THE CORRELATION BETWEEN STUDENTS VISUAL LEARNING STYLES AND READING COMPREHENSION OF THE EIGHT GRADE STUDENTS OF MTs N 2 KOTABUMI ACADEMIC YEAR 2020/2021

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Abstract: Reading comprehension is how person can understand sentences in the context of the text being studied. Students who are able to read and understand the contents of a text as a whole mean that students understand the intent and purpose of the text. But in fact, there are still many students who do not understand reading comprehension due to several problems, one of them is that the teacher pay less attention students characteristics in learning, one of them is learning styles. There are some learning styles that are visual learning styles, auditory learning styles, and kinesthetic learning styles. In this research researcher only focus in visual learning styles. The purpose of this research to find out whether or not there is the correlation between students visual learning styles and reading comprehensio of The Eight Grade Students of MTS N 2 Kotabumi Academic Year 2020/2021. This research had two variables, they were independent variable (X) which was students' visual learning styles and dependent variable (Y) was reading comprehension. The research used a proportional random sampling technique. The research conducted by the researcher at MTS 2 Kotabumi with a population of all eighth grade students at Mts N 2 Kotabumi, totaling 162 students. The total sample of this research was 32 students. Values for visual learning styles and reading comprehension were taken from questionnaires and multiple choice questions distributed through the Google Form application. The result is from the correlation coefficient value (0.554), which is greater than r_{table} (0.349) with a significance level of 5% (0.05). It means that there is significant correlation between students visual learning styles and reading comprehension.

Keywords: Students' Visual Learning Styles, Reading Comprehension, Correlation.

I. INTRODUCTION

Reading comprehension is the process of understanding the meaning of the text and integrating it with what the reader knows. Elfira et al (2015, p.2) stated that reading comprehension is a reading process so that someone can understand the meaning of the text. In reading, a person

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not only reads but also has to understand the meaning of the entire text starting from understanding words, sentences, paragraphs, to the entire text. This means that a person must be able to understand written reading more thoroughly in order to understand the reading he learns in the learning process. With knowing everything that is in a text, students can use the useful information obtained, both those that are useful for students and for others.

In good reading learning, it must be able to produce students who have good mastery of reading comprehension, because reading comprehension is one of the determinants of student success in learning English. So, ideally every student in the eight grade should have a good reading comprehension based on the passing grade in school. But in fact there are still some students who have low reading comprehension, especially in learning reading comprehension.

Based on an interviewed with an English teacher in MTs N 2 Kotabumi on Thursday, February 4th, 2021, the English teacher said that there are some problems by students in learning reading comprehension. First, students' reading comprehension is still low, they have not achieved what the teacher wants in this subject, for example reading comprehension n the class, and daily activities in reading comprehension is still far from the target expected by the teacher.

Second, students mastery in which elements are still low, such as vocabulary. Students vocabulary is still very low so that students find it difficult to identify the contents of the reading text. For vocabulary problems, students have to read a lot of books, dictionaries and others in order to differentiate how to read and pronounce and can increase studentsvocabulary by reading a lot.

Last, the teacher pay less attention to students characteristics one of them is learning styles. Teachers should know the characteristics of students in learning especially learning style, so that students can understand the learning process in the classroom. Dunn and Shirley (1995, p.14) stated that learning styles is a person's way to start concentrating on learning starting from understanding and storing relatively easy and difficult information. Therefore, students need a learning styles in learning process. So, there needs to be an in-depth study of the correlation between students learning styles and students reading comprehension. There are three learning styles, namely visual learning styles, auditory learning styles, and kinesthetic learning styles. If viewed from the indicators of each learning style, it appears that visual learning styles have a positive correlation with reading comprehension. This indication is supported by statements

from relevant previous researchers, namely research conducted by Maga (2020, p.35) found that there is a correlation between students visual learning styles and students reading comprehension. Maga conducted research at junior high school N 9 Pekanbaru. However, based on research conducted by Maga regarding the correlation between students visual learning styles and students reading comprehension, it is possible that the results of research conducted by Maga are not necessarily the same as research conducted by researchers where researchers will conducted research at MTS N 2 Kotabumi Lampung.

Based on the explanation above, the researchers were interested and already conducted the research entitled "The Correlation Between Students Visual Learning Styles and Reading Comprehension of The Eight Grade

Students of MTs N 2 Kotabumi Academic Year 2020/2021".

