CHAPTER I
INTRODUCTION

This chapter discusses about the introduction of the research. It consists of background of the problem, limitation of the problem, and formulation of the problem also discusses about purpose of the research, significance of the research and definition the key terms. The researcher expects that this explanation contributes to the reader for futher understanding to this researcher especially for the point which had mention above.

A. Background of the Research

Reading is an important skill. Through reading, people are able to get knowledge, information, idea, problem solution and pleasure. I read because I always find reading materials everywhere through magazine, newspaper, academic books, fiction or nonfiction book and novel. Hence, it can be said to read that is one of the keys to success for anyone who wants to be educated.

Reading is one of the most important things to improve basic skills in the English language. Oberholzer (2005; p.1) states that understanding what we are reading is far more important to us than knowing the mechanical skill of reading. Without understanding, reading would serve no purpose. It means that understanding text is the most important aspect in reading.

Reading is one of the essential skills for students to get information and knowledge. Donal and Niati (2018; p.1) states reading is one of the essential skills for university students. It's means that to get the information and knowledge, the

students should master reading skill to comprehend about what they read, the message, and meaning about.

Generally, reading skills are very important in the field of education; Students who need to improve reading skills in order to have good reading skills, in schools English lessons are a very important subject for students, English has a priority subject in the learning process, reading skills are also skills that students must have, because through reading skills they can better understand knowledge, especially in English. However, if students have good reading skills while reading, their learning opportunities will be better.

Furthermore, the students use different learning to obtain information from the learning situation clearly and use this knowledge well. Reading can be seen as student achievement related to mastery of English in learning styles. Student learning styles greatly affect student understanding, especially reading. They feel less comfortable absorbing, receiving, understanding, and processing information in their own way.

In reading activity, students need a new learning style to make it easier to understand the text. Bire & Bire (2014; p.2) states that the learning style is the easiest way that students have in absorbing, organizing, and processing the information received in learning. It means that The teachers' role is to direct the learning style of each student so that they are maximal in understanding the lesson concept.

Based on the explanation above, there are several reasons and problems that make recearchers interested in conducting research at SMK Zaidar Yahya-Pasir Pengaraian. The reasons is that the distance of the school is quite close to

the Campus, the school can still learn face to face. So, it is easier for data taking, the headmaster responds well and gives permission even though the conditions are being Covid_19. However, there are some problems associated with the two variables discussed; reading skills and learning styles; (1) many teachers do not know the learning styles of each student according to their variations in learning styles. (2) Many students do not know their own learning style which causes learning difficulties, especially in improving reading skills. Some students lose interest in learning English because they feel they will not be able to improve their reading skills because in the classroom the teacher uses activities that are not in accordance with their learning style.

Based on the description above, the researcher is interested in conducting research with the title: The Correlation Between Student Reading Skills and Their Learning Style at Eleventh Grade Students of SMK Zaidar Yahya-Pasir Pengaraian.

B. Setting of the Research

Based on the background of the problem abovee, it can be seen that this study is related to reading skill and students' learning styles. Therefore, the researcher wants to provide an overview of the learning process carried out by the teacher during class learning, as well as provide an overview of reading skills and learning styles for teachers in the learning process.

C. Limitation of the Research

Based on the background of the research above, the research only focus on the correlation between student's reading skill and their learning style at eleventh grade students of SMK Zaidar Yahya-Pasir Pengaraian.

D. Formulation of the Research

Based on the explanation above, the researcher formulated the research on following question:

1. How are the correlation between students' reading skill and their learning style at eleventh grade students of SMK Zaidar Yahya-Pasir Pengaraian?

E. Purpose of the Research

Based on the formulation of the research, the objectives of this study are as follows:

1. To find out the correlation between students' reading skill and their learning styles at eleventh grade students of SMK Zaidar Yahya-Pasir Pengaraian.

F. Significance of the Research

The result of this research were expected to give theoretical and practical contributions:

a) Teacher : This research is to half the teachers to be apropesional in English teaxhing. In theycan make the students to know about the material before giving the text to students to avoid confusing happens to the them.

b) The Student   : This research can be motivate the students to learn reading seriously so they will be easier to understand the English text.

c) The researcher : This expected to give a new knowlwdge of the further of researcher to do the better research of teaching and learning cases.

