



**THE STUDENTS' LEARNING STYLES IN READING
COMPREHENSION AT TEN GRADE MAS PAB 2 HELVETIA**

A SKRIPSI

*Submitted to the Tarbiyah Faculty UIN-SU Medan as a Partial Fulfilment
of the Requirement for S-1 Program*

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

MEDAN

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University of North Sumatera Medan as Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan*

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di
munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU
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Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

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ABSTRACT

Wahidah Hasanah. Registration Number:34154149. Student's Learning Style in Reading Comprehension At Ten Grade Madrasah Aliyah Swasta PAB 2 Helvetia.AThesis, English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Of North Sumatera, 2019-2020

This study aims to determine: 1) to find out how to learn visual learning, auditory learning styles, kinesthetic learning styles in reading comprehension in MAS PAB 2 Helvetia.

This research is a type of phenomenological research with a qualitative approach. Data collection methods in this study are observation, unstructured interviews and documentation. the technique used to analyze the data in this study uses Miles and Huberman's data analysis techniques. Data is done by data reduction, displaying data and drawing conclusions. The researcher uses a credibility test that is the extension of participation, perseverance of observation, triangulation of sources, methods and techniques, dependability, transformability, and confirmability to obtain data validity.

The results of the study showed that the learning styles of students in class X MIA MAS PAB 2 Helvetia is a combination of visual learning styles (reading, looking at pictures), auditory learning styles (listening to lectures, discussing and asking questions) and kinesthetic learning styles (practice, demonstration, role play).

Keyword : Learning Style, Reading Comprehension

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Finally, the writer realizes that this skripsi is still far from perfection. Thus, comments, critics and suggestions will be openly appreciated for better future studies. The writer hopes that this research would be a positive contribution to the educational development, the readers and the other researchers.

Medan, October 2019

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CHAPTER I

INTRODUCTION

1.1 Background of the study

Based on the standard competency in curriculum KTSP, the students of the Senior High School at Ten Grade are expected to understand the meaning of functional text and simple essay in the form of descriptive text in the context of daily life.¹ However, in reality, reading is difficult in language especially for the students. Based on observation in Islamic Senior High School had some problems in reading text. In other words, the students should be able to get knowledge and understand the context that has been explained in the text.

Moreover, there are many factors that cause the low achievement in reading. It means that factor internal and external. The internal factor such as motivation, and talent. But in the factor external consist of environment, friends, facility or media. In fact, Students' Learning style in Islamic PAB 2 Helvetia still applies. In this case the researcher want to know some of learning style in reading comprehension. But in this case there are some of expert to define about learning style, one of them is Deporter and Hernacki they are state that learning style is one of important things in student's learning process. The use of learning style is that make it easy for teachers to incorporate them into their teaching. Divided learning style into three : they are visual learning style through what they see, auditory learning style through and kinesthetic style through²

¹ Depdiknas, Kurikulum 2006 : *Standar Kompetensi Dasar MA/SMA*, Jakarta : Departemen Pendidikan Nasional, 2006

² H.Douglas Brown, *Principle of language Learning And Teaching*, Fifth Edition, (San Fransisco : Longman, 2007), p.7

According to Kolb, He said that 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. And Learning style also needs in reading comprehension. In learning language, one of aspect that should be improved is reading. In daily life, it is very important to get information from every reading passage. Especially in learning English therefore, when the students learn to read, they should be able to comprehend reading during the process of reading. They need to comprehend reading deeply. Reading is part of language skills that need to be increased by the students. reading is one of language skills that cannot separated from other language skills because the students' ability in one aspect will support their ability in mastering others. It is an important educational goal as without reading., one's language would not improve.

The ability of students in reading is important because by having the ability to read, they will be able to improve general language skills in English; reading can enlarge the students' English vocabulary and it can help to improve the students' writing or speaking abilities. So, it can be concluded that reading is one of the keys to success for everyone who wants to be an educated person.

The characteristic of learning styles differ one learner from another, such as visual, auditory and kinesthetic. It will help learner to determine their strategies in learn subject. Strategies are general characteristics that differentiate one individual from another. It helps learner to solve their problem in certain learning. Both learning style and strategies have strong influence in learning.

Based on the explanation above, learning style and strategies have correlation and influence by each other. Students' who understand learning style, will find certain strategies in certain subject and use in effective way. It helps them to improve their achievement in learning³

Reading is understanding written text. It assumed to be difficult because reading requires a complex activity that involves perception and thought⁴ John J Beboe claimed that "Reading is much more complex process." We know that effective reading involves all of higher mental process. It involves recall, reasoning evaluation, imagining, organizing, applying and problem solving⁵

Grabe and Stoller (2002:29) define reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. It means that is not only recognizing word but also thinking responding. An individual's ability to comprehend text is influenced by their traits and skills one of which is the ability to make inferences. If word recognition is difficult, student use too much of their processing capacity to read individual words, which inference with their ability to comprehend what is read. There are number of approaches to improve reading comprehension. Including to improving one's vocabulary and reading strategies.

³ David Kolb, in Doris B Matthews, *An Investigation of Learning Styles and Perceived Academic Achievement for High School Students*, Taylor and Francis Group, 69,1996,p.249

⁴ Elizabeth Pang 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 Holistic, vol 3 no. 5, 2011, p. 3.

⁵ John J Deboer and Martha Dallmann, *The Teaching of Reading*, (New York: Holt Inc, 1964), p. 17

Saadi states reading difficulties is a common problem of students. he stated that there are many students encounter difficulties in reading. Having good competence in reading is very important for English foreign language students. Likewise, Students in Senior High School, they also encounter reading difficulties. They also supposed to master reading skill because reading is one of primary subject matter and they will find a lot of reading materials. However acquiring reading is not easy for students. Thus, reading becomes common problem among students in Senior High School.

Rebecca states one of main factors that help to determine ho and how will student learn a second language or foreign language which can influence their comprehension ad listening, speaking, reading, reading and writing is learning styles. Thus, it can be concluded that learning style relates to skills comprehension.

Nolting emphasized on Saadi, students academic achievement positively increases if they are away of their learning style and how they learn best. Moreover, Dorris states students' learning styles influence their own academic achievement. Based on statement above, learning styles plays crucial role in the leaning process and influences students' reading achievement for learning styles relate to the way people acquire and comprehend information. They will learn easily through their own learning styles.

The observation has done in MAS PAB 2 Helvetia, the writer found that the students have difficult in understanding reading in English, so the students confused what they have read. Then try to find out difficult word in a text in dictionary. Beside, the students feel monotonous in leaning reading. Also they

cannot use their learning in learning reading. From the problem above it is necessary to identify learning styles at ten grade students in MAS PAB 2 Helvetia based on visual, auditory, and kinesthetic especially in reading.

1.2 The problem of the study

- a. What learning style do the student have in reading comprehension at X Grade in MAS PAB 2 HELVETIA?
- b. How learning style do the student have in reading comprehension at X Grade in MAS PAB 2 HELVETIA?
- c. Why learning style do the students' have in reading comprehension?

1.3 The objective of the study

- a. To find out the students learning style in reading comprehension at X Grade in MAS PAB 2 HELVETIA
- b. To find out do learning style have in reading comprehension
- c. To find out style what they choose learning style is choose

1.4 The scope of study

The scope of the study will be focused on students' learning style in reading comprehension by applying VAK (visual, auditory, kinesthetic) VAK is one simplest models that includes vision hearing and feeling. Visual learning style preferred learning through seeing, auditory learning through hearing and kinesthetic learning by doing.

1.5 The significance of the study

The study is expected to have both theoretical and practical perspectives

1. Theoretical perspective

- a. The result of the research will be useful to improve the teaching learning process, especially in reading comprehension.
 - b. This study can be used as references for students who want to conduct the research about learning style in reading.
2. Practically significance
- a. This study will be inspire for English teachers to know students' learning style in reading comprehension
 - b. This study is also expected to encourage the students to know their learning style, especially in learning reading.

CHAPTER II

REVIEW OF LITERATURE

2.1 THEORETICAL FRAMEWORK.

2.1.1 Definition of Learning Style

Suyono and Harianto defined that learning is an activity or process to acquire knowledge, to increase skill, to correct behavior and to reinforce personality.⁶

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

Preferred or diverse ways of learning, comprehending and knowing is contributed by three types of factors, they are cognitive factor ; different ways of perceiving, organizing and retaining information, affective factor ; different attitudes, value and emotions and psychology factor; different psychological development.⁷ The three factor clearly tell that every student has different ways in learning.

In addition, students' self assess will be encouraged if they know how they learn best and their role in the instructional process. Then, students who

⁶ Suyono and Hariyanto, *Belajar dan Pembelajaran*, (Bandung : PT Remaja Rosdakarya Offset, 2011), p.9.

⁷ Myra Pollack S and David Miller S, *Teachers, Schools, and Societies*, (Newyork : Mc Graw Hill, 2005), p. 38

Are encouraged to examine how they learn talk different view of the process in the classroom and it will give impact to them in behavior and achievement.⁸

Hence, it is important for students to know the ways they used to learn. For it is connected to students favor of some particular method of interacting with, taking in and processing stimuli or information of knowledge and it will affect students learning outcomes.

So, based on my opinion is learning style it's means that how to method or strategies to learn of study. Actually learning style are some of method or strategies according to Suyono and Harianto namely is cognitive, affective and psychological.

Learning style is the ways of students in absorbing and understanding the information or idea. In the other side, it could be said that learning styles is the preference ways in learning.

According to Kolb, he emphasized "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."⁹

Meanwhile Hilliard stated" learning styles are the characteristic ways in which an individual acquires, perceives, and processes information. ¹⁰ Meanwhile,

⁸ Nic. Cooper and Betty K. Garner, *Developing a Learning Classroom*.(Thousand Oaks: Corwin, 2012) p.30

⁹ David Kolb, in Doris B Matthews, *An Investigation of Learning Styles and Perceived Academic Achievement for High School Students*, Taylor and Francis Group, 69,1996,p.249

¹⁰ Hilliard in Zainal Abidin Naning and Rita Hayati, *The Correlation between Learning Style ad Listening Achievement of English Education Study Program Students of Sriwijaya University*, Jurnal Holistics, 2011,p.2s

based on Dunn and Dunn statement.” Learning style is the way in which each learner begins to concrete on, process, absurd and retain new and difficult information¹¹.

So based the result from those statements, learning style is the way a person prefers to learn. She or he will enjoy and feel comfortable in absorbing the information with her or his own way.

Learning style, different to approaches in learning, is a term used to describe the attitudes and behaviors, which determine an individual’s preferred way of learning. Although the students have the combination of learning styles, they usually have dominant learning style or their own preference style. Others usually find that they use different style in different circumstances. It is just the matter of preference of the way in learning or absorbing information.

