

## **LEARNING STYLE OF EFL LEARNERS ON READING COMPREHENSION AT SMPN 2 PEMATANGSIANTAR**

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### **Abstrak**

Penelitian ini bertujuan untuk mengetahui Gaya Belajar Pembelajar EFL dalam Pemahaman Membaca di Smpn 2 Pematangsiantar. Penelitian ini dilakukan dengan menggunakan metode kualitatif. Metode kualitatif adalah penelitian yang mengumpulkan data berupa kata-kata atau gambar, bukan angka. Penelitian ini dilaksanakan pada bulan September 2023 dan dilaksanakan di SMPN 2 Pematangsiantar yang beralamat di Jl. Rajamin Purba, Sofa Hill, Siantar Sitalasari, Kota Pematangsiantar, Sumatera Utara. Data primer dalam penelitian ini adalah siswa. Data sekunder berupa jurnal penelitian, buku yang relevan. Data ini diperoleh dari wawancara dengan partisipan penelitian yaitu siswa kelas IX SMP Negeri 2 Pematangsiantar tahun pelajaran 2023/2024. Peneliti melakukan penelitian di kelas IX-11. Pengumpulan data merupakan langkah penting dalam penelitian, karena tujuan utama penelitian adalah memperoleh data. Prosedur yang diterapkan untuk menganalisis data adalah reduksi data dan display data. Peneliti menemukan tiga gaya belajar siswa yang dominan yaitu: gaya belajar visual, gaya belajar auditori, kemudian gaya belajar kinestetik dan satu kombinasi gaya belajar yaitu: kinestetik-auditori/musikal. Terdapat tiga orang siswa yang memiliki gaya belajar visual. Setelah itu, terdapat tiga orang siswa yang memiliki gaya belajar auditori, kemudian terdapat dua orang siswa yang memiliki gaya belajar kinestetik, dan terakhir terdapat satu orang siswa yang memiliki gaya belajar kinestetik-auditori (musikal).

**Kata kunci** : Learning Style; Efl; Learners; Reading Comprehension

### **Abstract**

*This research aims to determine the Learning Style of EFL Learners in Reading Comprehension at Smpn 2 Pematangsiantar. This research was conducted using qualitative methods. Qualitative methods are research that collect data in the form of words or images, not numbers. This research was carried out in September 2023 and was carried out at SMPN 2 Pematangsiantar which is located at Jl. Rajamin Purba, Sofa Hill, Siantar Sitalasari, Pematangsiantar City, North Sumatra. The primary data in this research are students. Secondary data in the form of research journals, relevant books. This data was obtained from interviews with research participants, namely class IX students of SMP Negeri 2 Pematangsiantar for the 2023/2024 academic year. Researchers conducted research in class IX-11. Data collection is an important step in research, because the main aim of research is to obtain data. The procedures applied to analyze data are data reduction and data display. Researchers found three dominant student learning styles, namely: visual learning style, auditory learning style, then kinesthetic learning style and one combination of learning styles, namely: kinesthetic-auditory/musical. There are three students who have a visual learning style. After that, there were three students who had an auditory learning style, then there were two students who had a kinesthetic learning style, and finally there was one student who had a kinesthetic-auditory (musical) learning style.*

**Keywords:** Learning Style; Efl; Learner; Reading Comprehension

## INTRODUCTION

As an international language, English has been used as a foreign language in Indonesia. In fact, the government requires English being taught in schools as a compulsory subject from the start of elementary school, junior high school, and also senior high school, (Hadi, Izzah and Hidayat, 2021:66). In learning English, Learners often experience difficulties, such as lack of understanding in the text and lack of vocabulary. It is happened because English is something new learned by Learners, because the role of English in Indonesia as a foreign language. In learning English there are several aspects learnt, such as pronunciation, spelling and grammar. These aspects are quite different into the first or mother tongue language for Indonesian learners (Ni'mah, Kurniawati, & Susatyo, 2022).

All aspects of English are important to be considered to achieve English proficiency. The importance of learning English is to prepare Learners to be able to use English communication actively (Villyastuti, Raharjo, Sugiyo, & Rusdarti, 2022). English consists of 4 skills namely: reading, speaking, listening and writing. Improving reading skills is very important for Learners because it allows them to improve their language skills and successfully achieve their academic achievements. In addition, for EFL learners that learn English as an foreign language, the ability to understand academic texts is an important skill that Learners must prioritize (Balci, 2017:36).

