THE COMPARATIVE ANALYSIS OF STUDENTS’ LEARNING STYLE ON THEIR ACHIEVEMENT IN READING SKILL

(A Survey Study at the Second Grade of MTs Muhammadiyah I Ciputat)

By

EKA DEWI FITHROTUNNISA
109014000081

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan di bawah ini,

Nama : Eka Dewi Fithrotunnisa
NIM : 109014000081
Jurusan / Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : The Comparative Analysis of Students’ Learning Style on their Achievement in Reading Skill

Dosen Pembimbing : 1. Ismalianing Eviyuliwati, M.Hum.
2. Zaharil Anasy, M.Hum.

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Jakarta, 14 April 2015
Mahasiswa Ybs.
Eka Dewi Fithrotunnisa
NIM. 109014000081
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(A Survey Study at the Second Grade of MTs Muhammadiyah I Ciputat)

A Skripsi

Presented to the Faculty of Tarbiya and Teacher’s Training in Partial Fulfillment of the Requirements for the Degree of Strata I (S.Pd) in English Language Education.

By

Eka Dewi Fithrotunnisa

109014000081

Approved by

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS’ TRAINING

SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY

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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that “skripsi” (Scientific Paper) entitled “The Comparative Analysis Students’ Learning Style on Their Achievement in Reading Skill.” (A Survey Study in the Second Grade of MTs Muhammadiyah I Ciputat), written by Eka Dewi Fithrotunnisa, students’ registration number 109014000081 was examined by the Committee on January 19th, 2015. The “Skripsi” has been accepted and declared to have fulfilled one the requirements for the degree of “S.Pd” in Department of English Education.

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EXAMINATION COMMITTEE

CHAIRMAN : Drs. Syauki, M.Pd.
NIP. 19641212 199103 1 002

SECRETARY : Zaharil Anasy, M.Hum.
NIP. 19761007 200710 1 002

EXAMINER I : Dr. Atiq Susilo, M.A.
NIP. 19491122 197803 1 001

EXAMINER II : Dr. Alek, M.Pd.
NIP. 19690912 200901 1 008

Acknowledged By
Dean of Tarbiyah and Teachers’ Training Faculty

Prof. Dr. Ahmad Thib Raya, M.A.
NIP. 19550421 198203 1 007

iv
ABSTRACT

Eka Dewi Fithrotunnisa (109014000081). The Comparative Analysis Students Learning Style on Their Achievement in Reading Skill; A Survey Study at the Second Grade of Madrasah Tsanawiyah (MTs) Muhammadiyah I Ciputat.

Skripsi of English Education at Faculty of Tarbiyah and Teachers’ Training of State Islamic University Syarif Hidayatullah Jakarta, 2015.

Keywords: Learning style; Visual, Auditory and Kinesthetic, Reading Skill

This study is aimed at knowing the difference of students’ learning style in their English learning achievement in reading skill. This study was held in the Second Grade of Madrasah Tsanawiyah (MTs) Muhammadiyah I Ciputat. Research method of this study is a causal comparative (ex post facto) using purposive sampling technique. The research samples were 30 students. Then, they were classified into three categories of learning style through learning style test: visual, auditory and kinesthetic learning styles. The collected data were analyzed by using percentage and bifilar linear regression analysis.

The result of this study revealed that the majority of the students had visual learning style (50% or 15 students). The study also found that 16.66% or 5 students out of 30 students had an excellent English learning achievement and 83.33% or 25 students out of 30 students had good English learning achievement. Moreover, students whose excellent English learning achievement were all having visual learning style and 10 out of 25 students who had good English learning achievement were also those of visual learning style. Furthermore, the adjusted R square score from the analysis is 54.9%. It means that students’ English achievement is about 54.9% influenced by students’ learning style and 45.1% is influenced by other factors. However, this study did not concern to other factors other than students’ learning style.

Hence, this study stated that the majority of students’ learning style was visual learning style. The second one is kinesthetic and the last one was auditory learning style. Students whose visual learning style got good mark in reading score. Meanwhile students’ auditory and kinesthetic learning style got lower mark than students’ visual learning style in reading score. So, visual learning style was the best way to get easier comprehension reading material.
ABSTRAK


Kata kunci: Gaya Belajar; Visual, Auditori, Kinestetik, Keterampilan Membaca.


Hasil dari penelitian ini adalah gaya belajar yang mayoritas digunakan oleh siswa kelas VIII di Madrasah Tsanawiyah (MTs) Muhammadiyah I Ciputat adalah gaya belajar visual dengan frekuensi sebesar 50% atau 15 siswa. Hasil penelitian ini menunjukkan bahwa 16,66% atau 5 siswa memiliki kualifikasi yang sangat baik dalam hasil belajar bahasa inggris dan 83,33% atau 25 siswa memiliki kualifikasi baik dalam hasil belajar bahasa inggris. Selain itu, penelitian ini menunjukkan bahwa 5 orang siswa yang memiliki kualifikasi yang sangat baik dalam hasil belajar merupakan siswa yang memiliki gaya belajar visual dan 10 siswa dari 25 siswa yang memiliki kualifikasi baik dalam hasil belajar merupakan siswa yang memiliki gaya belajar visual. Selanjutnya, nilai R dari hasil analisis linier berganda adalah 54,9%. Hal itu menunjukkan bahwa hasil belajar siswa sekitar 54,9% dipengaruhi oleh gaya belajar siswa, sedangkan sekitar 45,1% dipengaruhi oleh faktor lain.

Dapat disimpulkan bahwa mayoritas gaya belajar yang digunakan oleh siswa adalah gaya belajar visual. Sedangkan gaya belajar kedua yang digunakan oleh siswa adalah gaya belajar kinestetik dan yang terakhir adalah gaya belajar auditori. Siswa yang memiliki gaya belajar visual memiliki nilai yang lebih baik dibandingkan siswa yang memiliki gaya belajar kinestetik dan auditori. Oleh karena itu, gaya belajar visual merupakan salah satu cara untuk mempermudah siswa memahami materi membaca.
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In the name of Allah, the Beneficent the Most Merciful

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The Writer
TABLE OF CONTENTS

COVER ........................................................................................................................................ i
SURAT PERNYATAAN KARYA SENDIRI .................................................................................. ii
APPROVAL SHEET ................................................................................................................... iii
ENDORSEMENT SHEET ........................................................................................................ iv
ABSTRACT ............................................................................................................................... v
ABSTRAK .................................................................................................................................. vi
ACKNOWLEDGEMENT ........................................................................................................... vii
TABLE OF CONTENTS ........................................................................................................... ix
LIST OF TABLES ..................................................................................................................... xii
LIST OF APPENDICES .......................................................................................................... xiii
CHAPTER I. INTRODUCTION .............................................................................................. 1
   A. Background of the Study ................................................................................................. 1
   B. Identification of the Problem ......................................................................................... 4
   C. Limitation of the Problem ............................................................................................. 4
   D. Formulation of the Problem ......................................................................................... 4
   E. The Objective of the Study ............................................................................................. 5
   F. Significance of the Study ............................................................................................... 5
CHAPTER II. THEORETICAL FRAMEWORK ........................................................................ 6
   A. Literature Review .......................................................................................................... 6
      1. Learning Style ............................................................................................................. 6
         a. The Definition of Learning Styles ........................................................................... 7
         b. The Types of Learning Styles ............................................................................... 9
BIBLIOGRAPHY ........................................................................................................52
APPENDICES ...........................................................................................................56
LIST OF TABLES

Table 3.1  Total of Population ................................................................. 25
Table 3.2  Indicator of Learning Style Instrument .................................... 26
Table 4.1  The Scores and Classification of Students’ Learning Style .......... 31
Table 4.2  Distribution of Students’ Learning Style Frequences .................. 33
Table 4.3  Interpretation of Learning Achievement .................................... 33
Table 4.4  Students’ Reading Skill Scores of Remedial Test and Their Learning Style ................................................................. 34
Table 4.5  Distribution of Students’ English Learning Achievement .......... 35
Table 4.6  Hypothesis of Test Summary ....................................................... 36
Table 4.7  The result of VIF and TOL score (X1, X2, X3 toward Y) ............ 37
Table 4.8  The Result of Heteroskedasticity test ........................................ 38
Table 4.9  The Result of Autocorrelation Test ............................................. 39
Table 4.10  The Coefficient Result of Bifilar Linear Regression Analysis as Simultan ................................................................. 40
Table 4.11  The Coefficient Result of Bifilar Linear Regression Analysis as Partial ................................................................. 41
Table 4.12  The Result of t Test ................................................................. 44
LIST OF APPENDICES

Appendix 1 Learning Styles Questionnaire ............................................................. 57
Appendix 2 Distribution of Students’ Learning Style Questionnaire ...................... 61
Appendix 3 Students’ English Achievement Score in Reading ............................ 62
Appendix 4 Output of Bifilar Linear Regression ....................................................... 64
CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of language skills which should be had by students. It is one of the ways to improve general language skills in learning English. Students can learn thinking in English if they are accustomed reading English book. They will get more information to increase their knowledge because of book is a window to the world. Besides, it can increase English vocabulary, find out about new ideas, facts, and experiences that support writing, listening and speaking skill. Thus, reading is one of the keys to mastery English.