2.1.2 Types of Learning Styles

Students have combination in visual, auditory, and kinesthetic learning style, but definitely there is one most dominant Deporter and Hernarcki (1992) as explain some characteristics as visual, auditory, and kinesthetic learning style. As for the characteristics of learning style, as follow

a. Visual learning style

Visual means connecting with seeing or sight. According to Yong, visual learning style refers to a preference for learning 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

¹¹ Dunn and Dunn in Zainal Abidin Naning and Rita Hayati. *The Correlation between Learning Style and Litening Achievement of English Education Study Program Students of Sriwijaya University*, Jurnal Holistics, 2011. P.4

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 presentations, videos, pictures,

b. Auditory learning style

Auditory 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 mains point of a book or teachers statement and let them say out loud the meaning of the illustration and main subject headings and recite any new vocabulary words. It can be helpful for them to comprehend the material of the subject matters.¹²

Abbas Pourhoussein Gilakjani pointed out, “auditory learners discover information through listening and interpreting information by the means of pitch, emphasis and speed.¹³Deborah Daiek and Nancy Anter said that auditory learning style is learning through hearing lectures or audiotopes. Daiek and Anter elaboraye 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

¹²*ibid*

¹³ Abbas Pourthossein Gilakjani, *Visual, Auditory, Kinesthetic Learning Styles and Their Impact on English Language Teaching*, Journal of Studies in Education, Vol.2, No 1, 2012,p.106

rhythmic sounds, listening carefully, talking and listening with a partner, using rhythmic sounds, listening carefully, talking to own selves and reading aloud.¹⁴

Here are the characteristics of auditory learner, elaborated by Booby De Porter and Mike Hernaki, they pointed that auditory learner 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.¹⁵

Likewise some definition above about auditory learning style, Abbas Pourhoussein Gilakjani and Deborah Daiek and Nancy Anter asserted that auditory learners focus on hearing attention to absorb information. It means that should be hear firstly, and then they can memorize and understand the information.¹⁶

So the consequently, it can be concluded that auditory learners use their sense of hearing to absorb and comprehend knowledge rather than reading.

c. 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

¹⁴ Deborah Daiek and Nancy Anter, *Critical Reading for College and Beyond* ; (New York ; McGrawhill, 2004), pp.12-13.

¹⁵ Booby de Porter and Mike Hernacki, *Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan*, (Bandung : Kaifia, 2000), pp. 116-118.

¹⁶ Abbas Pourthossein Gilakjani, *Visual, Auditory, Kinesthic Learning Styles and Their Impact on English Language Teaching*, *Journal of Studies in Education*, Vol.2, No 1, 2012, p.106

world around them. Joy M. Reid stated, “Kinesthetic learning : experiential learning , that is total physical involvement with a learning situation.”¹⁷

Kinesthetic learners learn best through movement. The human body is naturally built for movement and kinesthetic learners prefer to keep their bodies in motion. Kinesthetic learners process information best when moving their bodies. They like to move their hands and respond to sounds and music through physical movement such as playing or juggling objects. They are not concerned with visual or aural presentations and do not process information effectively when presented information in such formats. Instead, kinesthetic learners learn best in environments where they can be physically involved in the learning process.

Within the kinesthetic realm, individuals exist who learn best by participating in hands –on activities. These individuals are described as haptic learners. They prefer using their sense of touch learn ; therefore, they benefit greatly from activities that require them to work with their hands. They enjoy artwork, piecing things together, tracing pictures, underlining words as they read, taking notes while listening, and keeping their hands busy, especially if they have low aural preferences.¹⁸

The another hand, based on the Zainal Abidin about the research he said that kinesthetic learning style is students who have kinesthetic learning style prefer to think out issues, idea and problems while the teacher giving exercises. These learners typically uses larger hand gestures and other body language to

¹⁷ Joy M Reid, *The Learning Style Preferences of ESL Students*, *TESOL QUARTERLY*, Vol. 21, No. 1, 1987, p.89.

¹⁸ Nahla M.Moussa, *The Importance of Learning Styles in Education*, Institute for Learning Styles Journal , Vol. 1, 2014, p.21

communicate. They learn best through a hands- on approach and may find it hard to sit still for a long periods and may becomes distracted by their need for activity and exploration.¹⁹

In addition, stated by Deborah Daiek and Nancy Anter. “ kinesthetic learning style 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 take notes and create pictures, prefer stretching and moving from chair, 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 courses²⁰

As the result, kinesthetic learning style is the way students comprehend information that they learn through their physical body movement or demonstrations

2.1.3 Factors of learning styles

Students’ learning influenced by some factors, according Dunn and Dunn.

a. Environmental :

It likes sounds, light temperature in learning process is very influencing to students’ learning. There are a half of students’ more like to learn in comfortable

¹⁹ Zainal Abidin Naning and Rita Hayati, *The Correlation between Learning Style and Listening Achievement of English Education Study Program Students of Sriwojaya University*, *Journal Holistics*, Vol 3, No. 5, 2011, pp. 10

²⁰ Deborah Daiek and Nancy Anter, *Critical Reading For Collage and Beyond*, (New York : Mc GrawHill, 2004),pp. 12-13

place or in a quiet place and there is no noisy sound, but there are students like to listen the radio while they are reading a book.

b. Emotional :

It means that the emotion of students' self. For instance, motivation the effort, responsibility. Motivation can be the main power driver to attack the students motivation divided into two : they are intrinsic motivation and extrinsic motivation. Intrinsic motivation is the inside stimulus of students. .it means that the motivation comes from inside while extrinsic motivation is forced motivation to get the high advantage ; such as reward and punishment.

c. Sociology

There are students' tendency to be lonely without join with other students. they believe that they are able to learn without interference of others

d. Physical :

Students will use all the senses in learning process, even in remembering something or someone. For instance, from audio they can produce sound to hear and remembered all things during the learning process.

e. Psychology :

It concerned to reflective and impulsive, global and analytical. Students that reflect the impulsive learn tend to learn quickly. For reflective is more take care of making decision and it will think deeply before involved in learning process.²¹

²¹ Dunn and Dunn in Zainal Abidin Naning and Rita Hayati. *The Correlation between Learning Style and Litening Achievement of English Education Study Program Students of Sriwijaya University*, Jurnal Holistics, 2011. P.4

2.1.4 Reading

a. 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 levels and components that must be mastered.”²² Hence, it can be said that reading is fundamental skill or achievement that should be mastered for achieving one purpose.

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.²³

Reading is useful especially for language acquisition. As stated by Teresa Walsted, reading is an effective process in which students think, reason, and apply strategies to construct meaning.²⁴

Reading is an active process or 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 active process that has two ways of communication between an author

²² Danielle S. Mc Namara, *Reading Comprehension Strategies : Theories, Interventions and Technologies*, (New York : Lawrence Erlbaum Associates, 2006),p. 3

²³ Christine Nutall, *Teaching Reading Skills in a Foreign Language*, (Oxford : Heinemann International, 1989),p.4 .

²⁴ Teresa Walsted,*Teaching English Language Learners*, (New York: Longman, 2004), p. 49

3. Read, and your Lord is the most generous,
4. Who teaches humans with pens,
4. He taught humans what he did not know

Narrated by is Aisyah in a hadith in the book Shohih Bukhori, When he (Rasulullah) was in Cave of Hira, an angel came and said, 'Read it!' He said, 'I really can't read. He took me and held me so that I was tired. Then he let me go, then he said, 'Read it!' So, I said, 'I really can't read:' Then he took and held me a second time, then he let me go, then he said, 'Read it!' So, I said, 'Really I can't read' Then he took and held me for the third time, then he let me go. Then he recited, "Iqra 'bismi rabbikalladzi khalaq. Khalaqal insaana min'alaq. Iqra' warabbukal akram. Alladzii 'allama bil qalam.' Allamal insaana ma laam ya'lam"²⁹

So, based on my mind, Allah has ordered us to read. So we as a human must be do it. If we are difficulties allah will be help us. Believe it if we have many to read , we will be on comprehend in the world and we can be know what must order

Hence, from the explanation above a simple conclusion can be given to make easier to comprehend, reading is a process, activities or abilities on purpose to gathering and comprehend information whether from printed age or not.

2.1.5 Purpose of reading

Reading is an activity with purpose. Grabe and Stoller (2002 :13) mentioned the purpose of reading. here are :

²⁹ Bukhori, *Alquran dan Terjemahannya*,

a. Reading to search a simple information and reading skim

Reading to search simple information reading skim is a common reading ability, though some researchers see it as relatively independent cognitive process. In reading to search, typically scan the next for a specific word. As an example, usually search through a telephone directory to find key information, either an address a phone number. In prose text sometimes, slowdown to process the meaning of sentence or two in search of clues that might indicate the right page, section, or chapter. Similarly, reading to skim is a common part of many reading tasks and a useful skill in its own right. It involves, it essence, a combination of strategies for guessing where important information might be in the next, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

b. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to :

- 1) Remember main ideas as well as number of details that elaborate the main and supporting ideas in the text.
- 2) Recognize and build rhetorical frames that organize the information in the text.
- 3) Link the text to the reader's knowledge base

c. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary , mutually, supporting or conflicting

information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. Both reading to write and reading to critique text may be task variants of reading to integrate information. Both require abilities to compose, select, and critique, information from a text. Both purposes represent common academic task that call upon the reading abilities needed to integrate information.

d. Reading for general comprehension

Reading for general comprehension is the most basic purposes for reading, underlying and supporting mot other purposes for reading. General reading for comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of may process under very limited time constraints.

In addition, River and Temperly elaborated more detail about the purpose of reading as cited in Materials and Method in ELT (1993: 90) McDonough and Christhoper 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 instruction 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
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.³⁰

From those statements above, it can be over generalized that the main or primarily aims of reading is to get information whether they read for pleasure or not. Information is crucial aspect that people want for fulfilling their need when they are reading, it is for getting comprehension or meaning of the material content.

in alquran there is a relationship about the purpose of reading. Allah Swt said that:

وَيَعْبُدُونَ مِن دُونِ اللَّهِ مَا لَمْ يُنَزَّلْ بِهِ سُلْطَانًا وَمَا لَيْسَ لَهُمْ بِهِ عِلْمٌ وَمَا لِلظَّالِمِينَ مِنَ نَصِيرٍ ﴿٧١﴾ وَإِذَا تُلِيَتْ عَلَيْهِمْ آيَاتُنَا بَيِّنَاتٍ تَعْرِفُ فِي وُجُوهِ الَّذِينَ كَفَرُوا الْمُنْكَرَ يَكَادُونَ يَسْطُونَ بِالَّذِينَ يَتْلُونَ عَلَيْهِمْ آيَاتِنَا قُلْ أَفَأَنْتُمْ بَشَرٌ مِّن ذَٰلِكُمُ النَّارِ وَعَدَّهَا اللَّهُ الَّذِينَ كَفَرُوا وَبَشَرٌ الْمَصِيرُ ﴿٧٢﴾

The meaning are :

71. and they worship other than allah what allah does not send down information about and what they themselves have no knowledge of and for the wrongdoers there is not a helper at all

72. and when we read our verses in palaint light, you will see sign of disbelief in the face of those who disbelieve. Almost they attavked those who read our verses before them. Say : will I tell you that is worse than that, hell? “god has thereatened him with unbilievers and hell is the worst plays to return.

2.1.6 Reading comprehension

³⁰ Rivers and Temperly in Jo Mc Donough and Christopher Shaw , *Materials and Method in ELT*, (Oxford : Blackwell Publisher,1993),p.90.

Comprehension is the reason of people to read. They will find lots of texts in daily life for being comprehended. Then, in comprehending a topic or main idea, people definitely interact with the text relating pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Hence, it is necessary for people especially students in Senior High School to master reading comprehension in order to they can understand every texts they will be read along learning English.

According to Grabe and Stoller “Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.”³¹

Meanwhile, reading comprehension based on *Developing Reading Skills (A practical guide to reading comprehension exercises)*, “Understanding a written text means extracting the required information from it as efficiently as possible.”³²

Meanwhile asserted by Collins state that reading is an active process connected to the thinking process, textual content and knowledge, expectation and purpose of reading .³³ Paris and Carol emphasized reading comprehension is the process of understanding the message that the author is trying to convey. Very simply, it is making meaning from the text at hand. ³⁴

³¹ Edward David Allen and Rebecca M. Valette, *op. cit.*, p. 249.

³² Francoise Grellet, *Developing Reading Skills: A Practical Guide To Reading Comprehension Exercise*, (London: Cambridge University Press, 1986), p. 3.

³³ Cathy Collins Block, Lori L. Rodgers and Rebecca B. Johnson, *Comprehension Process Instruction: Creating Reading Success in Grades K-3*, (New York: Guilford Press, 2004), p. 3.

