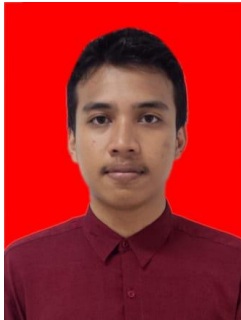


**THE RELATIONSHIP BETWEEN STUDENTS' VISUAL
LEARNING STYLE PREFERENCE AND THEIR
READING COMPREHENSION AT THE
SECOND YEAR OF SMP N 9
PEKANBARU**



UIN SUSKA RIAU

BY

ASAKITA MAGA

SIN. 11314103231

UIN SUSKA RIAU

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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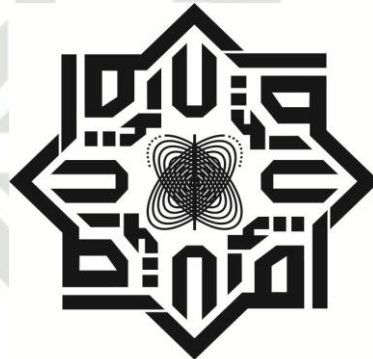
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LEARNING STYLE PREFERENCE AND THEIR
READING COMPREHENSION AT THE
SECOND YEAR OF SMP N 9
PEKANBARU**

A Thesis

Submitted in Partial Fulfillment of the Requirements
for Bachelor Degree of English Education
(S.Pd.)



UIN SUSKA RIAU

By

ASAKITA MAGA

SIN. 11314103231

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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Pekanbaru, Approved by

The Head of English Education Department

Drs, Samsi Hasan, M. H. Sc
NIP. 19630803 199303 1 003

Supervisor

Abdul Hadi, S.Pd, M.A, Ph.D
NIP. 19730118 200003 1 001

Digitally signed by
Abdul Hadi
Date: 2020.05.04
23:04:14 +07'00'

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July 8th 2020 M

Examination
Committee

Examiner I

Drs. Kalayo Hasibuan, M. Ed

Examiner II

Zelly Putriani M. Pd

Examiner III

Nuardi, M. Ed

Examiner IV

Muhammad Taufik Ihsan, S.Pd, S.Kom, M.Pd

Dean

Faculty of Education and Teacher Training



H. Muhammad Syaifuddin, S.Ag M.Ag.

NIP. 19740704 199803 1 001

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Pekanbaru,
The Researcher

Asakita Maga
SIN. 11314103231

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ABSTRACT

Asakita Maga (2020): The Relationship Between Students' Visual Learning Style Preference and Their Reading Comprehension at The Second Year of SMP N 9 Pekanbaru.

This research was aimed to know whether there is significant correlation between students' visual learning style preference and their Reading comprehension at The Second Year of SMP N 9 Pekanbaru. The researcher formulated the problem into two research questions which were answered by using quantitative method. This research had two variables, students' visual learning style preference as an independent variable and students' Reading comprehension as a dependent variable. The design of this research is correlational research. There are 360 students of second grade as population that are divided into 9 classes, the researcher took 40 students as samples that are taken from one class. In collecting the data, the researcher used questionnaire and test. The questionnaire was used to measure students' visual learning style preference which consist of 15 statements. Then, the test is used to know students' Reading comprehension which consist of 25 questions. In analyzing the data, the researcher used Pearson Product Moment Correlation formula. The data was analyzed by using SPSS program. Based on the research finding, the result of Pearson Correlation showed that the probability level is 0.000. It can be stated that $0.000 < 0.05$. which means H_0 was rejected and H_a was accepted. Thus, it can be concluded that there is significant correlation between students' visual learning style preference and their Reading comprehension at The Second Year of SMP N 9 Pekanbaru. Then, all the aspects of reading comprehension correlated to visual learning style preference. The most related aspect was aspect 2 (vocabulary) which has the highest pearson correlation (0.725). So, can be concluded that the students' visual learning style was most correlated to the aspect 2 of reading comprehension that is vocabulary.

Key words: *Correlation, Visual learning style preference, Reading comprehension.*



ABSTRAK

Asakita Maga, (2020): Hubungan Antara Preferensi Gaya Belajar Visual Siswa dan Pemahaman Membaca mereka di Tahun Kedua SMP N 9 Pekanbaru

Penelitian ini bertujuan untuk mengetahui apakah ada hubungan yang signifikan antara preferensi gaya belajar visual siswa dan pemahaman bacaan mereka di SMP Negeri 9 Pekanbaru. Peneliti merumuskan masalah menjadi dua pertanyaan penelitian yang dijawab dengan menggunakan metode kuantitatif. Penelitian ini memiliki dua variabel, preferensi gaya belajar visual siswa sebagai variabel independen dan pemahaman membaca siswa sebagai variabel dependen. Desain penelitian ini adalah penelitian korelasional. Ada 360 siswa kelas dua sebagai populasi yang dibagi menjadi 9 kelas, peneliti mengambil 40 siswa sebagai sampel yang diambil dari satu kelas. Dalam mengumpulkan data, peneliti menggunakan kuesioner dan tes. Kuesioner digunakan untuk mengukur preferensi gaya belajar visual siswa yang terdiri dari 15 pernyataan. Kemudian, tes digunakan untuk mengetahui kemampuan membaca siswa yang terdiri dari 25 pertanyaan. Dalam menganalisis data, peneliti menggunakan rumus Korelasi Product Moment Pearson. Data dianalisis dengan menggunakan program SPSS. Berdasarkan temuan penelitian, hasil Korelasi Pearson menunjukkan bahwa tingkat probabilitas adalah 0,000. Dapat dinyatakan bahwa $0,000 < 0,05$. yang berarti H_0 ditolak dan H_a diterima. Dengan demikian, dapat disimpulkan bahwa ada korelasi yang signifikan antara preferensi gaya belajar visual siswa dan pemahaman membaca mereka di SMP Negeri 9 Pekanbaru. Kemudian, semua aspek pemahaman membaca berkorelasi dengan preferensi gaya belajar visual. Aspek yang paling terkait adalah aspek 2 (kosa kata) yang memiliki korelasi pearson tertinggi (0,725). Jadi, dapat disimpulkan bahwa gaya belajar visual siswa paling berkorelasi dengan aspek 2 dari pemahaman membaca yaitu kosa kata.

Kata kunci: Korelasi, Preferensi gaya belajar visual, Pemahaman membaca.



ملخص

أساكيما ماجا، (٢٠٢٠): ارتباط بين تفضيلات نمط التعلم البصري لدى التلاميذ وفهمهم للقراءة في السنة الثانية بالمدرسة المتوسطة الحكومية ٩ بكنبارو

إن هذا البحث يهدف إلى معرفة وجود الارتباط الهام بين تفضيلات نمط التعلم البصري لدى التلاميذ وفهمهم للقراءة في السنة الثانية بالمدرسة المتوسطة الحكومية ٩ بكنبارو. وجعل هناك الباحث سؤالين للبحث الذين ستم إجابتهما بطريقة كمية. وهذا البحث متغيران، أولهما تفضيلات نمط التعلم البصري لدى التلاميذ وهي متغير مستقل وثانيهما فهمهم للقراءة وهو متغير غير مستقل. وتصميم البحث هو بحث ارتباطي. فهناك ٣٦٠ تلميذا للفصل الثاني يكونون مجتمعاً للبحث ويوزعون إلى تسعة فصول، وأخذ الباحث ٤٠ تلميذا منهم ليكونوا عينة للبحث وهم كانوا في نفس الفصل. ولجمع البيانات استخدم الباحث الاستبيان والاختبار. فالاستبيان يهدف إلى معيار تفضيلات نمط التعلم البصري لدى التلاميذ وهو يتكون من ١٥ سؤالاً. والاختبار يهدف إلى معرفة فهمهم للقراءة وهو يتكون من ٢٤ سؤالاً. وتحليل البيانات استخدم الباحث صيغة ارتباط ضرب العزوم لبرسون. والبيانات تم تحليلها بمساعدة برنامج الحزمة الإحصائية للعلوم الاجتماعية. وبناء على نتائج البحث إن نتائج ارتباط برسون دلت على أن مستوى الاحتمال 0.000 . فاعتبر أن $0.000 > 0.05$. وذلك بمعنى أن الفرضية المبدئية مردودة والفرضية البديلة مقبولة. واستناداً إلى ما سبق استنتج أن هناك ارتباطاً هاماً بين تفضيلات نمط التعلم البصري لدى التلاميذ وفهمهم للقراءة بالمدرسة المتوسطة الحكومية ٩ بكنبارو. وجميع جوانب فهم القراءة يرتبط بتفضيلات نمط التعلم البصري. وأما أكثر الجوانب ارتباطاً فالجانب الثاني (المفردات)، فله أعلى ارتباطاً لبرسون وهو (٠,٧٢٥). ومن ذلك استنتج أن فهم المفردات يرتبط ارتباطاً وثيقاً بالجانب الثاني من فهم المفردات.