G. Definition of the Key Terms

1. Reading Skills

Reading is one of the most important things to improve basic skills in the English language. Oberholzer (2005, p.1) states that understanding what we are reading is far more important to us than knowing the mechanical skill of reading. Without understanding, reading would serve no purpose. It means that understanding text is the most important aspect in reading.

2. Learning Style

In reading activity, students need a new learning style to make it easier to understand the text. According to Bire & Bire (2014, p.2) the learning style is the easiest way that students have in absorbing, organizing, and processing the information received in learning. It means that The teachers' role is to direct the learning style of each student so that they are maximal in understanding the lesson concept.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses about the review of related literature. It consists about the correlation between students' reading skill and their learning style at eleventh grade students of SMK Zaidar Yahya-Pasir Pengaraian. The researcher gets the theory from several books and also from the other relevant sources. This chapter also discusses about review of related theories, review of related findings, and conceptual framework.

A. Review of The Related Theories

1. Reading Skill

Reading skills is a process of forming meaning as a whole for the reader with the text they read. Chatrine Snow (2002; p.11) states that Reading skill is the process of simultaneously extacting and constructing meaning trough interaction and involvement with written language. It means that in the other words, reading skill is the process of comprehensive forming and deciding meaning as a result of a progressive interaction between the readers and the text they read.

Reading skills is a complex process that causes readers to understand the meaning of text properly or badly. According to Gordon Wainright (2007, p.35), reading skill is a complex process which comprises the successful or unsuccesfull use of many abilities. It means that reading skill is

a complicated process that involves many abilities that cause the readers understand the meaning of the text well or badly.

Reading is Important skill in getting information of English. Wirda (2020, p.1) explains that reading skill has important role in obtaining information. In every activity of English learners, they need reading skill.

In addition, reading skills are the ability that require readers to master the linguistic structure of the text, drill metacognitive control over the content being read, and have adequate background in the content and vocabulary contained in the text. Karen Tankersley (2003, p.90) defines that as one of the important language skills that depend on three factors such as the readers' skill in communicating of the linguistic structures of the text, the readers' skill in exercising metacognitive control over the content being read, and the readers" adequate background in the content and vocabulary being presented. This means that reading skill requires the readers" ability in commanding of the linguistic structures of the text, in drilling metacognitive control over the content being read, and in having sufficient background in the content and vocabulary contained in the text.

Based on all of the definition of reading skill above, the researcher concludes that reading skill is a language skill that requires the readers" ability in responding and relating the linguistic structures of the text, in drilling metacognitive control over the content of the text, and in relating previous knowledge related on the content and vocabulary of the text.

a. Reading Aspects

According to Nuttal (1982), there are five aspects of reading skill which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regards as difficulties that the students encounter in comprehending the text.

1. Main idea

The main idea is a statement that tells the author's point about the topic. Longan (2002), said that finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence Vener (2002). Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

Reading is the main idea which requires reading the text carefully to identify the main points in a paragraph. According to Hood and Solomon (2012; p.10), reading for main idea is a skill that requires carefully reading a text to identify the main point without worrying about unnecessary detail. In addition, Dararat (2012; p.11) in order to find details that support the main idea, the readers should be able to identify which ais more important that the others.

Main idea is central or most important, idea in a paragraph or passage. According to Smith (2016) " the main idea, also called the central

idea or main point, is the primary concept of a passage". Furthermore, Donahue stated the main idea is what the selection or the story is mostly about. Main idea is one of the more difficult strategies, yet one of the most important.

To figure out the main idea of a passage :

1. The main idea is usually a sentence.

2. The main idea is sometimes found in the first sentence of a paragraph.

3. The main idea is sometimes found in the last sentence of a paragraph.

Main idea is each paragraph has a main idea, or topic, that tells the reader the important point of the paragraph. According to Anderson (2003; p.86), "Every paragraph has a main idea, or topic, that tells us what the paragraph will be about. Often, you will find the main idea talked about in the first or second sentence of a paragraph. Supporting ideas usually follow the main idea. Sentences containing supporting ideas explain or give us more information about the main idea."

2. Refference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers Sharpe (2005). In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

3. Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning Sharpe (2005). It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

According to Oxford learners pocket "Vocabulary is all the words that a person knows or uses". So, vocabulary is pattern of letter is forming word and also vocabulary can form language.

4. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Kopitski (2007) states that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. These questions are often stated in one the following form:

"From the passage, we can conclude that ..",

"It can be inferred from the passage…",

"what the meaning of the statement above?".

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

5. **Detail Information**

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text. Some example of detail question fall in the following pattern:

"According to the passage, who were fighting for the conversation in the forest?",

"All of the following are the true except..",

"A person, date, or place is,,,".

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words synonym.

1. **Learning Style**

This first theory is a learning style. Learning styles are the easiest way students have in understanding learning. Bire et al., (2014; p.2) states that the learning style is the easiest way that students have in absorbing, organizing, and processing the information received in learning. It means that learning styles are the ways students tend to react and use stimulants to absorb and then organize and process in formation in the learning process.

Learning style is a combination of many characteristics that contribute to each in its own way and together as a whole. According to Dunn R (2005: p.1), learning styles are a combination of many biological and experientially imposed characteristics that contribute to concentration, each in its own way and all together as a unit. It helps students learn more fast and easier with selecting and using the appropriate learning style that they like.

Furthermore, Learning style type of Dunn theory integrated some base of consideration as follow:

a. Everyone has different strength, but every different person has different strength also.

b. Everyone has their own way in learning.

c. Teacher can use some learning style as an opinion in learning.

d. Many students can learn better using their own learning style.

Learning style is one of the cognitive aspects in various literatures about style. Tilly Mortimore (2003; p.7) states that learning style is one aspect of cognitive style, however, in the vast range of literature about style, these two terms are often used interchangeably, which can be misleading. For clarity, learning style should be seen as the application of a person"s preferred cognitive style to a learning situation.

Learning styles are people who have contributed to bringing a learning style to life so as to make it meaningful in various income contexts. Gavin Reid (2005: p.15) states that learning style is an "interesting and exiting" people who have contributed to bringing learning style alive making it

meaningful in a range of earning contexts. Learning style is a term that describes the variation among learner in using one or more sense to understand and retain experience.

Learning style are the general, broad approaches used to learn a subject. Joy M. Reid, (1998: p.36) states that "learning style are various approaches or ways of learning. According to Cornet, "learning style is a consistent pattern of behavior but with a certain range of individual variability style then are overall patterns that give general direction to learning behavior." Learning style include an array of cognitive affective (emotional and attitudinal), and social aspects.

From the definition above, the researcher concluding learning style is how students application styles in learning, and many different style in leaning. So learning style is how we connected the concentrate in process learning. and learning style is students preference way to get, absorb and process the information about learning material in learning process, they will enjoy and feel comfortable in absorbing the information with their own way, moreover, each students has a different preference learning way which their used in learning process.

a. Types of Learning Styles

Reid (1998) defines that statement which the writer stated in the background of study, there are three kinds of learning styles. They are visual, auditory and kinesthetic learning styles.

1) Visual Learning Style

The visual learning style is must first see the evidence and then be able to believe it. There are some characteristics that are typical for people who have this visual learning style. First, the need to see something (information / lessons) visually to know it or to understand it; second, having a strong sensitivity to colors; third, having a sufficient understanding on artistic matter; fourth, having difficulty in direct dialogue; fifth, too reactive to sound: sixth, difficult to follow verbal suggestions: seventh, often misinterpret words or utterances Uno (2010: p.6).

Visual learning is a learning style in which learners learn by seeing the object. DePorter (2016) states that each the learning style can be explained that visual learning style access visual images create nor remember, color, spatial relations, mental portrait stand images stand out in this learning style. It means that visual learning is a learner who needs visual sense to absorb the information.

Visual learning style is a learning style that has an important role. Sutikno (2013: p.3) states that visual learning style is a learning style that vision has an important role. It means that visual learning style focuses on the media displayor object related to the lesson.

Furthermore, Visual learners are intended talkative, diligent and tidy. Donna Walker Tileston (2014) states that visual learners are those who need a mental model that they can see. It can be concluded that visual learning style is students' preferences in how they use their abilities of acquiring, using and

thinking about knowledge on visual sense. However, in order to learn best by seeing, they tend to less in verbal things.

2) Auditory Learning Style

Auditory learning style is a learning style that uses hearing to understand and remember information. Uno (2010: p.7) defines that auditory learning style is a learning style that controls the hearing to be able to understand and remember information. It means that auditory learning controls the hearing to be ready to understand and bear in mind information.

