

ARTICLE

**LEARNING STYLES IN READING COMPREHENSION APPLIED BY A
THIRD GRADE HIGH ACHIEVER OF ENGLISH EDUCATION
DEPARTMENT AT NUSANTARA PGRI KEDIRI UNIVERSITY
IN THE ACADEMIC YEAR 2016/2017**



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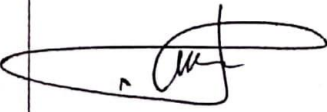

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LEARNING STYLES IN READING COMPREHENSION APPLIED BY A THIRD GRADE HIGH ACHIEVER OF ENGLISH EDUCATION DEPARTMENT AT NUSANTARA PGRI KEDIRI UNIVERSITY IN THE ACADEMIC YEAR 2016/2017

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ABSTRACT

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that without comprehending and interpreting the meaning of the text, reading itself is useless. Meanwhile, comprehension is the main goal of reading. Hence, learner can influence his comprehension in reading with learning styles. Learning styles have an important role in the learning process and influence learners' reading achievement because learning styles have relation with learners' way to acquire and comprehend information. This research is aimed to describe learning styles in reading comprehension applied by a third grade high achiever and to identify learning styles in reading comprehension preferred by a third grade high achiever of English Education Department at Nusantara PGRI Kediri University in the academic year 2016/2017. Then, the researcher conducted a case study of qualitative research approach. The subject of this research was one learner. Also, the instruments used to collect the data were observation, interview, and documentation. The data had already collected from observation in the form of observation-check list and video recording. Also, to support and complete the data, the researcher conducted interview to learner. The result of this research showed that high achiever applied three types of learning styles such as; visual learning style, auditory learning style, and kinesthetic learning style. Furthermore, he preferred in visual learning style. It can be seen that he applied nine strategies.

Keyword: Learning Styles, Reading Comprehension, High Achiever

I. INTRODUCTION

Reading could give contribution to the students in raising success of language. The English language in the university carried out in the framework that consisted of four basic language skills included listening, speaking, writing, and reading. Reading itself contained the activity to understand the text and information in the text. By reading various materials, students

could understand English well and get knowledge in writing form. Thus, it was supported by Cline, et al., (2006: 2), that reading is the process of deriving meaning from text. It means that students try to understand the authors' idea, meaning of text and thinks about what they have read. Moreover, Alderson (2000: 5), also says that reading is the process of constructing

meaning through dynamic interaction among readers in written language. Reading process means not only “read” but tried to make interaction between the reader and the text. It deals with how the readers could convey the meaning through the written symbols and process them into their mind.

Thus, reading involved skills of the visual recognition of word that is a kind of activity to comprehend the writers’ ideas or writers’ way to communicate with the readers by using written texts. Students who had good ability in reading, they would have better chance succeeding in their study in reading comprehension. Duke & Pearson (2001: 423), explains that,

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the readers’ head, it involves intentional thinking, during which meaning is constructed through interactions between text and reader.

It means reading comprehension is the ability of the reader to understand and gain meaning from what has been read in written texts. Students should comprehend the text in order to understand and interpret text. Students who had good ability in reading will have better understanding in comprehending text than they have not. Moreover, it was better for students to train

themselves to read well and have high comprehension in reading.

Nevertheless, each student had different ways to perceive the information from learning situation especially in reading activity. For example, students got better the information when they read text by music in the background. The others, they preferred to read the text by pictures. Then, some students preferred silent reading. They believe that when they used this way, they would catch the information of the text easily. Furthermore, students who are very active in the class, they preferred to read the text by moving from one place to another place. They found the comfortable place to read the text because it will help them conveying the meaning of the text. Besides, students preferred to read the text by coloring of the written text. They would remember what the author’s ideas when they marked the sentence or word.

