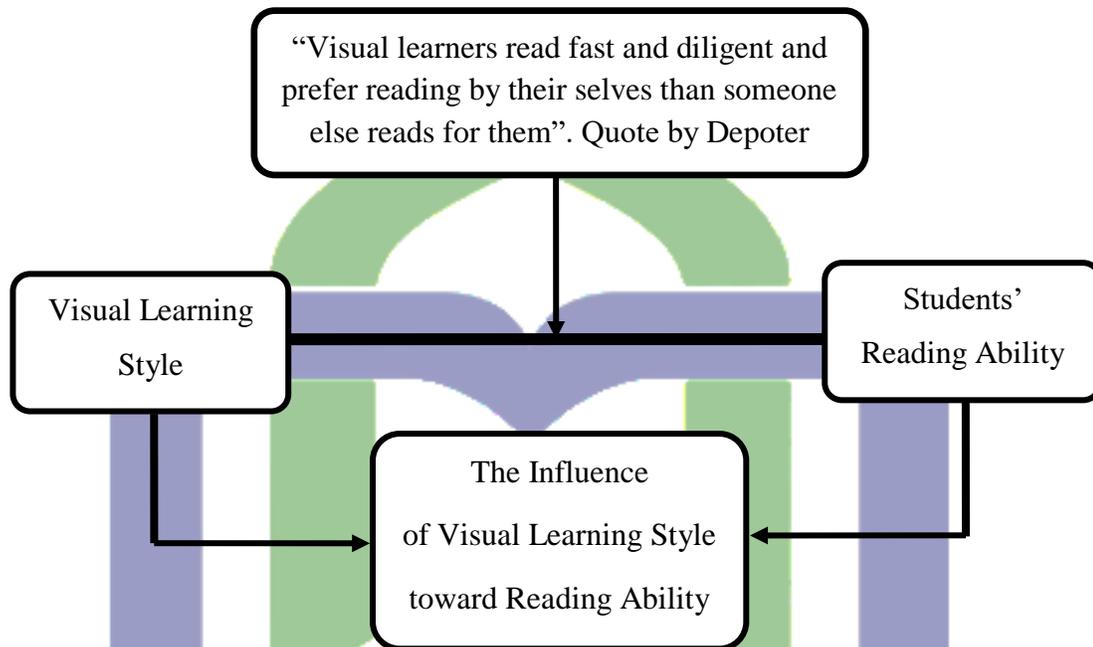


Figure 2.3 *The Conceptual Framework of the research*

Based on the Depoter stated above, that visual learners usually learn through what they can see, remembering what they see rather than what they hear, read fast and diligent and prefer reading by their selves than someone else reads for them. Therefore, the researcher conclude that visual learning style can give a significant influence to the students' reading ability.

### 2.4 Hypothesis

The reasearch or scientific hyphothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables. For the hypothesis to be testable, the variables must be operationally defined. That is, the researcher specifies what operations are

conducted, or test used, to measure each variable. Thus, the hypothesis focuses the investigation on a definic target and determines what observation, or measure, are to be used.<sup>38</sup>

Based on the previous explanation and the conceptual framework, the researcher formulates hypothesis as follows:

2.4.1 Null Hypothesis ( $H_0$ ) : There is no influence of visual learning style on the students' reading ability

2.4.2 Alternative Hypothesis ( $H_a$ ) : There is influence of visual learning style on the students' reading ability.

## 2.5 Variable and Operational Definition of Variable

### 2.5.1 Research Variable

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can affect or change the results of a study. Every study has variables as these are needed in order to understand differences.<sup>39</sup> This research have two variables; they are independent variable and dependent variable.

Independent variable (X) is a variable which influence to the dependent variable. The independent variable of research is a visual learning style. Dependent variable (Y) is variable that is influenced by the independent variable. The dependent variable of this research is the students' reading ability at UPT SMPN 2 Panca Lautang SIDRAP Regency.

<sup>38</sup>John W. Best, *Research in Education* (United Stated of America: Prentice Hall Inc., 1981), p. 11.

<sup>39</sup>Christopher L. Heffner, *Defining Variable* "allpsych. com/research methods/defining variables" (Accessed on 22 June 2019).

