THE INFLUENCE OF LEARNING STYLES TOWARD STUDENTS READING ACHIEVEMENT AT SMP QURAN AN NAWAWY MOJOKERTO IN THE ACADEMIC YEAR OF 2020/2021

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Abstract

This research problem correlates with students' learning style(s) and reading achievement, and this study aims to find how far the influence of learning style(s) is towards students reading achievement. Ex post facto design is used in this research. It took place at SMPQ An Nawawy Mojokerto, where the population consists of 35 ninth-grade students. In contrast, the sample was selected randomly as the learning style(s) used in this research and gathered 65 students for auditory and read/write. There are two data collecting techniques in this research. First, they are questionnaires aimed at classifying students learning style(s) and reading tests (Descriptive text). Then to analyze the data, the researcher uses t –a test. This research found that the students are classified into four learning styles based on the questionnaire (Auditory and Read/write). Most of them preferred auditory while others in reading/writing learning style. The study's data analysis showed that $H_\circ$ is accepted and H_a is rejected. There is no significant difference in learning styles (auditory and read/write) toward the students' reading comprehension achievement (Descriptive text). It can be identified based on the results of the t-test analysis that the t_{value} is smaller than t_{table} ($t_{value} \leq t_{table}$)), which was $3,46 \leq 5,07$. On the other hand, the Alternative Hypothesis (Ha) was rejected, and Null Hypothesis (Ho) was accepted.

INTRODUCTION

Individuals' learning styles pertain to their features and preferred methods of gathering, organising, and thinking about knowledge (Johnson, 2001). "Learning style is the typical cognitive, affective, social, and physiological characteristics that serve as generally stable indications of how learners perceive, interact with, and respond to the learning environment," according to Halimah (2015).

Effective education requires that teachers comprehend learning styles and their function in the teaching and learning process, as they are one of the most important factors. According to Sarasin, "instruction cannot be successful without an understanding of learning styles and a dedication to matching them with teaching styles and tactics" (Harmer, 2001) and (Richard, 2008). Students gained knowledge by recognizing the significance of the information offered in the classroom. If the materials were not interesting, they would be lazy to learn. It was generally caused if they learn in several different ways. Also it was caused of different learning

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styles, and teachers needed to incorporate activities relevant to each of these learning styles into their curricula so that all students may achieve in their classes (Farris et al., 2004). Which students use all of their senses to take in information, they like to have desires in how they learn(Armbruster, 2001). Reading is one of the methods for extracting information from a text. Reading is defined as a collaborative effort between readers and the text. The correct reading activity is when readers can interpret the meaning of the printed symbol from the text (Grabe, 2002). The goals of teaching reading are clearly stated in the Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan): "Upper-secondary school students are supposed to be able to read and understand: description, narration, procedure, recount, news article, report, Representation, Parody, Review and Explanation" (BNSP, 2013). Several factors influence the cause of teaching and learning difficulties in the teaching-learning process. They can be from the teacher or from the students itself. The teacher should decide the best strategy to consider students' conditions so the learning process can be effective. Students' learning styles is one of the students' condition that the teacher must consider because every students has their learning style to understand the material (Fitriani, 2016) and (Catherine Snow, 2022).

According to research above there were significant different between learning styles and writing achievement, also they mostly preferred to visual style. Therefore, researchers wanted to apply this study to another skill between learning style and student reading outcomes (Fleming, 2006). The researcher expected that there would be influence from another learning style to reading achievement. Therefore, the researcher took two types of learning styles that were more preferred in this research based on the questionnaire given. They were auditory and Read/Write to investigate their effect toward students reading achievement. The subject of this research is the tenth-grade-students of SMP Quran An Nawawy Mojokerto in Academic Year 2020/2021.

METHOD
Research Design
Since the variable be discussed is from natural condition without manipulating independent variable, it is decided that an *Ex-Post facto* research design was the suitable research design to answer the research questions and to test the hypotheses. From latin, Ex-post facto means *"that which done afterward"*. "This methodology allowed the researcher to analyze naturally occurring data to explain what has happened in the past (Saadi, 2012)". After collecting the data of learning styles categorization and the result of reading test in descriptive text which tenth-grade students did as the curriculum they used at school (Wardiman et al., 2008). Then, the researcher measured the effects of learning styles and reading achievement on the nineth-grade students of SMPQ An Nawawy Mojokerto, in the academic year 2020/2021.

