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THE INFLUENCE OF STUDENTS' LEARNING STYLES ON THE UNDERSTANDING OF READING TEXTS

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Abstract: *This research aimed to find out the influence of students' learning styles on their understanding of reading comprehension for students of Communication Science taking the English Course in the 2022/2023 Academic year. This research was a quantitative approach. The sample of this research was 51 students of Communication Science at USM who took the English Course. These samples were taken by using a random sampling technique. The data were collected by using questionnaires and students' final scores on reading comprehension tests. The data were analyzed by using the regression technique with SPSS version 24.0 for Windows. The research findings show that students' learning style gave an influence on their reading comprehension which was shown by their final scores.*

INTRODUCTION

Individuals may absorb, organize, and comprehend knowledge more easily through learning. A good learning style is essential for student achievement in school. Students who recognize this are better equipped to acquire and digest knowledge, making learning simpler with their individual learning styles. The usage of learning techniques that are limited to one type, particularly those of a verbal or auditory character, might result in differences in knowledge absorption. As a result, throughout learning activities, students must be guided and directed to identify the learning style that best matches them in order to attain learning objectives efficiently.

"There are three types of learning styles: visual, auditory, and kinesthetic"[1] (Deporter & Hernacki, 2000). Many other experts categorize learning styles based on cognitive preferences, intelligence profiles, and sensory preferences. This study used sensory preferences such as visual, auditory, and kinesthetic learning styles. The reason for using sensory preference is that in the process of learning activities, students can be observed through sensory instruments. Based on sensory preferences, visual students learn through something they see, auditories learn by how they hear, while kinesthetics learns by

[1] DePorter, B. & Hernacki, M. 2000. Quantum Learning. Edisi Revisi. Bandung: Kaifa. Hamalih, O.H. 2001. Proses Belajar Mengajar. Bandung: PT. Remaja Rosda Karya. Hasrul. 2009. "Pemahaman Tentang Gaya Belajar". Jurnal Medtek, 1(2), Oktober 2009.

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movement, work, and touch. Each student has three of these learning styles, only one is usually more dominant. Learning performance is a final assessment of the process and recognition that has been done repeatedly and will be stored for a long time. Learning results contribute to the formation of individuals who always want better results so that they can change the way they think and produce better work behavior.

English Courses for non-English department students are usually in the form of English for Academic Purposes with a focus on understanding reading comprehension texts and vocabulary. This learning activity asks students to use their learning style properly in order to attain effective results. Other researchers have never conducted a study on student learning styles. According to the researchers' early observations, the students did not grasp their distinct learning styles and so could not maximize them in the learning process. Different student learning styles have also been discovered. As a result, it is vital to thoroughly investigate each student's learning styles and how the visual, auditory, and kinesthetic styles influence student learning performance.

There have been many studies that observe the effects of learning styles to students' learning achievements. According to [2]Ha (2021) in his study "Effects of Learning Styles on Students' Achievement: Experimental Research" This study employed a Google Form and Zalo Form online questionnaire survey approach. The survey was carried out between April 2019 and May 2021. The findings suggested that a variety of learning environments and learning styles can have a significant impact on students' academic achievements. Another study on "The Effect of Students' Learning Styles to Their Academic Success. The study discovered statistically significant variations between the findings of the subtests' first and final applications on learning styles and academic success" [3](Gokalp, 2013).

This study is trying to observe (1) what types of learning styles are used by the students to understand the reading comprehension texts in the English Course. (2) to what extent do the students' learning styles affect their scores on reading comprehension tests? The data for this study are taken from the "questionnaire on learning channel preferences (modality)" by [4]O'Brien (1985) distributed to 51 students of Communication science taking the English Course. The questionnaire consists of 3 sections: Section One consists of ten statements for the Visual type, Section Two consists of ten questions for the Auditory type, and Section Three also consists of ten questions for the Kinesthetic type. There are three choices to answer: Never applies to me (score 1), Sometimes applies to me (score 2) and 3 Often applies to me (score 3). Then the scores are added up to determine which learning style is the most dominant for each student.