الكلمات الأساسية: ارتباط، تفضيلات نمط التعلم البصري، فهم للقراءة.





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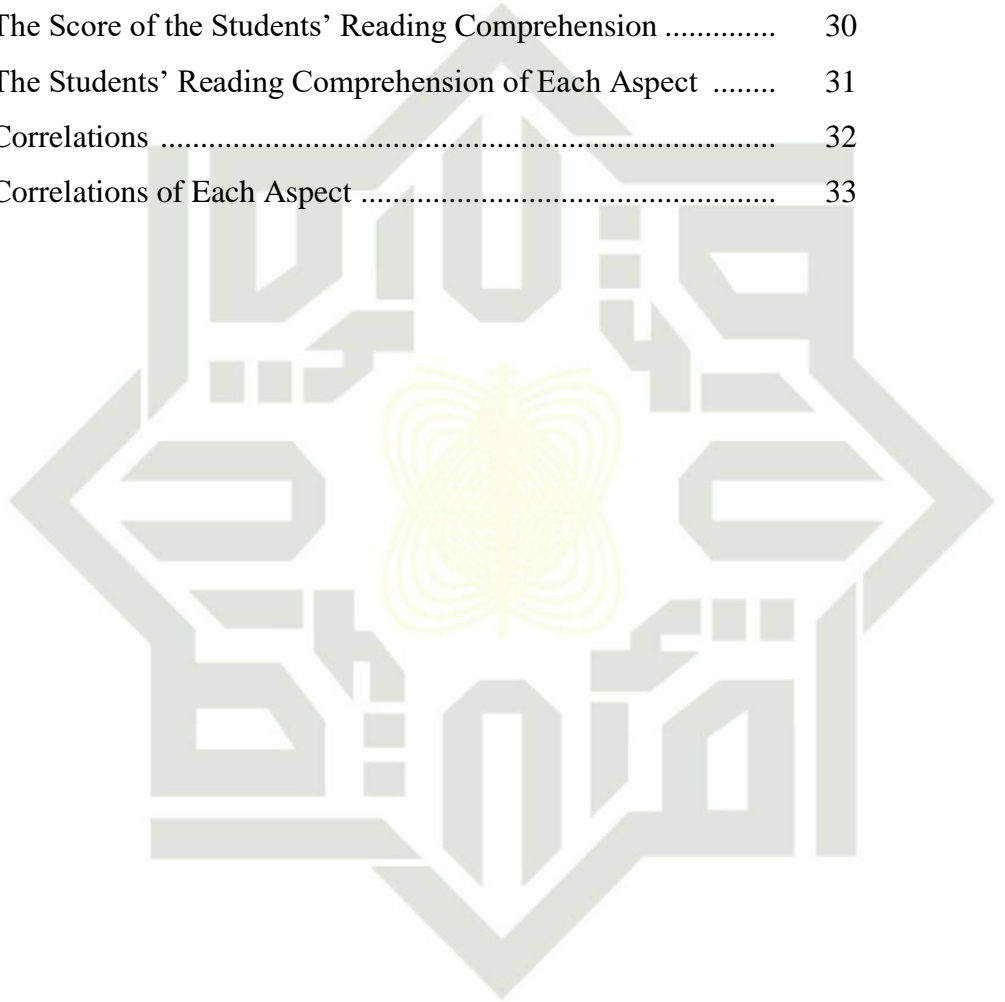
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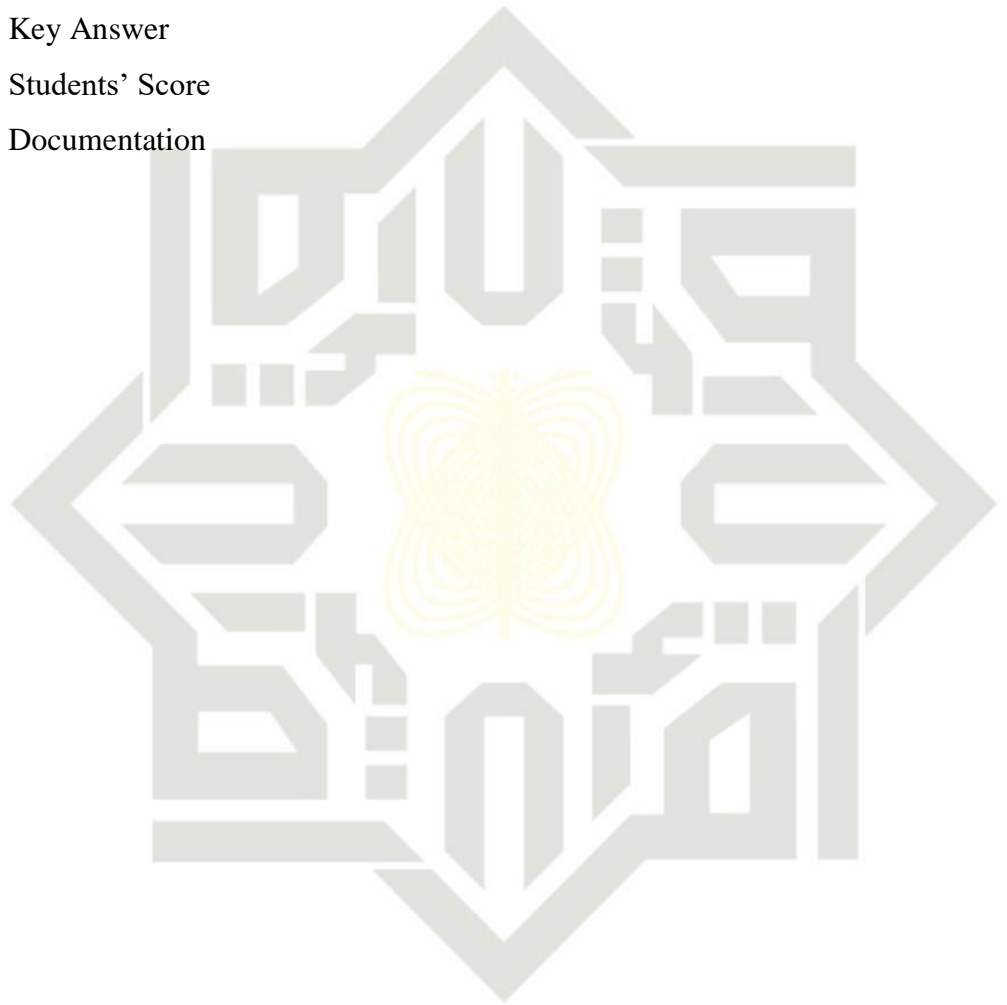


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CHAPTER I INTRODUCTION

1.1 Background of The Problems

English is an international language. Almost all of the country used as compulsory subject at school. The nation educational education has decided that English as foreign language is taught in Indonesia school. It is learned started from primary school up to university. It is realized that teaching English is very important and it need much concern. As English teachers, we are demanded to explore effective techniques, method and approach during teaching and learning activity. According to Ellis (1985, p.99) “Language learners vary on a number of dimensions to do with personality and learning style”. In other word, these personality and learning style are assumed to be significant contributors that determine the success or failure in English.

In learning activity, student do many activities to comprehend the learning objectives for example mastering subject as preparation for the test, doing assignment, developing material or skill that she or he mastered ever. “Learning is the process through which we become the human beings we are, the process by which we internalize the external world and through we construct our experiences of that world” (Jarvis, 2012, p.1). It means that, learning is the process to get knowledge and build our experience about the world. Actually people were born in different characteristic, students learn in many different ways. Every individual has a unique style. We should realize that every learner has own way of learning. English teacher or all other



educators, have to bear in mind that people differ consistently from each other in their preference for certain ways of processing information. The education cannot generalize their students learning style because it differences of each other. These individual differences in learning styles are measurable. Unfortunately, most of the teachers are ignoring the students learning styles. The consideration firstly got by the students through their sense included their hearing, sight and their hand.

Learning style can be used by students to learn language, including English. It can be described as the set of factors behaviors and attitudes facilities learning for an individual in a given situation. It is ability of learners to perceive and process information in learning situation. Some students are visual learners, visual learners learn visually by means of chart, graphs and pictures. Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom. They also take descriptive notes over the material being presented.

It is possible to infer that the majority of the teachers are not aware of their students' learning style. The problem arise when the teacher are unaware of the importance to establish and identify learning style, therefore when each persists unanticipated consequences are to be expected. Students learning styles have been ignored and have been considered as an in significant component in the learning process. By knowing the students' learning style is

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very importance since recognizing and understanding the students' learning styles, the teacher can use appropriate technique better to the students.

