

THE DIFFERENCES IN READING SKILLS BETWEEN AUDITORY LEARNERS AND VISUAL LEARNERS

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Abstract: This study aims at determining the differences in learning styles of second-semester students in the English department at University of Islam Malang in their reading skills. This study uses the causal-comparative research design. The sample in this study was not determined by the researchers because the research was conducted online so those willing to fill in the research instrument will be used as a sample in this study, and the researchers get 50 students in 4 different classes. The instrument used to collect data in this study was a questionnaire about learning styles and multiple-choice reading test. The results of data analysis in this study showed that 19 students were included in the auditory learning style category and 31 students were included in the visual learning style category. Auditory learning styles category has mean 56.05 with std. deviation 14.961 while the visual learning styles category has mean 54.35 with std. deviation 16.520. The result of Independent Samples T-Test of the learning styles of the students second-semester in the University of Islam Malang on reading skills is at an equal variance assumed at 11.449 and a significance level of $0.000 < 0.05$ Based on the value of the Independent Samples T-Test and sig. (2 tailed) above, it can be concluded that visual learning styles have better reading skills than auditory learning styles. From the results of these data, it is evident that there are differences in reading skills between the student with auditory learning styles and students with visual learning styles.

INTRODUCTION

English is the international language par excellence (Clyne & Sharifian, 2008). By naming English as an international language, many people in the world use English as their daily communication, both in their own country and in other countries even though each country has a different language. In Indonesia, English is still very minimal in its use for daily communication because in Indonesia the language for teaching English is not learned in daily life, but it is only a subject in school activities either at a low level until high levels. In learning English, there are

four main basic skills that must be known by everyone who studies English. They are listening, reading, speaking, and writing skills.

In learning English they not only learn the four skills but also there are several learning styles of English that must be known by everyone to help them in learning English namely auditory, visual and kinesthetic. Learning styles can be interpreted in various ways, especially in the world of education, depending on the perspective of each person especially on students, because each student has different learning styles in the classroom. Obralić&Akbarov, (2012, p. 31, as cited in Puteri et al., 2018) said that “People learn in many different ways: people who learn primarily with their eyes are called visual learners; or with the ears – auditory learners; whereas some people prefer to learn by experience and/or by “hands-on” tasks – kinesthetic or tactile learners; some people learn better when they work alone while others prefer to learn in groups”. Every human have a different style of learning character in the class, so we as the teacher should be more creative thinking about that, like as a teacher give a motivation of students, because our role as a teacher in the classroom is critical to students’ development.

Fatt (2000, p. 35) stated that “individuals with an auditory preference prize sound and can make decisions based on what they have heard or read”. He also says that auditory learners would prefer lectures, seminars, discussions, and tapes. Hidayatin (2018) states that auditory learning is a learning style in which a person learns through listening. Auditory learning is learning by hearing or listening to something. Moussa (2014) assumed that they enjoy listening to lectures, talking, and music.

Fatt (2000) stated that people with a visual preference see the world by constructing or remembering mental images. He also says that visual students may prefer reading and observing, and more data for their interpretation or more visual aids such as movies, film strips, diagrams, pictures, graphs, etc (Fatt, 2000). Visual learner is a learning style of students by seeing pictures, reading a book or newspaper, and drawing to get new information related to the subject matter being learned in the

classroom. Syofyan & Siwi, (2018) stated that color, spatial relations, mental portraits, and images stand out in this learning style. Raiyn, (2016) stated that visual learning is defined as the assimilation of information from visual formats. Visual learning is a style of learning through printed text.

Reading skills is one of the activities to understand the contents of readings or texts such as books, journals, news, and information that are read carefully and slowly so that readers can comprehend the purpose and goals of the text. Reading becomes one of the most important skills in learning English which many students are not mastering yet in gaining and comprehending information of a text, especially in their reading achievement (Rujani, 2019). Reading is a student's activity in class that students must know in understanding a reading with the aim of forming reading characters. Varita (2017) said that reading is a process of understanding the meaning of a text for readers to get knowledge and new information from what they have read. Martika, Hermayawati, (2016) assumed that in other words, the meaning of the message in available written form is the most essential component that students have to recognize and understand because the main purpose of reading is to know the idea in the printed material.

Based on the explanation above learning styles are very important and play an active role in the learning process of students in the classroom and outside the classroom. Because every student's has different learning styles, and students can improve their learning styles when they think are comfortable in accordance with the circumstances, the students will be able to adjust themselves in learning to something. Therefore, the researcher wants to conduct a research to find out whether do visual learners have better reading skills than auditory learners. Regarding to the research objectives, the alternative hypothesis of this study is "visual learners have better reading skills than auditory learners" while the null hypothesis is visual learners don't have better reading skills than auditory learners".