[2] Ha, N. T. T. (2021). Effects of learning style on students achievement: experimental research. Linguistics and Culture Review, 5(S3), 329-339. https://doi.org/10.37028/lingcure.v5nS3.1515
[3] Gokalp, Murat. (2013). The Effect of Students' Learning Styles to Their Academic Success. Creative Education. Vol 4, No. 10. 627-632 Published Online October 2013 in SciRes (http://www.scirp.org/journal/ce) http://dx.doi.org/10.4236/ce.2013.410090
[4] https://www.michigan.gov/-/media/Project/Websites/mdhhs/Folder3/Folder96/Folder2/Folder196/Folder1/Folder296/Learning-Style-Questionnaire.pdf?rev=368656cb7c3f4fd9803d2382fe9dfb4f

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Vol.2, No.11, Juni 2023

LITERATURE REVIEW

Learning Styles

"Learning styles are defined as a series of unique behaviors gathered in a single conceptual definition presented by" [5]Alonso (2000)," based on research" [6](Keefe, 1985). Learning styles are qualified as cognitive, affective, and psychological behavior which demonstrates how students perceive, interact with, and respond to the learning environment. Alonso (2000) also stated that people apply different learning styles, although one learning style is often preferable. This fact can be summed up as confirmation that all humans develop learning styles, "some learning styles are more dominant than others, but it is essential to identify them and apply them in learning activities" [7](Widana et al., 2020).

"The learning style of students in this study" is based on [8]Ried's point of view (1995) with some adjustments:

- Visual learning style through modern information technology system (VS): in this case, learners receive information through visual stimuli. "If the material is visual and vivid, clear images will be formed in the learner's brain" [9](N.T.T. Ha 2021). Nevertheless, learners will struggle to memorize without the assistance of visual resources. This sort of learner is unsuitable for teaching methods such as dialogue and oral explanation.
- Auditory learning style can be supported by modern information technology system (AS): Learners obtain information through auditory stimuli. Learners of this type are well-suited for teaching forms such as oral explanation and discussion in class but are not well-suited for visual learning style.
- Kinesthetic learning style with the support of modern equipment systems (KS): Learners like to approach difficulties in class using their own bodily movement experiences, such as games and role play. This type of learner frequently feels uneasy when sitting for an extended period of time.

Reading Comprehension

Many experts elaborate reading comprehension descriptions in a different thought. [10]Rubbin (1994) as cited by Atikah (2009) describes that "reading comprehension is a complex intellectual process which involves a lot of abilities". There are two majors involving word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension, without reading comprehension there will no point of

[5] Alonso, C. M. (Ed.). (2000). Aprendizaje y ordenador. Publidisa
[6] Keefe, J. W. (1985). Assessment of learning style variables: The NASSP task force model. Theory into practice, 24(2), 138-144
[7] Widana, I.K., Dewi, G.A.O.C., Suryasa, W. (2020). Ergonomics approach to improve student concentration on learning process of professional ethics. Journal of Advanced Research in Dynamical and Control Systems, 12(7), 429- 445.
[8] Reid, J. M. (1995). Learning styles in the ESL/EFL classroom. Heinle & Heinle Publishers, International Thomson Publishing Book Distribution Center, 7625 Empire Drive, Florence, KY 41042.
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having reading activities. Learners need comprehension to read. Therefore, reading and comprehension are regarded as one activity that cannot be separated.

According to [11]Collins English Learner's Dictionary, "reading comprehension is a text that students use to help them improve their reading skills by reading a text and answering questions relating to the text". Sometimes a reading text is used as a test or examination of reading skills. Thus, comprehension refers to the ability to comprehend anything with complete understanding and meaning. While according to Longman Dictionary, comprehension refers to perceiving a written text in order to understand its contents meaning that reading comprehension is an activity to extract the meaning of written materials with full understanding.