Auditory learning styles are learning styles that rely on the ear. Sutikno (2013: p.7) states that auditory learning style is the style of learning that relies on the success of learning through the ear. It means that auditory learning style is that the style of learning that depends on the success of learning through the ear.

Auditory learning is a learning style in which a person learns through listening. Coffield, Mosdey, Hall and Ecclestone (2004) defines auditory learning style as a process by which individuals learn via listening to tapes, radios and lectures. It means that auditory learner process and absorbing information through listening the media.

Furthermore, Auditory participants discover information through hearing and can understand information through tone, emphasis and speed. Gilakjani (2012: p.106) states that auditory learners discover information through listening and interpreting information by the means of pitch,

emphasis and speed. It means that auditory learner discover information through listening and interpreting information by the means of pitch, emphasis and speed.

Auditory learning style uses ears to absorb all incoming information. According to Utomo & Windarto (2012: p.7) auditory learning style use the ear as a tool to absorb incoming information. It means that auditory learning styles are more likely to hear the information he or she is listening to from others such as by listening to a lecture or listening to a friend memorizing a material.

It can be concludes that auditory learners use their sense of hearing to understand and absorb the information and comprehend knowledge.

3)   Kinesthetic Learning Style

Kinesthetic learning style is the way people absorb information through their physical movement to understand and learn the world around them. According to Uno (2010: p.7) kinesthetic learning style has to touch something that provides certain information to remember it. It means that kinesthetic learning style has to the touch some thing that offers positive statistics to don't forget it.

Kinesthetic learning style are learning styles obtained through motion, touch, and actions. Sutikno (2013: p.8) states that kinesthetic learning style is the learning style through moving, touching, and doing. It means that they will absorb and understand information easier through touching and moving.

Kinesthetic learning style is a learning style that is done by direct practice of what is learned. According to Utomo & Windarto (2012: p.8) the kinesthetic learning style is a learning style that emphasizes the direct practice of what is being studied. It means that is a learning style that emphasizes the direct exercise of what's being studied.

Kinesthetic learning is active learning in the learning process with activities that have important meaning for students. According to Lynn (2012: p.12) In "A Comparison of Learning Styles and Academic Performance of Students Enrolled in Introductory Poultry Science Courses in Bachelors of Science and Associates of Applied Science Programs" a study describes that kinesthetic learning is learning actively and the bodily engaged in the learning process with real world activities and with activities that have meaning to the learner. It means that kinesthetic is a learner who will show a preference and physical activity involving bodily movement.

It can be concludes that kinesthetic learning style is the way students comprehend the information or to understand what they read through body movement like playing coin in their pocket or playing fidget spinner and etc.

2. Correlation

Correlation is that which consists of several parts and types. Sugiyono (2013: p.12) states that correlation is part of statistical science which has nine types: Pearson Product Moment Correlation (r); Correlation Ratio (y); Spearman Rank Correlation or Rhi (rs or p); Serial Correlation (rb); Serial

Points Correlation Correlation (rpb); Correlation Phi (0); Tetrachoric Correlation(rt); Correlation Contingency (C); Kendall's Tau (8) correlation.

Correlation is a measure of the relationship between two variables and to report the relationship between two variables. Lind, Marchal, Wathen (2008: p.12) defines that correlation is a statistic to measure the relationship between two variables, the basic idea of correlation analysis is to report the relationship between two variables. The variable X (horizontal line in the graph) and variable Y (vertical line in the graph) can be a non-linear relationship, positive or negative.

Pearson product moment correlation is a popular analysis among 9 correlation analysis techniques. This correlation was put forward by Karl Pearson around 1900. According to Sugiyono (2013: p.15) Pearson correlation is used to find relationships and prove the hypothesis of the relationship between two variable (bivariate) in the form of interval or ratio, and the data sources of the two or more variables are the same.

The purpose of this correlation is to find the correlation coefficient symbolized by r, its purpose is to determine the degree of relationship and express the contribution (contribution) of two variables between the independent variable (independent) which is symbolized by x and the dependent variable (dependent) which is symbolized y. According to Lind, Marchal, Wathen (2008: p.16) states that correlation coefficient is a measure of the strength of a linear relationship between two variables.