The majority teachers do not always prepare to try matching their teaching styles with learning styles of their students. They do not always remember to cater to different learning styles. David Nunan argued that "at the very last, teacher should find out what their students think and feel about what they want to learn and how they want to learn and take this into consideration when planning their course" (Nunan, 1999, p.13)

Reading is one of the language skills that cannot be separated from other language skills because the students' ability in one aspect will support their ability in mastering the others. It is an important educational goal, as without reading, one's language would not improve. The ability of students in reading is important because by having the ability to read, they will be able to improve general language skills in English, reading can enlarge the students' English vocabulary and it can help to improve the students' writing or speaking abilities, its mean that reading is one of the keys to success for everyone who wants to be an educated person. According to Brown (2003, p.185) stated that reading is likewise a skill that teachers simply expect learners to acquire.

SMP N 9 Pekanbaru is one of the schools that use School Based Curriculum (KTSP) in teaching and learning process. School Based Curriculum 2006 (KTSP) for the second-year students stated that the standard competence of learning English, especially for reading refers to the capability of reading and comprehension of meaning of the text accurately, fluently, and



contextually in the text forms; procedure, descriptive, recount, narrative and report (BSNP: 2006). The minimum criterion of achievement (KKM) of English subject at SMP N 9 Pekanbaru is 75. In SMP N 9 Pekanbaru, the basic competence stated in the syllabus the teacher teaches about reading a text. The students at the second year are taught by one teacher, here the teacher teaches how to comprehend the reading text, such as; procedure text, descriptive text, recount text, narrative text and report text.

Based on the explanation above, it is clear that the students must have the ability to understand and comprehend the reading text. Based on the observation at SMP N 9 Pekanbaru, some of students still face some problems and difficulties in learning English especially in comprehending the text, the researcher has found that the teacher used three phase technique in teaching and learning process. The teacher taught text available based on students' textbook. The researcher found that some of the students still had problems in comprehending reading text. It means that the students' reading comprehension was still far away from the expectation of curriculum and it can be seen from the following symptoms:

1. Some of students are still far from curriculum target.
2. Some of students are not able to find the main idea of text.
3. Some of students are lack of vocabulary.
4. Some of students are not motivated well in learning process.
5. Students are not able to find general information in the passage.

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Based on the discussion above, the researcher indicated that learning styles involve visual learning styles preference may have different level of comprehension about reading. Thus, the researcher is interested in carrying out the research entitled: **“THE RELATIONSHIP BETWEEN STUDENTS’ VISUAL LEARNING STYLE PREFERENCE AND THEIR READING COMPREHENSION AT THE SECOND YEAR OF SMP N 9 PEKANBARU”**.

1.2 The Problem

1.2.1 Identification of The Problem

Based on the phenomena above, the researcher identified the problem of this research as follows:

- a. Why some of students are still far from curriculum target?
- b. Why some of students are not able to find the main idea of text?
- c. Why some of students are lack of vocabulary?
- d. Why some of students are not motivated well in learning process?
- e. Why students are not able to find general information in the passage?

1.2.2 Limitation of The Problem

The problem of this research only focuses on Visual Learning Style Preference and Reading Comprehension at SMP N 9 Pekanbaru.

1.2.3 Formulation of The Problem

Referring to the explanation above, the problem of this research can be formulated in the following question:



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- a. Is there any significant relationship between Visual Learning Style Preference and their Reading Comprehension at the second year of SMP N 9 Pekanbaru?
- b. Which aspect of the students' reading comprehension is the most related to their visual learning style preference?

1.3 Objectives and Significance of The Research

1.3.1 Objectives of The Research

- a. To find Visual Learning Style activity at SMP N 9 Pekanbaru.
- b. To find students' Reading Comprehension at SMP N 9 Pekanbaru.
- c. To know whether any significant relationship between Visual Learning Style activity and student's Reading Comprehension at SMP N 9 Pekanbaru.

1.3.2 The Significance of The Research

In common, this research is expected to give a positive contribution to give accurate information about the correlation between Visual Learning Style and Reading Comprehension in this school. This research is expected to provide some significance to the following persons:

- a. Students

The result of this research will give the students, particularly the students of SMP N 9 Pekanbaru, reflection and information in term of Visual Learning Style and Reading Comprehension.

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b. Teacher

The result of the research will be useful for the teacher, particularly the teacher of the school in which the researcher conducted this research, as the consideration and concern to explore or identify the students in class management specially in Visual Learning Style and Reading Comprehension.

c. Other researchers

The result of the research will be useful for others as consideration as well as a recommendation in case they will carry out any further research in the same field.

1.4 Reason for Choosing The Title

There are several reasons why the researcher is interested in carrying out the title above:

1. The problems of this research are interesting and important to be searched because it relates to the problem that is faced by students.
2. This research is relevant to the researcher as students of education and teacher training faculty as well as an English teacher to be.
3. Through this research, the researcher wants to know the students' Visual Learning Style and Reading Comprehension.

1.5 Definition of Terms

The following terms are given to make the readers have same perception for some terms used in this project paper. It is important to clarify some terms



In order to avoid misunderstanding, therefore the terms here to be defined as follow:

1. Correlation

According to Gravetter & Forzano (2012) demonstrated that in the correlational research strategy, two or more variables are measured to obtain a set of scores (usually two scores) for each individual. “Correlation is a measure of the strength of the relationship or association between two or more sets of data. Different types of correlation are reported in the applied linguistics literature, whose use is determined by the types of variables that are correlated” (Jack C Richards and Richard Schmidt, 2010 p.139).

2. Visual Learning Style Preference

Learning styles have relationship through English skills comprehension. “Learning style is one of the main factors that help determine how and how well the students learn a second language or foreign language which can influence their comprehension both in reading, writing, listening and speaking” (Rebecca in Dewi Novita, 2011, p.3). There are three types of learning styles (DePorter, 1999, p.111), namely (1) a visual learning style, (2) auditory learning styles, and (3) kinesthetic learning style. Students with a visual learning style learn through what they see, students must see the demonstration in order they understand. They need to see more about the information visually and it can be easy to comprehend for them through the picture. By knowing the learning styles

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of students, teachers can help students learn according to the learning style that is owned by the students so that student achievement can be grown successfully through learning according to the learning style. Brown (2000) defined learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another.

Reading Comprehension

According to Richards & Schmidt (2010, p.483) “Reading comprehension is the process of understanding the meaning of a written text. Reading comprehension is not just about read the sentence by sentence stated in the text; surely it is the ability to understand the meaning of the whole text”. It means that reading comprehension is an exercise which involves an activity to read to particular text. However, in this reading comprehension is the second-grade students’ understanding about the material of reading activity at SMP N 9 Pekanbaru.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Theoretical Framework

2.1.1 The Nature of Visual Learning Style Preference

There are two aspects of visual learning style; the definition of visual learning style and the characteristics of visual learning style.

1. The definition of visual learning style

Learning style preference is the way and technique that they use to learn and process information and knowledge. It helps students learn more fast and easier with selecting and using the appropriate learning style that they like. Learning styles refer to the variations in our ability to accumulate as well as assimilate information.

Sometime the teacher can use students' learning style as a tool to develop their student learning. According to Deporter (1992, p.110), teachers can help students by understanding or knowing their student preferred learning styles. In other word, Successful learning takes place when teacher play to students' strength and build their capacity to learn in a range of style for this first, teacher need to have an understanding of the different learning styles within the class. It can be done by applying certain questionnaire to the students. After the teacher find the students' learning styles, the strength and weakness of the students' finish creating in teaching strategy and techniques, teacher should match learning style with teaching style.



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Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom. They also take descriptive notes over the material being presented.

Individuals who fall into this category typical learn through what they are able to see with their own eyes. Visual learners have to describe everything that they see in term of appearances. These learn love visual aids such as photos, diagrams, maps and graphs. Visual learner frequently is good writer and will commonly perform quite well on writers and will commonly perform quite well on written assignments.

The best ways for visual learner to process the information by recording, allocating, calculating, simplify, describing and proving, preparing, evaluating, rewriting, drawing a picture, making mind-map, making a note, and using graphics organizer.

2. The characteristics of visual learning style

According to Deporter, (1992, p.116), visual style has some characteristics, those are: Student/learners often look well-regulated in dressing, they speak fast, they are going in spelling, they strongly remember what they see than what they hear, they use pictures aids to memorize or process some information, they have difficulties to remember visual instruction expect it is written and they often ask someone else to repeat what he or she says, they read fast and diligent



and prefer reading by their selves than someone else reads for them, they prefer art than music, they always prefer doing the demonstration or practice and they usually do not have noise problems.

In addition, Refugio (2018) mentioned the characteristic of visual learning style based on some aspects:

- a. **Preferred learning style:** learn by seeing or watching demonstration.
- b. **Spelling:** recognize words by sight; relies on configuration of words.
- c. **Reading:** likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.
- d. **Handwriting:** tends to be good; spacing and size are good; appearance is important.
- e. **Memory:** remember faces but forgets names; writes things down; takes notes.
- f. **Imagery:** vivid imagination; thinks in pictures; visualizes in detail.
- g. **Distractibility:** unaware of sounds; distracted by movements.
- h. **Problem solving:** deliberate; plans in advance; organizes thoughts by writing them; lists problems.
- i. **Response to periods of inactivity:** stares or doodles; finds something.
- j. **Response to new situation:** looks around or examines structure.