In the development of 2013 curriculum for Junor high school, the focus is strenghtening learners-centered learner patterns. Learners must have choice to regarding the material studied and the learning style to have the same competence (Kemendikbud Republik Indonesia, 2018:8). Learners can study in the way that suitable with them and base on Learners abilities. Learners can increase their understanding based on their potential, which allows Learners to gain more knowledge.

The Practical field experience had done in SMPN 2 Pematangsiantar, the researcher found the Learners who had difficulties in reading comprehension. When Learners were given an assignment such as reading questions not able to finish the question. Learners are difficult to find the main idea of the text. Learners did not understand the context of text because they find unfamiliar word. Learners have difficulty finding factual information from a text. In other words, Learners need ability in understanding the content described in a text. In influence the ability of Learners in learning English as a foreign language, especially in reading have two factors (Virus-Ortega, 2006). The factors that infuence are, internal factor and external factor. The internal factors are physical condition, motivation, skill, interest, and intelligent and learning style. Meanwhile, the external factors are strategy in teaching, family, friends, and environment (Sedik, 2023:3). Internal factors influence the success of Learner learning. Where these factors come from within the Learner. If the physical condition, skills, interests, and intelligence are good, it will affect Learners' learning abilities better. Likewise with the influence of external factors, namely : strategies in learning, family, friends, and the environment. The good external factor will supports Learners in learning, and Learners will get success in learning. In this case, researcher want to know some of learning style of Learners in reading comprehension (Huntul, Tamsir, Ahmadini, & Thottoli, 2022).

Learning style is the ways of Learners in absorbing and understanding the information or idea. Learning style divided into three categories : Visual, Auditory and Kinesthetic (VAK), Porter and Hernacki as cited in (Widayanti 2013:3). Each Learners have different learning style. It will behave differently in the way learners capture stimulus or information, how to remember, think and solve problems. Learning styles are formed from the way Learners learn. Learning styles affect Learners' reading performance because their learning styles are related to how they obtain and understand information.

Reading is understanding the written text. Reading is one of the methods for extracting information from a text (Wikandari 2022:46). It means reading is required to Learners ability to know the content and intent of the text and reading influenced the achievement of the results of the Learner learning process. Also reading comprehension is a process in which to understand a meaning and draw conclusions obtained from written texts. Reading comprehension is defined as the process of unlocking meaning from connected text (Sadeghi and Tan 2012:118). One of the language skills that cannot be separated from other language skills is reading, because a Learner's ability in one aspect will affect the ability to master other aspects. This is an important educational goal because without reading, a person will not be able to improve their language skills. Reading comprehension is such a complex skill for several Learners for some reasons. Reading comprehension is complex skill because it's requires the ability to read words, identify their meaning, and construct mental representations of the text. Therefore, every Learner has their own learning style that will ease them to comperhend a text during reading comprehension process (Sari & Gulö, 2019).

In previous research that have been conducted by Handayani Setiowati, in "Identifying Learners' Learning Styles on Reading Comprehension Achievement (2019)". This study aims to identify the effect of type of Learners' learning styles in reading comprehension achievement. The researcher got results that in using learning styles, Learners will be more enthusiastic and motivated to improve their reading skills and help them to increase their confidence in dealing with learning problems (Setiowati 2019:53). It means that learning style is influence the ability of Learners' reading comprehension in comprehend information. Therefore, the researcher want to know what learning styles do Learners have in ninth grade at SMPN 2 Pematangsiantar.

## **METODE**

This research was conducted by using qualitative method. Qualitative method is a research where data are collected in form of words or picture rather than number (Bogdan and Biklen 2007:5) as cited in (Silalahi 2015:63). Descriptive research studies designed to gather information about the existing state of phenomena. Descriptive qualitative was applied by researcher to investigated learning style of EFL learners on reading comprehension (Zaabalawi & Gould, 2017). The goal is a holistic picture and depth of understanding rather than a numeric analysis of data. The research aims the generating theory rather than testing theory.

This research was conducted on September, 2023 and was held at SMPN 2 Pematangsiantar which is located at Jl. Rajamin Purba, Bukit Sofa, Siantar Sitalasari, Kota Pematangsiantar, Sumatera Utara.

The primary data for this research are the learner`s learning style. Those data was derived from interview from participants of this research that are learners at grade nine learners of SMP Negeri 2 Pematangsiantar for the academic year 2023/2024. The researcher was conducted the research in class IX-11.