It can be concludes that correlation consists of several parts and types to measure the relationship between two variables and report the relationship between two variables looking for a correlation coefficient denoted by r, which aims to determine the relationship between two variables.

B. Review of Related Findings

This research related to previous studies that discuss about the correlation between students' reading skills based on learning style at eleventh grade students of SMK Zaidar Yahya-Pasir Pengaraian. They were gave contribution to this research. To made convincing the originally of the others research which had close relationship will be presented by researcher.

Firstly, Karmila (2018) conducted a research entitled The Correlation between students' learning style and students' reading comprehension at the tenth grade of MA DDI Takkalasi Kab. Barru. This research aimed the correlation between students' learning styleand reading comprehension at the tenth grade of MA DDI Takkalasi.. The subject of this research was X MIA B class which was consisted of 18 students. The sample was taken by using purposive sampling. The design in this research was infrensial quantitative correlation by giving queationnare and multiple choise. Gettingthe score of the questionnare and multiple choise. It aimed to knew was there any correlation between students' learning style and reading comprehension at the tenth grade of MA DDI Takkalasi.

Secondly, Sari Febrianti (2014) conducted a research entitled Students' Reading Comprehension Based on Their Learning Styles (A Causal

Comparative Study at Eighth Term Students of English Education Departments UIN Syarif Hidayatullah Jakarta. The purpose of this study was to knew whether there was significant difference of reading comprehension score based on students' learning style, visual, auditory and kinesthetic at 8[th]term students of English Education Department UIN Syarif Hidayatullah Jakarta in academic year 2010-2015.This study used quantitative approach and causal comparative as the design of the study. The instruments of this study were questionnaire and documentation.

Thirdly, Rifiana Nurul Husna (2015) conducted a research entitled *A Correlation between Learning Styles and Reading Comprehension of SMA Negeri 1 Nalumsari Jepara Students in Academic Year 2015/2016*. This research was aimed at finding out whether learning styles significantly correlates reading comprehension of SMA Negeri 1 Nalumsari Jepara Students in academic year 2015/2016. The present research was a correlational research. The sample was XI IPA 1 class which consists of 38 students. The sample was taken by random sampling technique. Test and questionnaire were used as the instrument of this research.

Fourthly, Santy Widya Pratiwi, Zainal Arifin dan Dewi Novita (2012) conducted a research entitled correlation between learning style and students' reading comprehension. conducting this research was to examine whether there was a significant correlation or not between learning style and students' reading comprehension on the fourth semester students of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012. This

research used correlation study. here were 45 students from two classes as the population of this research. The sample was taken from class B which consists of 23 students. In this case, the researcher collected the data by using learning style questionnaire and reading comprehension test.

Fifthly, Rina (2017) conducted a research entitled The Correlation Between Learning Style and Students' Reading Comprehension at Grade XI SMAN 1 Tambangan. This study aimed to measured the correlations between learning styles and reading comprehension. This research was designed by quantitative approach and correlation research type. The population of this research XI grade students of SMA N 1 TAMBANGAN. Then, the sample of the research 32 person from population, taken with random sampling by lottery. To collect the data, researcher used test (multiple choice) for reading comprehension and questionnaire to know students' learning style.

Based on contribution study above, the researcher considered positive contribution of that conducted research. As a note that none of them conducted research in the correlation between students' reading skill and their learning style at eleventh grade of SMK Zaidar Yahya-Pasir Pengaraian. This research was designed by quantitative correlation. The population of this research was eleventh grade students of SMK Zaidar Yahya-Pasir Pengaraian. Then, the sample of the research 18 students from population, taken with sampling by Ari Kunto. To collect the data, researcher used reading skill test multiple choice and questionnaire to knew students' learning style.

In this thesis, the researcher wanted to knew the correlation between students's reading skill and their learning style at eleventh grade students of SMK Zaidar Yahya-Pasir Pengaraian.

C. Conceptual Framework

Conceptual framework was the concept that researcher used to plan the research. A conceptual framework was an analytically tool with several variations and contexts. The students who had visual learning style, they will prefer to learn by reading a book by themselves. They will had much interaction with visual and books rather than other learning styles. It meant that they will used to rad and automaticalled they will had better skill in reading.