Reading is an activity about understanding written text. It is not only understanding but also comprehension written text. Comprehension is not only able to recall each sentences in written text but also can explain the meaning, the purpose, the reason of written text and can apply it in reality. If students can do it so they have done an effective reading. According to John J. DeBoer stated that “Reading is much more complex process. It involves recall, reasoning, evaluation, imagining, organizing, applying and problem solving.”¹ Thus, it can be concluded that reading is one of language skill which is an active, complex and difficult because it needs a comprehension.

However, reading is a common problem of students. Students often get difficulty in reading process. According to Saadi, reading difficulties is a common problem of students. He stated that there are many students encounter difficulties in reading.² Besides, having reading good ability is very important for English foreign language students. It is proven that education institute emphasize reading as a subject

² Ibrahim Abdu Saadi, An Examination of the Learning styles of Saudi Preparatory School Students who are High or Low in Reading Achievement, *Thesis of Victoria University*, 2012, p. 4, published.
even at basic level like elementary and junior high school. In university of English education department, reading is also as a primary subject which must be learnt by students but then acquiring reading skill is not easy for students. Hence, reading becomes a common problem among students.

Each student has their own characteristics. They differ in their personality, beliefs and attitudes. They differ even in their cognitive abilities and language learning aptitude; some students learn languages more quickly and easily than others. In other words, the difference in students’ comprehension and achievement relates to their English acquisition in learning process.

Furthermore, each student has a different way to perceive or acquire information from the learning process. The way which students choose in the learning process is their learning style. Supported by Rebecca L. Oxford, one of the main factors that help to determine how and how well students learn a second or foreign language which can influence their comprehension in listening, speaking, reading and writing is learning styles. Thus, it can be concluded that learning style relates to English skills comprehension. 3

In addition, Nolting emphasized on Saadi, “students’ academic achievement positively increases if they are aware of their learning style and how they learn best.” 4 Moreover, according to Dorris Matthews, students’ learning styles influence their own academic achievement. 5 Hence, based on some statements above, it can be concluded that learning style has an important role in the learning process and influence students’ reading achievement because of learning style has relation with students way to acquire and comprehend information. They will learn easily through their own learning style.

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4 P. Nolting, in Ibrahim Abdu Saadi, An Examination of the Learning Styles of Saudi Preparatory School Students who are High or Low in Reading Achievement, Thesis of Victoria University, 2012, p. 5, published.
Based on the brain ability to absorb, carry on, and convey information, students learning style can be divided into three categories such as, visual, auditory, and kinesthetic (VAK). These categories do not make students only have one learning style but these categories are a guideline to know what dominant learning style they have.

In teaching and learning process, teachers get difficulty to identify students’ learning style. Because of all students are not able to show and improving their learning style in learning process. Since, learning style has an important role in learning process, it will be important for educators or teachers to know the variation kind of learning styles because the information about variation of students’ learning style can help the teachers become aware to students differences brought to the classroom. It is important for teachers to accommodate students’ learning style, thus, all students are able to success in their learning process by their own learning style.

However, if teachers are not aware to students’ learning style, they may intend use inappropriate methods in teaching and students will get difficulty to understand the material maximally so it will influence their achievement. So that if teachers only focus on one learning style, it will give disadvantage situation for students. Thus, teachers should use varieties of methods in teaching process to give an opportunity for students in using their learning style so it is easier for students to comprehend the material with themselves learning style.

Based on the discussion above, students learning style; visual, auditory and kinesthetic are affected students reading skill. Then, it important for students and teachers to recognize learning styles to increase students’ reading skill. This study will find out the significant differences on reading skill based on students’ learning style. So this study entitled “The Comparative Analysis Students’ Learning Style on Their Achievement in Reading Skill.”
B. Identification of the Problems

Referring to the background above, there are some problems which can be identified as follows:

1. Many students still get difficulties in comprehending reading materials because teachers probably do not consider with variation of students’ learning styles in English learning.
2. Many students do not consider about their own learning style so they can not use it in learning process. Thus, they can not understanding and comprehending the material maximally.
3. Many teachers do not consider about students’ learning style so they teach them with one learning style but actually each students has different learning styles. Besides, teachers get difficulty to identify students’ learning style because of the big size class.
4. Many students have less motivation and interest of learning materials if the teachers use one method of teaching which is not appropriate with their learning style.

C. Limitation of the Problems

Based on the identified problems above, it could be limited the study on the differences among visual, auditory and kinesthetic students’ learning style in their English achievements in the reading skill of eighth grade of MTs Muhammadiyah I, Ciputat.

D. Formulation of the Problem

Referring to the background above, writer formulates the research problem as follows: “Is there any significant difference of students’ reading skill based on their visual, auditory and kinesthetic learning styles?”
E. Objective of the Study

The objective of this study was to known and describe the difference score of reading skill for visual, auditory and kinesthetic students’ learning style at MTs Muhammadiyah I Ciputat.

F. Significance of Study

The result of this study was expected to make deep understanding about students’ learning style and give significance not only theoretically but also practically to:

1. Students

   The result of this study was expected to help students recognize their learning style and minimize their weakness.

2. Institutions

   This study could contribute to all educational intitutions to consider students’ learning style and determine the best strategy in teaching learning process to minimize students gap and maximize their potential in reading skill.

3. Further researchers

   The result of this study was expected to be used as consideration or preview for the next researchers in doing the same field of the study.
CHAPTER II

THEORETICAL FRAMEWORK

A. Literature Review

1. Learning Styles

Human being is God creation who has always change every time. The change happens because of learning process. Human who has high curiosity keeps trying a new thing. The learning process happens when human keeps trying that a new thing. So learning is a process to do something that is never doing before.

There are various kind of definition and learning theory from the experts. Moh. Surya stated that learning is a change of behavior process that occurs as a result of experiences practice. In addition, Di Vesta and Thompson stated that learning as relatively permanent change of behavior that occurs as a result of experiences practice.\(^1\)

Moreover, based on Hilgard, learning is a process that makes human has a new behavior as a respond of the situation. In the same way of thinking, Witherington stated that learning is the respond of the situation which change a personality of human so they have a skill, attitude, behavior, knowledge and capability.\(^2\)

In social cognitive theory from Albert Bandura stated that Learning is an information-processing activity in which information about the human individual cognitive and about environmental events is transformed into symbolic representations that serve that guides for action.\(^3\)

According the definitions, learning is change of behavior. Change of behavior may occur because of change in the level of motivation of individual. None of those reasons other than experience or practice, some changes of behavior occurs as a result of fatigues. Any changes of behavior that occurs as a result of

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3 Ratna Yudhawati and Dany Haryanto, *op. cit.*, p. 43.
experiences or practice is regarded as learning, whether or not the changes is correct or wrong, good, or bad.

Moreover, the writer summarize that learning is the acquisition of a new behavior, that occur as the result of relatively permanent changes and the organisms’ experiences or practice.

To acquire or get knowledge can be done through some best or preference ways. Every student has preferred ways of learning and approaches that comfortable for students. Their success is not only depending on how well they learn, but depending how the way they learn.

Preference or diverse ways of learning, comprehending and knowing is contributed by three types of factors, they are cognitive factors; different ways of perceiving, organizing and retaining information, affective factors: different attitudes, values and emotions, and psychology factor; different psychological development.4

Thus, it is important for students to know the ways they used to learn. It is related to their interacting with, processing information and acquiring knowledge in learning process and it will affect students learning outcomes.

a. The Definition of Learning Styles

Learning style is the way of students in absorbing and understanding the information or idea which they have got in learning process. In other side, it could be said that learning style is the preference way in learning.

According to Kolb, “Learning style is characterized by the degree to which the learner emphasizes 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.”5

Meanwhile, Hilliard stated “Learning styles are the characteristic ways in which an individual acquires, perceives and processes information.”\(^6\) Then, based on Dunn and Dunn statement, “Learning style is the way in which each learner begins to concentrate on, process, absorb and retain new and difficult information.”\(^7\)

In addition, learning style is students’ way of thinking, processing and understanding information. Moreover, S. Nasution said that learning style is students’ way to give reaction and use stimulus which they get in learning process.\(^8\)

Thus, Based on the theory above, it can be concluded that learning style is students’ preference way to get, absorb and process the information about learning material in learning process. They will enjoy and feel comfortable in absorbing the information with their own way. Moreover, each student has a different preference learning way which used in learning process.

Learning style is only a term which used to describe the attitudes and behaviours, which determine an individual’s preferred way of learning. Every student has all types of learning style. It does not mean they use them at the same time. Each student has a dominant learning style or their preference style. They use different styles in different situation.