³⁴ Pamela J. Farris, Carol J. Fuhler and Maria P. Walther, *Teaching Reading: A Balance Approach for Today's Classroom*, (Boston: McGraw-Hill Companies, 2004), p. 321.

From all of definition above, it can be concluded that reading comprehension is the process of understanding textual content and knowledge constructing meaning through interaction with written language

2.1.7 Level of reading comprehension

The explanation of reading comprehension is divided into three levels, namely literal comprehension, inferential comprehension and evaluative comprehension.

a. Literal comprehension

Literal comprehension focuses on ideas and information explicitly stated in the selection. The information includes finding the main ideas, details and the sequence of events that are explicitly stated in the text. Literal comprehension is important requires the student to have the necessary background information including knowledge of vocabulary that is used in the text.

b. Inferential comprehension

Inferential comprehension refers to the understanding of the information that is not explicitly stated in the text. The information is implied within the text in inferential comprehension, the students need to understand the anaphora, or the use of one word or phrase in place of another one that has been previously used. Pronouns are used in place of nouns without an explicit connection between them. Besides, identifying cause effect relationship and making predictions are also used in inferential comprehension.

c. Evaluate comprehension

Evaluate comprehension refers to the ability to use critical thinking skills and logical analysis to evaluate the text. The support from the teachers is need to

develop evaluate comprehension skills of the students skills for evaluate comprehension including the following:

1. Detecting contradiction and weakness how the writers develop their arguments.
2. Judging the accuracy of the information in a text based on prior knowledge reasoning, and information from other texts
3. Differentiating facts and opinions, evidence from conclusions and relevant/ irrelevant information in the text
4. Recognizing the author's ideology, moral and intentions.³⁵

2.1.8 The measurement of reading comprehension

Tuner state that there are four aspect of measuring in reading comprehension

a. Different sound

While the students are asked to read the text, the teacher will asses them by hearing their pronance or the sound that the student may say.

b. Paraphrase recognition.

Paraphrase recognition means that the students are able to develop the main idea by using own words. The teacher will asses them by looking at the way of they develop the main idea and also coherence between the main idea with supporting idea.

c. Information transfer

³⁵ Arthur W.Heilman.2005. *Principles and Practices of Teaching Reading*.USA Charles E.Merril Publishing Company. P. 243.

The teacher assesses the students' reading comprehension not only through their pronunciation, but also how they transfer the information others (listener)

d. Finding the state information

The study focuses on literal comprehension, so the aspect to be concluded in the text are paraphrase recognition and finding the states information. It means that the teacher does not assess student through their findings on the printed page³⁶

2.1.9 Reading and Learning Style

Reading is useful for language acquisition. Many people want to be able to read text in English either for careers, for study purposes or simply for pleasure. Further, reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

The way students reading depend on their learning styles. The learning styles of students are uniquely diverse. Therefore, it is important to understand and being aware of students' learning style preference in reading because their learning style preferred could bring improvement in students' reading achievement in school.

Ellis stated that students' preferred ways of learning affect their second language learning input and output, such as learning task or comprehension of four English skills whether productive or receptive skills.³⁷

³⁶ T. Tuner Comprehension : *Reading For Meaning: Teaching Reading*, (London Scott.Foressman,1988)p.161

³⁷ Rod Ellis, *Second Language Acquisition*, (Oxford: Oxford University Press, 2003), p. 73.

Armbruster state “reading as a complicated process, and achievement in reading has been linked to learning styles.³⁸In addition, Stahl on Abu Ibrahim Saadi reported, “teachers need different approaches to teach students to read, because learning styles indicate that different children differ in their phonemic abilities, in their ability recognizing words, and ability to comprehend and learn from the text, and their motivation and appreciations of literature. ³⁹

Hence, from the statements above, it can be understood that reading and learning styles relates each other. Learning styles are important to be known and award whether by students or teachers due to its indication to the ability of people in reading or recognizing meaning of the text.

2.1.10 Fastest

Related to the effective way in teaching reading comprehension, speed reading or fastest reading technique was one of the alternative ways that could be used to help the students read quickly. Speed reading is seeing; the first step in reading anything is seeing the words. Richard Sutz state that people read one word at time. To read, they thought, you moved your eyes left to right across the page, taking in one word after the other. Under this theory, fast readers were people who could identify and recognize the words faster. ⁴⁰.

2.1.11 Related Study

There are some previous studies which relates to comparison between learning style and reading comprehension.

³⁸ Armbruster, et.al., *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3 (3rd Edition)*, Jessup: MD National Institute for Literacy, 2003.

³⁹ Stahl 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. 3.

⁴⁰Richard Sutz, *Speed Read For Dummies*,(Canada, Willey Publishing, 2009)

Firstly, the research was conducted by Abbas Pourhossein Gilakjani about Visual, Auditory Kinesthetic Learning Style Reading Comprehension and Their Impact on English Language Teaching. In his journal about the improvement of learning styles in understanding the contents of the reading. On this occasion researchers want to know which learning styles are often used by students in improving the quality of reading comprehension. Researchers have succeeded that the strategies that are often used by students are visual strategies. Because the researcher said that if you understand a reading people will understand the contents of the reading. Many of us are lazy to read books, and many of us just want to know quickly how the contents of the reading are read.

On this occasion all researchers have submitted their research results starting from the results of the first journal to the fourth journal all the methods used are almost the same average. In it, many discuss strategies to improve students' reading skills. Therefore, on this occasion I took advantage of strategies to improve reading skills in both visual, auditory and kinetic strategies.

The advantage of this strategies are :

1. We can easily understand from every reading text if there are pictures in it, this is the advantage of visual strategies
2. We can easily understand reading in the method of hearing. Usually in this technique many children like it like telling stories or telling stories.
3. We can easily understand every reading text that uses teaching aids, for example: if one of the students wants to convey the reading results he reads then wants to tell back in front of his class by using teaching aids as help for him. Well, this method is called the kinesthetic method

2.2 Conceptual Framework

Reading is one of important things in learning language that's why? If we want to read book or speak up by orally we must know how to the pronounce, intonation, and the meaning word of articulation. As we know if we want to be smarter reading in English language. We must know the strategies reading skill. We must understand that the meaning text or reading comprehension.

According Deporter and Hernacki (1992) he said that learning style is one of important things in student learning process.

So, based on the text above i can concluded that if we want to learning reading comprehension we need style. Therefore researcher and teacher make of technique to make student easy to understand reading comprehension to using learning style. For here the researcher can be know to improving reading skills and causes the student can comfortable to delivered reading skill.

So in this case there is gab it, all of the theory by expert is so complete and having to explain it. So in this case i want to looking for the advantage and weakness from the reading skill or strategies in reading comprehension.

According to Deporter and Hernacki he said that "To know the strategies skill reading we should know types of strategies to improving reading comprehension" that are :

1. Kinesthetic strategies
2. Auditory strategies
3. Visual strategies

As you know kinesthetic strategies are kinesthetic that need approach such active approach. "While, auditory strategies is the strategies that use from

listening after that you interpreting your read. While, visual strategies are the comprehension that using by your look after that you interpreting the all meaning of the strategies will be connected with for journal.

Therefore, all of the researcher making some of strategies to understand reading comprehension skill. Here we will know how to improving reading comprehension. All of the strategies many the advantages. My gab on the future is the advantage from using the strategies reading comprehension, that are kinesthetic strategies, auditory strategies, and visual strategies.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Each study should be planned. For that it takes a design of research, because the research design is a plan on how to collect and analyze data in order to be implemented economically to appropriate with the purpose of the research to be achieved. Based on the problems and objectives of the research that has been put forward in the previous chapter, which researchers want to get information that completely and deeply about how to students learning style in reading comprehension. This research, it uses approach qualitative research and the technique use descriptive analyzes.

This research was used descriptive qualitative research. Ary (2000 25) states that qualitative research. In contrast, focuses on understanding social phenomena from the perspective of the human participant in the study. The data are collected in natural settings, and the research aims the generating theory rather than testing theory. Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.⁴¹

⁴¹LexyJ.Moleong, 2017, *Metodologi Penelitian Kualitatif*, Bandung : RemajaRosdakarya,p.6

3.2 Research Setting

a. Place of the research

Because that want to be a focus on this research is students' learning style in reading comprehension, so that want to be the participant is Student's in MAS PAB 2 Helvetia.

b. Time of the research

This research will be done in MAS PAB 2 Helvetia. Choosing this location Firstly, this location had to choosing of researcher. Secondly, the location near with address of writer. this research will be held on August until September And even though still on needing of the data, causes possibly the time of research will be need some of extra time until the data will be getting by the researcher.

3.3 The subject of study

3.3.1 Population

The subject of study is ten grade students of MA Swasta PAB 2 Helvetia. In this research, the students consist of thirty students.

3.3.2 Sample

There are three class of ten grade students in MAS PAB 2 Helvetia. The researcher choose one class that was X MIA-1.

3.3.3. Technique of Collecting Data

Collecting data is the most important step in the research, because the main purpose of research is to obtain data. Data collection can be done in various sources, and in various ways. Technique of collecting of data will be used to see of the actions are in the form of interview, test, documentation

a. Interview

Interview is the widely used election method. It is a face to face interaction between interview and interviewer. If handled carefully, it can be a powerful technique in having accurate information of the interview otherwise unavailable. At the same time, if the interview is not handled carefully, it can be a source of bias, restricting or distorting the flow of communication.

b. Observation

Formal compiled list of activities to be observed. An observation method uses observation guidelines in the form of check. List as research instrument, component, namely the place, actor, activities. Based on the implementation of data collection, observation is divided into participant observation and non participant observation. In this case the researcher directly involved the classroom activity. The researcher gives the reading text and asks the students to answer the questions.

c. Documentation

Documentation is a record of events that have passed. Ordinary documents are shape, draw, or a person's monumental works.⁴² Research result from observation and interviews will be more credible and can be believed with the documents that support of the accurate data from research result.

The documentation that is use in this research are to get of the data from the school that shaped. It's means that the data of school condition, its back ground, the state of the teacher and staff, situation students, facilities and infrastructure and the structure of management and also other document that can

⁴² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R dan D*,...h. 319

be used for completeness of the data. In this study also used documents in shape questionnaire and voice recording.⁴³

3.4 Technique of Analyzing Data

The Technique of analyzing data is the researcher used by researchers in order to describe the real situation. Therefore researchers divide some setting (research description) that are included by conducting theory Miles and Huberman . this theory conduct preliminary studies and make it a research design

1. Do the study theory

The activity of researcher on the study theory is searching by reference in library, internet, and then collecting to corresponding by focus research. The activity of collecting and searching of material by reference, the researcher have planning on 26 August until 19 September 2019. The activity will be continues until the consultation process of guidance with the lecturer

2. Do preliminary studies

The implantation of the preliminary study that the researchers conducted was to go directly to the location of the study and conduct observation directly and record important things related to the object of this research.

In this activity the concentration of researchers is conducting a search on the role of teacher's personal competence in increasing student's learning motivation at Islamic PAB 2 Helvetia.

3. Making research design

In the research design activities the researcher compiled an outline and outline of the research in a proposal. Next, the researcher describes the actual

⁴³ *Ibid.* 329..

social situation. In the implementation the researcher divides several steps starting from

- a. initial data collection/preliminary study
- b. Collecting of basic data.
- c. Complete /confirm data
- d. Report research

Where as the settings (order or description of the research informants and research activities)

3.5 Trustworthiness of the data

In descriptive qualitative research the validity factor of the data is also very important because a research result has no meaning if it cannot be recognized or trusted. To obtaining recognition of the results this study lies in the validity of the research data that has been collected. Guided by the opinion of Lincoln and Guba in Salim and Syahrurum to achieve the truth, credibility, transferability, dependability, confirmation, techniques are associate with the process of conclusions and data analysis.⁴⁴

In theory that obvious with the drawing process that conclusion and analyses data.⁴⁵ From there is a theory, so it is need to search of data validity.