Meanwhile, students who had auditory learning style, they prefer to listen orhear something from people. They will had better skill by hearing rather than reading. It can be said that auditory learners generally will hadeless skill in reading rather than visual learners. And then, kinesthetic learners prefered to learned by touching and doing. They really liked doing experiment when they are learning. Movements were their oriented to learn best. It means that their preferences were in play with the physical parts rather than reading or looking at diagrams about how it works.

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│   The Correlation Between Students' Reading Skill and Their  │
│   Learning Style at Eleventh Grade Students of SMK Zaidar    │
│   Yahya-Pasir Pengaraian.                                    │
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                    ┌──────────────────┐
           ┌────────┤   Correlation    ├────────┐
           │        └──────────────────┘        │
           ▼                  │                  ▼
  ┌──────────────────┐        │        ┌──────────────────┐
  │  Questionnaire    │◄──────┼───────►│   Reading Test   │
  │  Learning Style   │       │        │                  │
  └──────────────────┘        │        └──────────────────┘
                              ▼
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                  │ Finding and Discussion│
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                    ┌──────────────────┐
                    │    Conclusion    │
                    └──────────────────┘
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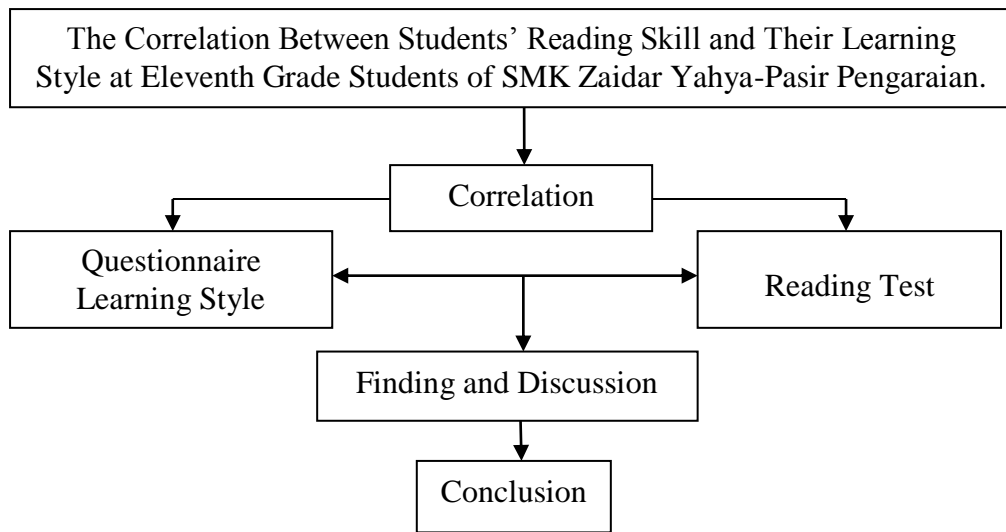
As the result, the types of learning style; visual, auditory and kinesthetic needs to be investigated. It was considered and believed that if every student had different preferred ways of absorbing information or knowledge, it meant that they have different achievement.

In this study, the researcher also wanted to analyzed the correlation between students' reading skill and their learning styles in the eleventh grade of SMK Zaidar Yahya-Pasir Pengaraian. After that, the researcher found correlation students' reading skill and their learning style at eleventh grade students of SMK Zaidar Yahya-Pasir Pengaraian.

D. Hypothesis

Based on the data analysis above, it was formulated a hypothesis as below:

- H_1 (Alternative Hypothesis)

H_1 =There is significant difference of students' reading skill and their learning styles at eleventh grade students of SMK Zaidar YahyaPasir Pengaraian.

- H_0 (Null Hypothesis)

H_0 = There is no significant difference of students' reading skill and their learning styles at eleventh grade students of SMK Zaidar YahyaPasir Pengaraian.

CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses about the introduction of the research methodology. The research methodology was a way to find out the result of a given problem on a specific matter. It was consist of the research design, setting of the research and this chapter also discussed about technique of collecting data. The last consist technique of analysis data.

A. Research Design

This study used quantitative research and professional experts used in this study. The student learning style scale consists of three aspects; they were visual, auditory, and kinesthetic. Kasiram (2008; p.149), stated that quantitative research is a research method that uses the process of data in the form of numbers as a tool to analyze and conduct research studies, especially regarding what has been researched. According to Urdan (2005; p.79), correlation study simply means that variation in the scores on onevariable correspond with variation in the scores on the second variable. It refers to a study in which the purpose is to discover the relationship between two or more variables.