Instrument is very useful to collect data require to get information in research. The instrument used in this research was interview. Interview was a face to face interaction between interview and interviewer. The main instrument of this research was the researcher because it is a descriptive qualitative research (Silalahi et al., 2022:44). Interview was used as an instrument to collect data about the learning style of EFL learners on reading comprehension class IX-11 at SMPN 2 Pematangsiantar (Suharsiwi & Nugroho, 2018).

Collecting data is the important step in the research, because the main purpose of research is to obtain data. Data means the information which is gotten by a specific measurement; it is used as the underlayment in arrange logic argumentation to be fact (Fathoni 2006:104). In this research, the researcher was used interview to obtain the data. Interview is the process of getting explanation by asking some questions face to face between researcher and respondent using interview guide.

The step after collecting the data is the data analysis. After the data obtained from the interview, the data was analyzed through the following steps: (a) Researcher collected data about the learners` learning styles through the interview, (b) Researcher transcribed the data, (c) Reducing and displaying the data and (d) The last step is drawing conclusion.

The validity of a qualitative research can be seen by triangulation. As a qualitative research, triangulation makes the research can be believed, becomes conventional, and acceptable. There are four type of triangulation, those are: data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation (Denzin:2009) as cited in (Adel, Sabir, Rezazadeh, & Aldurayhim, 2022).

## **RESULT AND DISCUSSION**

The data of this research were learner`s learning style on reading comprehension in grade nine at SMPN 2 Pematangsiantar. The data of learning style were obtained through interview. The research data were taken from nine learners from IX-11 where they are respondents in this research. Researcher chose them as respondents in this research by setting criteria based on their grades in reading lessons. The researcher got grade data from their English teachers (Hikmahwati, Utomo, & Evenddy, 2021). Researcher chose learners with the highest, middle and lowest scores. There were three learners with highest average scores, three learners with middle scores and the last there were three learners with lowest scores.

### **Learner`s Learning Style**

[Subject 1]:

R: Bagaimana cara termudah kamu dalam memahami teks saat membaca?

JS: Biasanya Jeswin artikan dulu miss teks nya ke dalam bahasa indonesia menggunakan kamus. Biar aku bisa paham isi dari teks nya. Terus aku bisa ngerti.

R: Apa yang kamu lakukan saat gurumu menjelaskan saat pelajaran reading ?

JS: Aku biasanya sambil nyatat hal hal yang penting gitu miss biar nanti kalo disuruh ngerjain soal aku gak lupa sama apa yang dibilang ibu guru.

R: Apa yang kamu lakukan untuk mempermudah mengingat materi bacaan yang kamu pelajari?

JS: kalo aku sih miss ngulang ngulang materi bacaannya aja biar hafal.

R: Pernah tidak kamu berpidato dengan menggunakan bahasa Inggris?

JS: Pernah miss. Di sekolah ini ada yang namanya literasi dan setiap mata pelajaran ada literasinya miss. Nah, saat literasi bahasa inggris ada literasi membaca dan ada juga kegiatan lain seperti pidato.

Subject 1 is a learner with a kinesthetic learning style. When she studied reading lessons, she carried out several activities, such as used a dictionary to understand English texts by interpreted text into Indonesian. She noted what she learned in class and repeated the reading material to make it easier to remember the subject matter she learned. She liked to appear in front of her friends and teacher by gave speeches. It means that she used a learning style that involves physical activity, through doing things, moving and expressing herself through motion. The activities carried out by subject 1 tend to have a kinesthetic learning style.

[Subject 2]:

R: Bagaimana cara termudah kamu dalam memahami teks saat membaca?

EC: Lebih paham kalo ada medianya gitu sih miss, kayak gambar yang ku bilang tadi

R: Apakah kamu suka belajar membaca dengan menggunakan media?

EC: Suka banget miss. Apalagi kalo media gambar gitu. Lebih asik dan lebih mudah memahami tes yang dibaca miss

R: Apa yang kamu lakukan saat gurumu menjelaskan saat pelajaran reading ?

EC: Emi denger, Emi perhatiin Mam nya miss

R: Apa yang kamu lakukan untuk mempermudah mengingat materi bacaan yang kamu pelajari?

EC: Tanya jawab sama teman miss. Soalnya kalo ga paham Emi sering nanya sama kawan

R: Bagaimana cara belajar yang kamu sukai saat membaca?