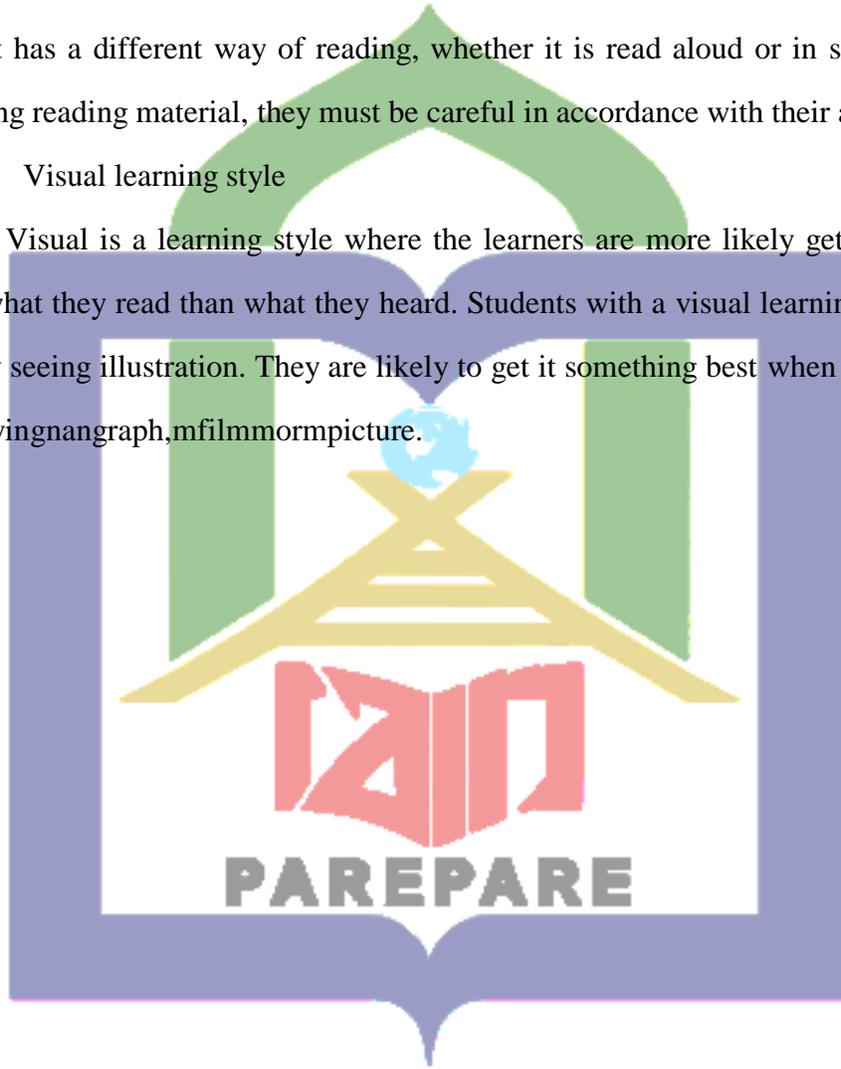
## 2.5.2 Operational Defenition

### 2.5.2.1 Reading

Reading is one of method to find the meaning of the text and get information from written text, and work as communication between reader and writer. Each student has a different way of reading, whether it is read aloud or in silence. So in choosing reading material, they must be careful in accordance with their abilities.

### 2.5.2.2 Visual learning style

Visual is a learning style where the learners are more likely get information from what they read than what they heard. Students with a visual learning style learn best by seeing illustration. They are likely to get it something best when it is clarified employingnangraph,mfilmmormpicture.



## CHAPTER III RESEARCH METHOD

### 3.1 Research Design

The research design that a field in this research is descriptive quantitative To find out whether visual learning can influence the students' reading abilities, students was given reading tests and a questionnaire. Then analyzed data to find out whether there was an influence of the visual learning style on students' reading abilities.

### 3.2 Location of the Research

This research conducted in UPT SMPN 2 Panca Lautang SIDRAP Regency by focusing at the ninth grade at the school. the researcher took one month for doing this research.