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2.1.2 The Nature of Reading Comprehension

It is necessary for the students of Junior High School to master reading comprehension. (Grellet, 1981, p.3) reading comprehension is an understanding a written text means extracting the required information from it as possible. It means that, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. For example, we apply different reading strategies when looking at notice board to see if there is advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. Reading comprehension is a process of simultaneously extracting and constructing in meaning through interaction and involvement with written language.

In comprehending of topic, readers interacts with the text relates to the questioning of the text to prior experiences of construct meaning which can be found the text skimming and scanning are two very useful technique that will help the reader to catch the meaning, getting the information, or messages effectively from the reading texts.

1. Skimming

Skimming is the activity that used to quickly identify the main ideas of the text. When the students' read the text, the students' probably not read it word by word, instead the students are scanning the text. Skimming is done at speed three to four times faster than



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normal reading. The students' often skim when they have lots of material to read in a limited amount of time. "Skimming is quickly running one eyes over a text to get the gist of it" (Jeffries, 1998, p.297).

2. Scanning

Quickly going through a text to find a particular piece of information, it used to find the particular pieces of information. Run over the text looking for the specific piece of information we need, use scanning on schedules, meeting plans, etc to find the specific detail of the text.

By using this technique, we will get the information that contain in a text quickly and meet certain purpose that have been determined before so that the reader only tries to get certain information from the entire text without analyzing details of the text.

In addition, Snow (2002) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

2.1.3 The Relationship between Visual Learning Style Preference and Reading Comprehension

Reading is useful for language acquisition. Many people want to be able to read text in English either for careers, for study purposes or



simply for pleasure. Further, reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. The way students reading depend on their learning styles. The learning styles of students are uniquely diverse. Therefore, it is important to understand and being aware of students' learning style preference in reading because their preferred learning style could bring improvement in students' reading achievement in school.

According to Miles V. Zint in Febrianti (2014, p.21) the cause of reading failure is individuals are different from each other in learning rates. It can be said that low reading achievement can be caused by different ways of learning among people which is depends on preferred ways of people to receive or understand knowledge.

The reading process is primarily visual because a student must look at a word and understand all of the meanings within the use of that word (Barbe & Swassing in Judy Williams, 2010, p.58). In this case, when we read the text, the first process that we use is the sense of sight that makes us understand the meaning of word. Even after moving beyond word recognition, visualization continues to be a major part of the reading process.

Thus, from the statements above, it can be understood that reading and visual learning style relates each other. Visual learning styles are important to be known and awared whether by students or teachers due to its indication to the ability of people in reading or recognizing meaning of the text.

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2.2 Relevant Research

In graduating paper, the researcher takes same previous studies from the other graduating paper as comparison. There are some related studies that have been done by many researchers about the relationship between students' Visual Learning Style Preference and their Reading Comprehension, such as:

1. A research was conducted by Nadfifah and Arin (2013) entitled: *"The Correlation between students' Perceptual Learning Style Preference and English Proficiency at English Education Program of STAIN Tulungagung"*

In this graduating paper, there is correlation between visual learning style and English proficiency, since the coefficient correlation is 0,422. Is less than level of significance (α) 5%. It can be conclude that there is significance correlation between visual learning style and participant English proficiency. There is no significance correlation between audio learning style and English proficiency. Sig (2 tailed) value, 0,221. There is no significance difference between kinesthetic learning style and English proficiency. Sig 2 (tailed) value, 0,458.

2. A research was conducted by Riski Nur Istiqomah (2018) entitled: *"The Relationship between EFL Learning Style and Their English Reading Comprehension Achievement"*

In this graduating paper, the result of the research showed that the majority of students learning style was visual/verbal learning style. For the criteria of students' reading comprehension achievement was



categorized as a good achievement. In addition, the hypothesis testing showed that $t_0 > t_{table}$, in which $2 > 0.3198$. The alternative hypothesis (H_a) is accepted there is a positive relationship between students' learning style and their achievement in reading comprehension.

Based on some researches above, they found that there is a significant correlation between learning styles and English proficiency or reading comprehension. But this research was quite different from the researches above. This research focused only in visual learning style and reading comprehension. Visual learning style is more focus on reading and writing than listening and speaking. Thus, the writer wanted to know whether there is correlation between visual learning style and students' reading comprehension.

2.3 The Operational Concept

In order to avoid misunderstanding and to clarify the theories used in this research, the researcher needs to explain briefly about the variables in this research. There is variable X and variable Y. The variable X as independent variable is about the students' visual learning style preference. The variable Y as dependent variable is students' reading comprehension.

The indicators of variable X (visual learning style) according to DePorter (2000) are as follows:

- a. Students' ability to learn through what they see.
- b. Students' ability in pay attention to everything, to keep up appearances.
- c. Students' ability in viewing the image, rather read than read out.

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- d. Students' ability in capturing detail and remember what they saw.

The indicators of variable Y (reading comprehension) based on BNSP (2006) are as follows:

- a. Students' ability to identify the main idea in descriptive text;
- b. Students' ability to locate the meaning in descriptive text;
- c. Students' ability to identify generic structure in descriptive text;
- d. Students' ability to find communicative purpose in descriptive text;
- e. Students' ability to find language feature in descriptive text.

2.4 Assumption and Hypothesis

1. The Assumption

The Assumption is the better student's visual learning style then means the better their achievement in reading comprehension will be.

2. The Hypotheses

Hypothesis is statement about the possible outcomes of a study, said James Dean B (1988, p.109).

- a. H_0 : There is no significant correlation between students' visual learning style and their reading comprehension.
- b. H_a : There is a significant correlation between students' visual learning style and their reading comprehension.

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CHAPTER III

METHOD OF THE RESEARCH

3.1 The Research Design

In this research, the researcher used quantitative approach. This research statistics had an important role as a tool to analyze the data in a research. It is importance to think the design of the research. Correlational study is a study to review determines Relationships and Relationship Level between two variables or more without any efforts to review the influence of these variables so there are currently no manipulations of variables (Frankel and Wallen, 2008, p.328). According to Creswell (2012, p.338), researcher used the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variable and sets of scores. Correlational designs provided an opportunity for researcher to predict scores and explain the relationship among variables.

In this research, the researcher used the correlative research. Latief (2011, p.111) stated that correlative research designs are used to measure the relationship between two or more continuous variables. It means that, in correlation research, the researcher looking for variables that seem to interact with one other, so that when we can see one changing, we have an idea of how the other will change when we can see one changing. The reason why the researcher chose this type of research is because the researcher wants to find out whether or not there is a positive correlation between the students' visual learning style preference and their reading comprehension at SMP N 9 Pekanbaru.

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3.2 The Location and Time of The Research

This research was conducted at SMP N 9 Pekanbaru, the address at Harapan Raya Street. This research was conducted on February 2020.

3.3 Subject and Object of The Research

The subject of the research is second grade students of SMP N 9 Pekanbaru. While the object of the research is correlation between students visual learning style preference and their reading comprehension.

3.4 The Population and Sample of The Research

The population of this research is the second year students of SMP N 9 Pekanbaru. There are 9 classes in which each class consist of 40 students. The total number of the population is 360 students. The writer chose one class as a sample. It is obtained by using cluster sampling.

Because the number of populations is large enough to be a sample of the research and also they are homogenous, which means the entire second grade students were taught by the same English teacher. Then, she suggested the researcher to choose one class to be a sample because the limitation of the time. So, the researcher used cluster sampling. According to Creswell (2012, p.145), in cluster sampling, the researcher chooses a sample in two or more stages because either the researchers cannot easily identify the population or the population is extremely large.



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3.5 The Technique of Collecting Data

In order to get the data for this research, the researcher applied the techniques as follows:

1. Questionnaire

Based on the quantitative design, the researcher used questionnaire as the main technique in collecting the data. According to Arikunto (2013, p.194) has stated that questionnaire are the statements or questions used to get the particular information from respondent. It used to know the students' visual learning style in reading comprehension.

Questionnaire is listed of question or statement about student's learning style that is given for them at second year to find the information of learning style such as of reading comprehension. The researcher reads some theories in the book especially in part of learning style theory then deciding the points of learning styles characteristics to made as Questionnaire which related with the student's or learner's learning activity based on the theory, and it has a function to know the students preference in their learning style. This method contains some questions about the issue which shown agreement or disagreement or certain conviction. The simplest way to describe the idea is to provide member of alternative answer for each question. For the analysis is this item, an alternative answer could be strongly agree, agree, undecided disagree, strongly disagree.



