



**THE CORRELATION BETWEEN STUDENTS' LEARNING
STYLE AND THEIR READING COMPREHENSION AT
ELEVENTH GRADE OF SENIOR HIGH
SCHOOL 1 XIII KOTO KAMPAR**

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BY

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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd.)

UIN SUSKA RIAU

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

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Pekanbaru, July 17th, 2023



Shelvia Indah Cahyani
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June 19th, 2023 M

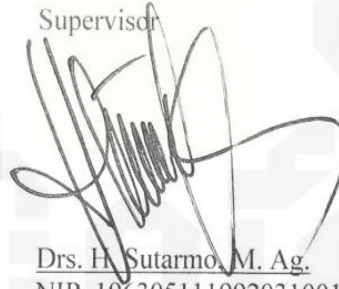
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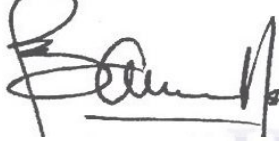
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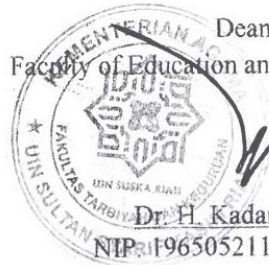
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ACKNOWLEDGEMENT



In the name of Allah, the most merciful, all praise belong to Allah SWT, Lord of the Universe. Through his guidance, the researcher has completed the final research paper that must be submitted to obtain a bachelor's degree from Sultan Syarif Kasim Riau State Islamic University, Department of English Education, Faculty of Education, and Teacher Training. Shalawat, and salam do not forget to be bestowed on the great Prophet Muhammad SAW, along with his family, and friends.

The researcher would like to thank profusely to the researcher's parents, **Mr. Edi Warman**, my first love, and also to my mother who is very tough, **Mrs. Astuti**, who has given love, support, enthusiasm, and funds so that this thesis can be completed. They support researcher throughout their struggles, and give more than they have. The researcher also thanks profusely to all parties who have provided support, motivation, and even assisted researcher in completing this research. As follows :

1. Prof. Dr. Khairunas, M. Ag., the Rector of State of Islamic University of Sultan Syarif Kasim Riau. Prof. Dr. Hj. Helmiati, M. Ag., as vice-rector I, Dr. H. Mas'ud Zein, M. Pd., as vice-rector II, Prof. Edi Erwan, S. Pt., M. Sc., Ph. D., as vice-rector III, and all of staff of State of Islamic University of Sultan Syarif Kasim Riau.
2. Dr. H. Kadar, M. Ag., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. H. Zarkasih, M. Ag., as the Vice Dean I, Dr. Zubaidah Amir, MZ, M. Pd., as the Vice Dean II, Dr. Amirah Diniaty, M. Pd. Kons., as the Vice Dean III, and all the staffs.
3. Dr. Faurina Anastasia, S.S., M. Hum., the Head of Department of English Education, who has given the researcher suggestion, and

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- advice.
4. Dr. Nur Aisyah Zulkifli, M. Pd., the Secretary of Department of English Education, for her guidance to the researcher.
 5. Drs. H. Sutarmo, M. Ag., as researcher's supervisor who have provided corrections, guidance, criticism, and suggestions to complete this thesis.
 6. Robi Kurniawan., S. Pd., M. A, the best Academic Advisor for his guidance to the researcher.
 7. All lecturers of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who has given knowledge.
 8. Niswa Lhufia, and Aufa Tristan Arrofi, are the best sister, and my little brother, and also all the big researcher's family who have given love, motivation, support, and advice to complete this thesis.
 9. The Head of Senior High School 1 XIII Koto Kampar, Pariyal, S.Pd, M.Pd, the English teacher of Senior High School 1 XIII Koto Kampar, Rosdiana, M.Pd, who gave the researcher permission to hold the research, and all of the staffs who have helped in accomplishing this research.
 10. The researcher's special bestfriends "HEHE", Ana Miftah, Miftahul Rahma, Chintya Amanda, Egitia, Wifqi, Nabila, Ronal, Maya, Wahyu, and Yudha, thank you for the kindness, togetherness, and craziness to date. And also thank you for being a significant person in my life's journey.
 11. The researcher's friend in Senior High School "LEGEND20", who still motivate each other to this day.
 12. The writer's besties "MOON SUN'S GROUP", Helmi Noviza and Cahya Pertiwi Rahni, who always help me and the researcher moodbooster.
 13. And don't forget to say thank you for "GACOAN" group, Helmi Noviza, Dwi Nova Safitri, and Widiya Yuliantari, thank you for making my KKN period so much fun and always make me laugh.



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14. My PPL comrade, Dhea Amelia, Fadhila and Caesar Rini Amerta, thank you for making my PPL period a bit better.
15. Thank you for B class, the crazy class of EED 2019.
16. The students of eleventh grade of Senior High School 1 XIII Koto Kampar, who have participated in the collecting data process.
17. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting.

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ABSTRACT

Shelvia Indah Cahyani, (2023): The Correlation between Students' Learning Style and Their Reading Comprehension at Eleventh Grade of Senior High School 1 XIII Koto Kampar.

This study aim to examine whether there is a significant correlation between students' learning style, and their reading comprehension at Eleventh Grade of Senior High School 1 XIII Koto Kampar. This study have two variables, namely student learning style as the independent variable, and reading comprehension as the dependent variable. The research design was correlational research. There were 78 students as sample. The researcher used random sampling for the sampling method. In collecting data, researcher used questionnaire and test. Questionnaire was used to measure students' learning style consisting of 30 statements. Then, a test was used to find out the students' reading comprehension, which consists of 20 questions. In analyzing the data, researcher used Serial Correlation. The data analyzed using the SPSS 24.0 program. Based on research finding, result from Serial Correlation show that the probability level is 0.401 . It can be stated that $0.401 > 0.05$ which means H_0 is accepted and H_a is rejected. So, it can be concluded that there was no significant correlation between students' learning style and their reading comprehension at Eleventh Grade of Senior High School 1 XIII Koto Kampar.

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ABSTRAK

Shelvia Indah Cahyani, (2023): Korelasi antara Gaya Belajar Siswa dengan Pemahaman Membaca di Kelas 11 SMAN 1 XIII Koto Kampar.

Penelitian ini bertujuan untuk menguji apakah ada hubungan yang signifikan antara gaya belajar siswa dengan pemahaman membaca siswa kelas XI di SMA Negeri 1 XIII Koto Kampar. Penelitian ini memiliki dua variabel yaitu gaya belajar siswa sebagai variabel bebas dan pemahaman membaca sebagai variabel terikat. Desain penelitian ini adalah penelitian korelasional. Ada 78 siswa sebagai sampel. Peneliti menggunakan random sampling untuk metode pengambilan sampel. Dalam pengumpulan data, peneliti menggunakan angket dan tes. Kuesioner digunakan untuk mengukur gaya belajar siswa yang terdiri dari 30 pernyataan. Kemudian, digunakan tes untuk mengetahui kemampuan membaca siswa yang terdiri dari 20 soal. Dalam menganalisis data, peneliti menggunakan Serial Korelasi. Data dianalisis dengan menggunakan program SPSS 24.0. Berdasarkan temuan penelitian, hasil uji Serial Korelasi menunjukkan tingkat probabilitas sebesar 0,401 . Dapat dinyatakan bahwa $0,401 > 0,05$ yang berarti H_0 diterima dan H_a ditolak. Jadi, dapat disimpulkan bahwa tidak terdapat hubungan yang signifikan antara gaya belajar siswa dengan pemahaman membaca siswa di kelas XI SMA Negeri 1 XIII Koto Kampar.