II. THEORY REVIEW

Concept of Reading Comprehension

Reading comprehension is how a person can understand sentences in the context of the text being studied. In reading comprehension, not only understanding the meaning in the reading, but also the correlation between the reading and the use of the information contained in the reading.

Aritonang et al (2018, p.102) said that reading comprehension is a way for students to get information in a reading and find out the contents of the reading that is read. With reading comprehension, students can comprehensively understand the reading that is being read.

Klingner (2007, p.8) said that reading comprehension is a very complex overall component process with the interaction between the reader and what the reader knows about the text such as prior knowledge and use of the reader's strategy, as well as related variables in the text (interest, understanding of the type of text). To be able to understand a reading, there are many processes and involvement that readers must know to be able to help understand a reading text, interest in reading a text and the type of text has an important role that is very necessary in understanding a reading. Reading comprehension is the ability to understand information related to the text by using cognitive and metacognitive abilities to understand the content of the text as a whole (Rosari and Yan, 2016, p. 36). In reading, students do not just read but must be able to understand the whole text starting from the content, context of the sentence, and the purpose of the reading text.

Based on description above, the reasearcher concluded that reading comprehension is how a person can

understand the entire content in the reading text and connect ideas that the reader already knows, starting from the content of the sentence, the context of the sentence in the text, and the purpose of the text. In other words, in reading comprehension, a person should not only read but also be able to understand the whole and the meaning and purpose of the text.

Assessing of Reading Comprehension

Assessment is an activity process to find out how far a program is going well or not. Black and William (as cited in Habib, 2016, p. 127) said that assessment is a task carried out by the teacher, while students in their activities obtain information related to the assessment of the teaching and learning process. Assessment is needed in a learning process to find out whether or not the learning is being carried out. There are two kinds of assessment, namely formal assessment and informal assessment.

Formal assessment is an exercise in systematic and planned sampling techniques, where as informal assessment is an exercise in unplanned comments and responses.

Brown (2004, p.206) said that there are eight aspects of reading comprehension assessment which are described as follows:

1. Main idea

Main idea is an important idea regarding the information from the entire paragraph which is the subject of the development of a paragraph or text.

2. Expressions / idioms / phrases

Expression / idiom / phrase is a form of question related to text where the question asks the reader to identify the meaning of a word in the reading text.

3. Inference (implied detail)

Contains inference questions that ask meanings that are not conveyed directly in the text. In other words, the reader must really understand the content

of the text first to find the inference of the text.

4. Grammatical Features (reference)

Reference is the strong correlation that results from the presence of expressions and the speaker who speaks frequently. In other words, a reference is a close correlation between objects that are designated to act as a tool for joining other objects.

5. Details (scaning for specifically stated details)

In reading, scanning is very necessary in looking for certain things in the text.

5. Excluding facts not written (unstated detail)

With the exception of the facts of the questions that have been provided, in this section the reader must answer questions about information in the text that is not explained directly in the text.

6. Supporting ideas

Supporting ideas are additional ideas from the author to find supporting ideas from a sentence or reading topic that has been explained.

7. Vocabulary in context

Vocabulary in the context of the question contains questions that ask the reader to answer the meaning of the vocabulary in the problem.

Definition of Visual Learning Styles

Visual learning styles learning styles is process that uses human vision. Visual learners will usually quickly understand learning by what they see. Yong (2010, p. 481) said that visual students learn best when they see things like words on the blackboard and textbooks. By seeing directly visual students can more quickly understand the information provided in the learning process.

Visual learners prefer things that they can see and that can accelerate their understanding of learning. Dunn et al (as

cited in Moussa, 2014, p. 21) stated that visual learners generally have to look at learning, writing to gain a deep understanding and be able to master learning. Rodger et al (as cited in Raiyn, 2016, p.115) said that the information contained in visual information is explained by images, flowcharts, diagrams, videos, simulations, graphics and cartoons, coloring books, slide shows, posters, films, games, and flash. cards. Usually, visual learners will understand learning quickly in the presence of information that is explained by several things such as pictures, flow charts, video diagrams and others.

III.   RESEARCH METHODS

This research uses quantitative research, with the type of correlational study, because it is not intended to determine the effect of a treatment.

