CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

The writers conducted the research at SMP Insan Madani and choose 20 students in eighth grade sample in this research. In this research the writer used two instruments. The first instrument is questionnaire and the second is test. The writer chose the questionnaire to get the data of learning from students in SMP Insan Madani and used the Likert Scale to answer the statement. A test used to get the data about students' reading comprehension of recount text.

This chapter will be showed about how learning styles are mostly used in eighth grade of students SMP Insan Madani and to find out the relationship between reading comprehension and students learning style in SMP Insan Madani. The whole data is as follows:

1. Data of students learning style in SMP Insan Madani

Table 4.1

The Result of Students Learning Style

The table below will show the result of students learning style at eight grade of SMP Insan Madani.

No Student	Students Learning Style	V Visual	A Auditory	K Kinesthetic	T Tactile	G Group	I Individual	Result
Student 1	244	30	44	46	50	48	26	T
Student 2	198	38	34	32	26	32	36	V
Student 3	208	34	34	34	28	44	34	G
Student 4	238	48	38	46	40	26	40	V
Student 5	200	38	36	32	30	28	36	V
Student 6	226	36	36	46	42	34	32	K
Student 7	236	38	44	38	40	38	38	A
Student 8	242	40	46	48	36	34	38	K
Student 9	236	40	42	44	40	34	36	K
Student 10	192	26	42	34	28	32	30	A
Student 11	231	34	36	42	40	38	41	K
Student 12	231	42	43	36	36	40	34	A
Student 13	210	34	40	36	32	38	30	A
Student 14	226	38	38	34	40	42	34	T
Student 15	198	32	36	38	26	34	32	K
Student 16	255	48	40	40	42	38	47	V
Student 17	220	36	40	38	34	34	38	A
Student 18	210	46	28	32	32	32	40	V
Student 19	218	40	44	36	32	38	28	A

Student 20	213	32	39	38	38	38	28	A
Total	**4432**							

From the table 4.1, it was found that the most dominant style was auditory (7 students) followed by visual (5 students), kinesthetic (5 students), Tactile (2 students), and group (1 student). From the table above, it can be seen the total score from 20 respondents for student's learning style is 4432. Because from the calculation above, it is found that the most dominant learning style is auditory learning style which consists of 7 students.

Chart 4.1

The Ratio of Students' Learning Style
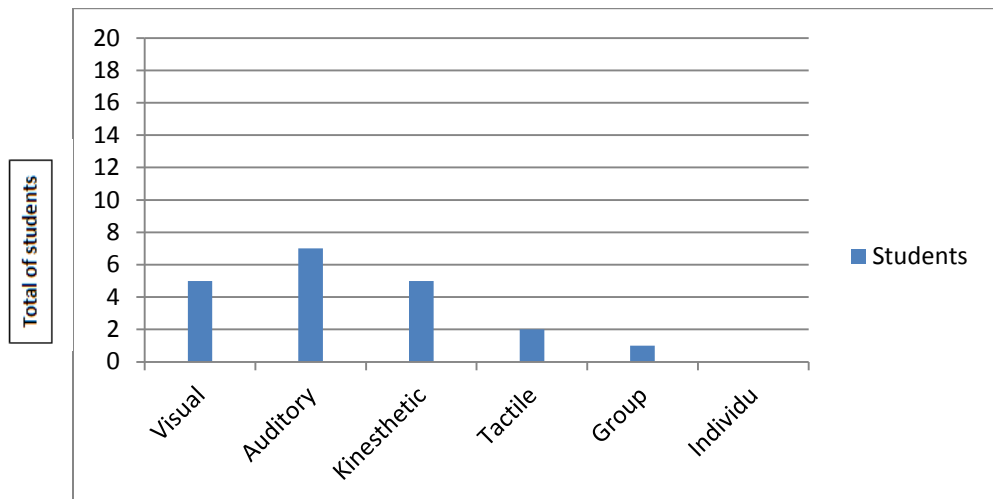
According to the Chart 4.1, then the writer counted the percentage of the dominant style of the students. To see the

calculation of the percentage, the writer presented as formulated bellow:

1. Percentage of visual $\frac{5}{20}$ x 100% = 25%

2. Percentage of auditory $\frac{7}{20}$ x 100% = 35 %

3. Percentage of kinesthetic $\frac{5}{20}$ x 100% = 25%

4. Percentage of Tactile $\frac{2}{20}$ x 100% = 10 %

5. Percentage of Group $\frac{1}{20}$ x 100% = 5%

6. Percentage of individual $\frac{0}{20}$ x 100% = 0%

Table 4.2

Distribution Percentage of Students' Learning Style

Learning Style	Frequency	Percentage
Visual	5	25 %
Auditory	7	35 %
Kinesthetic	5	25 %
Tactile	2	10 %
Group	1	5%
Individual	0	0%

From the Table 4.2, it was known that the percentage of visual learning style was 25%, auditory style was 35%, kinesthetic style was 25%, tactile style was 10%, group was 1%, and individual was 0%. Thus, it can be concluded that the auditory style of grade VIII students is most dominant in eighth grade of students SMP Insan Madani.