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In this research, the question was written in Indonesian. It was done to make easier the respondent answer the question. The questionnaire consisted of fifteen (15) multiple choice. In this part, the researcher asked to the students to choose one option, it means that the answers most reflect their personality or their real life. Each question consists of five (5) options of the answer, strongly agree, agree, undecided, disagree, strongly disagree. This questionnaire will be given to the students. The researcher asked to fill the questions which they are listed. The scores of each student would be marked as: Score 5 for item strongly agree, score 4 for item agree, score 3 for item undecided, score 2 for item disagree, score 1 for item strongly disagree.

2. Test

According to Arikunto, (2008, p.33) test is means of collecting information, but when compared to other tool this test is more formally because it is full restrictions. According to him, has the dual function of a test that are measured the students and to measure the success of the teaching program.

Here, the researcher used test to measure students' comprehension in reading. Researcher applied and instruction to choose the best answer in reading comprehension test consist of (25) multiple choice. The students' must notice the sentence or the story before they are answering the question.

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This test has been conducted try out in another class and the result that the instruction of this test not to confuse to the student. And they can be done well. It can be assumed that the instruction was good and clear, so it was not necessary to revised. The essential requirement of test is valid.

3.6 Validity and Reliability of Instruments

3.6.1 Validity of Instruments

According to Creswell (2012, p. 159) said that validity is development of sound evidence to demonstrate that the test interpretation (of score about the concept or construct that the test is assumed to measure) matches its proposed use. It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

To know whether the questionnaire and test were valid or not, the questionnaire obtained was calculated by using Ms. Excel Program. The result of validity questionnaire is as follows:

Table III. 1
Validity of Questionnaire

Item Number	r-item	r-table	Result
Item 1	0.54	0.40	Valid
Item 2	0.44	0.40	Valid
Item 3	0.64	0.40	Valid
Item 4	0.43	0.40	Valid
Item 5	0.67	0.40	Valid
Item 6	0.47	0.40	Valid
Item 7	0.50	0.40	Valid
Item 8	0.59	0.40	Valid
Item 9	0.49	0.40	Valid

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Item 10	0.49	0.40	Valid
Item 11	0.52	0.40	Valid
Item 12	0.72	0.40	Valid
Item 13	0.60	0.40	Valid
Item 14	0.65	0.40	Valid
Item 15	0.47	0.40	Valid

Based on the table, can be seen that all items in questionnaire were valid. Then, the result of validity test is as follows:

Table III. 2
Validity of Test

Item Number	r-item	r-table	Result
Item 1	0.44	0.40	Valid
Item 2	0.48	0.40	Valid
Item 3	0.58	0.40	Valid
Item 4	0.53	0.40	Valid
Item 5	0.46	0.40	Valid
Item 6	0.48	0.40	Valid
Item 7	0.44	0.40	Valid
Item 8	0.57	0.40	Valid
Item 9	0.53	0.40	Valid
Item 10	0.43	0.40	Valid
Item 11	0.43	0.40	Valid
Item 12	0.42	0.40	Valid
Item 13	0.63	0.40	Valid
Item 14	0.53	0.40	Valid
Item 15	0.47	0.40	Valid
Item 16	0.42	0.40	Valid
Item 17	0.56	0.40	Valid
Item 18	0.43	0.40	Valid
Item 19	0.46	0.40	Valid
Item 20	0.53	0.40	Valid
Item 21	0.48	0.40	Valid
Item 22	0.42	0.40	Valid
Item 23	0.61	0.40	Valid
Item 24	0.43	0.40	Valid
Item 25	0.53	0.40	Valid

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Based on the table, all items of test were valid. Thus, the researcher took all items to be used as instruments.

3.6.2 Reliability of Instruments

According to Gay et al. (2012), reliability is about consistency of the scores produced. They also pointed out that reliability is very important to judge the suitability of a test. It is clear that reliability is to measure the consistency and the quality of the test score. According to Cohen et.al, (2007) the guidelines for reliability is as follows:

Table III. 3
Reliability of Instruments

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

In this research, the writer used software SPSS 23 version to calculate the reliability of test. The result of reliability for questionnaire is as follows:

Reliability Statistics

Cronbach's Alpha	N of Items
.827	15

The table showed that the reliability of questionnaire was 0.827 which is categorized into highly reliable level. Then, the result of reliability for reading comprehension test is as follows:

Reliability Statistics

Cronbach's Alpha	N of Items
.864	25



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The table showed that the reliability of reading comprehension test was 0.864 which is categorized into highly reliable level.

3. The Technique of Analyzing Data

For the technique of data analysis, the researcher applied a quantitative analysis. According to David Nunan (2008), quantitative research describes a research problem through a description of trends or a need for an explanation of the relationship among variables by collecting numeric data from a large number of people using instruments with preset questions and responses.

To analyze the data, the researcher used Pearson Product Moment Correlation on SPSS 23.0 program. According to Ary, et al. (2010, p.353), pearson coefficient is appropriate for use when the variables to be correlated are normally distributed and measured on an interval or ratio scale. Besides, it used to find out the correlation between two parametric variables and linear relationship between students' visual learning style and their reading comprehension.

Sudijono (2014, p.43) pointed out the formula to analyze the percentage of students' visual learning style as follows:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Number of percentage

F = Obtained frequency

N = Number of frequency/sample

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To know the students' reading comprehension, the researcher used the formula from Ary, et al. (2010, p.108) as illustrated below:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- \bar{X} = Mean
 Σ = Sum of
 X = Raw score
 N = Number of cases

In order to find out whether there is a significant correlation between students' visual learning style and their reading comprehension, the data analyzed by using Pearson Product-Moment Correlation Coefficient on SPSS 23.0 program. The researcher used the score of questionnaire of variable X and reading comprehension test score of variable Y.

Statistically, the hypotheses are (Siregar, 2013, p.350):

H_o is accepted if $\text{sig} > \alpha$: there is no significant correlation between students' visual learning style and their reading comprehension.

H_o is rejected if $\text{sig} < \alpha$: there is a significant correlation between students' visual learning style and their reading comprehension.



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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research was conducted to find out whether there is a significant relationship between students' visual learning style preference and their reading comprehension and to know on which aspect of reading comprehension is the most related to their visual learning style preference. So, the writer can conclude this research as follows:

1. There is a significant relationship between students' visual learning style preference and their reading comprehension.
2. All the aspect of reading comprehension correlated to visual learning style preference. Then, the most related aspect was aspect 2 (vocabulary) which has the highest pearson correlation (0.725). So, can be concluded that the students' visual learning style was most correlated to the aspect 2 of reading comprehension that is vocabulary.

Based on the result of the research, it was clear that the visual learning style preference related to students' reading comprehension, especially in vocabulary aspect.

5.2 Suggestion

Considering the relationship between students' visual learning style preference and their reading comprehension, the writer would like to give some suggestion as follows:

Suggestion for Teachers

- a. It is recommended to teacher to pay attention to students' learning styles. Because every student has different learning styles that can affected their learning.

Suggestion for Students

- a. The students should be creative to select the kinds of reading materials in order to comprehend more the text and in order to diminish boredom in learning English especially in reading subject.
- b. The students should pay more attention to the lesson explained by the teacher.
- c. The students should know the content of the text if they read some texts.



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SILABUS PEMBELAJARAN

:

: VIII (Delapan)

: BAHASA INGGRIS

: Membaca

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan	1. Teks fungsional pendek berupa: <ul style="list-style-type: none"> • Undangan Contoh : Dandi, Please come to our meeting Day : Saturday Date:March 1st,2008 Time : 10.00 Place : Osis Reuni Don't be late ! Budy Secretary • Pesan Singkat 	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" /pesan pendek 2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsioanl pendek tentang undangan/pesan pendek 4. menjawab pertanyaan	<ul style="list-style-type: none"> • Membaca dengan nyaring dan bermakna teks fungsional pendek • Mengidentifikasi berbagai informasi dalam teks fungsional pendek • Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional 	Tes lisan Tes tertulis	Membaca nyaring 1. Melengkapi 2. Pilihan ganda 3. Uraian	<i>Read the the text aloud and clearly.</i> 1. <i>Complete the test using correct words</i> 2. <i>Choose the correct answer</i> 3. <i>Answer the following questions based on the text</i>	6 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>berterima yang berkaitan dengan lingkungan sekitar</p> <p>Teks fungsional pendek berupa</p> <ul style="list-style-type: none"> - Undangan - pesan singkat <p>Tata Bahasa</p> <ul style="list-style-type: none"> - Request <p>Kosa kata</p> <ul style="list-style-type: none"> - kata terkait – tema dan jenis teks <p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> - Don't be late ! - Don't miss it ! <p>3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan</p>	<p>Lia, I'm out for shopping your meal is in refrigerator</p> <p>Mom</p> <p>2. Teks esei berbentuk <i>descriptif</i> dan <i>recount</i></p> <p>1. Teks tulis berbentuk <i>descriptive</i> dan <i>recount</i></p> <ul style="list-style-type: none"> • Makna gagasan • Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i> <p>2. Langkah retorika teks <i>descriptive</i> dan</p>	<p>tentang isi teks fungsional pendek “undangan” /pesan pendek</p> <p>5. Menyebutkan tujuan komunikatif teks fungsional pendek “undangan” /pesan pendek</p> <p>6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek “undangan” /pesan pendek</p> <p>1. Tanya jawab berbagai hal terkait tema/topik bacaan</p> <p>2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive/recount</i></p>	<p>pendek</p> <p>1. Menjawab mau tau pertanyaan tentang :</p> <ol style="list-style-type: none"> 1. Makna gagasan 2. Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i> 3. Langkah retorika teks <i>descriptive</i> dan <i>recount</i> 	<p>Tes tulis</p>	<p>PG</p> <p>T / F</p>	<p>1. Choose the best option based on the text.</p> <p>2. State whether the statements are TRU or FALSE.</p> <p>3. Answer the</p>	<p>4 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Koran/majalah</p> <p>3. Gambar peristiwa/tempat</p> <p>4. Lingkungan sekitar</p>