Namely :

1. Credibility

Credibility on the validity of data is that is an old and inexistic research, meeting the object of the observation. Data inspection from various sources,

⁴⁴ Salim and Syahrurum (2015)*Metodologi Penelitian Kualitatif*, Bandung, Citapustaka Media,p.165

⁴⁵ *Ibid*.p.165

discussing with friends to get input, solve a negative case that rejects research findings and insert theory of data in finding there so no evidence that refuses research findings.⁴⁶ At this stage, researcher do the research in such a way that the level of trust in his invention can be achieved

2. Transferability

Transferability show the meaning of the functions of elements contained in study phenomena and other phenomena outside the scope of the study. The way this transferability is do a detailed description of the data into theory or from case to case. So that readers can apply it in almost the same context.⁴⁷ This criterion aims to make the research findings later applied in the same context with other contexts.

3. Dependability

Dependability is built up from the data collection and analysis of field data and when presenting research report data. In the development of legal design, it was built from case selection and focus. To conducting field orientation and develop conceptual frameworks. According to Lincoln Guba in the Salim books, and Syahrurum book, the validity of this data was built with techniques :

- a. Examining biases coming from the researcher or coming from the object of research
- b. Analyzing with regard to negative cases
- c. Confirming each conclusion from one step to the subject of research.

At this stage the research will be achieved if the researcher is commit to the findings or needs of the researcher.

⁴⁶ *Ibid.*p.165

⁴⁷ *Ibid.*p.168

4. Confirm ability

Confirm ability is identical to research objectivity or descriptive and interpretative validity. The validity of research data and reports is compared to the techniques namely, consulting every step of the activity to the promoter or consultant since the development of the design, rearrange the focus, determine the context and resource persons. Determine the context and resource persons, determine the techniques of data collection and analysis of data and present research data.

This creation is the last criteria, where the researcher relies on the data obtained in the field to see whether the data are objective, factual and supported by appropriate materials that the reader can believe by them⁴⁸.

⁴⁸ Salim and Syahrur, *Metodologi Penelitian Kualitatif*, p.169

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter will be divided into two parts of presentation. They are research findings and discussion. The researcher analyzed how the students learning style in reading comprehension of the Tenth Grade of MAS PAB 2 Helvetia in the academic year of 2018/2019.

4.1 Research Findings

The specific findings of this study are the presentation of the findings that researchers obtained through observation, interviews and document studies. Observation was carried out by directly observing the learning activities carried out at MAS PAB 2 Helvetia. Next, the researchers conducted interviews by asking questions directly and in depth with several informants who were directly or indirectly related after that the researchers conducted several tests.

There are 3 findings related to the students learning style in reading comprehension : (a) visual learning style, (b) audio learning style (c) kinesthetic learning style

a. Visual Learning Style

Visual Learning Style is connecting with seeing or sight. they can memorize the material better when it is presented by using visual media such as : to see pictures media. In this case the researcher has done observation and can be proof with the data interview.

The researcher : Apakah kamu suka belajar dengan menggunakan media gambar?

Interviewee R : Rahma sangat suka dengan menggunakan media gambar khususnya untuk belajar bahasa inggris,karena lebih asyik ketika melihat gambar disana dan membuat rahma lebih mudah memahaminya. Karena ketika ingin mengerjakan soal reading rahma lebih suka gruru menjelaskan terlebih dahulu baru rahma mengerti.

The researcher : Apakah kamu suka belajar dengan menggunakan media gambar?

Interviewee (AF) : Aldino sangat suka dengan menggunakan media. Karena lebih jelas penyampaian materinya. Apalagi pakek media gambar gitu kk

The researcher : Apakah kamu suka belajar dengan menggunakan media gambar?

Interviewee (SM) : Sakinah Muizzaah suka banget pakek media kak. Apalagi ada gambarnya. Kan banyak itu kak kalau kita temukan di teks reading ada gambarnya. Selain

itu kalau misalnya nggak tau jawaban dari teks itu
kita bisa lihat gambar tersebut.

Based on the interview above, the researcher can analyze that the learning style they like is something that focuses on their vision, for example by using pictorial media or the book media itself.

Based on observations that researchers found that when studying English the teacher brought a media and it was seen that the students liked the lesson and they focused on what they saw.

b. Auditory learning style

Auditory 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 point of a book or teachers statement and let them say out loud the meaning of the illustration and main subject headings and recite any new vocabulary words. It can be helpful for them to comprehend the material of the subject matters

Based on the data obtained, students' auditory learning styles can be found as follows: (1) listen to the speech (2) discussions, and (3) questions session and answers session. Based on the observation I was founded that the students more like listening their to teach. Speech is one of the teacher's methods of teaching, students who have an auditory learning style are usually very happy if they hear the sound rather than see.

1. Listen to the speech

Listen to the speech is one of them to the teacher method in lesson, the student's have auditory learning style usually happiness if they are more like to listen sound than look it.

The researcher : Apa yang kamu lakukan ketika guru bahasa inggris kamu menjelaskan di kelas?

The interviewee (NK) : nurul biasanya kalau guru bahasa inggrisnya menjelaskan nurul catat dibuku tulis karena biasanya izdi suka membaca buku berulang ulang kali jadi kalau ujian bisa jadi bahan untuk belajar. Lalu kalau gurunya menjelaskan nurul lebih suka melihat tangannya, suaranya, wajahnya,

2. Discussion

In addition listen to speech the student also happy discussion in lesson. Discussion is one of method to student to change of opinion and of mind it.

The researcher : Bagaimana kamu memahami pembelajaran khususnya belajar bahasa inggris?

The interviewee (TU) : Tasya lebih suka belajar dengan menggunakan metode belajar diskusi kak, karena dengan berdiskusi saya bisa tahu informasi dari teman lainnya dan dapat ilmu yang bertambah selain dari saya.

3. Question session

Question session is the process what happen it's not understand to student when they are study to take a conclusion that this lesson have to understood.

The researcher : Saat guru memberikan pertanyaan, bagaimana kamu menjawabnya?

The interviewee (SN) : Kalau guru ngasih soal nabila pahami dulu soalnya.lalu buka buku, cari jawaban, habis itu langsung angkat tangan.

Based on the interview above, the researcher can analyze that the learning style they like is something that focuses on their hearing , for example by using listening to speech, discussion, and question session Based on observations that researchers found that when studying English the teacher brought a tools such as loudspeaker . when the researcher observation , the teacher take loudspeaker as a material lesson,and it was seen that the students liked the lesson and they focused on what they saw.

c. Kinesthetic learning style

Based on the data, kinesthetic learning style that was found is practice. Practice method is teaching that done directly. To give example that real and the understood in deeply. There is student prefer the lesson by practice more than theory.

The researcher : Bagaimana kamu mengingat atau menghapal dalam memahami kosa kata didalam reading teks?

Interviewee (AD) : Saya kalau memahami reading teks pertama saya cari dulu artinya dikamus lalu saya sesuaikan artinya jika ada kata yang belum pernah saya

temukan maka saya hafal dengan menggunakan jari
sejauh mana saya menghafalnya

The researcher : Selama kamu disekolah atau dikelas pernah tidak
berpidato dengan menggunakan bahasa inggris?

Interviewee (DR) : Pernah, karena disekolah ini ada namanya upacara
agama kak. Nah didalamnya ada agenda berpidato.
Berpidatonya banyak ragam bahasa. Salah satunya
itu berpidato bahasa inggris.

Based on the interview above can be concluded that the practice is one of
kinesthetic learning style. Based on the observation the researcher look at the class
that the teacher is invite the students to speech by using English.

In addition research findings, the researcher have another some of
interview about how the way to comprehend in reading text. The interview as
follow:

The researcher : Bagaimana cara kamu memahami sebuah teks
reading?

Interviewee (FS) : Pertama saya artikan dulu soalnya kak, lalu saya
cari arti soal ceritanya. Nah dari situ saya bisa
paham untuk mengerjakan soal reading teks

Interviewee (SK) : Kalau salwa cari kata kunci yang ada disoal kk.
Lalu cari kata yang mendekati soal reading teks di
ceritanya atau narasinya kak salwa tidak
mengartikan teks narasinya tapi hanya salwa pahami
aja maksud dari soalnya kak.

Based on the interview above can be concluded that the student can be understood to do exercise by using English text. Although they are different opinion but the students have the way solution to do exercise it. The difference is time. There is need long time and there is need short time.

The researcher : Bisakah kamu membaca teks bahasa inggris dengan lancer?

Interviewee (PM) : Kurang pandai kak. Karena saya tidak suka pelajaran bahasa inggris. Jadi bahasa inggris saya hanya sekedar aja

Interviewee (DM) :Kalau saya kak suka pelajaran bahasa inggris kalau saya membaca teks tidak seperti orang barat berbicara Cuma saya sedikit tahu bagaimana cara membacanya dan jika saya tidak tahu cara membacanya saya bertanya kepada guru saya bagaimana cara membacanya.

Based on the interview above can be concluded that the student can be understood how the pronounce in English but there is student didn't like lesson in English. So the researcher can be conclude DM (Delvi Mustika) Understand a little how the pronounce by using English if he is not know how the pronounce , he is ask the teacher but (Puan Maulida) She is didn't like lesson English language so she is so lazy to study in English

Based on the observation the researcher find out that Delvi is clever and then have the competition in the class but Puan so naughty and so lazy in the class. So PM can be find knowledge when she is lesson English language.

4.2 Discussion

Based on the above research findings, the focus of research on Student Learning Styles in Reading Comprehension At Ten Grade MAS PAB 2 Helvetia can be obtained several conclusions as follows: There are three types of dominant learning styles that have been found in this study, namely visual (tend to learn through what they see are: reading and seeing media images, auditory (learning through what they hear, namely: listening to lectures, discussions and questions and answers) and kinesthetic (learning through movement and touch, namely: practice, demonstration).

4.2.1 Visual Learning Style

People who have a Visual learning style, learn by emphasizing visual acuity. In the Koran there are many verses that explain how vision (visual) as a means to think.

"... from the belly of the bee comes honey with various colors in it there is a cure for humans, really in that there really is a sign (the greatness of God) for those who think". (Qs.An-Nahl: 69) .

4.2.2 Auditory Learning Style

People who have Auditory learning styles, learn by relying on hearing to be able to understand and remember it at the same time. The characteristics of this learning model truly place hearing as the primary tool for absorbing information or knowledge

Allah SWT said:

جُعِم نَكِي اَنَسَّ ع لُّ بَصِير لُّ فَنِدَةَ نَعَهَكِي تَشَكُر .^٥

Meaning:

"And He gives you hearing, vision and heart so that you give thanks" (Qs.An-Nahl: 78)

Based on the above paragraph it can be understood that students' auditory learning styles can learn faster if they are in a group interaction forum or verbal discussion. He is able to listen carefully to what other people say to small things like: tone of voice, high pitch low, including the speed of speech.

4.2.3 Kinesthetic Learning Style

People who have kinesthetic learning styles rely on physical activities or limbs to actively participate in obtaining information, looking for information, they tend to not be able to stay quiet for long periods of time. Students who have this learning style learning approach that might be possible is to include him in learning or using motion tools.

Students have different ways of learning so students tend to learn something they like. He showed different interests in each activity. Learning occurs when students do activities that are of interest. He made a positive interaction with the material and its tendencies

Based on the findings, class X MIA I students do not show only one learning style, but rather a combination of visual, auditory, and kinesthetic learning styles. The subject of learning is not just reading, but writing (taking notes on learning material) while listening to what the teacher explains. The subject of memorization by repeating reading, happy to discuss with classmates or ask the teacher, and actively do the motion when learning. This finding is in accordance with the statement Suyono and Hariyanto in his book Learning and

Learning Theory and Basic Concepts which state that students have a learning style visual, auditory, and kinesthetic.