2. **Data of students Reading Comprehension in SMP Insan Madani**

Table 4.3
The Result of Reading Comprehension Test Score

No Students	Reading Comprehension (Y)
Student 1	100
Student 2	100
Student 3	80
Student 4	76
Student 5	76
Student 6	100
Student 7	78
Student 8	76
Student 9	78
Student 10	68
Student 11	84
Student 12	78
Student 13	76

Student 14	88
Student 15	88
Student 16	92
Student 17	76
Student 18	88
Student 19	76
Student 20	96
Total	**1674**

The table above will show the result of students reading comprehension at eighth grade of SMP Insan Madani. The exercise consist 25 questions. It is multiple choices test. There are four options (A, B, C, and D). The writer gives score 4 for the correct answer and 0 for the wrong answer. It means that students will get 100 score if they answer all questions correctly. From the table above, it can be seen the total score from 20 respondents for students' reading comprehension test is 1674.

3. Correlation Between Students' Learning Style and Their Reading Comprehension

Table 4.4

The Result of Product Moment Table

No	Student's Learning Style (X)	Students' Reading Comprehension (Y)	X^2	Y^2	XY
1.	244	100	59536	10000	24400
2.	198	100	39204	10000	19800
3.	208	80	43264	6400	16640
4.	238	76	56644	5776	18088
5.	200	76	40000	5776	15200
6.	226	100	51076	10000	22600
7.	236	78	55696	6084	18408
8.	242	76	58564	5776	18392
9.	236	78	55696	6084	18408
10.	192	68	36864	4624	13056
11.	231	84	53361	7056	19404
12.	231	78	53361	6084	18018
13.	210	76	44100	5776	15960
14.	226	88	51076	7744	19888

15.	198	88	39204	7744	17424
16.	255	92	65025	8464	23460
17.	220	76	48400	5776	16720
18.	210	88	44100	7744	18480
19.	218	76	47524	5776	16568
20.	213	96	45369	9216	20448
Σ	**4432**	**1674**	**988064**	**141900**	**371362**

Best on the result of the score above, it can be described as follows:

N   : 20

$\sum X$: 4432

$\sum Y$: 1674

$\sum X^2$: 988064

$\sum Y^2$: 141900

$\sum XY$: 371362

The highest and the lowest score or two variables are as follows:

a)   The Lowest Score of :

1.   X   : 192

2.   Y   : 68

3. X^2 : 36864

4. Y^2 : 4624

5. XY : 13056

b) The highest Score :

1. X : 255

2. Y : 100

3. X^2 : 6025

4. Y^2 : 10000

5. XY : 23460

B. Analysis Data

The data has been collected was analyzed by using Pearson Product

Moment formula.

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{20.\ 371362 - (4432)(1674)}{\sqrt{\{20.\ 988064 - (4432)^2\}\{20.\ 141900 - (1674)^2\}}}$$

$$r_{xy} = \frac{7427240 - 7419168}{\sqrt{\{19761280 - 19642624\}\{2838000 - 2802276\}}}$$

$$r_{xy} = \frac{8072}{\sqrt{\{118656\}\{35724\}}}$$

$$r_{xy} = \frac{8072}{\sqrt{4238866944}}$$

$$r_{xy} = \frac{8072}{65106{,}581}$$

$$r_{xy} = 0{,}124$$

To know the significance between two variables, the formula of the significance test is:

$t_{count} : \dfrac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

$t_{count} : \dfrac{0{,}124\sqrt{20-2}}{\sqrt{1-0{,}124^2}}$

$t_{count} : \dfrac{0{,}5260874452027}{0{,}984624}$

$t_{count} : 0{,}534$

The next step is Determining Degrees of Freedom (*df*)

df = N-nr

df = 20-2

df = 18

The value for df 18 are 5% and 1 %

At the degree of significance 5% = 0.468

 At the degree of significance 1 % = 0.590

From the calculation, r_{xy} is 0.124. This shows that the relationship between variable X and variable Y is neglected because it is in the range 0.00 - 0.20 in tables of   = 3.3 the Interpretation Product Moment Score. By using the results of the Pearson Product Moment formula, the correlation coefficient of determination:

R= r^2 x 100%

R= $0,124^2$ x 100%

R= 0,02 x 100%

R= 2%

The result R= 0,02 shows that 2% of the relationship between variable X and variable Y and 98% there is no relationship between variable X and variable Y.