EC: Kalo disuruh guru maju kedepan membacakan Emi suka miss

Subject 2 is a learner with a visual learning style. When she studied reading lessons, she carried out several activities, she really liked learning using media, one example of which is image media. Visual learner remember and learned material well when it presented in the form of visual media, such as picture. She listened and pay attention to her teacher when the teacher is explained in class. She was happy did questions and answers or discussions with her friends, and she

interested when read a text in front of class. The activities carried out by subject 2 tend to have a visual learning style.

[Subject 3]:

R : Bagaimana cara termudah kamu dalam memahami teks saat membaca?

NP: Kalo teks Bahasa Inggris aku translate dulu miss

R : Apa yang kamu lakukan saat gurumu menjelaskan saat pelajaran reading ?

NP: Aku perhatiin Mam itu miss kalo lagi menjelaskan.

R : Apa yang kamu lakukan untuk mempermudah mengingat materi bacaan yang kamu pelajari?

NP: Kalau untuk ujian itu ya aku baca baca ulang miss. Aku hafalin gitu. Terus aku suka teks yang punya gambar gitu. Aku jadi lebih paham, kalo semisal aku ga ngerti bacaannya aku jadi agak paham. Terus menarik gitu miss kalo pake gambar.

R : Bagaimana cara belajar yang kamu sukai saat membaca?

NP: Kalo di Sekolah makin semangat kalo ditunjuk guru gitu miss membaca.

Subject 3 is a learner with a visual learning style. When she studied reading lessons, she carried out several activities, such as she like read texts that have pictures because they seem more interested. Through pictures she understood the context of the text. Visual learner remember and learned material well when it presented in the form of visual media, such as picture. She translated the text when she wanted to understand the content of the English text. Apart from that, she listened to the explanation from her teacher when the teacher explained in class. She said that she read repeatedly and memorized to make it easier to remember the reading material that she studied. She happy when she is appointed to do something, for example reading. The activities carried out by subject 3 tend to have a visual learning style.

[Subject 4]:

R : Bagaimana cara termudah kamu dalam memahami teks saat membaca?

ZS: Aku baca baca ulang miss terus kalo ada kata kata yang aku gatau aku cari artinya di kamus

R : Apa yang kamu lakukan saat gurumu menjelaskan saat pelajaran reading ?

ZS: Aku perhatikan guru saat menjelaskan miss

R : Kalau lagi membaca apa hal lain yang kamu lakukan?

ZS: Ga ada sih miss palingan aku sambil nunjuk teks nya pake jari gitu biar lebih fokus

R : Apa yang kamu lakukan untuk mempermudah mengingat materi bacaan yang kamu pelajari?

ZS: Aku rangkum sih miss biasanya setelah itu aku baca baca aja terus biar makin paham

R : Bagaimana cara belajar yang kamu sukai saat membaca?

ZS: Aku biasanya baca aja trus kalo ada kata kata yang sulit aku cari artinya di kamus.

Subject 4 is a learner with a kinesthetic learning style. When she studied reading lessons, she carried out several activities, such as she has a habit of pointed at the text with her fingers to focus better. She did something while she was studying. She pointed to the text while reading, this

is a characteristic of a kinesthetic learner. She looked up the meaning of vocabulary that she did not know in the dictionary. It's made her easier to understand the text when reading. She listened to her teacher while explained. To make it easier to remember the material studied, she chose to study by summarized the material and read it continuously. The activities carried out by subject 4 tend to have a kinesthetic learning style.

[Subject 5]:

R : Bagaimana cara termudah kamu dalam memahami teks saat membaca?

AA : Aira baca terus kalo ada kata kata yang ga kupahami aku buka kamus untuk cari artinya. Kalo aku ga paham juga aku nanya sama guru

R : Apa yang kamu lakukan saat gurumu menjelaskan saat pelajaran reading ?

AA : Aku simak penjelasan dari guru miss

R : Kalau lagi membaca apa hal lain yang kamu lakukan?

AA : kalo membaca teks bahasa Inggris biasanya aku tulis kata kata yang aku ga ngerti artinya, terus sambil aku terjemahkan kedalam bahasa inggris miss. Jadi aku bisa paham sama bacaan tersebut.

R : Apa yang kamu lakukan untuk mempermudah mengingat materi bacaan yang kamu pelajari?