The students learn by listening, seeing, writing, touching, and moving. The subject actively asked questions and held discussions with the teacher and friends. The student's like to show their first hand when the teacher asks questions, plays drama, and performs various physical activities, such as tapping their fingers or moving their feet

CHAPTER V

CONCLUSSION AND SUGGESTION

After analyzing the result of the students, about students' learning style in reading comprehension at ten grade MAS PAB 2 Helvetia. The researcher draws the conclusion based on the result of analyzing the data. The researcher also proposed some suggestions for teaching learning process in reading sessions.

5.1 Conclusion

From the result of data analysis of interview, the researcher found three factors about students learning style namely is visual learning style, auditory learning style and then kinesthetic learning style.

There are three students are liked visual leaning style. After that, there are three students are like visual learning style, after that there are three students like auditory learning style and the last kinesthetic learning style. All of the students difference style of reading comprehension. There are so many style use them. There is use media, recording device and tentacle. The researcher also find out the difficulties to understand reading comprehension. The first one is learners background that causes their difficulties. There are students are lack of interest in learning reading because they do not have the desire to read English text and they are lazy and afraid to read the English text. The students are lack of motivation to learn reading because reading is boring for them. And from the grammar, the vocabulary or English text. Mostly, the students said that their teachers technique

is not interesting, the teacher does not give clear instruction in teaching reading, the teacher rarely uses media in teaching, and she/he cannot create interesting activity in learning.

The last factor comes from the learners environment. There are two kinds of environment that cause difficulties. They are home and school environment. The majority of the students experienced lack of facilities in their school since it did not provide enough reading material for them. They are said that lack of parental control in learning because they do not have enough motivation from the parent and lack of parents attention.

5.2 Suggestion

5.2.1 To the Teacher

These suggestions are very useful for the English teachers, especially for the English teacher at the Ten grade students in MAS PAB 2 Helvetia.

- a. The teachers should learn better and be more creative in applying the techniques of teaching reading skill. It is used to solve the students difficulties in comprehending the reading text.
- b. The teacher should identify and teach the vocabulary that related to the text to be learned before the students read the text. It will make the students easy to understand the text.

5.2.2 To School

- a. The school library should provide the collection of English book.
- b. The school should facilitate the teaching learning process.

5.2.3 To Students

- a. The students have to increase their vocabulary, by reading English textbook, find the meaning and memorize a lot of vocabulary.
- b. The students must be able to understand the reading of the descriptive text in their English practice.

5.2.4 To Researcher

The researcher analyzes that this research paper is not perfect yet. There are still many weaknesses dealing with the theory or method or maybe the idea because of the limited skill of the researcher. It is also suggested to the further researchers who want to analyze about students difficulties in reading comprehension, it would be better to analyze with different aspects of this research. This research can support the result of the last research and this research can give a new inspiration to the next researcher.

5.3 Suggestion

5.3.1 To the students

- When the researcher find out research finding her. The students are not understand what is learning style first and the when the researcher do the research all of the students can not read a book reading comprehension clearly. So the researcher have to know what is style reading comprehension it used.
- The students have to read book especially in English book to improve the read book clearly.

5.3.2 To the teacher

- The teacher have to be aware with the students
- The teacher have a learn strategies with the students causes the students can be understand what a learn teach is.

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APPENDICES I

TRANSKIP WAWANCARA SISWA KELAS X MIA-1

A. Pertanyaan

- 5.4 Bagaimana cara belajar yang kamu sukai ?
- 5.5 Apa yang kamu lakukan ketika guru bahasa inggris menjelaskan reading comprehension di kelas?
- 5.6 Bagaimana cara kamu mudah memahami pembelajaran bahasa inggris mengenai pembelajaran reading comprehension?
- 5.7 Bagaimana kamu mengingat/ menghafal dalam pembelajaran reading comprehension khususnya dengan menggunakan style belajarmu?
- 5.8 Bagaimana kamu menjawab pertanyaan reading comprehension langsung kamu beri jawabannya secara cepat?
- 5.9 Bagaimana cara kamu memahami teks reading?
- 5.10 Apa yang kamu ketahui tentang gaya belajar dalam memahami teks reading?

B. Transcript wawancara

Appendix V

1. Interview with the first student (Rahma)

- Researcher : Assamualaikum, selamat pagi dek.
- Student : Walaikumsalam kak, selamat pagi.
- Researcher : Siapa namanya siapa?
- Student : Namaku Rahma
- Researcher : Menurutmu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?
- Student : Ya lumayan kak kadang menyenangkan, kadang tidak terus saya juga tidak terlalu suka dengan pelajarannya.
- Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?
- Student : Sepertinya jelas kak tapi saya yang kurang paham karena tidak tahu artinya.
- Researcher : Apa yang kamu keteahui tentang gaya belajar?
- Student : Yang saya tau gaya belajar itu seperti mendengarkan guru menjelaskan itu termasuk gaya menurut saya.

- Researcher : Bagaimana cara kamu memahami pelajaran bahasa inggris?
- Student : Dengan cara ya membaca teksnya itu dari awal sampai akhir kak.
- Researcher : Apakah kamu tahu suka belajar bahasa inggris atau mendengarkan cerita dengan alat perekam?
- Student : Sedikit-sedikit lah kak, karena kan kadang ada vocabularynya yang gak dipahami gitu kak. Dah gitu kalau didengarkan terlalu cepat dia berbicaranya.
- Researcher : Bagaimana cara belajar yang kamu sukai?
- Student : Saya lebih suka belajar dengan menggunakan media kak berdasarkan apa yang saya lihat. Lalu saya catat dibuku tulis.
- Researcher : Apa yang kamu lakukan ketika gurumu menjelaskan dikelas?
- Student : Yang saya lakukan adalah mencatat apa yang dikatakan ibu guru dan takutnya nanti saya lupa apa yang dikatakan beliau.
- Researcher : Bagaimana cara kamu untuk memahami suatu pembelajaran?
- Student : Mencatatnya kak
- Researcher : Pernah tidak belajar bahasa inggris sambil menghafal kosa katanya dan bagaimana kamu meyelesaikan soal reading teks?
- Student : Pernah. Kalau menyelesaikan soalnya saya artikan dulu satu satu. Lalu nanti dicari jawabannya
- Researcher : Pernah tidak ketika guru memberi pertanyaan langsung kamu jawab
- Student : Pernah, Cuma jarang saya tahu kak kalau misalnya guru bahasa inggris memberikan soal langsung saya jawab.
- Researcher : Bagaimana cara kamu memahami teks reading?
- Student : Diartikan dulu soal ceritanya lalu di cari jawabannya di teks reading kak.

- Researcher : Bisakah kamu melafalkan ucapan teks bacaan dalam bahasa inggris?
 Student : Kalau saya susah dalam memahami pelafalan bahasa inggris kak. Dan kalau saya dengar guru menucapkannya ke kami saya bisa.
 Researcher : Makasih adik atas waktunya
 Student : Sama sama kak

2. Interview with the second student (Nurul Khadijah)

- Researcher : Assamualaikum, selamat pagi dek.
 Student : Walaikumsalam kak, selamat pagi.
 Researcher : Siapa namanya siapa?
 Student : Namaku Nurul Khadijah
 Researcher : Menurutmu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?
 Student : Ya menyenangkan karena gurunya cantik.
 Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?
 Student : jelas kak dan mudah saya pahami tapi saya yang kurang paham karena tidak tahu artinya dan tidak suka pelajaran bahasa inggris
 Researcher : Apa yang kamu ketahui tentang gaya belajar?
 Student : Yang saya tau gaya belajar itu gaya kita memahami pelajaran bisa seperti bermain sambil belajar
 Researcher : Bagaimana cara kamu memahami pelajaran bahasa inggris?
 Student : Cara saya yaitu belatih, rajin baca buku
 Researcher : Apakah kamu suka belajar bahasa inggris dengan menggunakan alat perekam?
 Student : Suka banget kak. Karena saya suka sekali belajar dengan menggunakan alat rekam. Saya lebih mudah belajar dengan apa yang saya dengar kak.
 Researcher : Bagaimana cara belajar yang kamu sukai?

- Student : Saya lebih suka belajar dengan menggunakan music
- Researcher : Apa yang kamu lakukan ketika gurumu menjelaskan dikelas?
- Student : Yang saya lakukan adalah mendengarkan apa yang dikatakan ibu guru.
- Researcher : Bagaimana cara kamu untuk memahami suatu pembelajaran?
- Student : Saya dengarkan. Lalu saya simpan di kepala saya dengan menggunakan long time memory saya kak
- Researcher : Pernah tidak belajar bahasa inggris sambil menghafal kosa katanya dan bagaimana kamu meyelesaikan soal reading teks?
- Student : Pernah. Waktu itu bu guu pernah menyuruh kami unruk menceritakan kembali apa yang dijelaskannya dan menceritakan kegiatan sehari hari kami.
- Researcher : Pernah tidak ketika guru memberi pertanyaan langsung kamu jawab
- Student : Pernah, Cuma jarang saya tahu kak kalau misalnya guru bahasa inggris memberikan soal langsung saya jawab.
- Researcher : Bagaimana cara kamu memahami teks reading?
- Student : Diartikan dulu soal ceritanya lalu di cari jawabannya di teks reading kak.
- Researcher : Bisakah kamu melafalkan ucapan teks bacaan dalam bahasa inggris?
- Students : Bisa kak

3. Interview with the third student (Tasya Utami)

- Researcher : Assamualaikum, selamat pagi dek.
- Student : Walaikumsalam kak, selamat pagi.
- Researcher : Siapa namanya siapa?
- Student : Namaku Tasya Utami
- Researcher : Menurutmu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?

- Student : Ya menyenangkan karena gurunya baik, pintar, kalau kami tidak tahu artinya dikasih tahu.
- Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?
- Student : Jelas kali kak
- Researcher : Apa yang kamu ketahui tentang gaya belajar?
- Student : Yang saya tau gaya belajar itu gaya kita memahami pelajaran bisa seperti mendengarkan guru sambil belajar
- Researcher : Bagaimana cara kamu memahami pelajaran bahasa inggris?
- Student : Tergantung materi yang disampaikan kak. Kalau materinya tentang listening berarti dengan menggunakan alat perekam. Kalau materinya reading berarti gurunya memberi tahu cara bacanya.
- Researcher : Apakah kamu suka belajar bahasa inggris dengan menggunakan alat perekam?
- Student : Suka banget kak. Karena saya suka sekali belajar dengan menggunakan alat rekam. Saya lebih mudah belajar dengan apa yang saya dengar kak.
- Researcher : Bagaimana cara belajar yang kamu sukai?
- Student : Saya lebih suka belajar dengan menggunakan music
- Researcher : Apa yang kamu lakukan ketika gurumu menjelaskan dikelas?
- Student : Yang saya lakukan adalah mendengarkan apa yang dikatakan ibu guru.
- Researcher : Bagaimana cara kamu untuk memahami suatu pembelajaran?
- Student : Saya dengarkan. Lalu saya simpan di kepala saya dengan menggunakan long time memory saya kak
- Researcher : Pernah tidak belajar bahasa inggris sambil menghafal kosa katanya dan bagaimana kamu meyelesaikan soal reading teks?

