

**THE CORRELATION BETWEEN EIGHTH-GRADE STUDENTS'
LEARNING STYLES AND READING COMPREHENSION AT SMPN 26
BANJARMASIN**

SARJANA'S THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHERS' TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERISTY
BANJARMASIN
2024**

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SARJANA'S THESIS

**Presented to Faculty of Teachers' Training and Education as a Partial
Fulfillment of the Requirement for Completing the *Sarjana Pendidikan*
Degree in English Language Education Study Program**

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FACULTY OF TEACHERS' TRAINING AND EDUCATION
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BANJARMASIN**

2024

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This is to certify that the *Sarjana's* Thesis Proposal of Rika Putri Reg. Number 2010117220032 entitled "**Correlation between Students' Learning Style and Their Reading Comprehension at the Second Grade Students of SMP Negeri 26 Banjarmasin**" has been approved by the advisor for oral examination.

Banjarmasin, 4 September 2023

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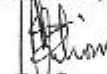
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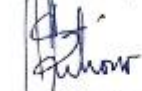
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ABSTRACT

Putri, Rika. (2024). *The Correlation Between Eighth-Grade Students' Learning Styles and Reading Comprehension at SMPN 26 Banjarmasin*. Sarjana's Thesis, English Language Education Program Study, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. Advisors: (1) Dr. Cayandrawati Sutiono, M.A. (2) Fahmi Hidayat, M.Pd

Keyword: *Correlation, Learning Styles, Reading Comprehension*

In learning English, reading is the initial skill students need to learn. By reading, students can increase their knowledge of certain subjects. It allows students to acquire a lot of vocabulary, which they can use in various language skills. Reading is essential not only for students to be able to read, but also to comprehend what they read. Each student has their preferred learning style that helps them fully grasp the information provided during their learning process. In the process of reading, students might use one of the learning styles such as visual, auditory, or kinesthetic, which can influence their reading comprehension. Several studies have been conducted on learning styles and reading comprehension. However, some studies failed to prove that there was a relationship between the two variables. Therefore, the researcher was interested in determining if there was a correlation between students' learning styles and their reading comprehension in junior high school students, especially in the eighth grade.

As mentioned, this study focused on eighth-grade students at SMP Negeri 26 Banjarmasin. The researcher used cluster random sampling with a total sample of 91 students. The approach of this research was quantitative with a correlation technique. Hypothesis testing was conducted using the Pearson Product Moment correlation through SPSS 25.0. The instruments used were questionnaires and reading comprehension tests. The questionnaire was used to identify students' preferred learning styles, and the test was used to measure students' reading comprehension.

The result showed -0.550, indicating a moderately negative correlation between visual learning styles and reading comprehension. In contrast, there was 0.307, indicating a low positive correlation between auditory learning styles and reading comprehension. Similarly, the correlation between kinesthetic learning styles and reading comprehension showed 0.048, which indicates positive but very low. Therefore, the alternative hypothesis (H_a) was accepted, stating there was a correlation between visual, auditory, and kinesthetic learning styles and reading comprehension of the eighth-grade students of SMP Negeri 26 Banjarmasin. This study suggests future research investigating effective learning strategies or methods across different learning styles.

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The researcher realizes that this thesis is far from perfect. Therefore, comments, criticism, and suggestions will be openly appreciated for better future studies. Hopefully, this research will be beneficial and give a meaningful contribution to the readers and the other researchers.

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The Researcher

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENT	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Research Question	3
1.3. Purpose of the Study	4
1.4. Hypothesis.....	4
1.5. Scope of the Study	5
1.6. Significance of the Study	5
1.6.1 Theoretical Significance	6
1.6.2 Practical Significance.....	6
1.7 Definition of Key Terms	6
CHAPTER II REVIEW OF LITERATURE	7
2.1. Learning Styles	7
2.1.1 Definition of Learning Styles.....	7
2.1.2 Types of Learning Styles	8
2.1.2.1 Visual Learning Styles.....	9
2.1.2.2 Auditory Learning Styles.....	11
2.1.2.3 Kinesthetic Learning Styles	15

2.1.3	The Advantages and Disadvantages of Learning Styles	18
2.2	Reading Comprehension	20
2.2.1	Definition Reading Comprehension.....	20
2.2.2	Factors Affecting Reading Comprehension	22
2.3	Learning Styles and Reading Comprehension	24
2.4	Previous Study	26
CHAPTER III METHOD OF THE RESEARCH		29
3.1	Approach and Type of Research.....	29
3.2	Population and Sample	30
3.2.1	Research Population.....	30
3.2.2	Research Sample	30
3.3	Instrumentation	30
3.3.1	Questionnaire	31
3.3.2	Test.....	31
3.4	Validity and Reliability.....	32
3.4.1	Validity.....	32
3.4.2	Reliability.....	33
3.5	Data Collection	35
3.6	Data Analysis	35
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....		38
4.1	Description of the Data	38
4.2	Research Findings	38
4.2.1	The Findings of Student's Questionnaire Score	39
4.2.2	The Findings of Student's Reading Comprehension	39

4.3. Discussion of the Research Findings	48
CHAPTER V CONCLUSION AND SUGGESTION	54
5.1. Conclusion	54
5.2. Suggestion.....	56
REFERENCES.....	58
STATEMENT OF ORIGINALITY	61
APPENDICES	62
CURRICULUM VITAE.....	81

LIST OF TABLES

Table 3.1.....	31
Table 3.2.....	34
Table 3.3.....	34
Table 3.4.....	35
Table 3.5.....	37
Table 4.1.....	39
Table 4.2.....	40
Table 4.3.....	41
Table 4.4.....	41
Table 4.5.....	42
Table 4.6.....	43
Table 4.7.....	45
Table 4.8.....	46

LIST OF FIGURES

Figure 4.1	43
Figure 4.2	44
Figure 4.3	45
Figure 4.4	46

LIST OF APPENDICES

Appendix

1. Blueprint Questionnaires	62
2. Learning Styles Questionnaires	66
3. Blueprint Test.....	69
4. Reading Comprehension Test	70
5. The result of the questionnaire's validity	74
6. The result of test validity	76
7. Expert Validation Sheet for Questionnaire	77
8. Expert Validation Sheet for Test.....	79