Since 1997, there are many efforts to know and categorize the way of people learning and the way to accept information to our brain. There is a great number of learning style model nowadays. Each model of learning style has strength point. Based on Eric Jensen on his book “Super Teaching” there are five of learning style model which is well known from VAK Bandler-Grinder, Ned Herrmanns, Rita and


\(^7\) Dunn and Dunn in Zainal Abidin Naning and Rita Hayati, The Correlation between Learning Style and Listening Achievement of English Education Study Program Students of Sriwijaya University, *Jurnal Holistics*, 2011, p. 4.

\(^8\) Eric Jensen, *Guru Super & Super Teaching*, (Jakarta: PT Indeks, 2010), Cet. 4, p. 54.
Kenneth Dunn, Gregore Butler and 4MAT by Bernice McCarthy.  

The most famous approach and often using nowadays are cognitive input, sensory modality and multiple intelligence approach.

a. Cognitive Input

It is developed by Dr. Anthony Gregorc. He divided mental ability into four categories namely concrete-sequential, abstract-sequential, random concrete and random abstract.

b. Sensory Modality

It is developed by Bandler & Grinder and Messick. Sensory Modalities are Visual, Audioria, kinesthetic. Based on the survey result that is known that there are 29% visual person, 34% auditoria person and 37% kinesthetic person.

c. Multiple Intelligence

It is developed by Howard Gardner. According to Gardner, people have eight intelligence, namely linguistic, logic, mathematics, interpersonal, intrapersonal, music, natural, spatial and kinesthetic.

b. The Types of Learning Styles

According to Joy M. Reid, there are three learning styles. Students learn in many different ways, visual, auditory, kinesthetic learning style (VAK). Some students learn primarily with their eyes as visual learners or with their ears as auditory learners and some students prefer to learn by experience and practice as kinesthetic learners. Thus, types of learning styles are visual, auditory and kinesthetic learning styles.

1) Visual Learning Style

Visual is related to sight or everything can see. According to Yong, visual learning style refers to preference for learning for through vision and visual learners rely on their sight to take the information. They organize the knowledge
in terms of spatial interrelationships among ideas and store it graphically. There are some characteristics of the students visual learning style; they can memorize the material better when it is presented by using visual media such as power point presentation, videos, pictures, diagrams and graphs. Visual learners typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding.11

Furthermore, Myra Pollack stated that students learn best by seeing and they will find the information when it is explained by the aids of textbook, charts, pictures, course outlines and graphics. Visual learners like to keep their eyes on their teacher by sitting in front of the class and watching the teacher closely. Stephen James Minton stated, ”Essentially, visual learners learn best from what they can see.”12 They can respond and remember best the learning materials through eyes. Similarly, agalover and Law asserted that visual learners rely on what they see in writing form.13

Moreover, Porter and Hernacki were covering the characteristics of visual learners. Visual learners are tidy and order, talk active, good planner and manager, detail and attentive, good performing in appearance and presentation, good speller, good in remembering what they see, good in memorizing using visual association, not easy to be disturbed by noisy, bad in memorizing verbal instructions, good in reading speed and dilligent, good in learning by reading than listening to someone, need whole vision and objective, good in taking notes during in phone cell, easy to forget sending a verbal message to others, always give short answer for each question, prefer doing demonstration to speech, prefer

art than music, good in knowing what need to be said but difficult to choose the
diction, and easy to lost their concentration when they want to get focus.¹⁴

It can be comprehended that visual learning style is students’ preference way
to acquiring, using, thinking of knowledge on visual sense. Visual learners tend to
talk active, reader speed and dilligent and tidy. Thus, they learn best by seeing and
tend to less in verbal things.

2) Auditory Learning Style

Auditory learning is a learning style in which a person learns through
listening. Based on Myra Pollack and David Miller, auditory learners learn best
through hearing, this type of students can remember the detail of conversations
and they also have strong language skills. Auditory learner should be given
opportunity to recite the main points of a book or teachers statement and let them
say out loud the meaning of the illustrations and main subject headings and
recite any new vocabulary words. It can be helpful for them to comprehend the
material of the subject matters.

Abbas Pourhossein Gilakjani pointed out,“auditory learners discover
information through listening and interpreting information by the means of pitch,
emphasis and speed.”¹⁵ Deborah Daiek and Nancy Anter said that auditory
learning style is learning through hearing lectures or audiotapes. Daiek and Anter
elaborated features of auditory learners are listening to tapes, watching
documentaries, speaking about subjects, sounding out words, using rhymes,
having discussions, explaining notes, using word links, taping-recording
studying, using oral directions, talking and listening with a partner, using
rhythmic sounds, listening carefully, talking to own selves and reading aloud.¹⁶

¹⁴ Bobby DePorter and Mike Hernacki, Quantum Learning Membiasakan Belajar
Nyaman dan Menyenangkan, Terj. From Quantum Learning Unleashing The Genius In You by
¹⁵ Abbas Pourhossein Gilakjani, Visual, Auditory, Kinesthetic Learning Styles and Their
106.
¹⁶ Deborah Daiek and Nancy Anter, Critical Reading for College and Beyond, (New
Auditory learning style preferences are the result from processing auditory learners’ brain to receive and to process the knowledge. There is a proverb said that to be fond of learning is to be near the knowledge. But to be near the knowledge, auditory learners involve in teaching learning process through their sense of hearing and their brain.\(^{17}\)

In the same way, Derek Glover and Sue Law mentioned that auditory learners rely on material presentation that delivered by oral or spoken. Meanwhile, in *Psikologi Pendidikan (Dalam Perspektif Baru)* stated that a learner who has verbal learning style or auditory learning style, they will get much information, knowledge and idea by hearing words and explanations.\(^{18}\)

Here are the characteristics of auditory learner, elaborated by Bobby De Porter and Mike Hernacki, they pointed that auditory learners talking to own self when working, getting easy to be disturbed by noise, making lips move when they are reading a book, prefer reading loud and listen, feeling difficult to write, but great in telling story, speaking in the good rhythm, used to be a fluent speaker, listening to music rather than art, learning by listening and remembering what they discussed rather than seeing, speaking, discuss and telling story completely, having a job problem which commit to visualization, spelling loudly rather than to write, making a joke than to read comic.\(^{19}\)

To sum up the theories above, auditory learning style is students’ preference way to get information by hearing. The best learning way for auditory students to absorb and comprehend the knowledge use their sense of hearing rather than reading.

3) Kinesthetic Learning Style

Kinesthetic learning style is the way people absorb information through physical, likely they use their body or sense of touch to learn and understand the

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\(^{19}\) Bobby de Porter and Mike Hernacki, *op. cit.*, p. 118.
world around them. Joy M Reid stated, “Kinesthetic learning: experiential learning, that is, total physical involvement with a learning situation.”

According to Zainal Abidin Naning and Rita Hayati’s research, students who have kinesthetic learning style prefer to think out issues, ideas and problems while the teacher giving exercises. These learners typically use larger hand gestures and other body language to communicate. They learn best through a hands-on approach and may find it hard to sit still for a long periods and may become distracted by their need for activity and exploration.

Also, Bobby De Porter and Mike Hernacki claimed the characteristics of kinesthetic learners are speaking slowly, responding to physical gesture, touching people for getting their attention, standing closer when talking with someone else, Orienting to physics and much made moving, learning through manipulation and practice, memorizing by walking while seeing, using fingers to point when reading, using body language intensively. Never staying quietly for long time, bad to remember Geography, excluding if they have ever visited the place, using much action verbs, reading book which oriented to the plot, having untidy characteristic, tending to do everything, playing games much.

Further, H. Douglas Brown asserted, “kinesthetic learners will show a preference for demonstrations and physical activity involving bodily movement.” Additionally, kinesthetic learners usually called haptic (Greek for “moving and doing”). This type of learners learns best by doing. They will catch the idea easily when it is explained by the instructional aids of skits and role-play. Kinesthetic learners will move or go around along the learning and teaching process. Thus, the teacher should provide them to do the movement in class for it also can enhance their memorizing information.

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22 Bobby de Porter and Mike Hernacki, *op. cit.*, pp. 118-120.
In addition, stated by Deborah Daiek and Nancy Anter, “kinesthetic learning is preferred learning by touching and doing; practicing techniques, drawing maps, creating outlines or making models. The characteristics of that learning style are always better in learning by doing physically, better involving in role play, good in pretending to teach subject, writing lists repeatedly, better in using notecards, prefer to do projects and create pictures, prefer pointing with finger when reading, prefer practicing by repeated motion, good in take notes and create pictures, prefer stretching and moving from chair, prefer riding stationary bike while reading, prefer putting feet in a tub of sand while reading, good in dancing, and prefer selecting project-driven courses.”

It can be concluded that kinesthetic learning style is students’ preference way to acquiring knowledge by moving or using their physical body movement and demonstration.