ملخص

شيلفيا إنداه جاهياني، (٢٠٢٣): العلاقة بين أساليب تعلم الطلاب وفهم القراءة في الفصل ١ بالمدرسة الثانوية الحكومية ١ تيغا بلاس كوتو كمفر

يهدف هذا البحث إلى اختبار ما إذا كانت هناك علاقة مهمة بين أساليب تعلم الطلاب وفهم القراءة في الفصل ١١ بالمدرسة الثانوية الحكومية ١ تيغا بلاس كوتو كمفر. يحتوي هذا البحث على متغيرين، هما أساليب تعلم الطلاب كمتغير مستقل وفهم القراءة كمتغير تابع. تصميم هذا البحث هو بحث مترابط. هناك ٧٨ طالباً كمتغير. استخدمت الباحثة طريقة أخذ العينات العشوائية. في جمع البيانات، استخدمت الباحثة الاستبانة والاختبار تم استخدام الاستبانة لقياس أساليب تعلم الطلاب والتي تتكون من ٣٠ عبارة. تم استخدام الاختبار لتحديد قدرة الطلاب على القراءة والذي يتكون من ٢٠ سؤالاً. في تحليل البيانات، استخدمت الباحثة الارتباط التسلسلي. تم تحليل البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٤. بناءً على نتائج البحث، أظهرت نتائج اختبار الارتباط التسلسلي مستوى احتمالية قدره ٠.٤٠١، ويمكن القول إن $0.401 < 0.05$ مما يعني قبول الفرضية المبدئية ورفض الفرضية البديلة. لذلك، يمكن استنتاج أنه لا توجد علاقة مهمة أساليب تعلم الطلاب وفهم قراءتهم في الفصل ١١ بالمدرسة الثانوية الحكومية ١ تيغا بلاس كوتو كمفر.

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CHAPTER I INTRODUCTION

A Background of the Problem

Reading is an activity that is carried out to obtain information through the writing that we read. Reading is also a process of analyzing and interpreting what the reader does to get a message which is then conveyed by the author through written media. Reading skills serve to gain experience and knowledge. Reading is one of the important things that can provide opportunities for students to learn languages. It is supported by Tarigan (2008) said that reading is an activity used by readers to get messages to be conveyed through written language. In other word, by reading the we get information by understanding the content of the text from the writing that is read. Therefore, students must really pay attention to the writing they want to read in order to get an understanding of the reading. Reading is one of the four English skills that play an important role in teaching in school. In an additional language, Er (2005) said that reading is more challenging than the first language. This is caused by many readers who do not have sufficient understanding of vocabulary and the lack of ability to compose sentences.

Reading is one of the things that greatly affects understanding. While reading comprehension is an activity of understanding a text that we read so that can understand well the material or the text that is read. According to Wagner et al., (2007), reading comprehension is a complex process, but it also depends on the level the process. Reading is one of the important things that

can provide opportunities for students to learn language. Kartal (2014) defined that reading is a language model, reading text that gives us the opportunity to understand language such as vocabulary, grammar, punctuation, and how to arrange sentences, paragraphs, and texts.

Every individual is required to have reading skills, because this can affect one's reading comprehension, as stated by Mickulecky & Jeffries (2004) that reading is an essential skill for everyone for the students'. This matter helps students' to think in english, expands vocabulary and can also be the best way to get new ideas, facts, and experiences. Therefore, reading skills are considered as one way that can help students' to broaden their horizons in english.

Reading can also be interpreted as something students' deep thinking processes understand or analyze a text that helps them to get lots of information. While comprehension is an activity of one's thinking to store information that has been understood through the process of reading. Neufeld (2005) stated that comprehension is a process build understanding in a text that is read. This comprehension involves the appropriate background knowledge to define a text. Therefore, when students understand a text or material they read, their brain work to try to make meaning displayed information. Reading comprehension has many elements. Klingner (2007) said that reading comprehension can also be said with something a very complicated process involving lots of interaction between readers and what they read.

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Learning style can be said as a combination of several factors of cognitive, affective, and physiological characteristics (Keefe 1979). It serves as a relatively stable part of how a student interacts with his or her learning environment. Learning styles can also be interpreted as habits attached to individuals about how they are involved in the learning process. Jing (2012) stated that learning style is a person's habits and choices to absorb, work on and fortify new information and skills. Then learning styles are also defined as the basis that is passed down to the individual and environmental demands that focus some learning abilities over others (Kolb, Rubin and McIntyre, 1974). Then Brown (2000) said that learning style is one way in which students handle information in the learning process.

Brown also defined learning style as one aspect of learning that refers to a learning situation or condition. Learning styles have a fixed nature, and it is not easy to change students' learning styles because actually students' cannot change their personality, habits, or cognitive style easily. Learning style is the way in which each individual begins to focus, observe and retain new and difficult information (Dunn and Dunn, 1992).

Based on the explanation above, student learning style is the desire of a student to capture or absorb and process the lesson information conveyed by the teacher. In the learning process, students absorb information through their five senses. In this case, most research studies focus on identifying student learning styles on reading comprehension achievement (Setiowati, 2019), The relationship between student learning style and learning achievement (M.

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Aboe, 2018), The effect of learning style-based activities on reading comprehension and perception skills Self-Efficacy of students' in English foreign language classes (Balci, 2017), Study of correlation between learning style and reading comprehension in university level students' (Rujani, 2019), EFL students' learning styles, and their effects on listening performance (Rahmadani, 2021), The effect of learning styles on students' reading achievement in Hypermedia (Sadeghoghli, Amini, Assadi , 2012), strategies for reading learning styles and reading comprehension (Alharbi , 2015), learning styles and their relationship to teaching styles (Awla, 2014). Types of reading and skilled ESL reading comprehension (Al-ithawi, 2021).

Moreover, Wang (2007), as cited in Pratiwi, Arifin, and Novita (2011), mentions in her research that learning styles are found to affect students' learning behaviors. Students who have different learning style preferences would behave differently in the way they perceive, interact with, and respond to the learning environment. While, reading is a source of learning and a source of enjoyment. Reading enlarges the students' knowledge. It can be a goal in its own right and a way of reaching other goals. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help the learners learn new vocabulary and grammar, and through success in language use it can encourage learners to learn more and continue with their language study (Nation 2009). Reading comprehension for academic reading is important to be considered. Additionally, the reading objectives invite the readers to understand what being presented by the writer. Understanding will

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not only know what being delivered by focusing only on intended meaning delivered, but also the deep inference of specific meaning and message. And the result from her study is there was no correlation between learning style and students' reading comprehension.

Celcia-Murcia (2001), as cited in Rujani (2019), mentions in her research that characterizes learning styles as the general methodologies that learners use in learning a new language or in some other subjects. The way in which a student sees, connects with, and reacts to the learning condition. Visual learning style refers to a preference for learning through vision and visual learners rely on their sight to take the information. Auditory learners tend to like to read plays and dialogues, but they will have trouble reading silently and with speed when not allowed to vocalize, and Kinesthetic learners tend to like to read books and action-oriented books, but they will have trouble sitting still or listening for more than four minute. The result of this study is that learning style did not differ someone's reading comprehension ability.

However, Annisa (2020) mention in her research that reading comprehension is how a person can understand sentences in the context of the text being studied. Students who are able to read and understand the contents of a text as a whole mean that students understand the intent and purpose of the text. But in fact, there are still many students who do not understand reading comprehension due to several problems, one of them is that the teacher pay less attention students characteristics in learning, one of them is

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learning styles. And in her research stated that students' visual learning style have a positive correlation to students' reading comprehension.

Based on some of the previous studies mentioned above, it can be said that most of the previous research aimed to see the correlation between students' learning style and students' reading comprehension. Therefore, this research is important to do to find out whether or not there is a correlation between students' learning style and their reading comprehension.

Several experts have examined the relationship between students' learning styles and reading comprehension. Students' learning style include individual preferences in accessing, processing and assimilating new information. Reading comprehension, on the other hand, refers to a person's ability to understand, analyze, and interpret written texts.

The correlation between students' learning style and reading comprehension refers to the relationship or connection between the way students learn and the extent to which they understand the subject matter. Learning style refers to individual preferences and tendencies in gathering, processing, and assimilating information (Gufron and Risnawita, 2015).

Studies on the correlation between students' learning style and comprehension often use measurement instruments to identify students' learning style preferences and collect data on their level of understanding. Based on statistical analysis, the researcher then looked for a relationship or correlation between the two variables.

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According to Gufron and Risnawita (Febrika, et al., 2015), If students have the right learning style, reading comprehension can improve. Because learning is a human process to achieve various kinds of skills, attitudes, and competencies. Everyone has their own learning style. A student must also understand his learning style. The results of this correlation research can provide insight into whether there is a relationship between certain learning styles and student understanding. However, it is important to remember that correlation does not imply causation. That is, even though there is a correlation between learning styles and student understanding, it is not certain that these learning styles directly lead to better understanding. There are other factors that can also affect student understanding, such as motivation, learning environment, and teaching methods used.