Population and Sample
According to (Arikunto, 2006) said that "when the subject is less than a hundred, it is better to take all, so, the research is about population". Thus, Krysik says, "Population is the totality of persons, events, organizational units, etc., of which a research question is concerned". The population in this research was the nineth-grade students of SMPQ An Nawawy Mojokerto,. There were about 35 students from three classes of tenth-grade. Then, they were classified into their learning styles (auditory and Read/write). According to (Hidayati, 2014) , "variable is a key term in research. In research involves variables to be measured." Based on the statement above, knowing the variables before starting the research is very important. "Variable is a

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characteristic that tend to differ from individual to individual, though any two or more individuals may have the same variable trait or measure" (Hidayati, 2014). Based on the definition above, it can be concluded that variable is something that can be measured (Brown, 2004).

In this research, as the title of the research, is the influence of learning styles toward nineth-grade students reading achievement at SMPQ An Nawawy Mojokerto, in the academic year of 2020/2021. So, in this study there are two independent and dependent variables.

Independent Variable

According to Charles, CM (Hidayati, 2014). "the independent variable proceeds and give effect to the dependent variable. Besides (Arikunto, 2006) stated that "an independent variable was a free variable or single variable".

On the other hand, an independent variable affects or causes another variable to change. For example, this research's cause variable (independent variable) was Learning Styles.

Dependent Variable

Dependent variable is a factor which is observed, measured, and effected by the independent variable Charles, CM (Hidayati, 2014). Therefore, it is concluded that the dependent variable is the variable that is affected by the independent variable. This study's dependent variable was descriptive text reading comprehension (Richards, 2010).

Data Source

Data resource is a subject where the data may come from. There are two kinds of data resource, they are explained as follow:

Primary Source

Primary data source is data collected directly in the field by the researcher or the people who need it. In this research, the primary data was collected or come from the test. From the test the researcher got or could find out the students' achievement. For the research, the primary source are the type of learning styles collected by giving questionnaire and the reading comprehension score by giving reading comprehension test.

Secondary Source

Secondary source is the data collected or from any resources in conducting the research. Because the researcher did the research and collected data by himself, there is no secondary source.

Instruments

This research utilised a questionnaire and a test as its instruments. The questionnaire is a written document consisting of questions or statements to be answered by the respondents. The questionnaire was adopted from Neil Fleming in *Teaching and Learning Style* book. The questionnaire consisted of 16 items, with 2 items for each learning style. As shown in Table 1, the indicators for the learning style survey are:

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Table 1. The Audithory and Read/Write Questionnaires Indicator

No	Indicator	Total
1	Aural	16
2	Read/write	16

The second instrument was test. The researcher used test to obtain the subjects' reading achievement data. Besides, in ex post facto or causal comparative design, test was the instrument which used in the research (Tomlinson, 2011).

Thus, to get the data, the researcher used an objective test. The instrument was multiple choice test which took the score from the components of the composition, the components which were general information of the text, main idea, information Question (Explicit, Implisit), Vocabulary (Synonim, Antonym), reference, and the purpose of the text (Hartono, 2005). The test consists of 50 multiple choices. To score the test the researcher would use this form:

Correct Score = $\boldsymbol{Correct} \times \boldsymbol{2}$ or $\dfrac{correct\ answers}{number\ of\ questions} \times 100$

By using those instruments with validity and reliability, the researcher hoped that the subjects in this research would be able to convey their knowledge and ability to read descriptive text.

The researcher collected the data from the questionnaire and reading test results in this research. From the questionnaire result used to qualify kinds of learning styles of the subjects. The questionnaire was used to distinguish the students based on their learning styles. Then, reading test was given to take score from reading descriptive text (McNamara, 2006). The result of the questionnaire that showed the classification of sub-group subjects was compared with score from reading test. Afterward, the researcher analyzed the relation (different) between the reading score and subjects' learning styles.

After collecting reading test data from a sample of tenth-grade students, the researchers used statistical calculations to measure differences in scores for listening and reading/writing learning styles. In this study, the researchers used a t-a test formula to determine whether the mean differences between them were significant(N. Silas, 2013).