Arikunto (2010, p.4) said that correlational study is research conducted by researchers to determine the correlation between two or more variables, by not making changes or manipulating data. This research has two variables, they are independent variable (X) and dependent variable (Y). The independent variable is visual learning styles (X) and the dependent variable is reading comprehension (Y).

According to Sugiyono (2012, p.80) "population is a generalization area consisting of objects or subjects that have certain values and characteristics that the researcher chooses to draw conclusions". This means that the population In this research is students of nine grade in MTs N 2 Kotabumi academic year 2020/2021 which consisted of five grade with 162 students.

Sugiyono, 2012, p.81) said that the sample is part of the number and characteristics of the population that is

owned for research. The sample is part or half representing the population to be studied from that population. Thus the sample in this research is 32 students from five classes of the population.

In doing a research, it is important to determine the instrument that will be used. Based on conditions that do not allow students to enter school, researcher takes students' data through the WhatsApp and Google Form application. This research used to measure students' reading comprehension was a multiple choice test consist of 40 questions. to measure students visual learning styles, researchers used questionnaire test consist of 35 statements and through the same application Google Form. Researchers share a link about learning styles in the form of a questionnaire and send it via Whatsapp Group, after which students fill out the questions in the questionnaire using the Google Form application.

IV. RESULTS AND DISCUSSION

In started this research, the researcher conducted tryout to find out the validity and reliability of the instruments used in this research. The tryout of students' reading comprehension and visual learning styles were followed by 27 students at MTs N 2 Kotabumi on Tuesday, August 31st 2021. Then, continued with research conducted on Tuesday, September 7th 2021. The sample in this research were 32 students from 162 students from five population classes, because the researcher used 20% of the population randomly in each class.

Firstly, the researcher conducting the try out in MTs 2 Kotabumi, and the researcher give 40 questions for multiple choice. Using Point Biseral Correlation Formula. After that the researcher found that 30 questions is valid, and 10 squestions

invalid. Below the summary of validity test of questionnaire instruments.

Table.1
The Summary of Validity Test of Multiple Choice

Observation	Frequency
Valid	30
Invalid	10
Total	40

Based on the table, it can be seen there were 30 items valid namely question number 1, 3, 4, 6, 7, 9, 10, 11, 12, 13, 15, 16, 18, 19, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32,34, 35, 36, 38, and 39. Meanwhile, there were 10 items invalid, namely items number 2, 5, 8, 14, 17, 21, 27, 33, 37, and 40.

Meanwhile, the reliability of reading comprehension was calculated Kuder-Richardson (K-R 20). The criterion for reliable instrument is if $r_{observed} \geq r_{table}$ in significant level 5% and N= 27.

Table.2
The Summary of Reliability Test Of Multiple Choice

Observation	Result
$r_{observed}$	0,756
r_{table}	0,7
Description	**The instrument is reliable**

Based on the tables above, it was found that $r_{observed}$ for instrument students' reading comprehension is greater than r_{table} which is $0.756 \geq 0.7$. It could be said that the instruments was reliable.

After that, In validity of students visual learning styles instrument test of students, the researchers used Product Moment Correlation Formula to collect the research data, and criteria for instrument to be said valid if $r \geq 0,3$ in significant level 5% and N= 27. The researcher give 35 statements for questionnaire. After that the researcher found that 25 questions is valid.

Table.3
The Summary of Validity Test of Questionnaire

Observation	Frequency
Valid	25
Invalid	10
Total	35

Based on the table, it can be seen there were 25 items valid namely statements number 1, 2 3, 5, 7, 8, 10, 11, 12, 14, 15, 16, 18, 20, 22, 23, 24, 25, 26, 29, 30, 31, 32, 33, and 35. There were 10 items invalid, namely items number 4, 6, 9, 13, 17, 19, 21, 27, 28, and 34.

Because in research proposal the researcher only lists 20 valid statements not 25 statements, therefore the researcher does not use 5 statements that are close to being invalid, that are statements number 10, 15, 16, 23, and 25. Then, the researcher only uses 20 statements based on the research proposal that has been made by the researcher.

Meanwhile, For the reliability of the instrument students visual learning styles the researchers used Alpha Cronbach Formula.