Besides that, Dunn (1989), Entwistle & Hanley (1979), Gregorc & Butler (1984), Keefe & Ferrell (1990), Kolb (1984), Felder & Silverman (1988) and others have emphasized and identified learning student. learning styles as a basis for enhancing learning and understanding. The theory and inventory of learning styles has become an important tool central to teaching and learning in much of the western world. However, Dunn (1997) has noted that the process embeds conventional instructional approaches with learning style strategies walking slowly. This slow infusion may be due in part to a mismatch between instructional styles teacher and student learning styles: teachers tend to use teaching styles that suit the way they themselves learn rather than how their students learn (Arden-Close, 1999).

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In the educational context, an understanding of student learning styles and their correlation with student understanding can assist educators in designing more effective learning strategies. By understanding students' learning style preferences, educators can adopt appropriate teaching methods and utilize different types of stimulus to facilitate better understanding and support student diversity in learning.

In addition, students' learning style are often associated with students' reading comprehension at Senior High School 1 XIII Koto Kampar which places English as one of the subjects that must be taught twice a week and teaches writing skills according to the curriculum. Based on preliminary research at Senior High School 1 XIII Koto Kampar, the researcher found that students' learning style can not affect students' reading comprehension. In contrast the researcher found that not all learning style can affect students' reading comprehension. Some students get it difficult in understanding a text, some students get it difficult in how to pronounce the word, some students get it difficult finding information from a text and some students have lack of vocabulary. The researcher also found that the students do not understand the learning style they have, so that students difficulty to find and use strategies in studying subjects, especially in English.

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B. Identification of the Problem

Based the backround, it identified some problem related to the learning style and reading comprehension that some students have difficulty in understanding the text. Second, some students have difficulty in pronounce the word. Third, students have difficulty in finding information from a text. Fourth, the students have lack of vocabulary. Last, some students not understand the learning style they have.

Limitation of the Problem

Based on the identification of the problems above, it is clear that there are some problems that occur in this research. To solve the problem above, the researcher must limit the problem so that it becomes more specific. So, in this study, researcher must focus on researching the correlation between students' learning style and their reading comprehension at Eleventh Grade of Senior High School 1 XIII Koto Kampar.

Formulation of the Problem

- a. How is students' learning style at the eleventh grade of senior high school 1 XIII Koto Kampar ?
- b. How is students' reading comprehension at the eleventh grade of senior high school 1 XIII Koto Kampar ?
- c. Is there any significant correlation between students' learning style and their reading comprehension at the eleventh grade of Senior High School 1 XIII Koto Kampar ?

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Objective and Significance of the Research

1. Objective of the Research

- a. To describe students' learning style style at the eleventh grade of senior high school 1 XIII Koto Kampar.
- b. To describe students' reading comprehension at the eleventh grade of senior high school 1 XIII Koto Kampar.
- c. To examine any significant correlation between students' learning style and their reading comprehension at eleventh grade of Senior High School 1 XIII Koto Kampar.

2. Significances of the Research

The research finding is expected to give some benefits theoretically and practically. Theoretically, This research can make it easier for teachers in the learning process, especially English. Teachers can more easily explain to students about learning styles and reading comprehension.

Practically, this research is expected to provide benefits input for teachers, students, and researchers. The results of this study will useful for English teachers because the results of this study will provide information to English teachers or lecturers to confirm that learning styles also affect students' reading comprehension. English teachers can improve deep strategies teaching so that teachers can make student learning styles better.

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Definition of the Terms

In order to avoid misunderstanding about the title and content of this research, the researcher explains the terms used in this research, as follows:

1. Learning Style

Learning style can be interpreted as a complex way, in which the condition of the learner is very effective in understanding. Learning style can be divided into three, namely visual, kinesthetic and auditory (Dornyei, 2005; Oxford, 2001). So, the learning style in this study means how the students' reading learning style in getting information.

2. Reading Comprehension

Asyor and Hawamdeh (2007) said that reading is a teaching that is considered important from the existing teachings. Reading comprehension refers to the act of simultaneously deriving meaning and constructing it from written language, Snow (2002).

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CHAPTER II

REVIEW OF RELATED LITERATURE

A Theoretical Framework

1. Reading Comprehension

Reading is the first skill taught in any Indonesian school that uses English. Reading is an important skill in every aspect of school. According to Burhan (2012), reading is an activity that involves physically and mentally which has the aim of expressing the meaning of written texts, this is also called the process of recognizing letters.

Another definition of reading also stated by Cline et.al (2006) argues that reading is understanding written texts. Then reading is also considered as a form of thinking process or reasoning process. If you read without involving the process of thinking or reasoning, then the reader will not understand the meaning of the reading. Reading also involves several factors such as internal factors and external factors. Internal factors consist of interests, intelligence, talent, reading goals, and motivation. Meanwhile, external factors of readers are influenced by socio-economic background, reading facilities, and reading traditions.

According to Jack C. Richards (1997), there are three levels of reading comprehension, namely: literal comprehension and inferential comprehension. Literal comprehension refers to reading to comprehend, remember, or recall explicit information included in a text. While, inferential comprehension refers to reading for information that is not

expressly mentioned in a paragraph, utilizing the reader's experience, and intuition, such as discovering the primary concept, inferring referents, drawing the conclusion, recognizing the title of the text, detecting the purpose of the text, and making a prediction.

Understanding that is critical or evaluative. The reader evaluates information in a chapter to his or her own knowledge and worth. Critical reading necessitates more skill development and perception. Critical reading necessitates reading with an open mind and an active, creative search for the erroneous assertion by making the judgment. It entails questioning, contrasting, and assessing.

In reading comprehension, children may experience difficulty comprehending the reading material, becoming confused and disinterested in gaining the meaning and receiving the message from a paragraph in reading materials. Students must be able to grasp reading materials by mastering the components of reading in order to be successful in teaching and studying reading. According to King and Stanley (2016) there are five components of reading comprehension: finding main idea, finding the detail information, finding the meaning of vocabulary, indentifying references and making inference.

First, finding main idea refers to recognizing the main concept of the paragraph is critical since it not only helps readers grasp the paragraph on the first reading but also helps you recall the material afterwards. An effective reader comprehends not only the concepts but also their relative

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importance as articulated by the author for example, some ideas are superordinates while others are subordinates.

Second, finding the detail information refers to readers must scan particular information when reading detail information. Scanning can be accomplished by reading queries and finding content terms-synonyms or the same words. The detailed material is normally supplied for the pupils, and the following reading questions are initiated.

Third, finding the meaning of vocabulary refers to the reader can improve his or her guessing capacity for unknown words by associating the near meaning of unfamiliar words to the text and the topic of the text that is read. When it has it, the words have roughly equal meaning or nearly the same meaning as another word.

Fourth , indentifying references refers to would be awkward and tiresome in English, like in any other language, to have to repeat the same term or phrase every time you use it. We employ reference terms for this purpose. Recognizing reference terms and identifying the word to which they relate will aid the reader's comprehension of the reading text. Reference terms are often short and pronoun-heavy, such as it, she, he, they, this, and etc.

Last, making inference is a talent that requires the reader to be able to read between the lines. King and Stanley split their focus into two areas: drawing logical conclusions and making an accurate forecast. Prediction may be accomplished by accurately understanding the writer's signs.

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Reading passage can be utilized in class for serious study, introducing and consolidating structure and vocabulary, as a springboard for subsequent classroom activities aimed at increasing students' For fun, use passive vocabulary. There are several explanations for this. Getting pupils to read English books is a critical component of the the job of a teacher. According to Harmer (2007:100) asserts reading English texts are essential for pupils who wish to be successful. capable of reading books in English for work or study reasons, or simply for fun. It also has language benefits, acquisition, which is used to examine linguistic aspects such as vocabulary pronunciation, grammar, punctuation, and construction sentences, paragraphs, and texts are all examples of formal written expressions. Furthermore, effective reading texts may be used to expose pupils to interesting themes, encourage conversation, elicit inventive answers, and deliver exciting lessons.