Anderson, Hiebert, Scott, & Wilkinson (1985) as cited by [12]Richek (1989) stated that "a skilled reader in understanding reading comprehension texts possess the following characteristics/skills":

1. A constructive reading skill
   There are no reading passages that are completely self-explanatory. In order to bring meaning to the printed text, readers must draw upon their existing store of knowledge and prior experiences. Thus, readers must or "construct" the meaning of difficult vocabulary in the texts.
2. A fluent reading skill
   The capacity to detect words quickly is referred to as fluency. Readers are unable to focus on meaning if they must concentrate on figuring out words. In skilled reading, word recognition must be automatic rather than a conscious, purposeful effort.
3. A strategic reading skill
   Skilled readers are adaptable and employ reading strategies that are suited for each reading scenario. They adjust and direct their reading manner based on their reading objective, the complexity of the material, and their familiarity with the topic.
4. Motivation
   [13]Grellet (1989) went on to say that "motivation is essential in reading." Readers often only read what they want to read; if they lack drive, they will be unable to appreciate the content and will suffer as a result.
5. A lifelong pursuit
   Reading is an activity that is always evolving and improving through experience. It cannot be conquered once and for all. From the outset of reading, it is critical that the learner has ample opportunity to practice and engage in the reading process. "There are several crucial factors in textual comprehension" according to [14]Kolligian and Stenberg (1987):

[11] Collins dictionary online. (n.d). Retrieved from https://www.collinsdictionary.com/dictionary/english/readingcomprehension
[12] Richek, M. A., List, L. K., & Lerner, J. W. (1989). Reading problems: Assessment and teaching strategies. Englewood Cliffs, N.J: Prentice Hall.
[13] Grellet, F. (1989). Developing reading skills.United Kingdom: Cambridge University Press.
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a). Text structure knowledge.
b). Vocabulary knowledge.
c). Background knowledge.
d). Fluent reading in text comprehension.
e). Task persistence.

RESEARCH METHOD

Research Data

The sample of this research was 51 second-semester students of Communication Science at Semarang University (USM) who took the English Course. These samples were taken by using a random sampling technique. The data were collected by using questionnaires and students' final scores on reading comprehension tests.

Research Instruments:

1. Questionnaire on Learning Styles
   The questionnaires were distributed to 51 students of Communication Science taking the English Course. The questionnaire consists of 3 sections: Section One consists of ten questions for the Visual type, Section Two consists of ten questions for the Auditory type, and Section Three also consists of ten statements for the Kinesthetic type. There are three choices to answer: Never applies to me (score 1), Sometimes applies to me (score 2) and 3 Often applies to me (score 3). Then the scores are added up to determine which learning style is the most dominant for each student.
2. Final Scores
   Students' final scores were taken from their average scores during the semester which consist of scores on assignments, mid-term tests, attendance percentage, and final-score tests.

Data Collection Techniques

The data from questionnaires that were distributed to 51 students of Communication Science then they are classified into three categories: Visual Type, Auditory Type, and Kinethetic Type. The number of statements from each category is 10 and students must answer each question by giving a score ranging from 1 (the lowest) to 3 (the highest).

- Score 1 meaning he/she never applies the method/ activity
- Score 2 meaning he/she sometimes applies the method/activity
- Score 3 meaning he/she often applies the method/ activity

The maximum score for each category is 30 while the minimum score is 10. The maximum score refers to the most prominent learning style of each student while the lowest score refers to the weakest learning style of the student.

Data Analysis Techniques

The data analysis of this study uses regression test analysis, where the prerequisite test to be met is the normality test. The normality test in this study is shown in Table 1. Once the normality test is met, the regression test is continued. In this regression test through SPSS series 24, there are 3 tables that will be observed namely tables ANOVA[a], Model Summary[b], Coefficients[a].

The ANOVA[a] table is shown in Table 2, where in this table will be seen whether or not the influence of the level of visual learning style on the ability to read comprehension. The Summary[b] Model Table shown in Table 3 is used to see how much percentage of the level

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of visual learning style influences on reading comprehension. The coefficient table shown in Table 4 is used to see the regression equations of the influence of the level of visual learning style on the ability to read comprehension.