AA : Kadang aku suka buat materinya jadi lagu gitu miss. Aku ganti lirik lagu kesukaan ku jadi materi yang aku hafal miss. Jadi aku bisa lebih ingat

R : Bagaimana cara belajar yang kamu sukai saat membaca?

AA : Sambil main game miss aku suka, jadi kan biar ga mengantuk. Kalo monoton gitu kan ga seru miss.

Subject 5 is a learner with a auditory-kinesthetic learning style. When she studied reading lessons, she carried out several activities, such as she like learned while played games. Played games while learned is one of the characteristics of kinesthetic. That is because kinesthetic learners like to do physical activities. She said that the easiest way to understand a text is to read continuously. Apart from using a dictionary to look up the meaning of vocabulary she did not understand, she asked her teacher. She listened to the teacher's explanation (Jewad, Ghapanchi, & Ghazanfari, 2020). When read English texts, She wrote the meaning of unknown vocabulary so that she can understand the English text more quickly. When study, she sometimes changed the lyrics of her favorite songs to the material being studied so that she remembered the material being studied more quickly. Made material into a song is one of the characteristics of musical learning style which is a combination of auditory and kinesthetic learning style (Nashruddin & Al-Obaydi, 2021). They changed the material into song lyrics and speaking rhythmically. The activities carried out by subject 5 tend to have a auditory-kinesthetic learning style.

## Discussion

This research was conducted to investigate learning style of EFL learners on reading comprehension at SMPN 2 Pematangsiantar. Researcher collected the data used interviews. The

researcher interviewed nine learners from class IX-11. Then, the researcher gave some question to the learners. The total of questions were eight questions. The questions were related to the learning style in reading comprehension (Erkinovna, 2021).

The researcher found the different learning styles on learners. There were 4 findings related to the learner's learning style in reading comprehension, namely: visual learning style, auditory learning style, kinesthetic learning style and one combination learning style, namely : kinesthetic-auditory /musical learning style The nine learners interviewed include : 3 learners were visual learners, 3 learners were auditory learners, 2 learners were kinesthetic learners and 1 learner was auditory- kinesthetic (musical) learner.

Learner's learning style on reading comprehension have been found in this research. This research was related to previous theories by Setiowati (2019:50) "Learning style is the particular way which use by a learner to learn something or the way to make a person like to learn, where the learner is will enjoy and feel comfortable in absorbing the information with their own way." and Wikandari (2022:45) "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." Similarities and differences were found between this research and previous theories. The similarity was analyzing learner's learning style on reading comprehension. While the differences can be found in the research finding. The finding of this research showed that there were four types of learning style that found, namely : Visual learning style, auditory learning style, kinesthetic learning style, and auditory-kinesthetic/musical learning style. On the other hand, the research finding found by previous theories were that 3 learning styles were found. The learning styles include : visual learning style, auditory learning style and kinesthetic learning style (Tenriuji, Maca, & Abeng, 2021).

This research was also relevant to previous researches by Hasanah (2019) and Sari Febrianti (2014). Similarities and differences were found between this research and previous researches. The similarity was analyzed learner's learning style of reading comprehension. While the differences can be found in the research finding (Xafizovna & Boboqulovna, 2022). The finding of this research showed that there were four types of learning style that found, namely : Visual learning style, auditory learning style, kinesthetic learning style, and auditory-kinesthetic/musical learning style. Besides that, the research finding found by previous researches were that three types of learner's learning styles were found, namely : visual learners, auditory learners, and kinesthetic learners (Xafizovna, 2022). As a result, the researcher revealed that students have their own learning style in reading comprehension.

## **CONCLUSION**

The purpose of this research is to investigate the learning style of EFL learners on reading comprehension at SMPN 2 Pematangsiantar. Researcher collected the data used interviews. The researcher interviewed nine learners from class IX-11. Then, the researcher give some question to the learners. The total of questions are eight questions. The questions are relate to the learning

style in reading comprehension. The researcher chose learners with the highest, middle and lowest scores. The procedure applied to analyzing data are doing interviews, transcribed the interviews, and analyze the learner`s learning style. This research only focus in learning style according to the three major learning styles: visual, auditory and kinesthetic learning style. The researcher find three dominant learner`s learning style namely : visual learning style, auditory learning style and then kinesthetic learning style and one combination learning style, namely : kinesthetic-auditory/musical. There are three learners have visual leaning style. After that, there are three learners have auditory learning style, and then there are two learners have kinesthetic learning style and the last there is one learner have kinesthetic-auditory (musical) learning style.

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