Therefore, reading is critical for children to fulfill their learning goals. Reading comprehension influences pupils' interpretation of the meanings or concepts expressed in the text or passage. Students will never understand the passage's meaning or message until they thoroughly understand the text. In teaching-learning, instructor supervision may be beneficial to pupils during reading class.

There are many influencing factors one's reading comprehension. As characteristic of the materials, syntactical structure, and the appearance of print.

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According to Richek (1996), students who lack reading skills usually have low self-esteem and this will have an impact on their learning process. Internal factors refer to linguistic competence, interest, and motivation.

Reading is a source of knowledge besides spelling and pronunciation. It is a tool that allows us to make new connections between the concepts studied and the meaning of the alphabet. It also allows the reader to understand the interpretation, and meaning of the letter symbols. They should be able to assess the reading using prior knowledge, and examine how accurate and plausible it is.

A person can read for various purposes, and the purpose of helping to better understand what people are reading. If he reads for pleasure or reads for recreation then he can read quickly or slowly according to the way he likes or feels. But if reading to study or organize information such as in the news, science or the like, is part of the task then he does it very slowly, and carefully. Paul S. Anderson in Widyamartaya (1992), said there are seven purposes of reading, namely: reading for details, and facts the aim is to find out what the subject of the story is doing. Reading the main idea is to get the problem formulation. Read for the organizational order of its goals to find out each part of the story. Reading for inference aims to find out what the author means the story. Reading to classify is reading to find unusual things. Reading to evaluate is reading to know the

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value of the story. Reading to compare or contest is reading to compare the way the story lives with the reader's way of life.

2. Learning Style

Zhang and Trenbergn (2006) define that learning style is an intellectual style that refers to a person's pleasure or habit in handling information and tasks. Learning style can also be defined as the approach used by someone to find a new language in learning. Meanwhile, Saadi (2012) stated that learning style refers to the design that is most appropriate to the individual's or students' pleasure in receiving and disclosing information. So, it can be concluded that learning style is one of the ways that student's like to get information easily. It is commonly used in the learning process so that students can understand the lesson according to their understanding.

Fleming (2011) suggests learning style into 3 types, namely visual learners, auditory learners and kinesthetic learners.

1) Visual learner

There are several criteria that refer to visual learners, namely: students enjoy looking at maps, schematics, and pictures. Students look at the teacher's body language to help understand the material. Students remember people's faces but don't remember their names. Students learn better through TV or video, and students usually take notes with color codes.

2) Auditory learner

There are several criteria that refer to auditory learners, namely: students find information through listening. Students have highly developed hearing skills and in general good at speaking, and presentation. Students think with words rather than pictures. Students learn best through oral lectures, discussions, and listening to what others have to say. Students have auditory skills shown in listening, speaking, writing, telling stories, explaining, teaching, using humor, understanding syntax, and word meaning, remembering information, and debate their point of view.

3) Kinesthetic learner

There are several criteria that refer to kinesthetic learners, namely: students learn through moving, doing, and touching. Students express themselves through movement. Students remember, and process information through interaction with the space around them. Students find it difficult to sit still for long periods of time, and may become distracted by their need for activities.

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3. Descriptive Text

There are several text kinds to consider when learning English. One of them is a descriptive text. According to Pardiyono (2016), descriptive text is text that clearly explains a picture to the viewer in order to provide information about an object. Furthermore, according to Faisal and Suwandita (2013), descriptive literature is a portrayal of something or someone that includes sensory information and paints a picture for the reader. According to Stanley (1988), descriptive text is one of the styles of text from the form of text. The existence of objects in the material, whether they are artifacts, people, or tell anything, may share as information. In other words, this piece goes into great detail on a certain person, place, or item.

Based on statements above, descriptive writing is a text that describes everything the writer sees in detail, including the author, the item, the place, and the case. According to Pardiyono (2016:20), the overall shape of the descriptive text has two components: identification, refers to introducing about the subject or thing that will be described, whereas, description is brief details about who, or what of the subject. Second, description refers to describing the phenomenon in parts, qualities, characteristics, condition, and part build the detailed description of object, and subject.

Knapp and Watkins (Masitoh and Suprijadi, 2015:41), report that the concise document has several grammar features as follows: in descriptive

text, the present tense is predominantly used. Although present tense may be used in literary description, it is past tense that tend to dominate. Relation verbs are used when classifying, and describing appearance/qualities and parts/function of phenomenon. Action verbs are used when describing behaviors/users. Mental verbs are used when describing in literary description. Adjective are used to add extra information to nouns, and may be technical, every day, or literary, depending on the text. Personal, and literary description generally deal with individual things.

Rugayamanan (2012), states that there are some of the language features of descriptive text as guide to know the characteristic of this text are: using simple present tense, using action verb and using adverb

It can be concluded that descriptive text is used to describe everything, which is seen by writer in detail and to give information for the reader.

4. The Correlation Between Learning Style and Reading Comprehension

According to Gufron and Risnawita (Febrika, et al., 2015), If students have the right learning style, reading comprehension can improve. Because learning is a human process to achieve various kinds of skills, attitudes, and competencies. Everyone has their own learning style. A student must also understand his learning style.

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The term language learning style refers to the understanding that every student has a different way of learning. In general, a student's language learning style refers to the way in which they receive, process, understand, and store information. One of the most accepted understandings of language learning styles is that students' learning style fall into two categories, namely, impulsive learners, and reflective learners. So, it can be concluded that each student has their own way of learning, including in learning to read.

Reading is an interactive process that transfers meaning from the writer to the reader. There are two things that students can do in reading, namely: intensive reading, and extensive reading. Intensive reading is reading that students usually do under teacher instruction takes place in class, and using textbooks set by the school. Whereas intensive reading focuses on understanding certain texts without thinking about whether the features learned in this text will be useful when reading other texts. Tankersley (2003) stated that comprehension is the center of reading. She also says that comprehension is an intentional thinking activity to focus more on getting an understanding of the text.

The correlation between students' learning style and reading comprehension refers to the relationship or connection between the way students learn and the extent to which they understand the subject matter.

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Learning style refers to individual preferences and tendencies in gathering, processing, and assimilating information (Gufron and Risnawita, 2015).

Studies on the correlation between students' learning style and comprehension often use measurement instruments to identify students' learning style preferences and collect data on their level of understanding. Based on statistical analysis, the researcher then looked for a relationship or correlation between the two variables.

Therefore, learning style and students' reading comprehension cannot be separated. This is because learning style exist in every students' reading process because they are part of the learning process, especially in students' reading comprehension. According to Pratiwi, Arifin and Novita (2011), reading is one of the language skills that cannot be separated from other skills, because the ability of students in one aspect will support their ability in master other skills. Proficiency can also improve general language skills, such as expanding a students' English vocabulary, and can help improve students' writing or speaking skills.

Therefore, in this study, the researcher is interest in knowing whether there is a significant correlation between students' learning style, and reading comprehension of class XI students at Senior High School 1 XIII Koto Kampar.

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B. Relevant Research

Relevant research on the correlation of students' learning style and reading comprehension has been conducted at various educational levels and contexts. This section will provide a detailed summary based on previous research:

There is a relevant research conducted in English course and carried out by Pratiwi, Arifin and Novita (2011) entitled the correlation between learning style and students' reading comprehension at the UNTAN Pontianak. The population in this study were 45 students, and the result of the research is there was no significant correlation between learning style, and students' reading comprehension on the fourth semester students of English Education Study Program of FKIP UNTAN Pontianak.

Then, there is also some research by Alharbi (2015) has analyzed a university to measure the correlations between reading strategies, learning style and reading comprehension at King Saud University. The sample of this research is a seventy-five EFL Saudi college students enrolled in the English Department and the result of the research is there was no significant correlation between students' learning style and reading comprehension.

Rujani (2019) has analyzed a university to determine correlational study between learning style and reading comprehension at University level students. The population of this research is the graduate students of the English Department Faculty at UIN Antasari Banjarmasin in South

Borneo Indonesia academic year of 2014/2015. The result of the research showed that there was a positive but low relationship between the two variables which come to the conclusion that students' learning style has only a minor effect on their reading comprehension.

Furthermore, research in high school level was conducted by Rachma, Sutarsyah and Yufrizal (2015) has analyzed a university to the correlation between students' learning style and reading comprehension. The population in this study was the first grade students of Senior High School 10 Bandar Lampung and the result of the research is there was no significant correlation between students' learning style and reading comprehension achievement.

