

**STUDENTS' READING AND LISTENING COMPREHENSION
BASED ON THEIR LEARNING STYLES**

A THESIS



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**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA SURABAYA
CATHOLIC UNIVERSITY
2017**

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Presented to Widya Mandala Catholic University Surabaya in
partial fulfillment of the requirement for the degree of Magister
in Teaching English as a Foreign Language



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APPROVAL SHEET

(I)

This thesis entitled *Students' Reading and Listening Comprehension Based on Their Learning Styles* prepared and submitted by Titing Magfirah (8212715015) has been approved to be examined by the Thesis Board of Examiners.



Dr. Bartholomeus Budivono
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APPROVAL SHEET

(II)

This thesis entitled *Students' Reading and Listening Comprehension Based on Their Learning Styles* prepared and submitted by Titing Magfirah (8212715015) has been approved to be examined by the Thesis Board of Examiners on 18th of August 2017.



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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing and it is not the product of collaboration work with any other. This thesis has not been submitted for any degree in this or other university. I did not take any scholarly ideas or work from others dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled “Students’ Reading and Listening Comprehension Based on Their Learning Styles” to Widya Mandala Catholic University library and fully understand that it will be made public via internet and other uses of online media.

Surabaya, August 2017



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The Writer,

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TABLE OF CONTENTS

COVER	
TITLE PAGE	i
APPROVAL SHEET I	ii
APPROVAL SHEET II	iii
STATEMENT OF AUTHENTICITY	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF APPENDICES	x
ABSTRACT	xi
I INTRODUCTION	1
1.1 Background	1
1.2 Research Questions	6
1.3 The Objective of the Study	7
1.4 Theoretical Framework	7
1.5 The Hypothesis	8
1.6 The Assumptions	8
1.7 Scope and Limitation of the Study.....	9
1.8 Significance of the Research.....	10
1.9 Definition of Key Terms	10
II LITERATURE REVIEW	12
2.1 Learning Style	12
2.1.1 Types of Learning Styles	14
2.2 Reading Comprehension	15
2.2.1 Taxonomy of Reading Comprehension	17
2.2.1 Reading and Learning Styles	19
2.3 Listening Comprehension	20

2.3.1	Taxonomy of Listening Comprehension.....	22
2.3.2	Listening and Learning Styles.....	24
2.4	Previous Study.....	25
III RESEARCH METHOD		28
3.1	Research Method and Design	28
3.2	The Variables	29
3.3	Population and Sample	29
3.4	Instruments of the Research.....	30
3.5	Reliability and Validity of the Instrument	31
3.5.1	Reliability and Validity of Learning Style Questionnaire.....	32
3.5.2	Reliability and Validity of Reading Comprehension Test.....	34
3.5.3	Reliability and Validity of Listening Comprehension Test ...	35
3.6	Data Collection	36
3.7	Data Analysis	38
3.8	The Assumption Test.....	40
3.8.1	Normality Test	40
3.8.2	Homogeneity Test.....	41
IV RESULTS AND FINDINGS		43
4.1	Results	43
4.1.1	Students' Learning Style.....	43
4.1.2	Reading Comprehension Score.....	44
4.1.3	Listening Comprehension Score	45
4.1.4	The Difference Performance of Reading and Listening Comprehension Based on the Students' Learning Styles (Visual and Auditory)	47
4.2	Discussion.....	49
V CONCLUSION AND SUGGESTION		52
5.1	Conclusion	52
5.2	Pedagogical Implication	53

5.3 Suggestion..... 54

REFERENCES

APPENDICES

LIST OF TABLES

Table 3.1	Learning Styles Questionnaire Scoring	33
Table 3.2	Learning Styles Questionnaire Key Number	33
Table 3.3	Specification of the Reading Comprehension Test.....	35
Table 3.4	Specification of the Listening Comprehension Test.....	36
Table 3.5	Test of Normality.....	41
Table 3.6	Test of Homogeneity in Reading	42
Table 3.7	Test of Homogeneity in Listening	42
Table 4.1	Reading Comprehension Scores of Visual and Auditory Learners	44
Table 4.2	Listening Comprehension Scores of Visual and Auditory Learners	46
Table 4.3	Independent Sample T-test of Reading Comprehension Score of Visual and Auditory LS.....	47
Table 4.4	Independent Sample T-test of Listening Comprehension Score of Visual and Auditory LS.....	48

LIST OF APPENDICES

Appendix 1	Reading Comprehension Test.....	60
Appendix 2	Listening Comprehension Test.....	73
Appendix 3	Questionnaire of the Research.....	81
Appendix 4	The Item Validity and Reliability.....	83
Appendix 5	Learning Styles Score.....	87
Appendix 6	Descriptive Statistics of Learning Style	93
Appendix 7	Reading Comprehension Score of Visual and Auditory Learners.....	94
Appendix 8	Listening Comprehension Score of Visual and Auditory Learners.....	96
Appendix 9	P-Plots and Curve of Normality Test	98
Appendix 10	Permission Letter for Research	100

ABSTRACT

Titing Magfirah. (2017). "*Students' Reading and Listening Comprehension Based on Their Learning Styles*". Master Thesis. Graduate Program Master in Teaching English as a Foreign Language Widya Mandala Catholic University Surabaya. Advisor: Dr. Bartholomeus Budiyono.

Keywords: *Learning Styles, Visual, Auditory, Reading Comprehension, Listening Comprehension.*

This study examined the reading and listening comprehension based on the students' learning styles. The purpose of this study was to know whether there is significant difference between visual and auditory learners in their reading and listening comprehension. This study used quantitative method and causal comparative with a posttest only as the design of the study. The population of the research was the eighth grade students of SMPN 4 Pallangga Gowa in the 2016/2017 academic year. There were 123 students chosen as the sample by using accessible sampling. Further, there were three variables in this research. The first was students' learning style as the predictor variable, and then students' reading and listening comprehension as the criterion variables. The reliability and validity of the instruments were conducted before conducting the real test. Furthermore, the students' learning style score was taken from the questionnaire whereas the student' reading and listening comprehension were taken from the test. In analyzing the data and testing the hypothesis, the researcher used Independent Sample T-Test to analyze the data from questionnaire and reading and listening comprehension score.

Based on the data analysis, it was found that sig. value for the reading comprehension based on two group learning styles; visual and auditory was 0.592 and 0.594. It shows that both sig. values were greater than p-value (0.01-0.05), (0.592 and 0.594 > 0.05). Similarly, the sig. value of two learning style groups (visual and auditory) in listening comprehension performance were the same, it was 0.954. Meaning that the both sig. values were also greater than p-value (0.954 > 0.05). It means that null hypothesis (H₀) is accepted and the alternative hypothesis (H_a) is rejected. From the research finding, it can be concluded that there was no significant difference on students' reading and listening comprehension based on their learning styles; visual and auditory.