1. Reading

a. The Definition of Reading

In general, reading is one of the important language skills in learning English. “Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.” Hence, reading is an important and basic skill for students which is necessary for English comprehension.

According to Christine Nutall, reading means the communication process through decoding a message or information from the written words to get the meaning of the text. From the definition can be interpreted that reading is an activity which related to the eyes and brain. There is a cooperation with them that support the readers can understand what they read.

Reading is useful especially for language acquisition. As stated by Teresa Walted, “reading is an effective process in which students think, reason, and apply

24 Deborah Daiek and Nancy Anter, loc. cit.
strategies to construct meaning.”

Reading can make students learn thinking systematically because they are used to read a text which has a general to specific explanation.

Reading is an active process of understanding written text which means extracting required information from it as efficiently as possible, as supported by some arguments from many experts about definition of reading.

The statement above is supported by Deborah Daiek and Nancy Anter statements, they claim that there are some definitions of reading. Then, it can be concluded reading as an active process that has two ways of communication between an author and a reader through written language or symbol (text) and it requires interpretation and understanding.

Meanwhile based on William Grabe & Fredricka L. Stoller statement in their book, “Reading is the ability to draw meaning from the printed page and interpret information appropriately.” So reading is always make active our brain. Reading is need an imagination to draw symbols or words so that it is easier to be comprehend.

In addition, Edward David Allen and Rebecca M. Valette stated in their book, “reading is developmental process, its first stage is recognizing sound-symbol whether directly or reading aloud sentences and words orally.” By reading, people or students can practice listening. When reading aloud, they can hear how spell the words.

Therefore, it can be said that reading has two main processes within, firstly, recognizing the symbols or word and then it will be processed in the humans brain to interpret the symbols. Further, the result of the interpretation will be comprehended by people and they can get the idea, information of textual things.


28 Deborah Daiek and Nancy Anter, op. cit. p. 5.


Thus, reading is not a simple process. As we know before, John J. DeBoer said that reading is much more complex process. It needs cooperation between the eyes and the brain. Mastering reading skill needs exercise regularly because to get a skill need hard exercise and make it our habit.

Then, because of reading is a complex process, we need a full of concentration on it in order to easier comprehend the words. According to Sandra Silberstein, “Reading is an active process. The students can work intensively, interactively with the text in order to create meaningful discourse.”

In other words, Jeremy Harmer claimed that “Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.”

Moreover, Jo Ann Aebersold and Mary Lee Field said that everything which happens when people look at the text and compute the meaning to written symbols from the text is reading.

A simple conclusion to summarize the various definition of reading, it can be said that reading is an active process between the eyes and the brain. The eyes need to look at the symbol accurately. Meanwhile, the brain should recognize the symbols or words to be interpreted so that the people can comprehend what they read and they can get a new information, facts and idea of textual things.

b. The Purpose of Reading

Everything we do, it must being purpose. Reading is an activity with a purpose. Whatever the materials which people read, definitely they have an objective in reading. People may read to get a new information every day. Meanwhile, some peole read in order to get further information, facts or idea to verifying an existing knowledge. In addition, people read to enlarge their
knowledge. However, there are some people think that reading is their hobby. They used to read to get pleasure and entertainment. Then, there are some people read to finish their task. Their reading is only to fulfilled their task.

According to Christine Nutall, when people read, it means that they want to get something from the writing, such as facts, ideas, enjoyment or even feelings of the letters. Whatever ways the writer expressed the message, the readers will get and need the message.

Even though people read only for spending time, it is still a purpose or objective. In term of reading for pleasure, it is different than reading textbooks or recipe, they read it for information. However, for term of reading for pleasure, they read to get the information that exists in the source which they like.

As Jeremy Harmer has divided the purpose of reading, he divided the purpose into two general objectives. The first is reading for pleasure. People read because they get interesting to the material which they read, such as, reading comics, novels or magazines. The second is reading for general language improvement. People read for they need information contained in the text, like, textbook, newspaper, encyclopedia, etc.34

Meanwhile based on Williams cited in Jo Mc Donough & Christopher Shaw, he classified the purpose of reading into three; getting general information from the text, getting specific information from the text and pleasure or for interest.35

Also, Rivers and Temperly elaborated more detail about the purpose of reading as cited in Materials & Method in ELT by Jo Mc Donough & Christopher Shaw, list of the following is examples of some reason that L2 students may need or want to read:

1). to obtain information for some purpose or because we are curious about some topic
2). to obtain instructions on how to perform some task for our work or daily life
3). to keep in touch with friends by correspondence or to understand business letters

34 Jeremy Harmer, op.cit., p. 182.
4). to know when or where something will take place or what is available
5). to know what is happening or has happened (as reported in newspapers, magazines or reports)
6). to have enjoyment and excitement.  

Additionally, William Grabe & Fredricka L. Stoller claimed and concluded reading aims into seven, they are for finding simple information, skimming information quickly, learning from texts, integrating information, writing or finding information needed for writing, criticizing texts and getting general comprehension.

From various purposes of reading, generally reading has a purpose to get information. It doesn't matter reading for a pleasure or a task, the basic purpose is only to get information. Because of information is an important thing for people.

2. Achievement

The result of learning process is an important thing to know how well the learning process is running. The result of learning process is students’ achievement. It is a measurement for students to know how well they get knowledge from learning process in the class and also for teachers to know how well the students can absorb the materials from teaching process.

Achievement is what pupil has learned. The mastery of achievement can be seen at students’ behavior, either behavior of knowledge, thinking skill, nor physic or motoric skill.

According to Simpson and Weiner a quoted by Yusuf, achievement is defined as measurable behavior in standardized series of tests. They contended that achievement test intends to measure systematic education and training in school occupation towards a conventionally accepted pattern of skills or knowledge.

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38 Nana Syaodih Sukmadinata, op. Cit., p. 102.
In the same occasion, Yusuf described that achievement is regarded as action of completing or attaining by exertion. It subsumes anything won by exertion, a feat, a distinguished and successful action.\(^{39}\)

Achievement motivation is determined by conflicting approach and avoidance tendencies. The positive influences are the expectancy (or perceived probability) of success, the incentive value of successful task fulfillment and need for achievement. The negative influences involve fear of failure, the incentive to avoid failure and the probability of failure.\(^{40}\)

To sum up the achievement definition, it can be concluded that the meaning of achievement is a result of activities that have been done. However, in learning activity, it means the mastering of knowledge or skill that is developed by a lesson and shown by score or mark. So, English achievement is the progress toward English subject. This achievement can be measurement from the skill abilities, for example speaking, reading, listening and writing.

B. Previous Study

There are some previous studies about students’ learning style and their English achievement.

Andriansyah, 2010 studied about, “Hubungan antara Gaya Belajar Siswa dengan Hasil Belajar Siswa pada Mata Pelajaran IPS di SMP Islam YKS Depok”\(^{41}\). Skripsi at Social Education Department, Syarif Hidayatullah State Islamic University, Jakarta.

The aim of this study is to know about correlation between students’ learning style and their Social learning achievement. In this study, the writer observes learning style which is not focused on Visual, Auditory and kinesthetic learning style. The writer observes about learning style which focused on how students’

\(^{39}\) Yusuf, Inter-Relationship among Academic Performance, Academic Achievement and Learning Outcomes, pp. 6-7.


process information. Those are field dependence and field independence learning style, perceptive and receptive learning style, impulsive and reflective learning style, intuitive and systematics learning style. Moreover, the method which is used in this study is correllational method. It is different with method which is used by the writer. It is ex post facto method. In addition, the writer in this study did not distinguish each student on their selves learning style. Without knowing each student’s learning style, the writer found that there is a correlation between students’ learning style and their Social learning achievement.

Widiyanti, 2011 studied about, “Pengaruh Gaya Belajar terhadap Kemampuan Pemecahan Matematika di SMPN I Surade, Sukabumi.” Skripsi at Mathematic Education Department, Syarif Hidayatullah State Islamic University, Jakarta.42

The aim of this study is to know influence student’s learning style through Mathematic Problem Solving Ability. Method of this study uses Ex Post Facto with random sampling technique. The result of this study stated the data is not supported hypothesis which stated that student ability of Mathematic Problem Solving which has auditoria learning style is higher than visual. Then, student ability of Mathematic Problem Solving which has kinesthetic learning style is higher than visual. Moreover, student ability of Mathematic Problem Solving which has kinesthetic learning style is higher than auditoria. The conclusion of the study is student ability of Mathematic Problem Solving can be influenced by learning style. This study is observed about students’ learning style which focus on VAK (visual, auditoria and kinesthetic) learning style. The difference is this study is not observed about students’ English learning achievement. This study observes about mathematic problem solving ability.

C. Thinking Framework

Many people think that some factors which initiate problem in the teaching and learning process are the students’ lacking effort to improve their skill or knowledge. Besides, the problem in teaching and learning reading that make students’ difficult to increase their reading skill is their lacking of reading practice. The teachers also seldom make habit them reading English text and the method used by teachers do not build their interest in reading learning.