Based on all the previous studies above, the variable in each research are almost the same. The variable of this study consist of learning style and reading comprehension. On the other hands, the researcher will conduct this research differently from previous studies above. The difference is a matter of research, technique data collection, problem formulation, and research sites. Most of the research above was conducted at university level. While, the researcher in this research conducted this research at high school level and to examine the correlation between students' learning style and reading comprehension.

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Operational Concept

Operational concept is a concept as a guideline used to avoid misunderstandings in scientific research and must be interpreted into certain words so that it is easily measured. There are two variables used in this study, namely the variable x as the independent variable, and the variable Y as the dependent variable. In this study, variable X focuses on learning style and variable Y focuses on students' reading comprehension. According to Reid, J. (1987) there are several indicators of learning style, namely:

1. The indicators of variable X (learning style)
 - a. Visual learners
 - 1) The students learn well from seeing words in books, on the chalkboard, and in workbooks.
 - 2) The students remember and understand information and instructions better if they are read.
 - 3) The students don't need as much oral explanation as an auditory learner.
 - 4) The students can often learn alone with a book.
 - 5) The students should take notes of lectures and oral directions for remember the information.

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- b. Auditory learners
 - 1) The students learn from hearing words spoken and from oral explanations.
 - 2) The students remember information by reading aloud or moving lips when read, especially when learning new material.
 - 3) The students get the benefit from hearing audio tapes, lectures, and class discussion.
 - 4) The students get the benefit from making tapes to listen to, by teaching other students, and by conversing with the teacher."
- c. Kinesthetic learners
 - 1) The students learn by experience, by being involved physically in classroom experiences.
 - 2) The students remember information well when active participate in activities, field trips, and role-playing in the classroom
 - 3) The students understand new material by audio
2. The indicators of variable Y (reading comprehension)

Based on English subject syllabus in 2013 curriculum, King and Stanley in Amelia and Nurdiana (2017) and Fine (2006, p.103) the indicators to define reading comprehension on descriptive text as follows:

- a) The students are able to find the main idea in descriptive text.
- b) The students are able to finding factual information in descriptive text.

- c) The students are able to identify the meaning of vocabulary in descriptive text.
- d) The students are able to making inference in descriptive text
- e) The students are able to identify reference in descriptive text

D. The Assumption and Hypothesis

1. Assumption

In this study, the researcher have assumptions related to correlation between students' learning style and their reading comprehension. If students are better on their learning style will also be better in reading comprehension.

2. Hypothesis

Ha: There is a significant correlation between students' learning style and their reading comprehension in the eleventh grade of Senior High School 1 XIII Koto Kampar.

Ho: There is no significant correlation between students' learning style and their reading comprehension in the eleventh grade of Senior High School 1 XIII Koto Kampar.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The researcher used correlational design. Correlational research is designed to investigate the nature and strength of functional correlational between variables of interest to the researcher. There are two variables in this study, namely learning style which is symbolized by "X", and second, the dependent variable is reading comprehension which is symbolized by "Y".

B. Time and Location of the Research

This research was conducted from January to Februari 2023 and the location of this research at Senior High School 1 XIII Koto Kampar.

C. The Subject and Object of the Research

The subjects of this research was eleventh grade students of Senior High School 1 XIII Koto Kampar and the object of this research was the correlation between students' learning style and reading comprehension.

D. Population and Sample of the Research

1. Population

The population in this research were students of class XI Senior High School 1 XII Koto Kampar. They were 78 students. They consist of three classes. The population specifications can be seen as follows :

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Table III.1
The total Population of the research

No	Classes	Number of Students
1	XI IPA	29
2	XI IPS 1	25
3	XI IPS 2	24
Total		78

2. Sample

This research used simple random sampling in taking the sample since the population above are pretty large to be taken all as the sample. According to Creswell (2012), simple random sampling is a kind of probability sampling in which the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population. Sample specifications can be seen as follows:

Table III.2
The sample of the research

No	Classes	Number of Students
1	XI IPA	29
2	XI IPS 1	25
3	XI IPS 2	24
Total		78

E. Technique of Collecting the Data

1. Questionnaire

According to (Babbie, 1990) a questionnaire is a document that contains questions and other types of items that are made to collect information that is suitable for analysis. Questionnaires are usually used

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in survey research, experiments, and other methods of observation. In this study, the researcher used a questionnaire which was adopted from Reid, J. (1987) in Anjani (2019). This questionnaire consists of 30 items. The researcher used likert scale in scoring each item in questionnaire. Like scale asked participants to respond to a series of statements by indicating whether they Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. Each option also had score based on the Likert Scale Rating below:

**Table III. 3
Likert Scala Rating**

Option	Score
Strongly Agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly Disagree	1

For further information about instruction of questionnaire, the researcher showed the blueprint of students' learning style.

**Table III. 4
Blue Print of language learning style**

Visual Learners	2,6,8,10,12,13,18,22,24,29
Auditory Learners	1,3,4,5,7,9,17,20,21,23
Kinesthetic Learners	11,14,15,16,19,25,26, 27,28,30
Total	30

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2. Test

According to Arikunto (2008) the test is a material to collect information, but when compared to other materials this test is more formal because it has limitations. According to him, the test has a dual function, namely measuring students' and also measuring the success of a teaching program. Here the researcher used a test to measure students' reading comprehension.

To measure students' reading comprehension, the researcher used the total score of students' during the process of learning English, especially reading. The total score is obtained from the accumulation of students' reading test scores.

To evaluation of the students' reading comprehension in accordance with the criteria listed in the table by M. Ahlan Firdaus (2017):

Table III.5
Classification of Students' Reading Comprehension Score

Test Score	Categories
86-100	Very Good
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very Poor

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3. Validity

According to Creswell (2008) validity is an individual's score possible instrument, which allows the researcher to draw good conclusions from the sample you study to the population. So it can be said that validity is the extent to which conclusions are made from judgments the result are appropriate, meaningful, and useful in accordance with the purpose evaluation. In this research, the researcher used content validity because the instrument is adapted from an expert (Gay, 2012).

To analyze the validity of data, the researcher used SPSS 24,0 program for windows. The result was shown in the table below:

Table III. 6
Validity of Instrument Students' Learning Style

No	Number of Item	r - hitung	r - table	Result
1	Item 1	0,15	0,316	Valid
2	Item 2	0,08	0,316	Valid
3	Item 3	0,42	0,316	Valid
4	Item 4	0,19	0,316	Valid
5	Item 5	0,09	0,316	Valid
6	Item 6	0,31	0,316	Valid
7	Item 7	0,15	0,316	Valid
8	Item 8	0,38	0,316	Valid
9	Item 9	0,12	0,316	Valid
10	Item 10	0,49	0,316	Valid
11	Item 11	0,60	0,316	Valid
12	Item 12	0,43	0,316	Valid
13	Item 13	0,33	0,316	Valid
14	Item 14	0,40	0,316	Valid
15	Item 15	0,19	0,316	Valid
16	Item 16	0,27	0,316	Valid
17	Item 17	0,43	0,316	Valid
18	Item 18	0,45	0,316	Valid
19	Item 19	0,55	0,316	Valid
20	Item 20	0,40	0,316	Valid
21	Item 21	0,02	0,316	Valid

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No	Number of Item	r - hitung	r - table	Result
22	Item 22	0,42	0,316	Valid
23	Item 23	0,18	0,316	Valid
24	Item 24	0,56	0,316	Valid
25	Item 25	0,42	0,316	Valid
26	Item 26	0,45	0,316	Valid
27	Item 27	0,47	0,316	Valid
28	Item 28	0,43	0,316	Valid
29	Item 29	0,20	0,316	Valid
30	Item 30	0,48	0,316	Valid

4. Realibility

According to Creswell (2012), reliability means score of a stable and consistent instrument. Reliability is related to accuracy if the accuracy of the measurement. This kind of accuracy is reflected in get the same result when the measurement is repeated on different occasions or with different person.

This research used reliability as consistency, Cronbach Alpha echnique. Cohen, Keith, at all (2007), stated that level of internal consistency of Cronbach Alpha as follow:

Table III. 7
The Reliability of Questionnaire Learning Style

Cronbach's Alpha	N of Items
,716	30

Based on the table above, it is known that the score of Cronch's alpha of students' learning style is 0.716 that categorized Highly Reliability.