### 3.3 Population and Sample

#### 3.3.1 Population

The population of this research is the ninth grade students of UPT SMPN Panca Lautang SIDRAP Regency, which consist of two classes. They are IX.1 and IX.2. The totals of population are students. The distribution of population as follows:

Table 3.1 The Population of the Students

No	Class	Students		Number
		Male	Female	
1	IX. 1	7	15	22
2	IX. 2	7	13	20
Total				42

### 3.3.2 Sample

The method sampling in this researched is random sampling. Random sampling also referred to as judgement sampling, is the process of selecting a sample that is believed to be representative of given population. In other words, the researcher will select the sample using his/her experience and knowledge group to be sampled.

To identify the sample of this research, the researcher distributed a questionnaire to ninth grade students which contained the types of learning styles, there are visual, auditory, and khinesthetic learning style. To determine the students' learning style, the writer counted mean score for each type of learning style. The highest students' mean score determined what type they were. The process of the students' learning style means score calculation.

### 3.4 Instrument of the Research

In collecting data, the researcher used questionnaire and reading test.

#### 3.4.1 Questionnaire

This questionnaire is designed to collect data from the students to identify their learning style. In this case, the students was supposed to choose one of alternative answers according to their personal estimation of each question. After conducting this phase, it result a percentage of students' response. It's aim was to support other data to get valid research result.<sup>40</sup>

#### 3.4.2 Test

To measure students' reading ability, the researcher gave a test to the students. The purpose of this test is to find out whether there are influences of visual learning

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<sup>40</sup>Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabet, 2005), p. 22.

styles on their reading ability. The researcher gave 10 items multiple choice test and 10 items true or false which related with the passages.

### 3.5 The Technique of Data Analysis

After the research data collected, process data using quantitative methods, and then analyzed by formula as follows:

3.5.1 Some formula was applied in this research to process the data as follows:

Table 3.2: The Classification of Students' Score on Questionnaire

Score	Criteria
5	The answer the questionnaire is strongly agree
4	The answer the questionnaire is agree
3	The answer the questionnaire is doubt
2	The answer the questionnaire is disagree
1	The answer the questionnaire is strongly disagree

3.5.2 In getting the testscore, the researcher used the following formula:

$$\text{Score} = \frac{\text{Student correct answer}}{\text{The total number of them}} \times 100$$

3.5.3 Calculating the mean score by using the following formula:

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

Where:

X : Mean score

$\sum X$  : Total raw score

N : Total respondents

3.5.4 Calculating score of visual learning style and reading ability

This correlation used the correlation of Product Moment. The product moment is use to find the correlation and proving the hypothesis to variable. The calculating

of the of the correlation coefficient of the result of both of test was analyzed by applying the formula of product moment correlation as follow:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Where:

$r_{xy}$  = Correlation Coefficient

N = The number of students/subjects participating in the test

$\sum x$  = The sum of score in past tense test

$\sum y$  = The sum of score in translating test<sup>41</sup>

Before computing the score of correlation coefficient “r”, first to determine X variable and Y variable.

The score of students on past tense is called X and the score of the students on translating test is Y.

To find out the correlation between X and Y, significant or not, use the definition of the refuse or accept hypothesis as follows:

$H_0$  = refuse if  $r\text{-value} \leq r\text{-table}$

$H_a$  = accept if  $r\text{-value} \geq r\text{-table}$

If there is a relationship between the independent variable and the dependent variable, then it can be said that there is also influence.

Next make a simple linear regression equation to find out whether the variable X has a significant influence on the variable Y.

Find the value of konstanta  $b$

$$b = \frac{n.\sum xy - \sum x .\sum y}{n.\sum x^2 - (\sum x)^2}$$

<sup>41</sup>Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: RinekaCipta 2002), p. 146.

Mencari nilai Konstanta  $a$

$$a = \frac{\Sigma y - b \cdot \Sigma x}{n}$$

Make a regression equation

$$Y = a + b \cdot X$$



## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Research Finding

As mentioned in the previous chapter, this research used quantitative research. There are three main learning styles of students namely visual, auditory and kinesthetic learning styles. In this study, researchers investigated the significant influence of students' visual learning styles on reading skills. To find out and obtain research data, researchers used a questionnaire about learning styles distributed to respondents. Meanwhile, the reading ability score was obtained from the test. Moreover, and then, the research analyze both of data by using spearman rank to know the correlation from both of data. Additionally, in this chapter, the data will be presented and described in the detail as follow:

##### 4.1.1 The Result of Questionnaire about Students' Learning Style

The researcher had been known the students' learning style by looking the scores of questionnaire by using 30 questionnaire at the ninth grade of UPT SMPN 2 Panca Lautang SIDRAP Regency. Part one is the questionnaires about learning styles which consist of thirty questions such as:

1. Number 1-10 is the characteristics of visual style
2. Number 1-20 is the characteristics of auditory style
3. Number 21-30 is the characteristics of kinesthetic style

The researcher changes the result of this questionnaire which uses qualitative data to be quantitative data that classifies into quantitative score such as:

For answering strongly agree (SS) is 5 score

For answering agree (S) is 4 score

For answering doubt (R) is 3 score

For answering disagree (TS) is 2 score

For answering strongly disagree (STS) is 1 score

The counted mean score for each type of learning style. The highest students' mean score determined what type they were. The process of the students' learning style means score calculation. From 42 students, there are 12 students who have visual learning style. Therefore, the twelve students have become as research samples.

Table 4.1 The Result of Visual Learners

Respondent	Items										Total
	1	2	3	4	5	6	7	8	9	10	
1	5	4	4	5	4	5	5	4	4	5	45
2	4	4	5	4	3	5	5	4	5	4	43
3	4	3	4	4	4	4	4	4	5	4	40
4	3	4	5	4	3	5	3	5	5	5	42
5	4	3	5	5	3	4	4	5	4	4	41
6	5	4	5	4	4	3	2	5	5	3	40
7	3	4	4	4	4	5	4	5	4	3	40
8	2	4	5	3	4	4	5	4	3	5	39

9	5	3	3	5	4	4	3	3	4	5	39
10	4	4	5	3	3	5	4	5	4	3	40
11	3	4	4	4	5	3	5	4	3	4	39
12	3	3	5	4	4	3	5	3	4	4	38
<b>Total</b>											<b>486</b>

#### 4.1.2 The Result of Reading Score about the Students' Visual Learning Style

The students who were selected as a research sample, were given a reading test of 20 numbers to find out whether their learning style affected their reading ability. The data related of the reading ability test is used as the result. The result of the data can be described as the following:

Table 4.2 Students Test Score

No	Students	Score
1	Student A	95
2	Student B	95
3	Student C	90
4	Student D	90
5	Student E	85
6	Student F	85
7	Student G	80

8	Student H	80
9	Student I	75
10	Student J	75
11	Student K	70
12	Student L	70
<b>Total</b>		<b>990</b>
<b>Mean</b>		<b>495</b>
<b>Max Score</b>		<b>95</b>
<b>Min Score</b>		<b>70</b>

From the table above showed that 2 student get 95, 2 students get 90, 2 students get 85, 2 student get 80, 2 students get 75, and 2 students get 70. Mean Score from the test is 495, maximal score is 85 and minimal score is 70.

#### 4.1.3 The Result of Calculating between Visual Learning Style And Reading Ability

After giving the questionnaire and multiple choice to the students, the researcher calculated both of them. and it can be seen in the table as following:

Tabel 4.3 Calculating Scores of Learning Style and Reading Ability

No	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1.	45	95	4275	2025	9025
2.	43	95	4085	1849	9025

3.	40	90	385	185	8100
4.	42	90	3780	1764	8100
5.	41	85	3485	1681	7225
6.	40	85	3400	185	7225
7.	40	80	3200	185	6400
8.	39	80	3120	1521	6400
9.	39	75	2925	1521	5625
10.	40	75	3000	185	5625
11.	39	70	2730	1521	4900
12.	38	70	2660	1444	4900
N= 12	486	990	40260	19726	82550

Where:

$$N = 12$$

$$\sum X = 486$$

$$\sum Y = 990$$

$$\sum XY = 40260$$

r.....?

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{(12)40260 - (486)(990)}{\sqrt{[(12)19726 - (486)^2][(12)(82250) - (990)^2]}}$$

$$r_{xy} = \frac{483120 - 481140}{\sqrt{[236712 - 236196][99085 - 980100]}}$$

$$r_{xy} = \frac{1980}{\sqrt{[516][10500]}}$$

$$r_{xy} = \frac{1980}{\sqrt{5418000}}$$

$$r_{xy} = \frac{1980}{2327.6}$$

$$r_{xy} = 0.850$$

Analysis data infrensial quantitative from the result of the r 0,85 and r table 5% = 0. 576 is the combnation of the questionnaire and reading test.