However, the problems are not those things; there is also factor which influence students’ reading skill. It is students’ learning style. Every students has different learning style. As stated in this chapter, there are three types of learning style. Those are visual, auditory and kinesthetic learning style.

Based on the theory, students’ visual learning style are easier to get information from what they see. They are the best speller, fast and diligent reader. However, students’ auditory learning are a good speaker. They are prefer read loudly and hear what they read to read silently. Then, students’ kinesthetic learning are active students. They cannot sit quietly in a long time because their focus is on their physics and always moving.

Because of that difference, students get difficulty to increase their reading skill. They cannot adapt their learning style in learning process in the class. Moreover, it is worst if they do not know what their own learning style and lost their interest and motivation when the teachers teach them using one method which is only focus on one learning style. Thus, it is become the problem for students and will impact to their achievement in reading.

According to theory, students’ visual learning style is dominating in reading skill than auditory and kinesthetic learning style. So that, it needs further investigation to know the comparison of learning style; visual, auditory and kinesthetic. It is considered and believed that learning style influences achievement. So if students have different learning style, it means that they also have different achievement. Hence, this study can prove the theory and hypothesis.

D. Research Hypotheses
Based on the theories above, it is formulated hypotheses as follows:

1. \( H_0 \) (Null Hypothesis)

   There is no significant difference of students' reading skill based on their learning style; visual, auditory and kinesthetic.

2. \( H_a \) (Alternative Hypothesis)

   There is any significant difference of students’ reading skill based on their learning style; visual, auditory and kinesthetic.

It can be concluded that the hypothesis which related to theories from some experts above is \( H_a \). It can be said that there will be a significant difference of students’ reading skill based on their learning styles. Hence, it means that learning style is one factors affected students’ reading skill.
CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research held on January 21\textsuperscript{th} – August 28\textsuperscript{th} 2014. The research took place in \textit{MTs Muhammadiyah 1 Ciputat} on Jl. Dewi Sartika, Gg. Nangka, Ciputat.

B. Method of the Research

Method of the research is the way to get information with collecting data and using reliable and valid procedure.\textsuperscript{1} In addition, based on M. Nazir stated that method of the research is the way to get information of the research using research technic and procedure.\textsuperscript{2}

This study is quantitative method, using a causal comparative research design. “The basic causal comparative is retrospective causal comparative research, which starting with effects and investigating causes.”\textsuperscript{3}

Causal comparative is sometimes called ex post facto, which come from Latin for “after the fact”, because both the effect and the alleged cause have already occurs and must be studied in retrospect. Thus, causal comparative is a research design observing the phenomenon which has already occurs.

The statement is supported by the experts. There are some definition about causal comparative research or ex post facto study. Most of them said that causal comparative research is an occured phenomenon research. Based on Suprapto, he said on the book, causal comparative research or it is known by ex post facto research, it is an empiric research to find out cause and effect from the phenomena.

\begin{itemize}
\item[\textsuperscript{1}] Sugiyono, \textit{Metode Penelitian Pendekatan Kuantitatif, Kualitatif dan R&D}, (Bandung: CV Alfa Beta, 2009), Cet. 8, p. 2.
\item[\textsuperscript{2}] Moh. Nazir, \textit{Metode Penelitian}, (Jakarta: Ghalia Indonesia, 2003), Cet. 5, p. 44.
\end{itemize}
at around and the researcher of this research cannot be able manipulated the data (independent variable) because the phenomena has been happened.⁴

According to Donald Ary, et al. stated causal comparative research purpose is to investigate cause-and-effect relationships between independent and dependent variables.⁵

“The purpose of comparative studies is to investigating the relationship between one variable and another variable by simply examining whether the value of dependent variable in one group is different from the value of dependent variable in other group.” In other word, causal comparative method examines the differences between two or more groups on a variable and it doesn’t need control the grouping variable directly, thus it cannot be manipulated.

The first step of this research, students were given a learning style test to classify their learning style into visual, auditory and kinesthetic learning style. After classification, researcher makes a documentation to find out students’ English learning achievement. The data can be collected from student’s report at the first semester of second grade MTs Muhammadiyah I Ciputat. Then, the researcher analyzes the data from the collected data.

C. Population and Sample

1. Population

The population in this research is second grade students of Junior High School, MTs Muhammadiyah I Ciputat, academic years 2013/2014. There are about 120 students of second grade from three classes of Junior High School, MTs Muhammadiyah I Ciputat.

Table 3.1
Total of Population

<table>
<thead>
<tr>
<th>NO</th>
<th>CLASS/PRODI</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIII₁ (Delapan Satu)</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>VIII₂ (Delapan Dua)</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>VIII₃ (Delapan Tiga)</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

2. Sample

From the population above, the sample will be taken by using purposive sampling. Emzir stated that in causal comparative study, the researcher should choose the sample that has characteristics suitable with the study.\(^6\)

Therefore, the purposive sampling is chosen. As also supported by Donald Ary, Lucy Cheser Jacobs and Asghar Razavieh, purposive sampling is “judgment sampling, it means that the elements sample judged to be typical and represent as a sample in the study.”\(^7\)

Hence, it is appropriate to choose purposive sampling as the technique of sampling in the causal comparative study. Therefore, in this study, the sample will be chosen is 30 second grade of Junior High School, *MTs Muhammadiyah I Ciputat* from three classes that follow the remedial mid-term test. They were chosen because they really represent to be sample for this study that focus on reading skill. They followed the remedial because they got a low mark. The test which they got is about some questions about reading comprehension.

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\(^7\) Donald Ary, et al., *op. cit*, p. 156.
D. Instruments

1. Questionnaire

The questionnaire was taken from SMAN 2 Tangerang and they adopted it from DePorter, Reardon and Singer-Nourie in Quantum Teaching book. The questionnaire consists of 36 items. There are 12 items for each kind of learning styles.

<table>
<thead>
<tr>
<th>NO</th>
<th>INDICATOR</th>
<th>ITEM NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Visual learning style</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>2</td>
<td>Auditory learning style</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>3</td>
<td>Kinesthetic learning style</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
</tbody>
</table>

The questionnaire in this instrument is used Likert scale which the given answers are: sangat setuju (strongly agree), setuju (agree), ragu-ragu (doubt), tidak setuju (disagree), and sangat tidak setuju (strongly disagree). Likert scale is used to measure attitude, opinion and perception from people or group about social phenomena.\(^8\)

Each of given answers has score as follows:

a. For given answer “strongly agree” has 5 score
b. For given answer “agree“ has 4 score
c. For given answer “ doubt” has 3 score
d. For given answer “ disagree” has 2 score
e. For given answer “ strongly disagree” has 1 score

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2. Documentation

The second instrument used to collect the data is documentation. the documentation is the students’ score of remedial mid-term test. The writer asked about the result of the mid-term test scores to the teacher.

E. Technique of Collecting the Data

In collecting the data, the questionnaire and documentation are used. The first step is distributing adopted questionnaires to respondents which consist of items that represent the three kind of learning styles; visual, auditory and kinesthetic learning styles from DePorter et. al., in Quantum Teaching book. Then scoring the data from the questionnaires to determine kind of learning styles of each respondent. Moreover, the writer conduct the second instrument by asking the Teacher about students’ second grade scores of remedial mid-term test.

F. Technique of Data Analysis

Techniques of Data Analysis in this research are descriptive statistic and inferential statistical analysis. Before using descriptive statistic and inferential statistical analysis, the writer classified the categorization of learning style from the questionnaire. In this study, there were 36 items of questionnaire and 12 items for each type of learning styles. Determining students’ learning styles was to sum all of the scores of questionnaire items from each categorization of learning styles. The highest score from three group learning styles was the major of learning styles that students have.

1. Descriptive statistical analysis

Descriptive statistical analysis is explaining or description the collected data. The technique is used to describe about students’ learning style by using frequency of distribution table.

The formula which is used to know frequency of students’ learning style as follow:

9 Ibid., p. 207.
\[ f(\%) = \frac{f(\text{abs})}{N} \times 100\% \]

Notes:
- \( f \) = percentage of frequency distribution
- \( f(\text{abs}) \) = absolute frequency
- \( N \) = total of respondent

2. Inferential statistical analysis

Inferential statistical analysis is a statistical technique which is used to analyze sample data. The technique is used to test the influence of variable as a partial.\(^{10}\)

Testing of classic assumption is used to get an accurate or almost accurate appraiser (\textit{eksimater}). The testing are normality, \textit{multicolinearitas}, \textit{heteroskedastisitas} and autocorrelation test.

3. Bifilar linear regression analysis

Bifilar linear regression analysis is to find out or proof relationship between two or more independent variable (variable \( X \)) and one dependent variable (variable \( Y \)).\(^{11}\)

Total of variable in this research are three of independent variable such as visual learning style (\( X_1 \)), auditoria learning style (\( X_2 \)), kinesthetic learning style (\( X_3 \)). Then, one dependent variable (\( Y \)).