Technique of Analyzing the Data

In this research, the researcher used a questionnaire and reading test to examine the correlation between students' learning style and their reading comprehension.

Furthermore, the researcher used SPSS 24.0 version to examine any significant correlation between students' learning style and their reading comprehension at eleventh grade of Senior High School 1 XIII Koto Kampar. According to Sutrisno (2000) since the data in this research were not normal, the researcher used non-parametric statistics in analyzing the data.

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CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

Based on the result to get data from observation questionnaire and reading test, it can be said that students' learning style cannot influence their reading comprehension. The purpose of this study was to examine the correlation between students' learning style and their reading comprehension. This research was conducted to examine whether there was a significant correlation between students' learning style and their reading comprehension. So, the researcher can conclude this research as follows:

- 1) Students who have a visual learning style there 19 (24,35%) students, students with an auditory learning style are 35 (44,87%) students, and students with kinesthetic learning is 24 (30,76%) students. So, it can be concluded that students in class XI of Senior High School 1 XIII Koto Kampar have a tendency of auditory learning style.
- 2) Students' reading comprehension can be seen from the frequency of "very good" category were 5 students (6,41%), the frequency of "good" category were 42 students (53,84%), the frequency of "fair" category were 24 students (30,76%), the frequency of "poor" category were 5 students (6,41%), and the frequency.
- 3) The data significance was 0.401 (Level of Significance 0.05 and 2 tailed), where significance > 0.05 it means the null hypothesis (H_0) was accepted

and the alternative hypothesis (H_a) was rejected. It can be concluded that there was no significant difference between students' learning style and their reading comprehension.

B. Suggestion

Considering the correlation between students' learning style and their reading comprehension, the researcher would like to give some suggestion as follows:

1) For Teachers

It is suggested to teachers to pay more attention to how students' learning style are. Because each student has a different learning style and different knowledge background.

2) For Students

Students must be more active in the classroom so that students find their own learning style, which can improve their reading comprehension.

3) Future Researchers

In this research there are still many shortcomings. Therefore, the result of this study can be used as an additional reference for future researchers who wish to conduct research on correlation studies and wish to see the effect of students' learning style on their reading comprehension.

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APPENDIX 1

Research Instrument

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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UIN SUSKA RIAU

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QUESTIONNAIRE

Directions

1. This questionnaire is written for collecting data and research purpose only.
2. This questionnaire does not influence your score.
3. You are required to give (✓) for the correct answer based on yourself in some options. And then indicate whether you:
 - Strongly Agree (SA)
 - Agree (A)
 - Undecided (U)
 - Disagree (D)
 - Strongly Disagree (SD)
4. Thanks for your participation.

Questionnaire	SA	A	U	D	SD
1 When the teacher tells me the instructions I understand well. (Ketika guru memberi tahu saya instruksi, saya lebih mengerti).					
2 I prefer to learn by doing in class. (Saya lebih suka belajar dengan melakukan sesuatu di kelas).					
3 I get more work done when I work with others. (Saya menyelesaikan lebih banyak pekerjaan ketika saya bekerja dengan orang lain).					
4 I learn more when I study with a group. (Saya belajar lebih banyak ketika saya belajar dengan kelompok)					
5 In class, I learn best when I work with others.					

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6	(Di kelas, saya belajar paling baik ketika saya bekerja dengan orang lain).				
6	I learn better by reading what the teacher writes on the chalkboard. (Saya belajar lebih baik dengan membaca apa yang guru tulis di papan tulis).				
7	When someone tells me how to do something in class, I learn it better. (Ketika seseorang memberi tahu saya bagaimana melakukan sesuatu di kelas, saya mempelajarinya dengan lebih baik).				
8	When I do things in class, I learn better. (Ketika saya melakukan hal-hal di kelas, saya belajar lebih baik).				
9	I remember things I have heard in class better than things I have read. (Saya mengingat hal-hal yang saya dengar di kelas lebih baik daripada hal-hal yang saya baca).				
10	When I read instructions, I remember them better. (Ketika saya membaca instruksi, saya mengingatnya dengan lebih baik).				
11	I learn more when I can make a model of something. (Saya belajar lebih banyak ketika saya bisa membuat model sesuatu).				
12	I understand better when I read instructions. (Saya mengerti lebih baik ketika saya membaca instruksi).				
13	When I study alone, I remember things better. (Ketika saya belajar sendiri, saya mengingat hal-hal yang lebih baik).				
14	I learn more when I make something for a class project. (Saya belajar lebih banyak ketika saya				

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	membuat sesuatu untuk proyek kelas).				
15.	I enjoy learning in class by doing experiments. (Saya senang belajar di kelas dengan melakukan percobaan).				
16.	I learn better when I make drawings as I study. (Saya belajar lebih baik ketika saya membuat gambar saat saya belajar).				
17.	I learn better in class when the teacher gives a lecture. (Saya belajar lebih baik di kelas ketika guru memberikan ceramah).				
18.	When I work alone, I learn better. (Ketika saya bekerja sendiri, saya belajar lebih baik).				
19.	I understand things better in class when I participate in role-playing. (Saya memahami hal-hal dengan lebih baik di kelas ketika saya berpartisipasi dalam permainan peran).				
20.	I learn better in class when I listen to someone. (Saya belajar lebih baik di kelas ketika saya mendengarkan seseorang).				
21.	I enjoy working on an assignment with two or three classmates. (Saya senang mengerjakan tugas dengan dua atau tiga teman sekelas).				
22.	When I learn something, I remember what I have learned well. (Ketika saya membangun sesuatu, saya mengingat apa yang telah saya pelajari dengan lebih baik).				
23.	I prefer to study with others. (Saya lebih suka belajar dengan orang lain).				

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24. I learn better by reading than by listening to someone. <i>(Saya belajar lebih baik dengan membaca daripada mendengarkan seseorang).</i>					
25. I enjoy making something for a class project. <i>(Saya menikmati membuat sesuatu untuk proyek kelas).</i>					
26. I learn best in class when I can participate in related activities. <i>(Saya belajar paling baik di kelas ketika saya dapat berpartisipasi dalam kegiatan terkait).</i>					
27. In class, I work better when I work alone. <i>(Di kelas, saya bekerja lebih baik ketika saya bekerja sendiri).</i>					
28. I prefer working on projects by myself. <i>(Saya lebih suka mengerjakan proyek sendiri).</i>					
29. I learn more by reading textbooks than by listening to lectures. <i>(Saya belajar lebih banyak dengan membaca buku teks daripada dengan mendengarkan ceramah).</i>					
30. I prefer to work by myself. <i>(Saya lebih suka bekerja sendiri).</i>					

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READING TEST

Directions

1. These questions are used to know students' reading comprehension.
2. These questions consists of 30 questions.
3. The question are multiple choice
4. Read the text correctly before answering the questions

Text 1

The following text is for questions 1 to 5

If you get up early in the morning you will see an unusual sight. In city parks and in city streets, lot of boys and girls, or men and women are already up and busy. But they are not working or going anywhere. They are exercising. Some are playing football or badminton and some others are jogging. What is jogging?

Jogging is a gentle running. Why is jogging so popular today? Why do people jog? People jog to relax themselves, to keep themselves fit, or simply to enjoy themselves. Our world today is a world where life is comfortable and easy for many city people. Fast buses, cars, or motorcycles take us to work or to school. Lifts carry us quickly from one floor to another in large buildings. So many people get very little exercise.

What do you need to start jogging? You only need a pair of running shoes, an old pair of jeans or shorts, a sweater, and a little courage. Don't be embarrassed if you meet your neighbor as you return home, hot and tired. When you begin jogging, start by running some of the way and then walking. Don't jog too far to begin with and jog slowly. Once you develop a regular jogging program, you will feel fit and well, and you will be ready to start a busy day feeling fresh and awake.

Next time you are at the swimming pool, look at the people around you, especially those who are over thirty. How many of them have a fat

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stomach? Now you understand why more people today go jogging or do some other sort of exercises.