Table.4
The Summary of Validity Test of Questionnaire

Observation	Result
$r_{observed}$	0,709
r_{table}	0,7
Description	**The instrument is reliable**

From on the table above, it can be seen that the criterion for the instrument's reliability is if $r_{observed} \geq r_{table}$ in significant level 5% and N= 27, so that 0,709 $\geq$0,7. It can concluded that the instrument of reading comprehension is reliable.

In this research, the researcher analyzed the data to find whether the data came from normal distribution or not. Therefore, the researcher used normality test, by using Liliefors formula.

Table.5
Thye Summary of Normality Test

No	Variables	$L_{observed}$	L_{table}	Distributon

1.	X	0.121	0.157	Normal
2.	Y	0.104	0.157	Normal

Based o the table above, it can be concluded that the result normality test of students visual learning styles (X) was $L_{observed}$= 0.121 with the L_{table}= 0.157 while students reading comprehension (Y) was $L_{observed}$= 0.104 with the L_{table} = 0.157. It means that $L_{observed} < L_{table}$ and the data of X and Y is normal distribution.

In homogeneity test, the researcher used F-Test formula. The results of normality test can be seen in the calculation of F-Test:

$$F_{observed} = \frac{Thehighestvariance}{Thelowestvariiannce}$$

$$F_{observed} = \frac{221.8}{121.4}$$

$$F_{observed} = 1.78$$

Based on the result homogeneity test, it was found that $F_{observed} = 1.78$ with the F_{table}= 1.82. The calculation is if $F_{observed} \leq F_{table}$ then H$_a$ is accepted; The

visual learning styles and reading comprehension groups are homogeneity.

This research hypothesis was Product Moment Correlation Formula to correlation test, After calculating the data obtained in the research, it is known that $r_{observed} > r_{table}$= 0.554> 0.349. So, it can be concluded that there is a correlation between students visual learning styles and reading comprehension.

After doing the calculations, the researcher used T-test to significant test, it is known that $t_{observed} > t_{table} =$ 3.647 > 2.040. So, it can be concluded that there is a significant correlation between students' visual learning styles and students' reading comprehension.

Discussion

This research conducted in MTs N 2 Kotabumi on Tuesday, September 7th 2021. The result of the analysis the correlation

between students visual learning styles and reading comprehension showed that the correlation coefficient is (0.554), this value is greater than r_{table} (0.349). This shows that the correlation between two variables has a positive effect, which means that the higher the students visual learning styles, the higher also the reading comprehension. The results of this research is in accordance with the hypothesis proposed by the researcher, namely there is significant correlation between students visual learning styles and reading comprehension of the eight grade students of MTs N 2 Kotabumi academic year 2020/2021.

Correspondingly, the research obtained from this relevant to previous research which conducted by Maga (2020) with the title *"The Relationship Between Students' Visual Learning Style Preference and Their Reading Comprehension at The Second Year of SMP N 9 Pekanbaru* ". From the research results concluded that

there is positive correlation between students visual learning styles and their reading comprehension.

In conclusion, from the results of the research, and the previous theory, it has been proven that students' visual learning styles have a positive correlation to students' reading comprehension. By using visual learning styles in the learning process, students will quickly understand learning, especially reading learning that involves vision. However, when students do not use visual learning styles in the learning process, students will find it difficult to understand learning. As a result, they are difficult to achieve maximum results. Based on previous research, students' visual learning styles in learning English greatly influences students' reading comprehension. In summary, visual learning styles can have a positive influence on the learning process,

especially students' reading comprehension.

V. CONCLUSION

Based on the result and discussion explained preiously, it can be concluded that there is significant correlation between students visual learning styles and reading comprehension of the eight grade students of MTs N 2 Kotabumi academic year 2020/2021.

Based on the discussion and conclusion previously described, the researcher proposes some suggestions related to this research, for the teacher must be able to pay attention the characteristics of students, one of them is visual learning styles, for the students are expected to improve their visual learning styles both at school and outside of school and improve reading comprehension learning, for the next researchers researchers are also expected to conduct research to pay attention to the instruments to be used, researchers must also conduct online tests if there is still a covid-19 pandemic, for example using the zoom application to minimize the validity of the data obtained, further researchers also need to manage the time as efficiently as possible so that the test what students do is really purely the result of the student's work it self.

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