The formula of bifilar linear regression analysis is
\[ Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e \]

Notes:
- \( Y \) = dependent variable (students achievement)
- \( a \) = constantan
- \( b_1, b_2, b_3 \) = regression coefficient
- \( X_1 \) = independent variable (visual learning style)

X₂ = independent variable (auditoria learning style)
X₃ = independent variable (kinesthetic learning style)
e = error

4. Hypothesis test

There are two hypothesis tests. Those are t-test and f-test.

a. T-test

To know influence independent and dependent variable in a partial, so it should make t-test. The formula which is used is

\[ t = \frac{b - \beta}{s_b} \]

Notes:

b = coefficient of regression
\( \beta \) = interval probability
s_b = standard of error

Moreover, after the result of calculating is gotten by analyzing the data, so compare the result of t-test and the value of t-table. Criteria of hypothesis could be accepted is if proportion of t-test \( \leq t\text{-table} \), so \( H_0 \) is accepted and \( H_a \) is rejected but if the result of t-test \( \geq t\text{-table} \), so \( H_0 \) is rejected and \( H_a \) is accepted. Further, it can be consulted based on significance of \( t > \alpha \) 0.005 so \( H_0 \) is accepted and \( H_a \) is rejected.

b. F-test

To know influence independent and dependent as together or simulate between independent and dependent variable so it should be make f-test. The formula which used is:
F = \frac{R^2}{\frac{n-k}{k}}

Notes:
R = Coefficient of bifilar linear correlation
n = total of data
k = total of independent variable

Determining criteria of data testing, so compare the result of F-test and the value of F-table. If the result of F-test ≤ the value of F-table, so H₀ is accepted and Ha is rejected. If the result of F-test ≥ F-table, so H₀ is rejected and Ha is accepted.

Standard of significance which used is 5% (0,05) or 1% (0,01).

G. Statistical Hypotheses

The result of data calculating shows whether there is influence between students’ learning style (independent variable) toward students’ English learning achievement in reading skill (dependent variable) either as partial nor as simulate.

So that, some assumptions of statistic hypothesis are as follows:

1. Null Hypothesis
   Ho : \pi_1 \neq \pi_2
   If the result of data calculating using T-test and F-test ≤ T-table and F-table, so H₀ is accepted. Then, the null hypothesis of this research is accepted.

2. Alternative Hypothesis
   Ha : \pi_1 = \pi_2
   If the result of data calculating using T-test and F-test ≥ T-table and F-table, so Hₐ is accepted. Then, the alternative hypothesis of this research is accepted.

Notes:
π₁ : Students’ Learning Style
π₂ : Students’ English Learning Achievement in reading skill
CHAPTER IV

RESEARCH FINDINGS AND INTERPRETATION

A. Research Findings

1. The Data Description

The writer took the scores of students learning style (Variable X) using 36 items questionnaire from 30 students at second grade of MTs Muhammadiyah I Ciputat and students’ English achievement in reading skill (Variable Y) using students’ remedial score on their reading test at second grade of the first semester.

a. Students’ Learning Style

There are various scores of Students’ Learning Style Data. The writer got the scores from each items of questionnaires. Each scores of the questionnaire are as follows:

- 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 students’ learning style score can be seen on the tables below:

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Learning Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Auditory</td>
</tr>
<tr>
<td>2</td>
<td>Kinesthetic</td>
</tr>
<tr>
<td>3</td>
<td>Visual</td>
</tr>
<tr>
<td>4</td>
<td>Visual</td>
</tr>
<tr>
<td>5</td>
<td>Visual</td>
</tr>
<tr>
<td>6</td>
<td>Visual</td>
</tr>
</tbody>
</table>
Based on the questionnaire result, after calculating students learning style score, there are 15 students who has visual learning style, 7 students who has auditory learning style and 8 students who has kinesthetic learning style.
Table 4.2
Distribution of Students’ Learning Style Frequency

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Learning Style</th>
<th>F</th>
<th>%f</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Visual Learning Style</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Auditory Learning Style</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Kinesthetic Learning Style</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Based on the table above, as known that 50% from 30 students has visual learning style, 23% from 30 students has auditoria learning style and 27% from 30 students has kinesthetic learning style. It can be coneluded that most of students has high visual learning style.

b. Students’ English Learning Achievement in reading skill

Students’ English Learning Achievement in reading skill is students’ score of remedial mid-term test at first semester. Students will get excellent score if they comprehend all of the material. Students will get awesome score if they comprehend most of the materials (76%–99%) which is taught. Students will get average score if they comprehend 60%–75% the material and students who comprehend material less than 60% will get bad and worse score.

The interpretation of learning achievement below can be use as a guide to know score criteria.

Table 4.3
Interpretation of learning achievement

<table>
<thead>
<tr>
<th>Coefficient Interval</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>70 – 79</td>
<td>Good</td>
</tr>
<tr>
<td>60 – 69</td>
<td>Average</td>
</tr>
<tr>
<td>50 – 59</td>
<td>Bad</td>
</tr>
<tr>
<td>0 – 49</td>
<td>Poor</td>
</tr>
</tbody>
</table>
The way to get the data of reading skill score through documentation which asking students’ scores transcription of remedial mid-term test. The following table is presented the score of students’ remedial mid-term test and their learning style. For the further detail can be seen on the table below:

**Table 4.4**

**Students’ Reading Skill Scores of Remedial Test and their Learning Style**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Students’ Scores</th>
<th>Learning Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>72</td>
<td>Auditory</td>
</tr>
<tr>
<td>2</td>
<td>72</td>
<td>Kinesthetic</td>
</tr>
<tr>
<td>3</td>
<td>83</td>
<td>Visual</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>Visual</td>
</tr>
<tr>
<td>5</td>
<td>75</td>
<td>Visual</td>
</tr>
<tr>
<td>6</td>
<td>72</td>
<td>Visual</td>
</tr>
<tr>
<td>7</td>
<td>78</td>
<td>Visual</td>
</tr>
<tr>
<td>8</td>
<td>81</td>
<td>Visual</td>
</tr>
<tr>
<td>9</td>
<td>78</td>
<td>Visual</td>
</tr>
<tr>
<td>10</td>
<td>80</td>
<td>Visual</td>
</tr>
<tr>
<td>11</td>
<td>75</td>
<td>Visual</td>
</tr>
<tr>
<td>12</td>
<td>78</td>
<td>Visual</td>
</tr>
<tr>
<td>13</td>
<td>75</td>
<td>Visual</td>
</tr>
<tr>
<td>14</td>
<td>74</td>
<td>Kinesthetic</td>
</tr>
<tr>
<td>15</td>
<td>76</td>
<td>Kinesthetic</td>
</tr>
<tr>
<td>16</td>
<td>72</td>
<td>Kinesthetic</td>
</tr>
<tr>
<td>17</td>
<td>72</td>
<td>Kinesthetic</td>
</tr>
<tr>
<td>18</td>
<td>77</td>
<td>Auditory</td>
</tr>
<tr>
<td>19</td>
<td>77</td>
<td>Auditory</td>
</tr>
<tr>
<td>20</td>
<td>73</td>
<td>Auditory</td>
</tr>
</tbody>
</table>
Based on the students’ scores, students’ English learning achievement in reading skill have two qualification. It can be seen at the table below.

### Table 4.5

<table>
<thead>
<tr>
<th>Range of Score</th>
<th>Qualification</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100</td>
<td>Excellent</td>
<td>5</td>
<td>16.66</td>
</tr>
<tr>
<td>70 – 79</td>
<td>Good</td>
<td>25</td>
<td>83.33</td>
</tr>
<tr>
<td>60 – 69</td>
<td>Average</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>50 – 59</td>
<td>Bad</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>0 – 49</td>
<td>Poor</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the table above, it can be stated that student’s English learning achievement in reading skill of remedial test at second grade in MTs Muhammadiyah I Ciputat is good. It can be seen from range score 80–100 is excellent qualification. There are 5 students or 16.66% students who get 80–100 score. In another hand, there are 25 students or 83.33% who get 70–79 score.
which awesome qualification. Because of 25 students or 83.33% students get 70–79 score.

2. The Data Analysis

Classic Assumption test

a. Normality test

Normality test is aim to test independent and dependent variable have a normal or approximately normal distribution. There are two ways to know normality of data distribution, those are Shaphiro-Wilk and Lilliefors (Kolmogorov-Smirnov). This test uses SPSS program.

**Table 4.6**

<table>
<thead>
<tr>
<th>Null Hypothesis</th>
<th>Test</th>
<th>Sig</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The distribution of Visual is normal with mean 40.700 and standard deviation 4.17.</td>
<td>One-Sample Kolmogorov-Smirnov Test</td>
<td>0.660</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>2. The distribution of Auditoria is normal with mean 36.120 and standard deviation 4.26.</td>
<td>One-Sample Kolmogorov-Smirnov Test</td>
<td>0.353</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>3. The distribution of Kinesthetic is normal with mean 35.500 and standard deviation 5.00.</td>
<td>One-Sample Kolmogorov-Smirnov Test</td>
<td>0.997</td>
<td>Retain the null hypothesis.</td>
</tr>
</tbody>
</table>

Asymptotic significances are displayed. The significance level is .05.