Tabel 4.4 The Correlation between Visual Learning Style and Reading Ability

r-value	r-table
	5%
850	576

Based on data analysis, if *r-value* is higher than *r-table*, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. But on the contrary, if *r-value* is lower than *r-table*, the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected.

Based on the calculation above,  $r\text{-value} = 0.850 \geq r\text{-table} = 0.576$  is obtained at a significant level of 5%, so it can be concluded that  $H_0$  is rejected, and  $H_1$  is accepted. Means, there is a significant correlation between variable X with variable Y. So, there is a significant influence of visual learning style on students' reading ability at the Ninth Grade of UPT SMPN 2 Panca Lautang SIDRAP Regency.

The magnitude of the influence of visual learning styles on students' reading ability can be determined by squaring the correlation coefficient. The correlation coefficient produced in this study is 0.850.

Next make a simple linear regression equation to find out whether the variable X has a significant influence on the variable Y.

Find the value of konstanta  $b$

$$b = \frac{n \cdot \sum xy - \sum x \cdot \sum y}{n \cdot \sum x^2 - (\sum x)^2}$$

$$b = \frac{12 \cdot 40260 - 486 \cdot 990}{12 \cdot 19726 - (486)^2} = \frac{1980}{516} = 3.8$$

Find the value of konstanta  $a$

$$a = \frac{\sum y - b \cdot \sum x}{n}$$

$$a = \frac{990 - 3.8 \times 486}{12} = \frac{990 - 1846.8}{12} = -71.4$$

Make a regression equation

$$Y = a + b \cdot X$$

$$Y = -71.4 + 3.8x$$

$$Y = -71.4 + 3.8(486)$$

$$Y = -71.4 + 1846,8$$

$$Y = 1775.4$$

The calculation result of simple linear equation  $Y = 1775.4$  shows the number of regression coefficients, it explains that the visual learning style (X) has a significant influence on students' reading ability (Y).

## 4.2 Discussion

In this parts the researcher explained the discussion of the influence of visual learning style to students' reading ability at UPT SMPN 2 Panca Lautang. This research did on Ftriday 1<sup>st</sup> November 2019. At the meeting the researcher had been prepared the questionnaire and multiple choice to give the students for answering. The researcher explained to her students what they would do for tomorrow. So, the students would not be confused how to answer the test.

### 4.2.1 The Result of Questionnare about Students' Learning Style

The researcher did questionnaire test on Wednesday 6<sup>th</sup> Novemver 2019. Before the researcher distributed the tests that have been provided for the students at

UPT SMPN 2 Panca Lautang SIDRAP Regency, at first the researcher explain about the three learning styles that are generally owned by students. And those three learning styles were used as a reference to find out the students learning style.

The researcher gave the questionnaire as the first test. This questionnaire helped the researcher to gained the each students' learning style. In obtaining research data, researchers used a questionnaire with a total of 30 items with each item divided into number 1-10 for visual learning style, number 11-20 for auditory learning style, and number 21-30 for kinesthetic learning style. The test consists of a premise and several alternative answers. The test did at two classes that are IX. 1 and IX.2.

They answer the questionnaire one by one until the times over. To find out the test score, the researcher checks the students' answers and the correct answers divide the maximum score so that each student's score is known. From a sample of 42 students, there were 12 students got visual, 19 students got auditory learning styles and 11 students got kinesthetic learning styles.

From the research, the writer found that many students did not understand well about their learning styles. Therefore, this research is very useful to do because it helps students at UPT SMPN 2 Panca Lautang SIDRAP Regency to understand their learning styles. Then this research is very useful for teacher too. The teachers can understand that learning styles can improve the educational experience. By knowing types of the students' learning style that can help teachers to make strategys of teaching based on students' learning style.

Different learning styles indicate individuals' fastest and best way to absorb and comprehend information from the outside. Understanding learning style is a key to develop individuals' ability in their work, school, and environment. By

understanding it, they are be able to learn easily, communicate easily, and get maximum result in learning.

Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom. They also take descriptive notes over the material being presented. Audioligual learners discover information through listening and interpreting information by the means of pitch, emphasis and speed. Khinesthetic Learners gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written. Individuals that are kinaesthetic learn best with an active "hands-on" approach. These learners favour interaction with the physical world. Most of the time kinaesthetic learners have a difficult time staying on target and can become unfocused effortlessly.<sup>42</sup>

People's ability in understanding and absorbing information is definitely different from each other. Some are fast, some are moderate, and some are slow. Therefore, they have to use different learning styles according to their easiest way to understand the same information or lesson. These people's different learning styles are their specific way in learning. People's specific ways in learning are affected by subject matter, context, age, prior knowledge, gender, motivation, and ethnicity.<sup>43</sup>

Learning style can be helpful and useful in focusing students' attention in the learning process. By understanding their learning style, will enable students to

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<sup>42</sup>LdPride, n.d.. "What are Learning Styles?" Retrieved from <http://www.ldpride.net/learningstyles.MI.htm> (Accessed on 21 June 2019.)

<sup>43</sup>Maria Hsueh-Yu Cheng and Kingsley Banya, *Bridging the Gap between Teaching Style and Learning Style*, in Joy M. Reid (ed.), *Understanding Learning Styles in the Second Language Classroom* (New Jersey: Prentice-Hall, Inc., 1998), p. 80.

determine their strengths and weaknesses. The students will be easy to decide learning strategy that related to their learning. It can also make students faster when learning reading. Therefore, the teachers should understand the students' learning styles to improve the educational experience. By understanding types of the students' learning style that can help teachers to make strategies of teaching base on students' learning style.

Learning style are the general, broad approaches used to learn a subject. Joy M.Reid stated that “learning style are various approaches or ways of learning. According to Cornet, “learning style is a consistent pattern of behavior but with a certain range of individual variability style then are overall patterns that give general direction to learning behavior.” Learning style include an array of cognitiveaffective (emotional and attitudinal), and social aspects.<sup>44</sup>

#### 4.2.2 The Result of Reading Test about Students' Visual Learning Style

About one week after the researcher did the first test, The researcher gave the multiple choice as the second test. The twelve visual learners were used as research samples and given a reading ability test with a total of 20 number questions, divided into 10 multiple choice numbers and 10 true or false numbers. After that, the researcher took all the students' test to get the scores. The score test showed that 2 student get 95, 2 students get 90, 2 students get 85, 2 student get 80, 2 students get 75, and 2 students get 70. Mean Score from the test is 495, maximal score is 85 and minimal socre is 70.

After getting the results of the questionnaire test conducted as a the first test to find out the types of student learning styles at UPT SMPN 2 Panca Lautang SIDRAP

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<sup>44</sup>Joy M. Reid, *Learning Styles in The ESL/EFL Classroom*, p. 36.

Regency attached to the findings of research, the researchers correlated them with the results of the reading ability test. This research focuses on visual learning style so that only the results of questionnaire from visual learners listed in this thesis. And only the visual learners are given a reading ability test.

From the data of visual learning styles and the results of test reading ability, it was found that, visual learning styles that were correlated with reading ability to determine the influence of learning styles on their reading ability, with a correlation coefficient  $r\text{-value} = 0.850$  higher than  $(\alpha) 5\%$ ,  $r\text{-table} 0.576$ , ( $r\text{-value} \geq r\text{-table}$ ). Based on data analysis, if  $r\text{-value}$  is higher than  $r\text{-table}$ , the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. But on the contrary, if  $r\text{-value}$  is lower than  $r\text{-table}$ , the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. Based on the calculation,  $r\text{-value} = 0.850 \geq r\text{-table} = 0.576$ , so it can be concluded that  $H_0$  is rejected, and  $H_1$  is accepted. So there is a significant influence of variable X to variable Y.

The calculation result of simple linear equation ( $Y = 1775.4$ ) shows the number of regression coefficients, it explains that the visual learning style (X) has a positive influence on students' reading ability (Y). It concluded that there is a significant influence of visual learning style on students' reading ability at the ninth grade of SMPN 2 Panca Lautang SIDRAP Regency.

The theory of learning style in chapter I explained that one of the factors that can influence the students' reading ability is their learning style. According to Dorris Matthews, "students' learning style have affect of their own academic

achievement.”<sup>45</sup> Hence, based on the statement, it can be concluded that learning styles have a significant role in learning process.