The researcher would know if there is any significant influence on achievement in reading comprehension toward learning styles by proving the hypothesis with t-test determination. Then, the researcher compared the t_{value} and t_{table}. The researcher found out the value of t_{table} based on the significance level 5% and calculated the degree of freedom (df). Then, if t_{value} is bigger than t_{table} ($t_{value} \geq t_{table}$), the Null Hypothesis (Ho) is rejected. It meant there is a significant influence of learning styles toward students reading achievement. If t_{value} is smaller than t_{table} ($t_{value} \leq t_{table}$), the Null Hypothesis (Ho) is accepted. It means there is no significant influence of learning styles toward students reading achievement.

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RESULTS AND DISCUSSION
Data Analysis

Before analyzed the data, the researher examined the data with homogeneity test. To do this, the researcher used F-test. In performing F-test, manual calculation was used by the reseacher. In this calculation, to make the calculation easier, the symbol 'x_1' used to represent the score of Audithory group meanwhile 'x_2' used to represent the score of Read/Write group. The calculation above showed that the F $_{value}$ is bigger than F $_{table}$ (F $_{value}$ > F $_{table}$). The variances were not homogeneous (unequal variance) according to the criteria mentioned before. It could be concluded that the number of sample was different ($n_1 \neq n_2$) and the variances were not homogeneous ($\sigma_1^2 \neq \sigma_2^2$).

Based on this research criteria, the calculation result above was appropriate with the criteria number 3 that is:

"If the number of sample $n_1 \neq n_2$ and the variances are not homogeneous ($\sigma_1^2 \neq \sigma_2^2$), the t-test can be used is separated variance. To know t-table, the degree of freedom is df = $n_1 - 1$ or df = $n_2 - 2$. Then the substitutive t-table is gained from the difference of those t-table known (t-table with df = $n_1 - 1$ and t-table with df = $n_2 - 2$) divided by 2 (two) and then it will be added up with the smallest t-table known".

The researcher compared the t value and t table to prove the hypothesis. The t $_{value}$ was 3,22 while t $_{table}$ was 5,063. The researcher found out the value of t $_{table}$ based on the significance level 5% and calculated the degree of freedom (df) as follows:

df= $\dfrac{2,021 + 2,042}{2}$

df= $\dfrac{4,063}{2}$

df = 3,042 + 2,021
df = 5,063

The calculation above showed that the F $_{value}$ is bigger than F $_{table}$ (F $_{value}$ > F $_{table}$). If *t* $_{value}$ is smaller than *t* $_{table}$ (*t* $_{value}$ $\leq$ *t* $_{table}$), the Null Hypothesis (Ho) is accepted. It means there is no influence between learning styles and students reading achievement .

Interpretation of the Post-Test Mean Scores

The students' scores in the auditory learning style group were higher than those in the read/Write learning style group. For example, it could be seen from the mean scores that the students using the Auditory style gained a higher mean score that was 64,5 than the students using Read/Write style, which was 56,87 (64,5 > 56,87).

Interpretation of the t-test Result

The *t*-test result showed no influence between learning styles and students' reading achievement. It could be proved that the *t* $_{value}$ is smaller than *t*he t table (t value ≤ t table), which was 3,22 ≤ 5,063. The alternative hypothesis (Ha) is then rejected, and the null hypothesis (Ho) is accepted. It shows no impact between learning style and student reading comprehension.

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CONCLUSION AND SUGGESTION
Conclusion
The findings provided support for the conclusion. This study investigated the causal connections between dependent and independent variables, learning styles, and reading comprehension. The exploratory investigation employed a causal comparative study approach.

The results of the study showed acceptance of Ho and rejection of Ha. In addition, there is no significant difference in learning styles (audio and reading/writing) on students' reading comprehension achievement (descriptive text).

This conclusion can be identified based on the results of t-test analysis, the t_{value} is smaller than t_{table} ($t_{value} \leq t_{table}$) that was $3{,}22 \leq 5{,}063$. Then the Alternative Hypothesis (Ha) was rejected, and Null Hypothesis (Ho) is accepted. Therefore, it may be inferred that learning styles are not a factor influencing reading comprehension scores.

Suggestion
Considering the above conclusion, some suggestions can be delivered that might be useful. It is suggested to the English teacher that they should be concerned with differences of students' learning styles. They should also design different reading text types as appropriate as all students need.

In teaching and learning English, they need appropriate method and approach. So, hopefully, English teachers can choose and use good methods to increase students' English mastery, especially in reading comprehension.

For further researchers interested in replicating this research, they should carry out similar research using other language skills (listening, speaking, and writing) and involve more samples.

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