C. The Test Hypothesis

To prove the result of hypothesis, the writer calculates the obtained data by using person's coefficient of correlation or Product Moment as follows:

1. Formulation the null hypothesis (H_0) : There is not significance correlation between students' learning style and their reading comprehension of recount text at SMP Insan Madani

2. Formulation alternative hypothesis (H_a) : There is a significance relationship between students' learning style and their reading comprehension of narrative text at SMP Insan Madani.

From the formulation above, the writer followed some assumption as bellow:

1. If the result of calculation r_o is Lower than r_t (r_{table}) $r_{o < } r_1$ the null hypothesis (H_o) is accepted, and the alternative hypothesis (H_a) is rejected.

2. If the result of calculation r_o is bigger than r_t (r_{table}) $r_{o >} r_1$ the null hypothesis (H_o) is rejected, and and the alternative hypothesis (H_a) is accepted.

Based on the description of calculation above, the result of this research is r_o is lower than r_t (r_{table}) $r_{o <} r_1$ so the null hypothesis (H_o) is accepted, and the alternative hypothesis (H_a) is rejected. It means there is not significance relationship between students learning style and their reading comprehension.

D. Interpretation Data

After the writer preceded the formula, as it has been found out about the result of the correlation, the next step is to give the interpretation of "r" score (r_{xy}) from the data of students' Learning Style score and their reading comprehension score, it appeared that the correlation index between variable X and variable Y is 0,124. It means correlation is neglected between two variables. To give the simple interpretation toward a correlation "r" Product Moment (r_{xy}) can be seen by the table of the Interpretation Product Moment Score.

Table 4.4

Interpretation of Product Moment Score

Coefficient of correlation "r"	Interpretation
0,00 - 0,20	The Correlation is Neglected
0,20 – 0,40	The Correlation is Week
0,40 – 0,70	The Correlation is Strong Enough
0.70 – 0,90	The Correlation is Strong
0,90 – 1,00	The Correlation is Very Strong

The score $r_{xy} = 0,124$ from the table that score is between 0,00 – 0,20 which is the correlation between the two variables is neglected or it means there is no correlation between variable X and Y.

The writer used the interpretation with the table of value "r": df = N – nr = 20-2 = 18. Looking at the table of significance of 5% in r_{table} = 0.468 and at the degree of significance 1 % = 0.590. Because r_{xy} on the table of significance is lower than r_{table} (0,124< 0.468). Therefore, based on the table degree of significance of 5% the null hypothesis (H_o) is accepted, and the alternative hypothesis (H_a) is rejected. It means the degree of significance 5% is neglected in correlation between students' learning style and their reading

comprehension. The degree of significance 1% r_{xy} is lower than r_{table} (0,124< 0.590). Therefore the degree of significance 1% the null hypothesis (H_o) is accepted, and the alternative hypothesis (H_a) is rejected. It means the degree of significance 1% is neglected in correlation between students' learning style and their reading comprehension.

From the calculation, it concludes that there is no correlation between students' learning style and their reading comprehension of recount text and the hypothesis of the research is rejected. It means that both variables are not correlated. In a research carried out by Ergin Erginer, it was found that there is a slight correlation between reading comprehension skills and learning styles and that no learning style is a significant predictor of reading comprehension skills. The results suggested that learning styles do not have a significant effect on reading comprehension skills.[1]

In other studies researched by Santy Widya Pratiwi, Zainal Arifin and Dewi Nopita found that there is no significant correlation between learning style and students' reading comprehension on the fourth semester students of English Education Study Program of

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[1] Erginer, Ergin. "A Study of the Correlation between Primary School Students' Reading Comprehension Performance and the Learning Styles Based on Memory Modeling" Vol.39, no. 173 (2014): 10.

FKIP UNTAN Pontianak in academic year 2011/2012.[2] It can be concluded that learning style is not the factor that influence reading comprehension.

To sum up, from the writer calculation data and the journals result above, it showed a result that students' learning style did not correlate to their reading comprehension of recount text.

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[2] Santy Widya Pratiwi, Zainal Arifin, Dewi Novita "The Correlation between Learning Style and Students' Reading ComprehensionNo Title," *Holistic* 4 (2011): 1–10.