Based on the table above, distribution of visual learning style data has significance 0.660. It means 0.660 > 0.05. The distribution of auditoria learning style data has significance 0.353. It means 0.353 > 0.05. The distribution of kinesthetic learning style data has 0.997. It means 0.997 > 0.05. So, the regression model has normal distribution.
b. **Multicolinearity test**

The *multicolinearity* test is aim to know if independent variables which used in regression has not correlation each other and regression model should be better has not correlation between each independent variable.

The regression model has not correlation between each independent variable, should follow as;
1. It has VIF about 1 number
2. It has tolerance level approximate 1 number

This is a data analysis on the table 4.5

<table>
<thead>
<tr>
<th>No</th>
<th>Variables</th>
<th>Colinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tolerance</td>
</tr>
<tr>
<td>1</td>
<td>Visual Learning Style (X1)</td>
<td>0.811</td>
</tr>
<tr>
<td>2</td>
<td>Auditory Learning Style (X2)</td>
<td>0.899</td>
</tr>
<tr>
<td>3</td>
<td>Kinesthetic Learning Style (X3)</td>
<td>0.864</td>
</tr>
</tbody>
</table>

From the table above, all variables have VIF Score less than 10. Each of them is X1 has 1.233, X2 has 1.113 and X3 has 1.157. Then, tolerance level is approximate 1 numeral.

So, it can be concluded that each variable in this research has not correlation or there is no *multicolinearity*.

c. **Heteroskedastisity test**

This test is aim to know if regression model has *heteroskedastisity* or inequality variance from residual in one research to another research. If variance
from residual one research is still constant, it has homogeneity but if it is inconstant, it has *heteroskedasticity*.

Regression model should be better has not *heteroskedasticity*. The basic of taking conclusion in *heteroskedasticity* are:

1. If significance value is higher than 0.05, it means that there is no *heteroskedasticity*.
2. If significance value is less than 0.05, it means that there is *heteroskedasticity*.

The result of *heteroskedasticity* test in this research can be seen on the table.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>-4.109</td>
<td>3.959</td>
<td>-1.038</td>
<td>.309</td>
</tr>
<tr>
<td>Visual</td>
<td>.169</td>
<td>.085</td>
<td>.398</td>
<td>1.983</td>
</tr>
<tr>
<td>Auditoria</td>
<td>.009</td>
<td>.079</td>
<td>.022</td>
<td>.114</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>-.020</td>
<td>.069</td>
<td>-.058</td>
<td>-.296</td>
</tr>
</tbody>
</table>

Based on the table above, significance value of visual variable is 0.058. It means that higher than 0.05. Significance value of auditory variable is 0.910. It means that higher than 0.05. Significance value of kinesthetic variable is 0.770. It means that higher than 0.05.
All variable have significance value which higher than standard significance. So the conclusion is the model regression in this research has not heteroskedasticity. So this model is available to be use.

d. Autocorrelation test

Autocorrelation test is aim to know that dependent variable has no correlation with itself. It means that dependent variable score has no correlation with score variable itself, either score variable before nor next periode score.

Making conclusion from the output of the autocorrelation test is based on:
1. D – W score is less than -2. It means that there is positive autocorrelation.
2. D – W score is between -2 - +2. It means that there is no autocorrelation.
3. D – W score is more than +2. It means that there is negative autocorrelation.

Analyzing autocorrelation test uses SPSS program and the result can be seen on the “Model Summary” table below;

Table 4.9

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.549a</td>
<td>.301</td>
<td>.221</td>
<td>3.11530</td>
<td>1.689</td>
</tr>
</tbody>
</table>

Based on the table above that output of the autocorrelation test is 1,689. It means that D-W score is between -2 - +2 so the data in this research has no autocorrelation.

After doing assumption classic testing, the result shows that data is available to get bifilar linear regression analysis.
3. The Test of Hypothesis

a. Bifilar Linear Regression Analysis

Bifilar Linear Regression Equality as simultan

Bifilar linear regression equality on influence of students’ learning style on their achievement in reading skill as simultan like on the table below;

<table>
<thead>
<tr>
<th>No</th>
<th>Independent Variable</th>
<th>Dependent Variable</th>
<th>R</th>
<th>Adjusted R-Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Visual</td>
<td>English Learning Achievement</td>
<td>54.9%</td>
<td>22.1%</td>
<td>3.73</td>
<td>0.023</td>
</tr>
<tr>
<td>2.</td>
<td>Auditoria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Kinesthetic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>68.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b₁</td>
<td>0.493</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b₂</td>
<td>-0.252</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b₃</td>
<td>-0.085</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it shows that the influence of students’ learning style on their English achievement in reading skill can be described with regression formula below

\[ Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + e \]

English Learning Achievement in reading skill (Y) = 68.6 + 0.493 Visual (X1) – 0.252 Auditoria (X2), -0.085 Kinesthetic (X3)

From the formula above, it shows that parametre \( b_1 = 0.493 \), \( b_2 = -0.252 \), and \( b_3 = -0.085 \). It can be interpreted that if students’ learning style (visual, auditoria, kinesthetic) are constant or there is no increasing and decreasing so total of students’ learning style is about constanta score 68.6.
Coefficient score of Students’ visual learning style for X1 variable is 0.493. This is mean that if total of students’ visual learning style increase each unit so students’ English achievement in reading skill will increase about 0.493 but another independent variable is constant.

Coefficient score of Students’ auditory learning style for variable X2 is 0.252 and it has negative sign. This shows that average score of students’ auditory learning style has opponent relationship with students’ English achievement. So that if the average score of students’ auditory learning style increases, so total of students’ English achievement in reading skill (Y) will decrease about 0.252 but another independent variable is still constant.

Coefficient score of Students’ kinesthetic learning style for variable X3 is 0.085 and it has negative sign. This shows that average score of students’ kinesthetic learning style has opponent relationship with students’ English achievement. So that if the average score of students’ kinesthetic learning style increases, so total of students’ English achievement in reading skill (Y) will decrease about 0.085 but another independent variable is still constant.

Moreover, constanta score is a = 68.6 and R = 54.9%. It means that students’ English achievement in reading skill as simultan is influenced by students’ learning style about 54.9%.

**Bifilar Linear Regression as partial**

Bifilar linear regression as partial can be seen on the table below.

<table>
<thead>
<tr>
<th>Model</th>
<th>Correlations</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Zero-order</td>
<td>Partial</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>
Based on the table, it shows that students’ visual learning style has correlation with students’ English achievement in reading skill as partial. It can be seen from significance value (0.004) which has lower score than significance standard (0.05) and the coefficient score has positive sign.

However, students’ auditory and kinesthetic learning style have no correlation with students’ English learning achievement in reading skill as partial. It can be seen from significance value (0.090 ; 0.498) which has higher score than significance standard (0.05) and the coefficient score has negative sign.

**b. Hypothesis test**

1). F test

F test is done to know the influence of students’ learning style (Variable X) on students’ English achievement in reading skill (Variable Y) as simultan. F test is done with hypothesis formulation as follows;

H_0 : there is no influence on students’ learning style on their English learning achievement in reading skill.

H_a : there is influence on students’ learning style on their English learning achievement in reading skill.

Determining \( \alpha = 0.05 \) and F table as follows;

\[ F_{\alpha; V1, V2} = F (0.05 ; 3 , 26) \]

Explain; \( v_1 = k = 3, v_2 = n - (k + 1) \)

F-table = 2.98
After analyzing data uses SPSS program, it shows that F-test = 3.73. So hypothesis test can be done by testing criterion as follows;

F-test = 3.73 > F-table = 2.98, so H₀ is rejected and Ha is accepted and that is mean there is influence on students’ learning style on their English learning achievement in reading skill.

2). T test

T test is done to know the influence of students’ learning style (Variable X) on students’ English achievement in reading skill (Variable Y) as partial. T test is done with hypothesis formulation as follows;

H₀ : there is no influence on students’ learning style on their English learning achievement in reading skill.

Ha : there is influence on students’ learning style on their English learning achievement in reading skill.

Determining t table and α = 0.05

df = N – nr

= 30 -3

= 27

From the table, the value of t table with df = 27 and α = 0.05 is 2.05.