- Student : Pernah. Waktu itu bu guu pernah menyuruh kami unruk menceritakan kembali apa yang dijelaskannya dan menceritakan kegiatan sehari hari kami.
- Researcher : Pernah tidak ketika guru memberi pertanyaan langsung kamu jawab
- Student : Pernah, Cuma jarang saya tahu kak kalau misalnya guru bahasa inggris memberikan soal langsung saya jawab.
- Researcher : Bagaimana cara kamu memahami teks reading?
- Student : Diartikan dulu soal ceritanya lalu di cari jawabannya di teks reading kak.
- Researcher : Bisakah kamu melafalkan ucapan teks bacaan dalam bahasa inggris?
- Students : Bisa kak

4. **Interview with the fourth student (Siti Nabila)**

- Researcher : Assamualaikum, selamat pagi dek.
- Student : Walaikumsalam kak, selamat pagi.
- Researcher : Siapa namanya siapa?
- Student : Namaku Siti Nabila
- Researcher : Menurutmu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?
- Student : Ya menyenangkan sekali.. guru bahasa inggris kami tidak pelit member nilai. Kalau ada temen temen yang tahu jawabannya guru kami langsung member nilai yang bagus ke kami.
- Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?
- Student : sangat jelas dan mudah kami pahami. Karena guru kami menjelaskannya pakai bahas Indonesia kalau bahasa inggris tak mengeti saya kak.
- Researcher : Apa yang kamu ketahui tentang gaya belajar?
- Student : Yang saya tau gaya belajar itu gaya kita memahami pelajaran bisa seperti mendengarkan guru sambil belajar, membaca buku dulu sebelum ke sekolah.

- Researcher : Bagaimana cara kamu memahami pelajaran bahasa inggris?
- Student : Tergantung materi yang disampaikan kak. Kalau materinya tentang listening berarti dengan menggunakan alat perekam. Kalau materinya reading berarti gurunya memberi tahu cara bacanya.
- Researcher : Apakah kamu suka belajar bahasa inggris dengan menggunakan alat perekam?
- Student : suka banget kak. Karena saya suka sekali belajar dengan menggunakan alat rekam. Saya lebih mudah belajar dengan apa yang saya dengar kak.
- Researcher : Bagaimana cara belajar yang kamu sukai?
- Student : Saya lebih suka belajar dengan menggunakan Tanya jawab kak. Karena saya senang sekali belajar seperti itu. Disamping itu kami bisa jadi aktif tidak hanya gurunya saja yang aktif. Kami pun bisa,
- Researcher : Apa yang kamu lakukan ketika gurumu menjelaskan dikelas?
- Student : Yang saya lakukan adalah mendengarkan apa yang dikatakan ibu guru.
- Researcher : Bagaimana cara kamu untuk memahami suatu pembelajaran?
- Student : Saya dengarkan. Lalu saya simpan di kepala saya dengan menggunakan long time memory saya kak
- Researcher : Pernah tidak belajar bahasa inggris sambil menghafal kosa katanya dan bagaimana kamu meyelesaikan soal reading teks?
- Student : Pernah. Waktu itu bu guu pernah menyuruh kami unruk menceritakan kembali apa yang dijelaskannya dan menceritakan kegiatan sehari hari kami.
- Researcher : Pernah tidak ketika guru memberi pertanyaan langsung kamu jawab

- Student : Pernah, Cuma jarang saya tahu kak kalau misalnya guru bahasa inggris memberikan soal langsung saya jawab.
- Researcher : Bagaimana cara kamu memahami teks reading?
- Student : Diartikan dulu soal ceritanya lalu di cari jawabannya di teks reading kak.
- Researcher : Bisakah kamu melafalkan ucapan teks bacaan dalam bahasa inggris?
- Students : Alhamdulillah bisa dengan perlahan lahan kak. Karena dirumah saya sering berbicara bahasa inggris sama kakak saya. Yah walaupun masih berserakan. Tapi kakak saya selalu memperbaikinya kalau saya salah

5. Interview with the fifth student (Adila Dania)

- Researcher : Assamualaikum, selamat pagi dek.
- Student : Walaikumsalam kak, selamat pagi.
- Researcher : Siapa namanya siapa?
- Student : Namaku Adila Dania kak
- Researcher : Menurutmu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?
- Student : Ya menyenangkan kali
- Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?
- Student : Sangat jelas dan mudah kami pahami. Selain pandai menjelaskan guru kami sangat pandai memilih strategi belajar buat kami supaya kami mengerti pelajaran yang disampaikannya. Apalagi pelajaran bahasa inggris.
- Researcher : Apa yang kamu ketahui tentang gaya belajar?
- Student : Yang saya tau gaya belajar itu gaya kita memahami pelajaran bisa seperti mendengarkan guru sambil belajar, membaca buku dulu sebelum ke sekolah bisa juga belajar sambil bermain.

- Researcher : Bagaimana cara kamu memahami pelajaran bahasa inggris?
- Student : Tergantung materi yang disampaikan kak. Kalau materinya tentang listening berarti dengan menggunakan alat perekam. Kalau materinya reading berarti gurunya memberi tahu cara bacanya.
- Researcher : Apakah kamu suka belajar bahasa inggris dengan menggunakan alat perekam?
- Student : Tidak suka. Karena belajarnya terlalu pasif kali buat saya.
- Researcher : Bagaimana cara belajar yang kamu sukai?
- Student : Saya lebih suka belajar dengan sambil bermain. Karena dengan bermain saya bisa mudah mendapatkan pelajaran. Dan lebih asyik belajarnya
- Researcher : Apa yang kamu lakukan ketika gurumu menjelaskan dikelas?
- Student : Yang saya lakukan adalah mendengarkan apa yang dikatakan ibu guru.
- Researcher : Bagaimana cara kamu untuk memahami suatu pembelajaran?
- Student : Saya dengarkan. Lalu saya cari strategi untuk mempelajari pelajaran tersebut. Dan supaya lebih mudah saya cari lagu lagu inggris yang saya sukai, lalu saya masukkan dan saya gantikan kata katanya mejadi sebuah materi yang saya pelajari.
- Researcher : Pernah tidak belajar bahasa inggris sambil menghafal kosa katanya dan bagaimana kamu meyelesaikan soal reading teks?
- Student : Pernah. Sambil mencari lirik lagu. Kalau menyelesaikan soal reading saya lebih suka cari kata kunci dalam soalnya. Misalnya ada kata yang sama di soal dan juga ada kata yang sama dinarasi teksnya. Maka itulah jawabannya.
- Researcher : Pernah tidak ketika guru memberi pertanyaan langsung kamu jawab
- Student : Pernah.

- Researcher : Bagaimana cara kamu memahami teks reading?
- Student : Diartikan dulu soal ceritanya lalu di cari jawabannya di teks reading kak.
- Researcher : Bisakah kamu melafalkan ucapan teks bacaan dalam bahasa inggris?
- Students : Alhamdulillah bisa dengan perlahan lahan kak. Belajar bahasa inggris asyik kk. Kayak rasa ingin tahunya mendalam.

6. Interview with the fifth student (Desi Ramadani)

- Researcher : Assamualaikum, selamat pagi dek.
- Student : Walaikumsalam kak, selamat pagi.
- Researcher : Siapa namanya siapa?
- Student : Namaku Desi Ramadani kak
- Researcher : Menurutmu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?
- Student : Ya menyenangkan. Suka kak pelajaran bahasa inggris
- Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunyamenjelaskan materi dengan jelas?
- Student : Sangat jelas dan mudah kami pahami. Selain pandai menjelaskan guru kami sangat pandai memilih strategi belajar buat kami supaya kami mengerti pelajaran yang disampaikannya. Apalagi pelajajaran bahasa inggris.
- Researcher : Apa yang kamu ketahui tentang gaya belajar?
- Student : Yang saya tau gaya belajar itu gaya kita memahami pelajaran seperti ada yang bisa belajar dengan menggunakan handset sambil nyanyi. Dan ada juga yang edintik pada apa yang dilihatnya.
- Researcher : Bagaimana cara kamu memahami pelajaran bahasa inggris?
- Student : Tergantung materi yang disampaikan kak. Kalau materinya tentang listening berarti dengan menggunakan

alat perekam. Kalau materinya reading berarti gurunya memberi tahu cara bacanya.

Researcher : Apakah kamu suka belajar bahasa inggris dengan menggunakan alat perekam?

Student : Tidak suka. Karena belajarnya terlalu pasif kali buat saya, dan saya tidak suka kalau belajar dengan alat rekam. Karena saya tidak tahu artinya apalagi bicaranya pakai bahasa inggris. Sering saya keliru maksud dan artinya

Researcher : Bagaimana cara belajar yang kamu sukai?

Student : Saya lebih suka belajar dengan sambil bermain. Karena dengan bermain saya bisa mudah mendapatkan pelajaran. Dan lebih asyik belajarnya

Researcher : Apa yang kamu lakukan ketika gurumu menjelaskan dikelas?

Student : Yang saya lakukan adalah mendengarkan apa yang dikatakan ibu guru.

Researcher : Bagaimana cara kamu untuk memahami suatu pembelajaran?

Student : Saya dengarkan. Lalu saya cari strategi untuk mempelajari pelajaran tersebut. Dan supaya lebih mudah saya cari lagu lagu inggris yang saya sukai, lalu saya masukkan dan saya gantikan kata katanya mejadi sebuah materi yang saya pelajari.

Researcher : Pernah tidak belajar bahasa inggris sambil menghafal kosa katanya dan bagaimana kamu meyelesaikan soal reading teks?

Student : pernah. Sambil mencari lirik lagu. Kalau menyelesaikan soal reading saya lebih suka cari kata kunci dalam soalnya. Misalnya ada kata yang sama di soal dan juga ada kata yang sama dinarasi teksnya. Maka itulah jawabannya.

Researcher : Pernah tidak ketika guru memberi pertanyaan langsung kamu jawab

- Student : Pernah.
- Researcher : Bagaimana cara kamu memahami teks reading?
- Student : Diartikan dulu soal ceritanya lalu di cari jawabannya di teks reading kak.
- Researcher : Bisakah kamu melafalkan ucapan teks bacaan dalam bahasa inggris?
- Students : Alhamdulillah bisa dengan perlahan lahan kak. Belajar bahasa inggris asyik kk. Kayak rasa ingin tahunya mendalam

7. Interview with the seventh student (Fajar Suprayeno)

- Researcher : Assamualaikum, selamat pagi dek.
- Student : Walaikumsalam kak, selamat pagi.
- Researcher : Siapa namanya siapa?
- Student : Namaku Fajar Suprayetno kak
- Researcher : Menurutmu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?
- Student : Ya menyenangkan. Suka kak pelajaran bahasa inggris
- Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?
- Student : Sangat jelas dan mudah kami pahami. Selain pandai menjelaskan guru kami sangat pandai memilih strategi belajar buat kami supaya kami mengerti pelajaran yang disampaikannya. Apalagi pelajaran bahasa inggris.
- Researcher : Apa yang kamu ketahui tentang gaya belajar?
- Student : Yang saya tau gaya belajar itu gaya kita memahami pelajaran seperti ada yang bisa belajar dengan menggunakan handset sambil nyanyi. Dan ada juga yang edintik pada apa yang dilihatnya.
- Researcher : Bagaimana cara kamu memahami pelajaran bahasa inggris?
- Student :Tergantung materi yang disampaikan kak. Kalau materinya tentang listening berarti dengan menggunakan

alat perekam. Kalau materinya reading berarti gurunya memberi tahu cara bacanya.

Researcher : Apakah kamu suka belajar bahasa inggris dengan menggunakan alat perekam?

Student : Tidak suka. Karena belajarnya terlalu pasif kali buat saya, dan saya tidak suka kalau belajar dengan alat rekam. Karena saya tidak tahu artinya apalagi bicaranya pakai bahasa inggris. Sering saya keliru maksud dan artinya

Researcher : Bagaimana cara belajar yang kamu sukai?

Student : Saya lebih suka belajar dengan sambil bermain. Karena dengan bermain saya bisa mudah mendapatkan pelajaran. Dan lebih asyik belajarnya

Researcher : Apa yang kamu lakukan ketika gurumu menjelaskan dikelas?

Student : Yang saya lakukan adalah mendengarkan apa yang dikatakan ibu guru.