1. What is main idea from the text above?
 - a. Joging has become a populer activity today due to the comfortable and sedentary lifestyles of many city dwellers
 - b. Joging is gentle running
 - c. Joging will make the body more relaxed
 - d. Don't jog too far to begin with and jog slowly
 - e. In city parks and in city streets, lot of boys and girls, or men and women are already up and busy.
2. What will a jogger feel after having a regular jogging programme?
 - a. Well and fit
 - b. Strong and fat
 - c. Fat and clumsy
 - d. Weak and stressed
 - e. Tired and exhausted
3. From the text, we know that ...
 - a. Jogging programme means extra exercise for city people
 - b. Jogging will need extra sport equipment to use
 - c. People get many exercises in easy and comfortable life
 - d. Jogging can make people relax
 - e. The neighbour will be embarrassing to see us jogging
4. The communicative purpose of the text is ...
 - a. To show the steps of jogging
 - b. To analyse what jogging is
 - c. To discuss about jogging
 - d. To see if jogging works
 - e. To tell what jogging is
5. "... you will see an unusual sight."
(Paragraph 1)
What is the synonym of the



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underlined word?

- | | | |
|------------|------------|----------------|
| a. Strange | c. Regular | e. Traditional |
| b. Popular | d. Common | |

Text 2

The following text is for questions 6-10.

The Suramadu Bridge

The Suramadu Bridge is also known as the Surabaya-Madura bridge with three cable-stayed sections constructed between Surabaya and on the island of Java and the town of Bangkalan on the island of Madura in Indonesia.

The width of the bridge is 30 meters, while its height is 146 meters. It carries motor vehicles. Opened on June 10, 2009, and the 5.4 km bridge is the longest in Indonesia.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192

m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp.30.000 for four-wheeled vehicles and Rp.3,000 for two-wheelers.

The bridge was built by a consortium of Indonesian Companies, PT. Adhi Karya and PT. Waskita Karya, working China Road and Bridge Corp. and China Harbor Engineering Co.Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

6. The first paragraph tells about ...
 - a. Main idea of The Suramadu Bridge
 - b. Factual information of The Suramadu Bridge
 - c. Meaning of The Suramadu Bridge
 - d. Width and height of The Suramadu Bridge

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- e. The total cost of The Suramadu Bridge
7. “The cable-stayed portion has three spans with ...”. (see paragraph 3).
The underlined word has similar meaning with ...
 - a. Measure
 - b. Spacing
 - c. Period
 - d. Longer
 - e. Separate
8. The cable-stayed has three section constructed between ...
 - a. Surabaya and on the island of Java and the town of Bangkalan on the island of Madura.
 - b. The island of Java and Bangkalan
 - c. Java and Madura
 - d. Surabaya and Java
 - e. Surabaya and the island of Java
9. Word “it” in sentence “It carries motors vehicles.” Refers to ...
 - a. The Suramadu Bridge
 - b. Width of Suramadu
 - c. Height of Suramadu
 - d. The cable-stayed of Suramadu
 - e. The total cost of Suramadu
10. Which statement is TRUE ...
 - a. The bridge was built by a consortium of Indonesian Companies
 - b. The longest bridge in Indonesia is 5.4 km
 - c. Opened on June 10, 2009
 - d. The first toll bridge in Indonesia
 - e. a,b,c,d correct



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Text 3

The following text is for questions 11-14.

PARIS

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pont Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Île de la Cité. It is where Notre Dame located. Today around eight million people live in Paris area.

11. The fifth paragraph tells ...
 - a. The origin of the word Paris
 - b. About the Paris
 - c. The location of Notre Dame

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- d. A village built a thousand years ago
 - e. An island in the middle of the Seine River
12. What is the oldest and most well known part of the city?
- a. The Seine River
 - b. The Pont Neuf
 - c. The Sorbonne
 - d. The right bank
 - e. The left bank
13. From the text we know that Notre Dame is located ...
- a. Near left Louvre
 - b. On the left bank
 - c. On the right bank
 - d. Outside the city of Paris
 - e. In the middle of the Seine River
14. What is the oldest and most well known part of the city?
- | | | |
|--------------------|-------------------|------------------|
| a. The Seine River | c. The Pont Neuf | e. The left bank |
| b. The Sorbonne | d. The right bank | |

Text 4

The following text is for questions 15 to 18.

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street

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flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunrean Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

15. The text mainly focuses on ...
 - a. Singapore
 - b. Orchard Plantation
 - c. Plaza and Mall
 - d. Orchard road as business and entertainment center
 - e. Shopping Center
16. Which statement is TRUE?
 - a. At first Orchard Road is a crowded settlement
 - b. Orchard road became business and entertainment center since 1974
 - c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
 - d. Orchard road is infamous place at Singapore
 - e. Orchard road is not surrounded by flower garden
17. Words “it” in line 4 refers to?
 - a. The plantation
 - b. Luxury branded things
 - c. The plaza

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- d. Singapore
- e. Suburban street

18. The word “satisfy” in line eighth has the closet meaning with?

- | | | |
|------------|-------------|----------|
| a. Pleased | c. Frighten | e. Loved |
| b. Free | d. Threat | |

Text 5

The following text is for questions 19 to 23.

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions

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and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

19. What is the purpose of the text?
 - a. To amuse the readers with Yogyakarta
 - b. To describe the location of Yogyakarta
 - c. To persuade the readers to go to Yogyakarta
 - d. To promote Yogyakarta as tourist destination
 - e. To tell the readers the history of Yogyakarta
20. We know from the second paragraph that ...
 - a. Plane is the most convenient access to reach Yogyakarta
 - b. Many local tourists prefer staying in Sosrowijayan Street
 - c. Sosrowijayan is also known as shopping and culinary delight
 - d. There are many convenient stores in the streets of Yogyakarta
 - e. Malioboro Street is a crowded mainroad which is alive 24 hours



APPENDIX 2

STUDENTS' QUESTIONNAIRE SCORE

UIN SUSKA RIAU

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Score of the Questionnaire

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	TOTAL	
1	4	5	5	5	2	5	5	5	5	4	5	5	5	3	5	3	4	4	4	5	4	3	2	5	4	4	5	5	5	5	130	
2	5	4	5	5	5	4	4	5	4	4	5	5	5	4	4	5	5	4	5	4	4	3	4	4	4	4	5	4	3	4	130	
3	5	4	5	4	5	4	4	4	3	3	5	4	4	4	5	4	5	4	5	5	5	5	5	4	5	5	5	5	4	5	134	
4	4	3	5	4	4	4	3	5	5	5	5	4	5	5	4	5	4	4	4	5	5	5	5	4	5	5	5	5	3	4	133	
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30	5	5	5	5	5	4	4	4	3	5	3	4	3	4	4	4	4	5	5	5	5	4	4	4	4	4	3	4	4	3	126	
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Score of the Test

No	Students	Score	No	Students	Score
1	Student 1	85	34	Student 34	65
2	Student 2	70	35	Student 35	90
3	Student 3	70	36	Student 36	80
4	Student 4	75	37	Student 37	80
5	Student 5	90	38	Student 38	80
6	Student 6	60	39	Student 39	80
7	Student 7	90	40	Student 40	70
8	Student 8	80	41	Student 41	80
9	Student 9	80	42	Student 42	70
10	Student 10	80	43	Student 43	70
11	Student 11	80	44	Student 44	75
12	Student 12	75	45	Student 45	65
13	Student 13	75	46	Student 46	75
14	Student 14	75	47	Student 47	75
15	Student 15	70	48	Student 48	75
16	Student 16	90	49	Student 49	75
17	Student 17	65	50	Student 50	80
18	Student 18	65	51	Student 51	65
19	Student 19	85	52	Student 52	55
20	Student 20	50	53	Student 53	70
21	Student 21	70	54	Student 54	80
22	Student 22	75	55	Student 55	80
23	Student 23	75	56	Student 56	50
24	Student 24	80	57	Student 57	60
25	Student 25	40	58	Student 58	70
26	Student 26	50	59	Student 59	40
27	Student 27	80	60	Student 60	55
28	Student 28	80	61	Student 61	65
29	Student 29	75	62	Student 62	75
30	Student 30	75	63	Student 63	85
31	Student 31	85	64	Student 64	80
32	Student 32	80	65	Student 65	70
33	Student 33	75	66	Student 66	60