Thus, some of main factors which helped to determine how and how well students learned a second language or foreign language which could influence their comprehension in reading were learning styles. According to Hilliard (2001) in Naning and Hayati (2011: 2), “Learning styles are the characteristic ways in which an individual acquires, perceives, and process information.” Hence, it can be concluded that learning

styles had an important role in the learning process and influence students' reading achievement because of learning style had relation with students' way to acquire and comprehend information. They would learn easily through their own learning style.

Furthermore, there are three types of learning style. As well as, Dunn and Dunn (2002) in Jihad (2014: 115) state that learning style such as visual (verbal/non-verbal learner), auditory learner, and kinesthetic learner. (1) Visual/non-verbal learner is the learner that relies primarily on his sight to intake his data, which are things he sees such as written information and images. (2) Auditory learner is the learner who learned through listening. (3) Kinesthetic learner is the learner who uses his/her finger and hands. He/she remembers more easily when he/she writes or moves his/her finger.

Likewise, when they knew their learning style, they would integrate it in the process of learning. They would learn easily and succeed when they applied learning styles in reading comprehension. Hence, the lecturer should be introduced to the students what learning styles are. Introducing learning styles to students would help them become good reader. Alderson (2000: 48), explains that there two approaches to involve in being a good reader; identifying readers known to be

good and contrasting students' understanding – process and product with students known to be poor. According to Nabokov (2002) there were ten criteria of good reader such as; 1) The reader should belong to a book club. 2) Identifying himself or herself with hero or heroine. 3) Concentrating on the social economic angle. 4) Preferring a story with action and dialogue to one with none. 5) Seeing the book in a movie. 6) Being a budding author. 7) Having a good memory. 9) Having a dictionary. 10) Having some artistic sense.

Moreover, the researcher found that difficulty when they learnt English especially reading. In fact, some of English education department students in Nusantara PGRI Kediri University when given the lessons of reading they got difficulties to understand a reading text exactly in deciding general idea, main idea of the paragraph, specific information, detail information, implied information, reference meaning, grammatical function, identifying the communicative function of text to comprehend the meaning of the words in the text. Also, some of students lack of vocabulary.

Nonetheless, there was one student who had good quality in reading among other students. The student had different learning style from other students. He was easily to understand and comprehend the

assignment. Furthermore, the researcher decided to take the research in university students at Nusantara PGRI Kediri University because the competence of university student had more capability. He was mastering in reading skill include understanding the text in deciding general idea, main idea of the paragraph, specific information, detail information, implied information, reference meaning, grammatical function, identifying the communicative function of the text and vocabulary. Meanwhile, the subject of this research was a third grade high achiever of English Education Department.

Then, the researcher decided to describe learning styles in reading comprehension applied by a third grade high achiever and to identify learning styles in reading comprehension preferred by a third grade high achiever. So, the researcher took the research entitle "Learning Styles in Reading Comprehension Applied by a Third Grade High Achiever of English Education Department at Nusantara PGRI Kediri University in the Academic Year 2016/2017"

II. METHOD

This research was classified as qualitative research and focused on case study. It described and explained about facts that happened in the field naturally. The researcher filtered the data based on

the observation, interview and document as the methods of collecting the data.

Those kinds of the data that had already collected such as document (his score in reading subject especially the third semester up to the fifth the semester).

The researcher played an important role as an observer who observed about learning styles in reading comprehension applied by a third grade high achiever in the outside classroom. To get the reliable and proper the data, the researcher had to capture all of important data through observation checklist, did an interview guide and also recorded the situation happen in the outside classroom. The techniques were observation, interview, and documentation.

III. FINDINGS AND CONCLUSION

A. Findings

The researcher discussed what she has found based on the result of the research.

1. Learning styles in reading comprehension applied by a third grade high achiever

As the result, it can be seen that during reading activity, high achiever applied three types of learning styles such as visual learning style, auditory learning style, and kinesthetic learning style from Pritchard (2009: 44-45).

a. Visual Learning Style

In this research, high achiever applied only four indicators visual learning style out of five indicators visual learning style such as learning by seeing, remembering the setting of pictures in their own mind, getting the information in the form of diagrams, graphs, maps, posters, and display, and using hand movements when describing something or recalling events.