Researcher : Bagaimana cara kamu untuk memahami suatu pembelajaran?

Student : Saya dengarkan. Lalu saya cari strategi untuk mempelajari pelajaran tersebut. Dan supaya lebih mudah saya cari lagu lagu inggris yang saya sukai, lalu saya masukkan dan saya gantikan kata katanya mejadi sebuah materi yang saya pelajari.

Researcher : Pernah tidak belajar bahasa inggris sambil menghafal kosa katanya dan bagaimana kamu meyelesaikan soal reading teks?

Student : pernah. Sambil mencari lirik lagu. Kalau menyelesaikan soal reading saya lebih suka cari kata kunci dalam soalnya. Misalnya ada kata yang sama di soal dan juga ada kata yang sama dinarasi teksnya. Maka itulah jawabannya.

Researcher : Pernah tidak ketika guru memberi pertanyaan langsung kamu jawab

- Student : Pernah.
- Researcher : Bagaimana cara kamu memahami teks reading?
- Student : Diartikan dulu soal ceritanya lalu di cari jawabannya di teks reading kak.
- Researcher : Bisakah kamu melafalkan ucapan teks bacaan dalam bahasa inggris?
- Students : Alhamdulillah bisa dengan perlahan lahan kak. Belajar bahasa inggris asyik kk. Kayak rasa ingin tahunya mendalam.

8. Interview with the seventh student (Salwa)

- Researcher : Assamualaikum, selamat pagi dek.
- Student : Walaikumsalam kak, selamat pagi.
- Researcher : Siapa namanya siapa?
- Student : Namaku Desi Ramadani kak
- Researcher : Menurutmu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?
- Student : Ya menyenangkan. Suka kak pelajaran bahasa inggris
- Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?
- Student : Sangat jelas dan mudah kami pahami dan guru kami sangat baik.
- Researcher : Apa yang kamu ketahui tentang gaya belajar?
- Student : Tidak tahu pasti yang benarnya kak. Tapi menurut saya gaya belajar itu kayak indetik kepribadi kita kak. Ada yang belajar dulu dirumah sebelum pelajaran dimulai di sekolah. Ada yang belajarnya ketika gurunya menjelaskan terlebih dahulu baru bisa mengerti.
- Researcher : Bagaimana cara kamu memahami pelajaran bahasa inggris?
- Student : Tergantung materi yang disampaikan kak. Kalau materinya tentang listening berarti dengan menggunakan alat perekam. Kalau materinya reading berarti gurunya

- memberi tahu cara bacanya.kalau writing kami belajar tenses dulu baru masuk ke project
- Researcher : Apakah kamu suka belajar bahasa inggris dengan menggunakan alat perekam?
- Student : Tidak suka. Karena belajarnya terlalu pasif kali buat saya, dan saya tidak suka kalau belajar dengan alat rekam. Karena saya tidak tahu artinya apalagi bicaranya pakai bahasa inggris. Sering saya keliru maksud dan artinya
- Researcher : Bagaimana cara belajar yang kamu sukai?
- Student : Saya lebih suka belajar dengan sambil bermain. Karena dengan bermain saya bisa mudah mendapatkan pelajaran. Dan lebih asyik belajarnya
- Researcher : Apa yang kamu lakukan ketika gurumu menjelaskan dikelas?
- Student : Yang saya lakukan adalah mendengarkan apa yang dikatakan ibu guru.
- Researcher : Bagaimana cara kamu untuk memahami suatu pembelajaran?
- Student : Saya dengarkan. Lalu saya cari strategi untuk mempelajari pelajaran tersebut. Dan supaya lebih mudah saya cari lagu lagu inggris yang saya sukai, lalu saya masukkan dan saya gantikan kata katanya mejadi sebuah materi yang saya pelajari.
- Researcher : Pernah tidak belajar bahasa inggris sambil menghafal kosa katanya dan bagaimana kamu meyelesaikan soal reading teks?
- Student : Pernah. Sambil mencari lirik lagu. Kalau menyelesaikan soal reading saya lebih suka cari kata kunci dalam soalnya. Misalnya ada kata yang sama di soal dan juga ada kata yang sama dinarasi teksnya. Maka itulah jawabannya.
- Researcher : Pernah tidak ketika guru memberi pertanyaan langsung kamu jawab
- Student : Pernah.

- Researcher : Bagaimana cara kamu memahami teks reading?
- Student : Diartikan dulu soal ceritanya lalu di cari jawabannya di teks reading kak.
- Researcher : Bisakah kamu melafalkan ucapan teks bacaan dalam bahasa inggris?
- Students : Alhamdulillah bisa dengan perlahan lahan kak. Belajar bahasa inggris asyik kk. Kayak rasa ingin tahunya mendalam.

9. Interview with the seventh student (Puan)

- Researcher : Assamualaikum, selamat pagi dek.
- Student : Walaikumsalam kak, selamat pagi.
- Researcher : Siapa namanya siapa?
- Student : Namaku Puan Maulida kak
- Researcher : Menurutmu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?
- Student : Ya menyenangkan. Suka kak pelajaran bahasa inggris
- Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?
- Student : Sangat jelas dan mudah kami pahami dan guru kami sangat baik.
- Researcher : Apa yang kamu ketahui tentang gaya belajar?
- Student : Tidak tahu pasti yang benarnya kak. Tapi menurut saya gaya belajar itu kayak indetik kepribadi kita kak. Ada yang belajar dulu dirumah sebelum pelajaran dimulai di sekolah. Ada yang belajarnya ketika gurunya menjelaskan terlebih dahulu baru bisa mengerti.
- Researcher : Bagaimana cara kamu memahami pelajaran bahasa inggris?
- Student : Tergantung materi yang disampaikan kak. Kalau materinya tentang listening berarti dengan menggunakan alat perekam. Kalau materinya reading berarti gurunya memberi tahu cara bacanya.kalau writing kami belajar tenses dulu baru masuk ke project

- Researcher : Apakah kamu suka belajar bahasa inggris dengan menggunakan alat perekam?
- Student : Tidak suka. Karena belajarnya terlalu pasif kali buat saya, dan saya tidak suka kalau belajar dengan alat rekam. Karena saya tidak tahu artinya apalagi bicaranya pakai bahasa inggris. Sering saya keliru maksud dan artinya
- Researcher : Bagaimana cara belajar yang kamu sukai?
- Student : Saya lebih suka belajar dengan sambil bermain. Karena dengan bermain saya bisa mudah mendapatkan pelajaran. Dan lebih asyik belajarnya
- Researcher : Apa yang kamu lakukan ketika gurumu menjelaskan dikelas?
- Student : Yang saya lakukan adalah mendengarkan apa yang dikatakan ibu guru.
- Researcher : Bagaimana cara kamu untuk memahami suatu pembelajaran?
- Student : Saya dengarkan. Lalu saya cari strategi untuk mempelajari pelajaran tersebut. Dan supaya lebih mudah saya cari lagu lagu inggris yang saya sukai, lalu saya masukkan dan saya gantikan kata katanya mejadi sebuah materi yang saya pelajari.
- Researcher : Pernah tidak belajar bahasa inggris sambil menghafal kosa katanya dan bagaimana kamu meyelesaikan soal reading teks?
- Student : pernah. Sambil mencari lirik lagu. Kalau menyelesaikan soal reading saya lebih suka cari kata kunci dalam soalnya. Misalnya ada kata yang sama di soal dan juga ada kata yang sama dinarasi teksnya. Maka itulah jawabannya.
- Researcher : Pernah tidak ketika guru memberi pertanyaan langsung kamu jawab
- Student :Pernah.
- Researcher : Bagaimana cara kamu memahami teks reading?

- Student : Diartikan dulu soal ceritanya lalu di cari jawabannya di teks reading kak.
- Researcher : Bisakah kamu melafalkan ucapan teks bacaan dalam bahasa inggris?
- Students : Alhamdulillah bisa dengan perlahan lahan kak. Belajar bahasa inggris asyik kk. Kayak rasa ingin tahunya mendalam.

10. Interview with the seventh student (Delvi)

- Researcher : Assamualaikum, selamat pagi dek.
- Student : Walaikumsalam kak, selamat pagi.
- Researcher : Siapa namanya siapa?
- Student : Namaku Puan Maulida kak
- Researcher : Menurutmu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?
- Student : Ya menyenangkan. Suka kak pelajaran bahasa inggris
- Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?
- Student : Sangat jelas dan mudah kami pahami dan guru kami sangat baik.
- Researcher : Apa yang kamu ketahui tentang gaya belajar?
- Student : tidak tahu pasti yang benarnya kak. Tapi menurut saya gaya belajar itu kayak indetik kepribadi kita kak. Ada yang belajar dulu dirumah sebelum pelajaran dimulai di sekolah. Ada yang belajarnya ketika gurunya menjelaskan terlebih dahulu baru bisa mengerti.
- Researcher : Bagaimana cara kamu memahami pelajaran bahasa inggris?
- Student :Tergantung materi yang disampaikan kak. Kalau materinya tentang listening berarti dengan menggunakan alat perekam. Kalau materinya reading berarti gurunya memberi tahu cara bacanya.kalau writing kami belajar tenses dulu baru masuk ke project

- Researcher : Apakah kamu suka belajar bahasa inggris dengan menggunakan alat perekam?
- Student : Tidak suka. Karena belajarnya terlalu pasif kali buat saya, dan saya tidak suka kalau belajar dengan alat rekam. Karena saya tidak tahu artinya apalagi bicaranya pakai bahasa inggris. Sering saya keliru maksud dan artinya
- Researcher : Bagaimana cara belajar yang kamu sukai?
- Student : Saya lebih suka belajar dengan sambil bermain. Karena dengan bermain saya bisa mudah mendapatkan pelajaran. Dan lebih asyik belajarnya
- Researcher : Apa yang kamu lakukan ketika gurumu menjelaskan dikelas?
- Student : Yang saya lakukan adalah mendengarkan apa yang dikatakan ibu guru.
- Researcher : Bagaimana cara kamu untuk memahami suatu pembelajaran?
- Student : Saya dengarkan. Lalu saya cari strategi untuk mempelajari pelajaran tersebut. Dan supaya lebih mudah saya cari lagu lagu inggris yang saya sukai, lalu saya masukkan dan saya gantikan kata katanya mejadi sebuah materi yang saya pelajari.
- Researcher : Pernah tidak belajar bahasa inggris sambil menghafal kosa katanya dan bagaimana kamu meyelesaikan soal reading teks?
- Student : pernah. Sambil mencari lirik lagu. Kalau menyelesaikan soal reading saya lebih suka cari kata kunci dalam soalnya. Misalnya ada kata yang sama di soal dan juga ada kata yang sama dinarasi teksnya. Maka itulah jawabannya.
- Researcher : Pernah tidak ketika guru memberi pertanyaan langsung kamu jawab
- Student :Pernah.
- Researcher : Bagaimana cara kamu memahami teks reading?

- Student : Diartikan dulu soal ceritanya lalu di cari jawabannya di teks reading kak.
- Researcher : Bisakah kamu melafalkan ucapan teks bacaan dalam bahasa inggris?
- Students : Alhamdulillah bisa dengan perlahan lahan kak. Belajar bahasa inggris asyik kk. Kayak rasa ingin tahunya mendalam.