Determining the result of t-test uses SPSS program and the result can be seen on the table below;
Table 4.12

The result of t test

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>68.639</td>
<td>7.170</td>
<td>9.574</td>
<td>.000</td>
</tr>
<tr>
<td>Visual</td>
<td>.493</td>
<td>.154</td>
<td>.583</td>
<td>3.204</td>
</tr>
<tr>
<td>Auditoria</td>
<td>-.252</td>
<td>.143</td>
<td>-.304</td>
<td>-1.760</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>-.085</td>
<td>.124</td>
<td>-.121</td>
<td>-.687</td>
</tr>
</tbody>
</table>

Description of the influence students’ learning style on their English achievement in reading skill as partial;

1) The influence of students’ visual learning style on their English achievement in reading skill

Based on the analysis data uses SPSS program, the result of t-test = 3.20. It means that the result of t-test is higher than the value of t-table. (t-test = 3.20 > t-table = 2.05). So, H₀ is rejected and Ha is accepted that means there is influence of students’ visual learning style on their English achievement in reading skill.

2) The influence of students’ auditory learning style on their English achievement in reading skill

Based on the analysis data uses SPSS program, the result of t-test = -1.76. It means that the value of t-table is higher than the result of t-test. (t-table = 2.05 > t-test = -1.76). So, H₀ is accepted and Ha is rejected that means there is no influence of students’ auditory learning style towards their English achievement in reading skill.
3) The influence of students’ kinesthetic learning style on their English achievement in reading skill

Based on the analysis data uses SPSS program, the result of t-test = -0.68. It means that the value of t-table is higher than the result of t-test. (t-table = 2.05 > t-test = -0.68). So, \( H_0 \) is accepted and \( H_a \) is rejected that means there is no influence of students’ kinesthetic learning style towards their English achievement in reading skill.

B. Interpretation

The writer held a research to find out the difference of students’ English Achievement in their reading skill based on their learning style. Based on the research at MTs Muhammadiyah I Ciputat, all of students have their own learning style which is distinguished into three categories such as visual, auditory and kinesthetic learning style. Students of second grade as research sampling have majority learning style. It is a visual learning style.

According to the result of questionnaire test, there are 15 students who has a visual learning style from 30 students as samples. Meanwhile, there are 7 students who have auditory learning style and there are 8 students who have kinesthetic learning style. It means that most of students are prefer using visual learning style to auditory and kinesthetic learning style when they learn material.

In addition, their achievement in reading skill shows that most of students have good achievement and some of them have an excellent achievement. All of students whose an excellent English learning achievement were those of visual learning style and 10 out of 25 students who have good English learning achievement were also those of visual learning style.

According research findings that a students’ majority learning style is a visual learning style. It is difference between the previous study from others researcher. They found out that a dominant students’ learning style is a kinesthetic learning style.

In addition, based on the research on 2008, the average of students learning style has collected by SDS (Spesific Diagnostic Studies) at Rockville, Maryland,
from 5,300 students at 5-12 class who filled in learning testing of SDS preference channel in USA, Hongkong and Japan showed that 37% students have kinesthetic learning style, 34% students have auditory learning style and 29% students have visual learning style.¹

According to the result of research, it can be concluded that each student has a dominant learning style. It is based on the best way of themselves easier to comprehend or accepting the information. Then, the dominant students’ learning style might differences in the world.

From the analysis data above, it can be concluded that the influence of students’ learning style towards their English achievement as simultan has significance influence. From the Coefficient result of Bifilar Linear Regression Analysis as simultan table, R score is 54.9%. It means that students’ English achievement is 54.9% influenced by students’ learning style.

Analyzing the influence of students’ learning style towards their English achievement as partial, the result is there are no influence of students’ auditory and kinesthetic learning style towards their English achievement because the value of t-table score is higher than the result of t-test score and the result of t-test has negative sign.

However, the influence of students’ visual learning style on their English achievement in reading skill has a significance influence. Based on the result on the table, the result of t-test is higher than the value of t-table.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research which has explained on the chapter IV about the comparative of students’ reading skill based on their learning style at MTs Muhammadiyah I Ciputat, it can be concluded that the result of analyzing the influence of students’ learning style (Variable X) and their English learning achievement in reading skill (Variable Y) as simultan is shown that there is significance influence and on the table show that $R = 54.9\%$. So, it is known that learning style gives contribution about 54.9% through students’ English learning achievement at second grades of MTs Muhammadiyah I Ciputat. In addition, there is 45.1% influenced by others factors which need more study.

There is significant influence of students’ learning style (Variable X) and their English learning achievement in reading skill (Variable Y) as partial at second grade of MTs Muhammadiyah I Ciputat after consulted with the value of t-table, either $r$ 5% or $r$ 1%. Based on the result of t-test is higher than the value of t-table, either 5% signification or 1% signification. So, alternative hypothesis is accepted and null hypothesis is rejected. Hence, there is a comparison of students’ reading skill based on their learning styles.

Moreover, the result shows 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.
B. Suggestion

1. Students
   This result of this study is expected to help students to recognize their learning style and minimize their weakness. Students should know what they learning style and how they preference way to get information and knowledge in the class. So they will enjoy and feel comfortable following learning process and it makes them easier to comprehend the materials.

2. Institution
   Teacher should be aware of students’ difference learning style so they should apply various kinds of teaching method to give an opportunity for students to adapt their own learning style. So it will improve their English achievement.

3. Others researchers
   The result of this study is expected to be used as consideration or preview for the next researchers in doing the same field of the study with the different object of the research.
BIBLIOGRAPHY

Abdu Saadi, Ibrahim,. An Examination of the Learning styles of Saudi Preparatory School Students who are High or Low in Reading Achievement, Thesis of Victoria University. 2012. published.


Naning, Zainal Abidin,. and Hayati, Rita,. The Correlation between Learning Style and Listening Achievement of English Education Study Program Students of Sriwijaya University, *Jurnal Holistics*, 2011.


Appendix 1

ANGKET GAYA BELAJAR

No :
Nama :
Kelas :

Tandai kotak yang sesuai dengan (√) untuk setiap pertanyaan. Isi setiap pertanyaan sesuai dengan dirimu sendiri.

Sangat sering = SS  Kadang-kadang = K  Sangat tidak pernah = STP
Sering = S  Tidak pernah = TP

<table>
<thead>
<tr>
<th>NO</th>
<th>PERTANYAAN</th>
<th>SS</th>
<th>S</th>
<th>K</th>
<th>TP</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I VISUAL</td>
<td>1. Apakah kamu rapi dan teratur?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Apakah kamu berbicara dengan cepat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Apakah kamu membuat suatu rencana dan mengaturnya untuk acara jangka panjang dengan baik?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Apakah kamu mengeja kata-kata dengan baik dan kamu bisa melihat serta membayangkan tulisan/kata-kata dalam pikiran kamu?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Apakah kamu lebih ingat apa yang kamu lihat dari pada apa yang kamu dengar?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Apakah kamu menghafal dengan cara melihat objek yang akan kamu hafalkan?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Apakah kamu sulit mengingat perintah lisan kecuali jika dituliskan dan apakah kamu sering meminta orang untuk mengulang ucapanmu?

8. Apakah kamu lebih suka membaca sendiri daripada dibacakan oleh orang lain?

9. Apakah kamu suka mencoret-coret buku tulisan kamu ketika mendengarkan guru yang sedang menjelaskan di depan kelas?

10. Apakah kamu lebih suka memberikan contoh dengan melakukan demonstrasi dari pada berpidato?

11. Apakah kamu lebih menyukai kesenian dari pada music?

12. Apakah kamu tahu apa yang harus kamu katakan tapi kamu tidak terpikir kata tepat yang harus digunakan?

<table>
<thead>
<tr>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>X5</td>
</tr>
<tr>
<td>X4</td>
</tr>
<tr>
<td>X3</td>
</tr>
<tr>
<td>X2</td>
</tr>
<tr>
<td>X1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II</th>
<th>AUDITORIAL</th>
<th>SS</th>
<th>S</th>
<th>K</th>
<th>TP</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apakah kamu berbicara kepada diri sendiri saat melakukan sesuatu?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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dan mendengarkan?

5. Dapatkah kamu menitukan suara-suara yang kamu dengar?

6. Apakah kamu merasa lebih sulit menulis daripada bercerita?

7. Apakah kamu berbicara dengan pola berirama?

8. Apakah menurut kamu, kamu itu pandai dalam berbicara?

9. Apakah kamu lebih menyukai music daripada kesenian?

10. Apakah kamu lebih senang belajar dengan cara mendengar dan mengingat apa yang telah kamu diskusikan daripada dengan melihatnya?

11. Apakah kamu lebih suka banyak berbicara, berdiskusi dan menjelaskan panjang lebar?

12. Apakah kamu lebih suka mengeja tulisan keras-keras daripada menuliskannya?

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**TERIMA KASIH ATAS PARTISIPASINYA**
### Appendix 2

**Distribution of students’ learning style questionnaire**

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Students’ English Learning Achievement Score

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Appendix 4

Output of Bifilar Linear Regression

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a. Dependent Variable: Nilai
b. All requested variables entered.

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a. Predictors: (Constant), Kinesthetic, Auditoria, Visual

ANOVA*

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a. Dependent Variable: Nilai