B. The Location and Time of The Research

This research was conducted at SMK Zaidar Yahya-Pasir Pengaraian. SMK Zaidar Yahya-Pasir Pengaraian Rokan Hulu Regency is located at Jl. Veteran No.1 Pasir Pengaraian.

C. Population and Sample

The research population was eleventh grade students at SMK Zaidar Yahya-Pasir Pengaraian. Arikunto (2002; p.108) stated that the population is all research subjects. As for the population in this study were eleventh grade students of SMK Zaidar Yahya-Pasir Pengaraian a total of 18 students.

The sample is a part or representative of the population under study Arikunto (2002; p.109). Arikunto (2002; p.112) stated that If the number of respondents is less than 100, samples were taken all so that the research was a population study. While if the number of respondents was more than 100, then the sampling is 10% -15% or 20% -25% or more.

Some of the reasons for sampling are:

1. Researcher's ability was seen from time, energy and funds,

2. The narrow area of observation for each subject was due to this involves the least amount of data,

3. It was easier to distribute the questionnaire because it had been determined the amount.

Based on this opinion, the sample collection in this study was under 100, namely 18 students. So it was better to take everything and the sample used in this study were 18 students.

D. Research Instrument

The research instrument was the questionnaires and reading skill tests. Students will answered several questionnaires learning style and reading skill test. The questionnaire from Joy M. Reid and the reading test

questions that came from the Adopted from HighEnd Teen Magazine, May 2011: 124, Jakarta, PT. Media Nusantara Citra will be printed by the researcher. Then the researcher analyzed the questionnaire and reading test that the students had answered.

1. **The Test**

Test was some of question or view and other tool used for measure skill, knowledge, and intelligence ability. Then, procedure the data was conducted, they were: a.) the question and answer sheets are firstly distributed. b.) the researcher read the instruction and explains how to do test. Then, students are asked to put their identity on to the answer sheet. c.) the research give time for doing the test. d.) then, the researcher collect the answer sheet after the students doing the test.

The research used multiple choice test to know students' reading skill text. The research took 10 questions for students. the researcher has some indicators in reading skill test follow:

a) Students are able identify the main idea of the text

b) Students are able to identify reference of the text.

c) Students are able to identify vocabulary in context.

d) Students are able to identify making inference of the text.

e) Students are able to identify detail information of the text

This test had been given the question 10 score to get the students' score in answering the questions. So, the maximum score of test was 100. The research used a test to students by using multiple choice test item is

usually set out in such a way that the candidate is required to selected the answer from a number of given options. Only one of which is correct, the marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item.

Table 1.3 The Indicators Reading Skill Test

No	Indicators	Item	Number of Items
1	Students are able identify the main idea of the text	2	1,6
2	Students are able to identify reference of the text.	2	2,7
3	Students are able to identify vocabulary in context.	2	3,8
4	Students are able to identify making inference of the text.	2	4,9
5	Students are able to identify detail information of the text	2	5,10
	Total	10	

2. Questionnaires

To know the knowledge of visual, auditory, and kinesthetic, the research used questionnaires. Questionnaires was a list of question that were given to other people, in order to give the respond that was appropriate to user's will. It was mainly made up of a list of question, but should also include clear instruction and space for answer or administrative details.

The questionnaire learning style consist of 30 items, There are 10 items for each kind of learning style. Questionnaires should always have a defined purpose that is related to the objectives of the research, and it needs

to be clear from the outset how the findings will be used .The indicators of the questionnaires visual, auditory, and kinesthetic can be seen as table below:

Table 1.4 Indicators of Learning Style Instruments

Indicators	Point Instrument					Number of Items
	Strongly Agree	Agree	Undecided	Desagree	Strongly disagree	
Visual Learners	5	4	3	2	1	1,2,3,4,5
Auditory Learners	5	4	3	2	1	6,7,8,9
Kinesthetic Learners	5	4	3	2	1	10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30

The questionnaires in this instrument used likert scale which the given answer are: strongly agree, agree, undicided, disagree, and strongly disagree. Likert scale is used to measure attitude, opinion, and perception from the people or group social phenomena.