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Kompetensi Dasar

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	recount 3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> 4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>	3. Membaca teks <i>descriptive/recount</i> 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif tdan langkah retorika teks <i>descriptive / recount</i> 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks <i>descriptive / recount</i>	4. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> 5. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i> 6. Membaca nyaring teks <i>descriptive</i> dan <i>recount</i> .	Tes lisan	Membaca nyaring	<i>questions</i> <i>Read the text aloud.</i>		
Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								



RESEARCH QUESTIONNAIRE

(Visual Learning Style)

”The Relationship Between Students’ Visual Learning Style Preference And Their Reading Comprehension At The Second Year of SMP N 9 Pekanbaru”

Petunjuk Pengisian Kuisisioner

1. Isilah identitas sebagai berikut
 - a. Nama:
 - b. Kelas:
2. Silakan anda membaca dan memahami setiap pernyataan dalam kuisisioner ini. Pilihlah salah satu jawaban yang paling sesuai dengan keadaan diri saudara dengan memberikan tanda **centang** (✓) pada :

1.	Sangat Setuju (Strongly Agree)
2.	Setuju (Agree)
3.	Netral (Neutral/Neither agree nor disagree)
4.	Tidak Setuju (Disagree)
5.	Sangat Tidak Setuju (Strongly disagree)
3. Dalam anda memberikan jawaban, tidak ada jawaban yang salah, semua jawaban benar dan dapat kami terima sepanjang sesuai dengan keadaan diri anda yang sebenarnya.
4. Diharapkan menjawab semua pertanyaan yang ada, jangan sampai ada yang terlewati.
5. Sebelum kuisisioner ini dikembalikan, periksalah kembali sampai anda yakin bahwa angket sudah anda jawab semua.
6. Saudara tidak perlu khawatir, *kerahasiaan jawaban saudara, kami jamin.*
7. Hasil kuisisioner ini tidak akan mempengaruhi nilai dan evaluasi belajar anda, tetapi hanya untuk **kepentingan penelitian saja.**
8. Sebelum menjawab bacalah pernyataan dibawah ini dengan cermat dan teliti.

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NO	STATEMENTS	1	2	3	4	5
1	Ketika guru menerangkan materi, saya akan mencari gambar di buku untuk lebih cepat memahami					
2	Saya lebih mudah memahami materi apabila disajikan dengan media gambar					
3	Dalam mempelajari materi, saya suka membaca catatan berupa diagram/bagan					
4	Saya kesulitan memahami penjelasan guru secara lisan					
5	Ketika membaca materi pelajaran bahasa Inggris, saya mencoba untuk membayangkannya dalam pikiran saya					
6	Ketika mengerjakan tugas mengenai materi pelajaran bahasa Inggris, saya akan lebih berkonsentrasi dengan melihat catatan di buku, daripada meminta penjelasan teman					
7	Ketika mengerjakan soal, saya dapat melihat kata-kata dalam pikiran saya					
8	Saat melihat gambar struktur teks bahasa Inggris, saya dapat dengan mudah mengenali gambar yang sama walaupun posisi gambar tersebut diputar atau diubah					
9	Saya membaca catatan sebelum mengerjakan PR					
10	Saya membaca setiap kalimat di buku pelajaran dalam mempelajari materi					
11	Saya lebih suka membaca daripada dibacakan					
12	Jika mengerjakan tugas, saya selalu membaca instruksinya terlebih dahulu					
13	Saya lebih mudah memahami instruksi tertulis, daripada instruksi yang diberikan secara lisan					
14	Saya lebih mudah untuk memproses informasi dalam bentuk tertulis ataupun gambar daripada informasi melalui perkataan					
15	Saya lebih memilih membaca materi pelajaran daripada melakukan presentasi di depan kelas					


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READING COMPREHENSION TEST

“THE RELATIONSHIP BETWEEN STUDENTS’ VISUAL LEARNING STYLE PREFERENCE AND THEIR READING COMPREHENSION AT THE SECOND YEAR OF SMP N 9 PEKANBARU”

Directions:

1. Write down your name and class in the answer sheet
2. These questions consist of 25 questions
3. The question are multiple choice
4. Read the text correctly before answering the questions

PASSAGE 1

One of the tallest and most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall.

The giraffe has big brown eyes which are protected by very thick lashes. The lashes are an important source of protection. They can also cover the giraffe’s nostrils in order to protect its nose. It has brown spots on the skin and this coloring helps protect the giraffe. The giraffe also has two short horns on its head.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

1. The text above mostly talks about _____.
 - a. Characteristics of giraffe
 - b. Giraffe and family
 - c. The description of the giraffe
 - d. The different of giraffe and camel
2. The word **gallop** in the last sentence means _____.
 - a. Run
 - b. Protect
 - c. Fight
 - d. Walk
3. Which is the correct generic structure of descriptive text _____.
 - a. Orientation-Resolution-Complication
 - b. Identification-Description
 - c. Orientation-Series of event- resolution
 - d. Description-Identification
4. What is the purpose of the text _____.
 - a. To tell the last story
 - b. To entertain the reader
 - c. To describes a particular thing
 - d. To tell how to make something



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5. The giraffe _____ about fifty kilometers per hour.
 - a. running
 - b. ran
 - c. rans
 - d. runs

PASSAGE 2

Istana Supermarket is at number 117 Mataram Street. It is near a restaurant. Istana Supermarket is a big shop in our town. It sells a lot of things. It also has a lot of employees.

Once a week, my mother and I go shopping to Istana Supermarket. We buy some sugar, coffee, cooking oil, and other daily needs.

At the supermarket, we choose and take the things we want to buy by ourselves. Then we put them into a basket. We have to pay the things at the cashier. We can pay cash or with a credit card.

It is very interesting to go shopping at a supermarket because we can choose various kinds of goods freely. The shopkeeper sometimes helps us to find the goods which we want to buy.

6. The first paragraph tells about _____ Istana Supermarket.
 - a. The activities at
 - b. The location of
 - c. The activities of employees at
 - d. The various kinds of things at
7. The synonym of the word "big" in line 2 is _____.
 - a. Large
 - b. Small
 - c. Tiny
 - d. Giant
8. The following statement is location of Istana Supermarket _____.
 - a. In Soebrantas street number 14
 - b. In Mataram street number 117
 - c. In Pramuka street number 30
 - d. In Cut Nyak Dien street number 7
9. The social function of the text is _____.
 - a. To entertain the readers
 - b. To explain how to make something
 - c. To tell about a friendship
 - d. To describe about place
10. How often do they go shopping to Istana Supermarket?
 - a. Everyday
 - b. Every month
 - c. Every week
 - d. Every morning



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PASSAGE 3

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind it looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us.

He really terrifies me.

(Adopted from: Mandiri: Mengasah Kemampuan Diri for SMP/MTs Class VIII pp.11)

11. The best title for the text is _____.
 - a. Strong Headmaster
 - b. The Terrifying Headmaster
 - c. Mr. Tucker
 - d. My headmaster
12. "... looking at the pupils ..." (paragraph 2). The underlined word has similar meaning to _____.
 - a. Principals
 - b. Students
 - c. Teachers
 - d. Readers
13. Where does Mr. Tucker usually wash his hands?
 - a. In the school restroom
 - b. In the front of the school
 - c. In one of the school bathrooms
 - d. In a basin in the corner of the room
14. What is the purpose of the text?
 - a. To terrify the readers
 - b. To describes the writer's headmaster
 - c. To promote the writer's headmaster career
 - d. To inform the readers about a terrifying school
15. What does the headmaster do after he dries his hands?
 - a. He is teaching the students
 - b. He folds the towel
 - c. He terrified all students
 - d. He will touch his fingers one by one



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PASSAGE 4

The important event of Javanese wedding ceremony is an event called “temon” that means meeting. That is meeting between the bride and the bridegroom while they are throwing “sirih leaves” at each other. They usually do it in front of the main door. The bride walks slowly from inside of her house whereas the bridegroom walks into the house with his parents, brothers, and sisters behind him.