William Grabe stated that reading is a process when reader learn something from what they read and involve it in an academic context as a part of education.<sup>46</sup> Furthermorte, Nunan state that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.<sup>47</sup>

Reading is how discover new things and how we develop a positive self-image. The ability to read is a vital ability in being able to function in today’s society. Reading is so important because it helps to expand the mind and develops the imagination. A person who knows to read can educate themeselves in any area of life they see fit. People who don’t read or they are poor readers often have low opinions of themeselves and their capabilities. They mostly feel isolated and behaviour problems surface. As we live in an age abundant with information, reading is the only way to become informed.<sup>48</sup> Reading is one of method to find the meaning of the text and get information from written text, and work as communication between reader and writer. Each student has a different way of reading, whether it is read aloud or in silence. So in choosing reading material, they must be careful in accordance with their abilities.

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<sup>45</sup>Dorris B. Matthews, *An Investigation of Learning and Perceived Academic Achievement for High Schol Students* (Taylor and Francis Group, 69, 1996), p. 249.

<sup>46</sup>William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (New York : Cambridge University Press, 2009), p. 5.

<sup>47</sup>David Nunan, *Language Teaching Methodology* (New York : Prentice Hall, 1991), p.72.

<sup>48</sup>Why Reading is Important – One World Literacy Foundation. <https://www.oneworldliteracyfoundatio.org>....> )Accessed on 08 May 2019).

Depoter stated that visual learners usually learn through what they can see, speak and spell quickly, remembering what they see rather than what they hear, use image aids to memorize or process some information, read fast and diligent and prefer reading by their selves than someone else reads for them, and they usually do not have noise problems.

Visual learners process and interpret information when they are exposed to images, illustrations, pictures and other visual media. They are excellent observers and memorizers and can often remember quickly where information is contained in a book or in notes. Visual learning style is a learning style by seeing, observing, and looking at an object being studied. The power of visual learning lies in the sense of sight. For people who have this learning style, the eye is a tool to capture every symptom or stimulus to learn. People with this learning style, are happy with illustrations, read instructions, observe pictures, and observe events directly.<sup>49</sup>

As a result, they excel at reading because they can see text directly. The data result or finding of this study reveals support with the theories from some experts, the result reported that there is significant influence among visual learning style on students' reading ability at the ninth grade of SMPN 2 Panca Lautang SIDRAP Regency.

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<sup>49</sup>Sukardi, *Progressive Learning: Learning by Spirit* (Bandung: MSQ Publishing, 2008), p. 95.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, the researcher found that the students' learning style in the school consisted of three, there are visual learning style, auditory learning style and kinesthetic learning style. But the researcher just focused to one of learning styles to be researched, that is visual learning style.

From the data of visual learning styles and the results of test reading ability, it was found that, visual learning styles that were correlated with reading ability to determine the influence of learning styles on their reading ability, with a correlation coefficient  $r\text{-value} = 0.850$  higher than  $(\alpha) 5\%$ ,  $r\text{-table} 0.576$ , ( $r\text{-value} \leq r\text{-table}$ ). Based on data analysis, if  $r\text{-value}$  is higher than  $r\text{-table}$ , the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. But on the contrary, if  $r\text{-value}$  is lower than  $r\text{-table}$ , the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. Based on the calculation,  $r\text{-value} = 0.850 \geq r\text{-table} = 0.576$ , so it can be concluded that  $H_0$  is rejected, and  $H_1$  is accepted. So there is a significant influence of variable X to variabe Y.

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significant influence of visual learning style on students' reading ability at the ninth grade of SMPN 2 Panca Lautang SIDRAP Regency.

## 5.2 Suggestion

Based on the conclusions above and based on the research that has been done, the writer wants to offer some suggestions to English teachers, students of UPT SMPN 2 Panca Lautang SIDRAP Regency and to other writers.

### 5.2.1 For English Teachers

To improve the students' reading ability, the teacher should understand the types of student learning styles to adjust the learning media that will be used in teaching.

### 5.2.2 For Students

The writer advises students to better understand their learning styles and utilize their learning styles and actively read to get thoughts or ideas from what they have read. It is therefore important that students who wish to develop their knowledge must have the ability to read and understand several books, magazines, newspapers and other reading material where they can expand their knowledge in various fields of science.