Table 1. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
nilaivisual	.095	40	.200*	.979	40	.653
skalavisual	.132	40	.075	.975	40	.520

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 2. ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	38.402	1	38.402	4.209	.047[b]
Residual	346.737	38	9.125		
Total	385.139	39			

a. Dependent Variable: nilaivisual
b. Predictors: (Constant), skalavisual

Table 3. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.316[a]	.100	.076	3.02070

a. Predictors: (Constant), skalavisual
b. Dependent Variable: nilaivisual

Table 4. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	71.319	3.753		19.004	.000
	skalavisual	.357	.174	.316	2.051	.047

a. Dependent Variable: nilaivisual

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Journal of Educational and Language Research
Vol.2, No.11, Juni 2023

Table 5.
The Effect of Learning Styles on Understanding Reading Comprehension Tests (final scores)

NO	NIM	NAME	NILAI				Average Score		LEARNING STYLE		
			Attendance	Assignment	Mid test	Final test	Number	Letter	Visual	Auditory	Kinesthetic
1	G.311.22.0001	RIZKIKA VONI RIYATI	100	80	80	76	80.4	A	23	21	23
2	G.311.22.0002	RIFQY ARKAN FIRDAUS	93	80	74	82	80.3	A	20	21	20
3	G.311.22.0003	DESTI FABRIANA	100	80	76	78	80	A	21	21	24
4	G.311.22.0004	LUTHFIYA YUNINDA PURWANTI	100	80	84	88	86.4	A	21	22	25
5	G.311.22.0005	HELENA EVANI SETYA PUTRI	100	80	76	74	78.4	B	14	22	22
6	G.311.22.0006	ICEL GAVRIL PRADITTA CAHYAFAHIRA	93	80	76	74	77.7	B	24	24	23
8	G.311.22.0008	HAVA ELKE PRADIPTA	87	80	76	76	77.9	B	19	13	21
9	G.311.22.0009	NOVA AMALIA FITRI	100	80	78	90	85.4	A	26	25	26
11	G.311.22.0011	LULUK NAYANG	100	80	78	88	84.6	A	26	26	25
12	G.311.22.0012	RENDY RAY ISMAHENDRA	93	80	64	76	74.9	B	23	21	25
13	G.311.22.0013	ALVIN SURYA CLOSE	93	80	56	86	76.5	B	22	30	21
14	G.311.22.0014	VIRMA IRMANDA	100	80	50	88	76.2	B	25	25	25
15	G.311.22.0015	FAJAR RIZKI ANANDASARI	100	80	74	76	78.6	B	18	21	24
16	G.311.22.0016	ERYFA ALMA ASH SHOFI	100	80	78	84	83	A	28	23	23
18	G.311.22.0018	EKA SETYA AYU PRASASTY	100	80	76	74	78.4	B	20	23	24
19	G.311.22.0019	MICHELLE ZION WANDA PUSPITA	100	80	76	60	72.8	B	22	18	23
21	G.311.22.0021	AZRYLA RAMADHINA PUTRI AGDITYA	100	80	68	78	77.6	B	20	20	21
22	G.311.22.0022	RIZQI ISHAL WIBISONO	100	80	66	86	80.2	A	22	25	23
23	G.311.22.0023	BUDI ERISAPUTRI	100	80	80	78	81.2	A	26	18	24
24	G.311.22.0024	NURIZKA ALLEDYA ZAKINA	100	80	76	68	76	B	20	23	20
26	G.311.22.0026	AULIA RAHMA ANZALNA PUTRI	100	80	80	82	82.8	A	23	20	23
27	G.311.22.0027	SAMUEL HENRY KRISTYAWAN	100	80	66	80	77.8	B	21	16	27
29	G.311.22.0029	MONICA NELLY AGUSTINE	100	80	74	72	77	B	17	20	23
30	G.311.22.0030	RIBKA ALFINA PITALOKA	100	80	76	80	80.8	A	24	24	25
32	G.311.22.0032	KIKI DIAN SETIAWAN	87	80	72	86	80.7	A	22	20	21
34	G.311.22.0034	FIRSTANIA MAYDINA BRILLIANTY	100	80	74	78	79.4	B	23	18	21
35	G.311.22.0035	SYABILLA NIMAS AYU	100	80	72	68	74.8	B	24	20	25
36	G.311.22.0036	KHAIRINA RIHHADATUL AISY	100	80	72	90	83.6	A	23	18	25