APPENDICES II**Lembar observasi****Hari/ tanggal : Senin /26 Agustus 2019****Tempat : Kelas****Observasi : I**

| Deskripsi | Kesimpulan |
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| <p>Peneliti hadir di lokasi penelitian, pada saat itu. Disekolah baru selesai apel pagi, semua siswa dan siswi disuruh masuk ke kelas, peneliti langsung masuk ke kelas. Tempat dimana peneliti mengobservasi sepuluh siswa tentang bagaimana gaya belajar mereka. Pukul 08.50-10.10 guru masuk kelas. Ketika masuk kelas, guru mengucapkan salam, kemudian menyuruh ketua kelas untuk menyiapkan. Lalu ketua kelas menyiapkan dan semua siswa dikelas berdiri dan memberi salam kepada guru. Lalu guru duduk di tempat duduknya, diikuti oleh para siswa duduk di bangku masing-masing, kemudian para siswa membaca doa dipimpin oleh ketua kelas usai membaca doa para siswa berdiri lagi membacakan Motto dan Karakter dari</p> | <p>Guru menyampaikan pelajaran dengan ceramah, menggunakan media visual dalam bentuk prisma, melakukan Tanya jawab kepada siswa/inya, dan pemberian latihan atau tugas sedangkan gaya belajar yang dilakukan keenam siswa yang berprestasi ialah fokus menyimak penjelasan guru, ada yang menulis, fokus terhadap media yang ditampilkan guru, diskusi kepada teman sebangkunya, ada yang kerja sendiri.</p> |

kelas unggulan menggunakan bahasa Inggris dan bahasa Indonesia yang dipimpin oleh ketua kelas juga, ketika proses belajar dimulai guru menanyakan kembali pelajaran yang telah lalu dengan memberikan pertanyaan dan siswa menjawab, guru menerangkan pembelajaran menggunakan media visual yaitu sebuah prisma segilima, saat guru menjelaskan Uton, Nisa dan Aldi fokus memperhatikan sementara Izdi, Uti dan Meme menulis. Selesai menjelaskan guru bertanya kepada siswa apakah sudah mengerti atau belum, setelah dijawab guru memberikan soal sebagai latihan atas apa yang dipelajari untuk pemahaman lebih lanjut, guru menyuruh siswa membuka bukunya dan mengerjakan di buku latihan, kemudian disuruh ke depan untuk menjawabnya. Ada sebagian siswa bekerja sama dengan temannya untuk menjawab, ada yang berusaha sendiri seperti Uton, Aldi, dan Nisa. Guru berjalan di kelas mengawasi siswa mengerjakan soal dan

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| <p>menegur apabila ada siswa yang ribut.</p> <p>Setelah selesai mengerjakan salah satu siswa disuruh ke depan untuk menjawabnya, didengarkan dan dilihat oleh teman-temannya dan memberi applause setelah itu. Guru mengakhiri pelajaran dengan memberikan PR.</p> | |
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Hari/ Tanggal : Selasa 27 Agustus 2019
Jam : 10.30-11.40
Tempat : Kelas
Observasi : II

| Deskripsi | Kesimpulan |
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| <p>Pada jam 11.00 WIB peneliti hadir kembali ke lokasi penelitian untuk melakukan observasi terhadap kegiatan belajar mengajar siswa di dalam kelas X , pada saat itu guru bahasa inggris yang masuk di kelas, kegiatan belajar dimulai seperti biasa, guru masuk, salam, menanyakan pelajaran sebelumnya, kemudian menjelaskan pelajaran yang akan dipelajari, untuk membuat siswa paham guru menyuruh semua siswa ke lapangan , siswa disuruh membuat beberapa kelompok, kemudian perwakilan dari kelompok maju ke depan, guru menjelaskan apa yang akan dilakukan, guru menggunakan metode bermain sambil belajar, dimana guru sudah menyiapkan</p> | <p>Guru menyampaikan pembelajaran dengan mengajak belajar di luar kelas sesuai materi yang akan dipelajari, guru berceramah, membagi menjadi beberapa kelompok, memakai media berupa kertas yang berisi soal dan jawaban tentang materi pembelajaran, siswa diajak aktif dalam belajar yaitu dengan melakukan metode bermain peran. Sedangkan gaya belajar yang keenam siswa berprestasi tersebut ialah mendengarkan ceramah guru, mereka berdiskusi, kerjasama kelompok</p> |

media visual berupa kertas-kertas yang berisi soal dan juga jawaban, dimana guru menyuruh siswa untuk mencocokkan soal dan jawaban tersebut. Kertas yang berisi soal dan jawaban disebar-sebarkan di lapangan, kemudian siswa yang berbaris dalam kelompok tadi mulai bersiap untuk mencarinya, guru menghitung angka kemudian siswa sibuk berlari ke lapangan untuk merebut soal dan jawaban, setelah dapat mereka memberikan kepada sang kapten yang diwakilkan tadi, kemudian sang kapten akan memeriksa apakah benar atau tidak, kemudian disusun dan dilaporkan kepada guru akan apa yang mereka dapatkan, adila dan dania terlihat sangat bersemangat dalam mencari. Rahma dan Nurul terlihat mereka mencari sambil berbicara, jadi tidak terlalu fokus, mereka tertawa bersama-sama karena melihat teman yang sangat bersemangat dalam mencari. Pelajaran

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| <p>diakhiri dengan bel berbunyi dan siswa memberikan hasil nya kepada guru, kemudian guru mengumpulkan dan akan memberikan nilainya.</p> | |
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Hari/ tanggal : **Senin /02September 2018**

Jam : **08.50-10.10**

Tempat : **Luar Kelas**

Obsevasi : **III**

| Desskripsi | Kesimpulan |
|---|--|
| <p>Ketika masuk kelas guru Bahasa Inggris mengucapkan salam, kemudian menyuruh ketua kelas untuk mnyiapkan, lalu ketua kelas menyiapkan dan semua siswa di kelas berdiri dan memberi salam kepada guru, lalu guru duduk di tempat duduknya, diikuti oleh para siswa duduk di bangku masing-masing, kemudian para siswa membaca doa dipimpin oleh ketua kelas usai membaca doa para siswa berdiri lagi membacakan Motto dan Karakter dari kelas unggulan menggunakan bahasa inggris dan bahasa Indonesia yang dipimpin oleh ketua kelas juga, setelah itu guru membuka pelajaran dengan salam lalu guru melanjutkan diskusi kelompok yang belum tampil. Setelah itu kelompok mendiskusikan hasil tugas</p> | <p>Guru dalam menyampaikan pembelajaran dengan berceramah , melakukan diskusi dan Tanya jawab kepada siswa serta guru memberikan nasihat di akhir pembelajaran, sedangkan gaya belajar yang yang dijumpai yaitu fokus mendengarkan, aktif dalam bertanya dan berdiskusi saat persentase.</p> |

mereka di depan kelas dan kelompok lain di suruh menyimak penjelasan dari kelompok pertama, setelah presentase selesai masing-masing dari kelompok dipersilahkan untuk bertanya. Setelah diskusi selesai guru berdiri di depan dan menjelaskan materi. setelah pembelajaran selesai, rahma, nurul, dan tasya menyimak penjelasan guru dan mencatatnya sedangkan siti, dan tasya tanya jawab kepada guru. waktu sedikit sebelum habis waktu mata pelajaran digunakan oleh guru untuk menyimak hapalan dari para siswa, dan mempersilahkan siswa untuk menyetorkan story telling mereka. Selama proses hapalan ada siswa yang usil mengganggu temannya yang berdiri di depan sembari menunggu giliran untuk menghafal sehingga siswa tersebut terjatuh, melihat kejadian itu guru pun langsung mencubit sedikit pipi siswa yang usil dan memperingatkan untuk tidak mengulangnya lagi. Setelah bel pertanda jam pelajaran telah selesai guru tersebut pun bergegas meninggalkan

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| kelas. | |
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Hari/ tanggal : Selasa/03 September 2019

Jam :10.30- 11.40

Tempat : Luar Kelas

Obsevasi : IV

| Desrkripsi | Kesimpulan |
|---|--|
| <p>Ketika masuk kelas guru mengucapkan salam, kemudian menyuruh ketua kelas untuk pemberian hormat kepada guru, lalu ketua kelas menyiapkan dan semua siswa di kelas berdiri dan memberi salam kepada guru, lalu guru duduk di tempat duduknya, diikuti oleh para siswa duduk di kursi masing-masing, kemudian salah satu siswa maju ke dapan untuk membawakan doa, dan bacaan doa yang di pimpin salah satu siswa tersebut di aminkan oleh seluruh siswa. Setelah itu guru membuka pelajaran dengan dimulai menanyakan siswa yang tidak hadir pada hari itu, dan bertanya siapa yang belajar tadi malam. lalu guru memberikan soal latihan bagi siswa yang remedial, selagi menunggu siswa yang remedial menjawab soal latihan, siswa yang tidak</p> | <p>Strategi guru dalam mengajar atau menyampaikan pembelajaran ialah mereview kembali yang telah lalu, kemudian guru berceramah sedikit tentang materi yang akan dipelajari dilanjutkan dengan metode demonstrasi dan siswa disuruh praktik langsung di depan kelas, menyuruh siswa menyiapkan media atau alat untuk penunjang praktik sedangkan gaya belajar yang ditemukan siswa melihat langsung contoh yang disampaikan guru dengan melakukan demonstrasi dan pemakaian alat penunjang praktik dan siswa melakukan praktik untuk pemahaman selanjutnya</p> |

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| <p>remedial disuruh maju ke depan untuk story telling di depan kelas sesuai dengan materi yang telah diajarkan dua minggu yang lalu, lalu siswa pun maju ke depan menghafalkan bacaan tersebut. Adapun bacaan yang dihafalkan siswa mendapat nilai tersendiri yang diberikan oleh guru. Ketika ada siswa yang jalan-jalan selama hafalan berlangsung guru pun langsung menegor siswa tersebut dan menyuruh siswa tersebut untuk duduk, selang 20 menit siswa yang sedang remedial disuruh untuk mengumpulkan</p> | |
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Hari/ tanggal : **Senin 09 September 2019**

Jam : **10.30- 11.40**

Tempat : **Luar Kelas**

Obsevasi : **V**

| Deskripsi | Kesimpulan |
|--|--|
| <p>Ketika masuk kelas peneliti masuk ke kelas dan mengucapkan salam, kemudian mengabsen siswa setelah itu peneliti menanyakan tugas dan diskusi minggu kemarin dan melanjutkan kelompok diskusi yang belum tampil. Sebelum itu guru menyuruh siswanya untuk duduk di kelompok masing-masing, pelajaran mengenai descriptive text. Disini peneliti hanya ingin tahu bagaimana pelafalan bahasa inggriss mereka dan bagaimana cara mereka menjawab pertanyaan yang diberi guru kepada mereka. Peneliti melihat bahwa guru menyuruh siswanya mengeluarkan double folio yang telah disuruh bawa minggu kemarin, guru menggunakan metode diskusi dan memakai media berupa buku bimbel, dan buku paket..</p> | <p>Disini peneliti ingin mengetahui bagaimana pemahaman membaca mereka. dan peneliti juga memberikan sebuah tes membaca kepada mereka.</p> |

APPENDICES III

Documentation



The researcher give some of introduction



The researcher give some of test for the student about comprehend of reading comprehension, .



The researcher is interviewee of student



The researcher is interviewee of student about learning style



The students do the test



the students do test reading compreh

BIOGRAPHY

The writer's name is Wahidah Hasanah. She was born on October 08th 1997 in Medan, North Sumatera. She is 22 years old. She is Indonesian and a Muslim. She is the first daughter of Mr. Gusapar and Mrs. Yusniar. She has a three youngersister, and one younger brother her name is Rodhiyatul Adawiyah, Fazry Naufal, Nazwa Mumtazah, Nailla Asy-Syifa.

Her formal education started from 2003-2009 in SD Swasta Laksamana Martadinata Medan. in MTS N 3 Medan, North Sumatera. After that, She continued her education from 2012-2015 in MAS PAB 2 Helvetia, North Sumatera and then in 2015-2019, she graduated from English Education Department of State Islamic University of North Sumatera.

At the time to be a students. the writer is follow activity, its mean that EEC (Educational English Club)

Medan, October 2019

The writer

Wahidah Hasanah

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