### 5.2.3 For Other writers

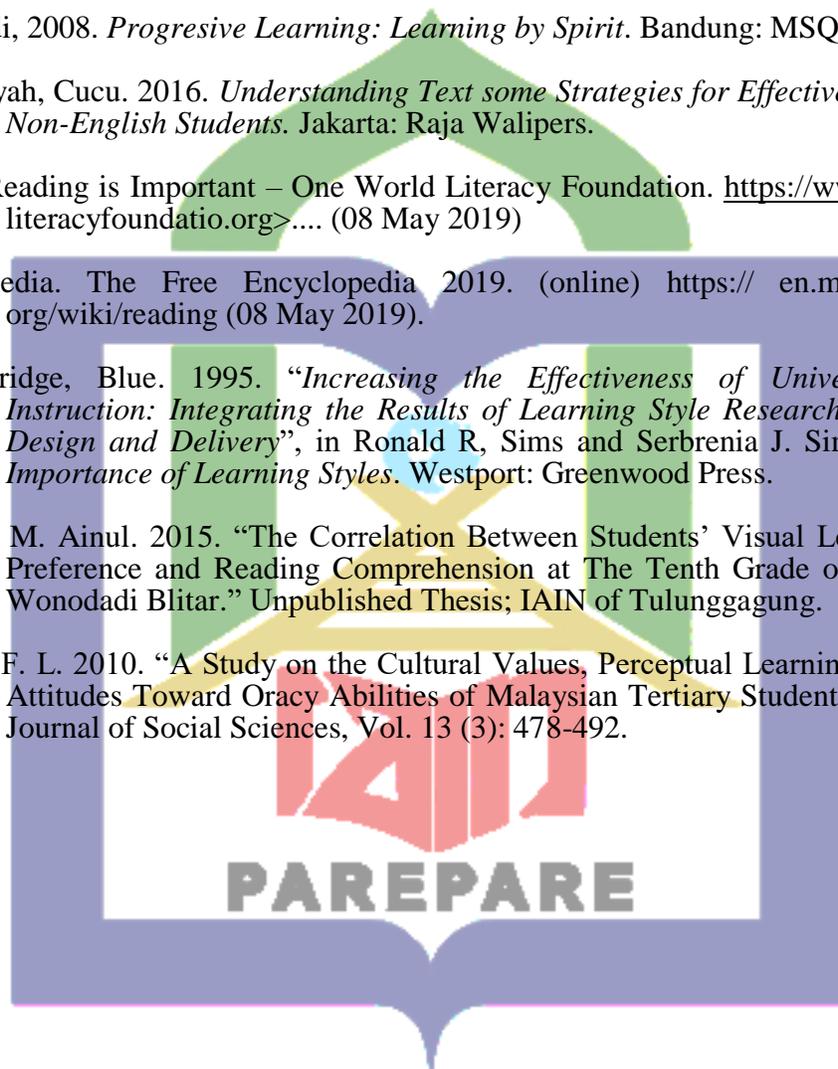
It is recommended for other writers who are interested in doing the same research to read more books, articles, and journals about student learning styles. The writer suggests to other writers to better understand students' learning styles and help them to get deeper about the learning styles they have.

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## CURRICULUM VITAE



**Andi Syafitri Syam** is the name of the witer. She was born on 4<sup>th</sup> May 1997 in Lajonga, SIDRAP Regency. She is the second child from third children in her family. Her father's name is H. Abdul Samad, S. Pd. and her mother's name is Hj. Andi mulyati CT. She began her study in Elementry School at SDN 4 Wette'e on 2003 and graduated on 2009. In the same year, she continue her study to Junior High School of SMPN 2 Panca Lautang and graduated on 2012 . Then, she continued her study to Senior High School of SMAN 3 Tellu Limpoe but now the name's of the school change to be SMAN 5 SIDRAP and graduated on 2015. After finished her study, she subscribed and accepted studying in S1 English Program of Tarbiyah Faculty State Islamic Institute (IAIN) Parepare. On 2020 she completed her skripsi in title **“The Influence of Visual Learning Style on Students' Reading Ability at the Ninth Grade of UPT SMPN 2 Panca Lautang SIDRAP Regency”**.