JOEL
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37	G.311.22.0037	DIKA TRI PRATAMA	93	80	70	78	77.5	B	21	19	21
38	G.311.22.0038	SALMA ATIKA	100	80	82	76	81	A	21	23	22
39	G.311.22.0039	FEBRIANA INTAN SAVITRI	100	80	82	74	80.2	A	20	20	17
40	G.311.22.0040	KEVIN RAFHAEL ADITYA	93	80	76	62	72.9	B	22	25	25
41	G.311.22.0041	MUCHAMAD WAHYU AJI NAGARI	93	80	76	80	80.1	A	18	17	24
42	G.311.22.0042	SINTA FARIDA	100	80	74	76	78.6	B	20	24	22
43	G.311.22.0043	AHMAD TAUFIQ HIDAYATULLAH	100	80	78	70	77.4	B	21	19	22
47	G.311.22.0047	APRILIA CHRISAN CHRISTANTIA	93	80	66	80	77.1	B	20	19	21
48	G.311.22.0048	DEVANO DENANDRA ISLAHUZAMAN	93	80	62	78	75.1	B	20	18	25
49	G.311.22.0049	NUR SUKMA MEILISA	87	80	70	80	77.7	B	17	23	21
50	G.311.22.0050	RAHMAWAN RIZAL ISNAADI	93	80	74	84	81.1	A	20	24	24
51	G.311.22.0051	DIAZ PRAMUDYA PAMUNGKAS	93	80	68	76	76.1	B	19	16	21

RESULT AND DISCUSSION

Based on Table 1, the sig value for reading comprehension is 0.200, then the data is distributed normally. Similarly, the student's visual learning style score is 0.075 so the data is distributed normally. Based on Table 2, the sig value 0,047 < 0,05 then it can be interpreted that there is an influence of the level of visual learning style on the ability to read comprehension. This is supported by previous research that is "the presence of a significant influence of learning styles on learning performance, where reading comprehension is one part of it" [15](Rambe, Yarni, 2019). "Students who have a visual learning style tend to be more efficient in reading when they combine the use of vision with quiet reading". [16](Putri, 2018).

In Table 3, the R square value is 0.100 so the level of visual learning style affects reading comprehension competence by 10%. "This study was supported by previous studies, which found that visual learning styles had an impact of 24.6% on learning performance, including reading comprehension". [17](Bire, Geradus, Bire, 2014). The regression equation obtained from Table 4 is y=71,319+0,357x where each level of visual learning style increases by 1 unit then the ability to read comprehension increases by 0.357 units. This shows that the higher the level of visual learning style, the higher will be the competence of reading comprehension.

[15] Rambe, M. S., & Yarni, N. (2019). Pengaruh gaya belajar visual, auditorial, dan kinestetik terhadap prestasi belajar siswa SMA Dian Andalas Padang. *Jurnal Review Pendidikan dan Pengajaran (JRPP)*, *2*(2), 291-296.

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CONCLUSION

This study is trying to observe (1) what types of learning styles are used by the students to understand the reading comprehension texts in the English Course. (2) to what extent do the students' learning styles affect their scores on reading comprehension tests?

Based on the findings of the questionnaire analysis, it was discovered that (1) concerning the preferred learning styles, it turned out:

- 30 students prefer a kinesthetic learning style
- 14 students prefer a visual learning style
- 11 students prefer an auditory learning style
- However, 10 students have 2 learning styles that are applied for understanding reading comprehension tests.

While referring to research question (2) concerning the learning style and the effect on students' final scores in reading comprehension tests, it shows This shows that the higher the level of visual learning style, the higher will be the competence of reading comprehension.

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