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No	Students	Score
67	Student 67	60
68	Student 68	90
69	Student 69	75
70	Student 70	65
71	Student 71	60
72	Student 72	80
73	Student 73	70
74	Student 74	75
75	Student 75	80
76	Student 76	80
77	Student 77	70
78	Student 78	80
Total		5680
Mean		72,82



APPENDIX 3

Recomendation Letter

UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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 FAKULTAS TARBIYAH DAN KEGURUAN
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 FACULTY OF EDUCATION AND TEACHER TRAINING
 Jl. H. R. Soebrantas No. 155 Km. 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web. www.fk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/3250/2022
 Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi*

Pekanbaru, 10 Maret 2022

Kepada
 Yth. Drs. H. Sutarmo, M.Ag.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama :SHELVIA INDAH CAHYANI
 NIM :11910423058
 Jurusan :Pendidikan Bahasa Inggris
 Judul :THE CORRELATION BETWEEN STUDENTS LEARNING STYLE AND THEIR READING ACHIEVEMENT AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1 XIII KOTO KAMPAR
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m
 an. Dekan
 Wakil Dekan I



Dr. Zarkasih, M.Ag.
 NIP. 19721017199703 1 004

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

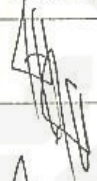





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**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : proposal
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. H. Sutarmo, M. Ag.
 - a. Nomor Induk Pegawai (NIP) : 19630511992031001
3. Nama Mahasiswa : shelvia Indah Cahyani
4. Nomor Induk Mahasiswa : 11910923058
5. Kegiatan : bimbingan proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	19 Mei 2022	Bab I, II		
2.	26 Mei 2022	Bab III		
3.	09 Juni 2022	Acc sem proposal.		


 Pekanbaru, 09 Juni 2022
 Pembimbing, Drs. H. Sutarmo, M. Ag.









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 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. H. Sutarmo, M. Ag
 - a. Nomor Induk Pegawai (NIP) : 1963 05111992 031001
3. Nama Mahasiswa : Shella Indah Cahyani
4. Nomor Induk Mahasiswa : 11910423058
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	1 Februari 2023	Instrument		
2.	30 Maret 2023	Bab I, II		
3.	31 Maret 2023	Bab I, II		
4.	3 April 2023	Bab III		
5.	6 April 2023	Bab IV, V		
6.	14 April 2023	Acc Seminar Mumpungah		

Pekanbaru, 14 April 2023
 Pembimbing, Drs. H. Sutarmo, M. Ag

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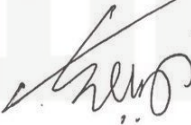


UIN SUSKA RIAU

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Shelvia Indah Cahyani
 Nomor Induk Mahasiswa : 11910423058
 Hari/Tanggal Ujian : Selasa, 14 Juni 2022
 Judul Proposal Ujian : The Correlation Between Students' Learning Style and Their Reading Comprehension
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nuardi, M. Ed	PENGUJI I		
2.	Dedi Wahyudi, M. Pd	PENGUJI II		

Mengetahui
 an Dekan
 Wakil Dekan I

 Dr. Zarkasih, M. Ag.
 NIP. 19721017 199703 1 004



Pekanbaru, 16 Januari 2023
 Peserta Ujian Proposal


 Shelvia Indah Cahyani
 NIM. 11910423058

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Nomor : Un.04/F.II/PP.00.9/1552/2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 27 Januari 2023 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Shelvia Indah Cahyani
NIM : 11910423058
Semester/Tahun : VII (Tujuh)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Correlation Between Students' Learning Style and Their Reading Comprehension at Eleventh Grade of Senior High School 1 XIII Koto Kampar
Lokasi Penelitian : SMA Negeri 1 XIII Koto Kampar
Waktu Penelitian : 3 Bulan (27 Januari 2023 s.d 27 April 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



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PEMERINTAH PROVINSI RIAU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmpstsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTSP/NON IZIN-RISET/53244
TENTANG



PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/1552/2023 Tanggal 27 Januari 2023, dengan ini memberikan rekomendasi kepada:

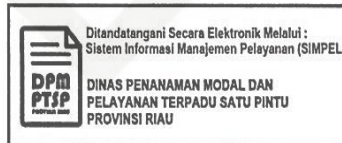
1. Nama : SHELVIA INDAH CAHYANI
2. NIM / KTP : 119104230580
3. Program Studi : PENDIDIKAN BAHASA INGGRIS
4. Jenjang : S1
5. Alamat : PEKANBARU
6. Judul Penelitian : THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND THEIR READING COMPREHENSION AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1 XIII KOTO KAMPAR RESEARCH PROPOSAL
7. Lokasi Penelitian : SENIOR HIGH SCHOOL 1 XIII KOTO KAMPAR RESEARCH PROPOSAL

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 30 Januari 2023



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN**

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 01 FEB 2023

Nomor : 800/Disdik/1.3/2023/011
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada :
Yth. Kepala SMA 1 XIII KOTO KAMPAR

di-
Tempat

Berkeenan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/53244 Tanggal 27 Januari 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : SHELVIA INDAH CAHYANI
NIM/KTP : 119104230580
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND THEIR READING COMPREHENSION AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1 XII KOTO KAMPAR RESEARCH PROPOSAL
Lokasi Penelitian : SENIOR HIGH SCHOOL 1 XII KOTO KAMPAR RESEARCH PROPOSAL

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.



TAT LINDAWATI, SH, M.Si
Pembina Tingkat I (IV/b)
NIP. 19660717 198603 2 002

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 1 XIII KOTO KAMPAR

Alamat : Jalan Pelajar No. 03 Batu Bersurat Kec. XIII Koto Kampar Kode Pos - 28453

E-mail : smantu.kotokampar@gmail.com Telp / Fax : -

AKREDITASI : A NPSN : 10400359 NSS : 301140601001



SURAT KETERANGAN RISET

Nomor 421.3 / SMAN 1 XIII KK /252

Yang bertanda tangan dibawah ini :

Nama : PARIYAL,S.Pd,M.Pd
Jabatan : Kepala SMA N 1 XIII Koto Kampar
Alamat : Jln. Pelajar No.01 Batu Bersurat
Kecamatan XIII Koto Kampar

Dengan ini menerangkan bahwa :

Nama : SHELVIA INDAH CAHYANI
NIM : 119104230580
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Alamat : Pekanbaru

Adalah benar Mahasiswa tersebut telah melakukan Riset Penelitian di SMA Negeri 1 XIII Koto Kampar terhitung mulai tanggal 02 Februari 2023 s/d 02 Maret 2023.

Dengan judul penelitian : "THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND THEIR READING COMPREHENSION AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1 XIII KOTO KAMPAR RESEARCH PROPOSAL".

Demikian Surat Keterangan Riset ini kami perbuat untuk dapat dipergunakan sebagaimana mestinya.

Batu Bersurat, 02 Maret 2023
Kepala SMAN 1 XIII Koto Kampar



PARIYAL,S.Pd,M.Pd

Pembina Tingkat I

NIP.19711004 199602 1 001



APPENDIX 4 Documentation

UIN SUSKA RIAU

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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State Islamic University of Sultan Syarif Kasim Riau

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CURRICULUM VITAE

Shelvia Indah Cahyani is the first daughter of Mr. Edi Warman and Mrs. Resmi Astuti. She was born in Batu Bersurat, August 18th 2001. Graduated from SDN 003 Batu Bersurat in 2013. She also completed his studies at MTS Darussakinah Batu Bersurat in 2016 and MA Darussakinah Batu Bersurat in 2019. She has one little sister and one little brother, they name are Niswa Lhufia and Aufa Tristan Arrofi. She lives at Batu Bersurat, XIII Koto Kampar District.

The writer was accepted as one of the student in Departemen of English Education, Faculty of Education and Teacher Training in State Islamic University Sultan Syarif Kasim Riau in 2019. On July 2022, she was doing KKN (Kuliah Kerja Nyata) program in Kandis. Then, she was doing Pre-Service Teacher Pactice (PPL) program at SMAN 9 Pekanbaru on September until December 2022. Finally, she passed thesis examination entitled “The Correlation Between Students’ Learning Style and Their Reading Comprehension at Eleventh Grade of Senior High School 1 XIII Koto Kampar.