First, the researcher distributed the text under the title “Has the mystery of the Bermuda Triangle finally been solved?” The result of this research showed that high achiever applied learning by seeing in reading comprehension. It can be seen when the researcher gave text that contain of picture, he was very interested when he seen display text. High achiever tried to observe the picture which stated on the text for getting general information. For getting the general information, he did previewing to help him to make some “educated guesses” about what the text was.

The second indicator of learning style which applied by high achiever is remembering the setting of pictures in his own mind. Basically, high achiever had some strategy to remember the setting of pictures in his own mind. After he did previewing the text, high achiever could predict what had already occurred in the text based on picture. He predicted that Bermuda Triangle had powerful sinkholes

and whirlpools that may be capable of pulling large heavy objects to the bottom of the sea.

The third indicators were getting the information in the form of diagrams, graphs, maps, posters, and display. Furthermore, the result of this research high achiever was looking for the information in the map. Hence, high achiever indentified the map that occurred in the text. He read map in order to know the place of the object. The map that consisted of the text is about the location of Bermuda Triangle.

The last indicator as using hand movements when describing something or recalling events. He used hand movements to help him be fluent and articulate.

In line with the explanation above, according to Yong (2010: 481) says that visual learning styles refers to a preference for learning through vision and visual learner rely on his sight to take the information. He typically preferred to be able to read the textbook, journal, article, or newspaper on his own to increase his understanding. Then, visual learner thought and learned in pictures. This learning style had an important advantage in reading comprehension such as it made recollection easier when learner imagining situations and events. He could simulate scenarios in his mind and planed his action according to each outcome.

b. Audio Learning Style

In this research, high achiever applied four indicators of auditory learning style out of five indicators auditory learning style such as: learning by listening, preferring sequence, repetition and summary, remembering what you heard in the discussion, lectures, interviewing, hearing stories and audio tapes, and using level eye movements.

First, high achiever applied learning by listening in reading comprehension. When high achiever read the written text he listened with music in the background. The music background that he chose was Bali World Music from Gus Teja. One of the ideas why listening to background music while reading may be potentially beneficial in his emotion or mood.

Then, the other example of learning by listening was the researcher gave short movie with contained of subtitle of English language. Those short movies were about “BBC Documentary Dinosaurs Myths and Monsters” and “Mother and son”. At that time, high achiever read that transcribe in short movies. Thus, he could understand the words in those short movies when he watched short movie or showed with English subtitles on, his brain was forming a connection between what he heard and what he read.

The second indicators of auditory learning style as preferring sequence,

repetition and summary. It can be seen that he was interested some snippets of short movie. Indeed, high achiever knew the plot itself. Plot referred to the sequence of events inside a story which affected other events through the principle of cause and effect. The term plot can served as a verb and referred to a character planning future actions in the story. The plot divided into three parts; beginning, middle, and an end.

The third indicators of auditory learning style as remembering what you hear in the discussion, lectures, interviewing, hearing stories and audio tapes. High achiever could remember what he heard and saw when reading the story through movie. When he read the story, he chose the movie with English language translation. Transcribe is helpful to communicate and understand what’s going on the story.

The last indicator of auditory learning style was using level eye movements. High achiever told that the applications of eye movements are important to show the emotion of the story itself.

In addition, Honey and Mumford (1982: 13) claim that auditory learner is able to memorize faster by reading text loudly and listening to tapes. Auditory learner tended to like to read plays and dialogues, but he would have trouble reading silently. Furthermore, the

advantage of auditory learning style in reading comprehension like auditory learner succeed when directions were read aloud, speeches were required, or information is presented and requested verbally. Then, high achiever retained information without having to see it in texts or pictures.

c. Kinesthetic Learning Style

In this research, high achiever applied two indicators of kinesthetic learning style out of five indicators kinesthetic as recalling events and associate feelings, and involving physical responses.