Then, the bride’s parents lead the couple to enter the house. After that, they will carry out “sungkeman” event. It represents that the couple wants to ask permission to build a new family and ask their parents’ prayer for the happiness of their marriage. They carry out it by squatting and kissing their parents’ knees.

After finishing all events, the newlyweds sit on special seat with flowers around it, called “pelaminan”. While they are sitting there, the guests are served with some food and meals. They are also entertained by traditional dances.

Before the guest leave taking, they congratulate the newlyweds and both their parents by shaking their hands.

(Adopted from: Joyful English Book 2 for SMP/MTs Class VIII pp. 24)

16. The most suitable title for the above passage is _____.
 - a. Javanese Wedding Ceremony
 - b. Sungkeman
 - c. Various of Wedding Ceremony
 - d. Pelaminan for the Bride and the Bridegroom
17. “...the bride’s parents lead the **couple** to enter the house”. The synonym of the bold word is _____.
 - a. Mate
 - b. Agreement
 - c. Care
 - d. Angry
18. Where does the new couple sit after carrying out the ceremony?
 - a. On their special room
 - b. On the parents’ house
 - c. On pelaminan
 - d. On the street
19. The purpose of writer write this passage is _____.
 - a. To entertain readers
 - b. To show how to do something
 - c. To describe Javanese Wedding ceremony
 - d. To inform the readers about what happened
20. Does temon is important event of Javanese wedding ceremony?
 - a. Yes, it does
 - b. No, it doesn’t
 - c. Yes, it is
 - d. No, it isn’t



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PASSAGE 5

A tree is woody plant. It has one main stem that is called a trunk. The trunk supports the branches and the twigs or stalks. Fruits, flowers, and leaves grow along the twigs. But for certain trees, the fruits grow on the trunk, for examples, jackfruits and sour carambolas (belimbing wuluh).

All green trees take and cook their own food. The roots absorb water, mineral, and salt from the soil. The trunk dissolves and distributes them to the leaves. With the help of sun rays, the chlorophyll mixes the water and carbon dioxide. Then the mixture changes into sugar. This sugar is distributed to all parts of tree. Then the oxygen is released. It is called photosynthesis.

Besides absorbing water, mineral, and salt, roots have another duty. They anchor a tree in the ground, so it doesn't fall down the ground when the strong wind blows.

(Adopted from: English for Junior High School Students 8th Year pp. 4)

21. Which idea is correct?
 - a. A tree has not branches, but it has one main stem that is called a trunk.
 - b. All green trees take and cook their own food by photosynthesis
 - c. The fruits of jackfruits and sour carambolas (belimbing wuluh) grow along the twigs
 - d. Not all green trees take and their own food
22. "... so it doesn't fall down the ground when the **strong** wind blows". The antonym of the bold word is _____.
 - a. Powerful
 - b. Burly
 - c. Weak
 - d. Muscular
23. What is your description of a green tree _____.
 - a. A green tree get food from the other tree
 - b. The roots absorb water, mineral, and salt from the mountain
 - c. A green tree takes and cooks their own food. The roots absorb water, mineral, and salt from the soil
 - d. A green tree does photosynthesis
24. The purpose of writer write this passage is _____.
 - a. To describe a green tree
 - b. To entertain readers
 - c. To show how to do something
 - d. To inform the readers about what happened
25. Do you think all tree do photosynthesis _____.
 - a. Yes, they do
 - b. No, they don't
 - c. Yes, they are
 - d. No, they aren't

~GOOD LUCK~



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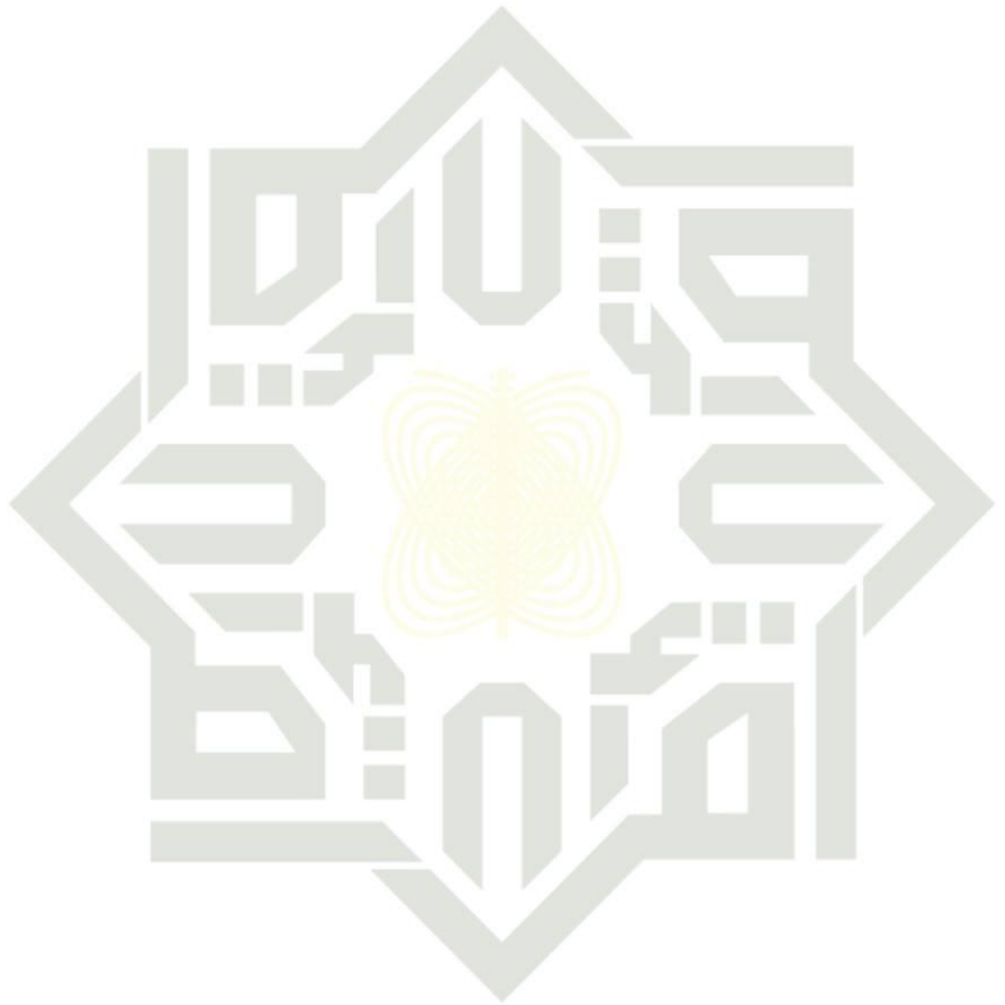
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KEY ANSWER OF READING COMPREHENSION TEST

- | | | | |
|-------|-------|-------|-------|
| 6. B | 11. B | 16. A | 21. B |
| 7. B | 12. B | 17. A | 22. C |
| 8. B | 13. D | 18. C | 23. D |
| 9. D | 14. B | 19. C | 24. A |
| 10. C | 15. B | 20. A | 25. B |



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C A B C D

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STUDENTS' VISUAL LEARNING STYLE PREFERENCE SCORE

Students	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Total	Score
Student 1	4	2	4	3	5	5	4	4	4	4	5	5	5	4	5	63	84
Student 2	3	3	3	2	4	3	4	3	3	4	4	4	3	4	3	50	67
Student 3	2	2	4	2	4	3	3	3	5	4	4	4	3	2	4	49	65
Student 4	3	4	2	2	5	4	3	3	2	3	3	4	2	5	4	49	65
Student 5	4	4	3	4	5	2	3	2	3	3	5	3	5	5	1	52	69
Student 6	3	4	3	4	3	2	3	4	3	3	4	4	3	4	5	52	69
Student 7	3	4	3	3	4	3	4	3	3	3	5	3	4	4	5	54	72
Student 8	4	5	3	2	4	4	5	4	3	5	5	4	5	5	2	60	80
Student 9	3	3	3	1	4	5	5	5	3	5	5	5	3	3	2	55	73
Student 10	4	5	3	2	3	4	3	5	5	4	3	4	4	3	4	56	75
Student 11	4	5	4	2	3	4	4	3	4	4	4	5	3	4	3	56	75
Student 12	3	5	2	3	4	3	4	5	5	3	5	4	5	4	3	58	77
Student 13	3	4	4	5	3	5	3	2	3	3	4	4	5	5	5	58	77
Student 14	2	4	5	3	4	4	4	3	4	3	4	5	4	4	5	58	77
Student 15	4	3	4	3	5	5	4	3	5	3	5	5	3	1	5	58	77
Student 16	4	5	3	4	3	4	3	4	5	5	5	4	5	5	4	63	84
Student 17	5	4	4	3	5	2	1	2	5	4	4	4	5	5	4	57	76
Student 18	4	5	3	5	4	5	3	5	3	4	5	5	5	5	5	66	88
Student 19	4	3	3	2	4	4	4	4	4	4	5	5	3	3	4	56	75
Student 20	3	4	3	3	2	3	3	4	3	2	3	4	3	3	4	47	63
Student 21	4	3	3	2	3	5	4	3	5	5	5	5	2	3	2	54	72
Student 22	4	5	4	4	3	2	3	4	4	4	4	4	5	4	5	59	79
Student 23	5	5	4	3	2	5	3	4	4	5	5	4	3	3	5	60	80
Student 24	4	4	3	4	5	4	3	4	3	4	5	3	4	4	3	57	76
Student 25	4	4	5	4	5	5	5	2	5	4	4	5	4	5	2	63	84
Student 26	4	5	4	4	4	3	3	4	5	4	3	4	5	4	4	60	80
Student 27	4	5	2	3	3	5	3	4	4	4	4	3	5	5	5	59	79
Student 28	5	4	4	3	4	4	4	3	4	4	5	3	4	3	4	58	77
Student 29	4	5	3	2	3	4	4	3	3	4	4	5	3	3	4	54	72

Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 1. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 2. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 3. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 4. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 5. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 6. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 7. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 8. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 9. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 10. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 11. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 12. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 13. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 14. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 15. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 16. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 17. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 18. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 19. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 20. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 21. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 22. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 23. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 24. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 25. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 26. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 27. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 28. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang
 29. Di rangkai sebagai sumber: Hak Cipta Dilindungi Undang-Undang

State Islamic U

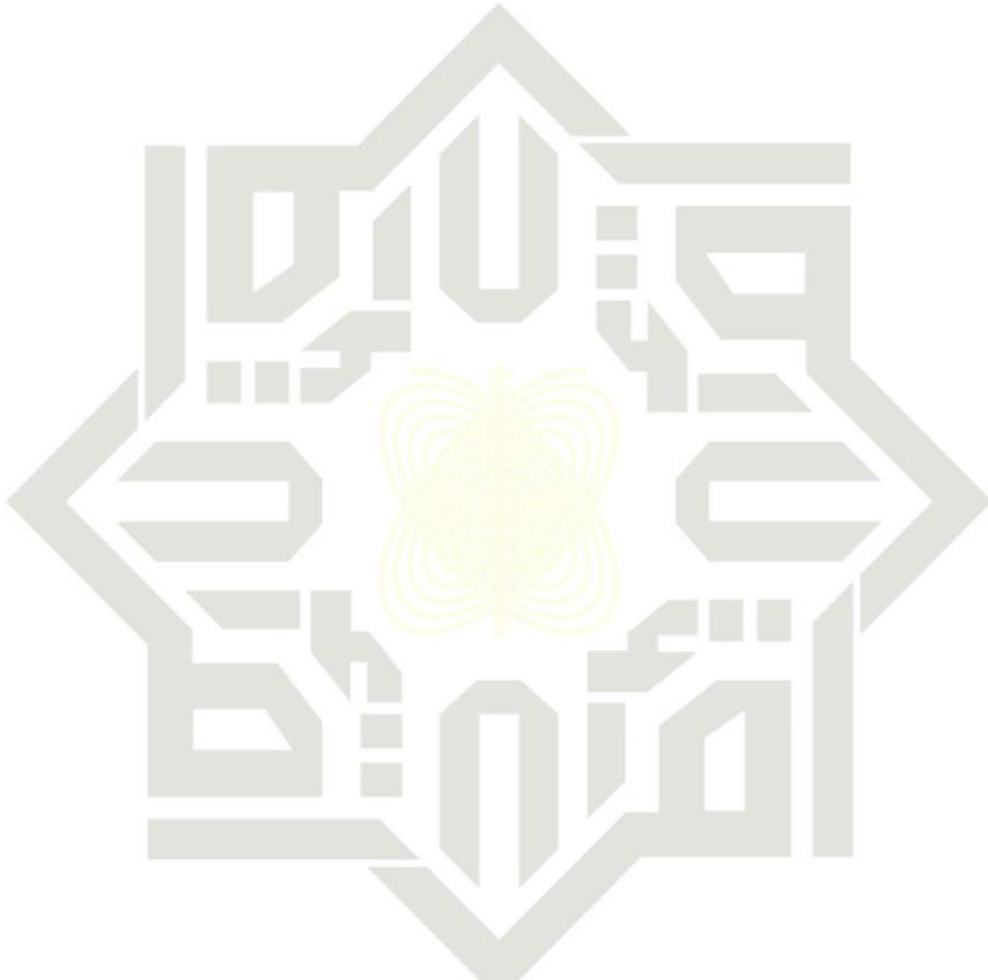
Students	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Total	Score
Student 30	2	2	3	2	4	3	4	3	5	4	5	4	3	2	5	51	68
Student 31	4	3	4	3	4	2	3	4	3	4	5	4	3	5	4	55	73
Student 32	2	4	4	2	4	4	3	1	5	4	5	5	2	4	2	51	68
Student 33	2	3	3	3	2	4	2	3	4	3	4	4	4	5	1	47	63
Student 34	2	4	2	1	5	5	3	1	5	4	4	5	5	4	5	55	73
Student 35	4	5	4	4	4	3	3	4	4	4	3	5	3	4	5	59	79

Hak cipta milik UIN Suska Riau

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Hak Cipta Dilindungi Undang-Undang

1. Dianggap mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dianggap mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t



STUDENTS' READING COMPREHENSION SCORE

Students	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total	Score
Student 1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	23	92
Student 2	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	0	0	0	15	60
Student 3	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	0	1	17	68
Student 4	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	1	0	1	0	1	1	0	16	64
Student 5	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	0	1	1	1	1	0	1	18	72
Student 6	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	0	0	1	1	1	1	1	19	76
Student 7	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	0	0	1	1	1	1	1	19	76
Student 8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	23	92
Student 9	1	1	1	0	1	1	1	0	1	0	1	0	0	1	0	1	0	1	1	1	1	1	0	0	1	16	64
Student 10	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	20	80
Student 11	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	20	80
Student 12	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	21	84
Student 13	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	21	84
Student 14	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	21	84
Student 15	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	20	80
Student 16	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	20	80
Student 17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	22	88
Student 18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	25	100
Student 19	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	1	20	80
Student 20	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	0	1	18	72
Student 21	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	21	84
Student 22	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	21	84
Student 23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	24	96
Student 24	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	20	80
Student 25	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	23	92
Student 26	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	23	92
Student 27	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	20	80
Student 28	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	20	80
Student 29	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	0	17	68

Hak Cipta Dilindungi Undang-Undang
 Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 Hak cipta milik UIN Suska Riau
 State Islamic U

Students	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total	Score	
Student 30	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	0	17	68	
Student 31	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	0	1	18	72	
Student 32	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	1	1	19	76
Student 33	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	0	0	0	1	0	1	1	0	1	15	60	
Student 34	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	1	18	72
Student 35	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	21	84	

Hak cipta milik UIN Suska Riau

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Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penerjemahan atau kegiatan pengumpulan bahan pustaka, yang diterbitkan.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 c. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun.



- a. Penguji/panitia hanya untuk kepentingan peraijukan, penentuan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- a. Pengumpulan riaya untuk kepentingan penulisan, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan riuk atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



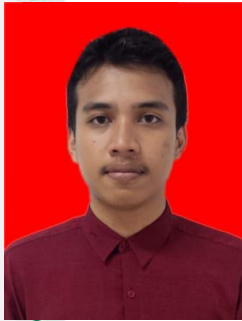


nantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan penulisan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau





CURRICULUM VITAE

PERSONAL INFORMATION

Full Name	ASAKITA MAGA
Sex	Male
Place, Date of Birth	Jalur Patah, October 22nd, 1995
Nationality	Indonesia
Religion	Moslem
Kota	Taluk Kuantan
Mobile	0813-6385-6434
Email	asakita.maga@students.uin-suska.ac.id

EDUCATIONAL BACKGROUND

2013-Present	Undergraduate students State Islamic University of Sultan Syarif Kasim, Riau, Indonesia
2010-2013	Senior High School 1 Benai, Benai, Kuansing
2007-2010	Junior High School 3 Benai, Benai, Kuansing
2001-2007	Elementary School 010 Teratak Air Hitam, Sentajo Raya, Kuansing

ORGANISATIONAL AND COMMUNITY INVOLVEMENT

2016-2018	Member of IPPTAH (Ikatan Pemuda Pelajar Teratak Air Hitam), Sentajo Raya, Kuansing
2013-2017	Member of English Learning Community Pekanbaru, Riau, Indonesia

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.