These questionnaires are given the interpretation for each answer as follows:

For the option A (Strongly agree)   : 5

For the option B (agree)   : 4

For the option C (undicided)   : 3

For option D (disagree   : 2

For option (strongly disagree)   : 1

E. Procedure of The Research

In this problem, the research uses a case study to determine the learning styles that occur in reading skills. Researcher will looked at the phenomena that occur in the process of learning English in eleventh grade students of SMK Zaidar Yahya-Pasir Pengaraian, because the researcher used a case study, the writer applied a step-by-step procedure in obtaining the following material and research result:

1. Determining focus of the research and formulating the questions.

2. Determining the case, collecting and analyzing the data

3. Preparing the collection questionnaire and reading test

4. Collecting the data

5. Evaluating and analyzing the data using the SPSS v.16 application.

6. Making report

From the above procedure, the researcher conducted the following research: First, the authors focused on collecting data taken from students' learning styles and reading skills test answers. Then, the researcher analyzed the questions to be carried out in the questionnaire to obtain data. After finishing getting the data, the researcher determined the cases to be analyzed. The next step is the writer prepared various preparations such as a data collection schedule, data collection instruments, and others. After selecting the questionnaire, the authors collected the students' reading test results and the data needed in the study. The data were collected by means of a questionnaire and a student reading test that had been prepared previously.

Then the researcher evaluated the data, before analyzing and interpreting the data. That was to made sure that the data was complete. Finally, the authors made a simple data report.

A. Technique of Collecting Data

This research data collection aimed to obtain accurate data, explanations, facts and information, meaning that the purpose of data collection was to sought the data and obtain information about research. The data collection technique was done by used a questionnaire and reading test.

1. Giving questionnaires

The first test was gave questionnaires from to see degree of the participant and how characteristic of participant. research gave the questionnaires to know their knowledge above: Visual. Auditory, and Kinesthetic.

2. Giving reading test

After knowing degree and characteristic of participant. Giving the test reading, from this test was saw students reading score. The result of the test determined the admission or rejection of the hypothesis.

B. Technique of Analyzing Data

After collecting the data, the researcher would analyze the data, the technique of data analysis would be used by quantitative data. In quantitative research the most suitable analysis is using the statistical. process and with following steps:

1. Identify and total answer from the questionnaire. the authors analyzed the reading skills test scores for students who had visual, auditory and kinesthetic learning styles. Then the authors made a list of students who had visual, auditory, and kinesthetic learning styles.

2. Identify and total or corrected the answer the subject research from the reading test.

3. According to Nana Sudjana and Ibrahim (2002; p.153) States that Classifiying the student's score into seven levels were as follows ;

Score	Classified
80-100	Excellent/Very good
70-79	Good
60-69	Enough
50-59	Poor
0-49	Very Poor

4. Analyzed using correlation test in SPSS 16.0

Correlation test aimed to determined the level of closeness of the relationship between variables expressed by the correlation coefficient (r). Type The relationship between variables X and Y can be positive and negative.

Decision Making Basis:

- If the significance value is less than 0.05, then there is a correlation.

- If the significance value is 0.05, then there is no correlation.

Relationship Degree Guidelines according to (Anas Sudjono, 2009, p.206):

- Pearson Correlation Value 0.00 to 0.20 = no correlation

- Pearson Correlation Value 0.21 to 0.40 = weak or low correlation

- Pearson Correlation Value 0.41 to 0.60 = enough correlation

- Pearson Correlation Value 0.61 to 0.80 = strong correlation

- Pearson Correlation Value 0.81 to 1.00 = very strong correlation

5. Hypothesis Testing

Based on the data analysis above, it was formulated a hypothesis as below:

- H_1 (Alternative Hypothesis)

  H_1 =There is significant difference of students' reading skill and their learning styles at eleventh grade students of SMK Zaidar YahyaPasir Pengaraian.

- H_0 (Null Hypothesis)

  H_0 = There is no significant difference of students' reading skill and their learning styles at eleventh grade students of SMK Zaidar YahyaPasir Pengaraian.

The criteria of the hypothesis are:

1. H_1 is accepted if F-value (F_0) > F-table (F) and probability significant (sig.) value < 0.05.

2. H_0 is accepted if F-value (F_0) < F-table (F_t) and probability significant (sig.) value > 0.05.