First, high achiever applied learning by recalling events and associated feelings in reading comprehension. Remembering an event, a situation or a person could increase person's happiness, anger, and sadness. Although emotion that was activated by a memory may not be felt as intensely as the actual experience, the recall can be enjoyable or painful. Also, high achiever may think about the past experience because he wanted to recreate a satisfying emotional experience when he read text for example; when he talked to his mother with anger.

Then, high achiever read a poster while he pointed the sentences. Pointing the writing with the index finger has some purposes. High achiever thought that his attention focused on words, phrases, or

sentences that are being read. In addition, by pointing to the text, high achiever helped to read in a sequence, not a word-of-mouth. This was possible because the finger that pointed to the text was not a single word, but it referred to chunk of words. Thus, high achiever helped in capturing the meaning contained from what he read.

Similarly, Honey and Mumford (1982: 17) state that identified kinesthetic learning style was a learning style in which learning take place by student carried out a physical activity. In case of reading a text, he preferred to think issues, ideas and problem while he exercised. Also, he used efficient reading strategies to help him stay focused like made notes and underlining the difficult words.

2. Learning styles in reading comprehension preferred by a third grade high achiever

Based on the research findings, high achiever preferred visual learning style in reading comprehension. There were nine strategies out of ten strategies of visual learning style from Leonard (2005).

Then, the strategies of visual learning style were "I prefer watching a video to reading.", "I can picture the setting of a story I am reading.", "I prefer watching someone perform a skill or a task before I actually try it.", "I color-coordinate my clothes.", "I need to look at

something several times before I understand it.”, “I use phrases like “I see what you’re saying,” “That looks good,” or “That’s clear to me.”, “It’s easy for me to replay scenes from movies in my head.”, “I can look at an object and remember it when I close my eyes.”, and “I can imagine myself doing something before I actually do it.” Meanwhile, the strategies of audio learning style were “I study better with music in the background.”, “I’m good at rhyming and rapping.”, “I can understand a taped lecture.”, “I enjoy studying foreign languages.”, “I enjoy studying in groups.”, “I have musical ability.”, and “I use phrases like “That rings a bell,” “I hear you,” or “That sounds good”” Next, the strategies of kinesthetic learning style were “I’ve got a handle on it,” “I’m up against that wall,” or “I have a feeling that.....”, “I’m good at figuring out how something works.”, “When I study new vocabulary, writing the words several times helps me learn.”, and “I enjoy building things and working with tools.” Nevertheless, remember that there were no wrong answers to this inventory. Everyone especially high achiever was an individual and had his own style of reading comprehension.

In line with that statement, Brown (1994: 113) explains that visual learners tend to prefer reading and studying charts, drawings, and other graphic information.

In addition, when high achiever applied visual learning style in reading comprehension he became a good reader. Thus, his reading became fluency and effectively. Finally, he could get good score on his reading subject.

Then, the result of this research similar with previous study that there was significant difference between three groups of learners’ preferences in visual/verbal learning style and their reading comprehension. It was written by Solmaz Zarei, Ali Roohani, Ali Akbar Jafarpour in 2015 under the titled “The Effect of Visual/Verbal Learning Style on Reading Comprehension” The purpose of this research was to explore the effect of learners’ learning styles (i.e., learners’ visual and verbal styles) in multimedia-based reading comprehension.

B. Conclusion

In reading comprehension, a third grade high achiever of English Education Department at Nusantara PGRI Kediri University applied three types of learning styles such as visual leaning style, auditory learning style, and kinesthetic learning style. Then, a third grade high achiever was preferred in visual learning style. It can be seen that he applied nine strategies such as preferring watching a video to reading, picture the setting of a story while reading, preferring watching someone perform a skill or a task before trying,

color-coordinate with clothes, looking at something several times before understanding, using phrases like “I see what you’re saying”, replaying scenes from movies in the head, looking at an object and remember it when close the eyes, and imagine doing something before actually do.

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