PREVIOUS STUDIES

Gilakjani (2012), in his study used a questionnaire based on students' perceptions of how their learning styles and a sample of this study were from Iranian EFL University students. The number of samples used by researchers in this study was 100 students, 40 male students, and 60 female students, students aged between 23 and 28 years. The results of this study indicate that visual learning styles are more dominant than auditory and kinesthetic learning styles, visual learning styles with the amount of 50%, auditory 35%, and kinesthetic 15%. Based on the results above it can be concluded that the visual learning style is superior to the auditory and kinesthetic learning styles.

Another previous study is by Afriani (2017). To collect the data of this study the researcher uses questionnaires and listening test, and object of this study is students twelfth grade of Palembang Pusri High School as many as 103 students as the object of this study, but only 83 students could take the test in this study. And the results of this study reveal that (-0.084) was lower than r -table (0.1765) then the level of probability (p) significance (sig.2-tailed) was 0.443 . It means that p (0.443) was higher than 0.05 . It means that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_A) is rejected. Based on the results of the study above found that there is no significant relationship between learning styles with their listening achievement, it means that there is no good effect on their learning styles and listening achievement.

The last study is Hidayatin, (2018). The purpose of this study is to find out if there is a significant correlation between students' reading comprehension with the learning styles of 8th grade students at Mts Ali Maksum Yogyakarta academic year 2017/2018. The population that became the object of this study was 8th grade students of Mts Ali Maksum Yogyakarta academic year 2017/2018, and the total sample in this study was 30 students. This study uses correlation and the method in this research is quantitative. Researchers used questionnaires and documentation as instruments in this study while the documentation was taken by the researcher when researching 8th

grade students of Mts Ali Maksum Yogyakarta academic year 2017/2018. The findings of the study showed that H_0 is accepted and H_1 is rejected. It means that there is no significant difference between students' reading comprehension based on their visual, auditory, and kinesthetic learning styles. It revealed that the students reading comprehension score based on their visual, auditory, and kinesthetic learning style are not significantly different. Hence, it can be concluded that learning style is not the factor that influences reading comprehension score.

RESEARCH METHOD

This research employs ex-post-facto or causal-comparative research design. Creswell (2014) stated that causal-comparative research in which the investigator compares two or more groups in terms of a cause (or independent variable) that has already happened. It means that the researcher collected and analyzed the data statistically from the questionnaire of learning styles and reading test multiple-choice in order to know the effect of auditory learning and visual learning of their learning styles on reading skills of student at second Semester University of Islam Malang. In causal comparative study, the independent variable (variable x) is learning styles and dependent variable (variable y) is reading skills.

The researcher took 50 students of class A, B, C, and D of second semester students of English department at Unisma as the sample (Random Sampling). In collecting data, the researcher used questionnaire about learning styles with 16 items and reading test multiple-choice with 20 items. The questionnaire about learning styles was adopted from Merced (2006) and the reading test multiple choice with two text adopted from Pustaka Bahasa Inggris (2019), Hartmann & Mentel (2006), and English Admin, (2018).

FINDING AND DISCUSSION

Research Findings

The results of the study show that out of 50 students who filled the instrument, 19 students belong to auditory learning style categories and 31 students were in visual learning style categories. Based on the categories of learning styles that have been explained by the researchers above. It can be concluded that the second-semester students majoring in English at the University of Islam Malang are more included in the category of visual learning styles compared to auditory learning styles. To support the discussion of the researcher above, the student category group of learning styles for students second-semester majoring in English at the University of Islam Malang.

Based on the results, the data from 50 students of second semester of English Department at the University of Islam Malang showed that the reading test scores of students using the 16.0th version of *SPSS*. After analyzing the reading scores of the student second semester of the English Department at the University of Islam Malang, the researcher combined each- reading test scores by categorizing the learning styles of each student. Based on reading score of learning styles category of the student second semester of the English Department at the University of Islam Malang based on the calculation results and the category of student learning styles.

Descriptive Statistics

This section is an explanation of the results of data analysis from the results of questionnaires and reading tests distributed by researcher to the of research participant of second-semester students majoring in English at the University of Islam Malang. Data from the distribution of questionnaires and reading tests in the form of students' answers were used as respondents in this study regarding the research variables namely Learning Styles and Reading Skills.

Table of Descriptive Statistics

Reading Skills	N	Min	Max	Mean	Std. deviation
Auditory Learners	19	30	80	56.05	14.961
Visual Learners	31	30	85	54.35	16.520

Descriptive statistical data above show that, the auditory learners gets a minimum value of 30 and a maximum of 80, the auditory learners gets a mean 56.05, the value of std. deviation obtained a value of 14.961 where the value of std. deviation is smaller than the mean. Then it can be concluded that the data distribution is spread evenly. While the value of the visual learners gets a minimum value of 30 and a maximum value of 85 a mean 54.35 and std. deviation of 16.520 where the value of std. deviation is smaller than the mean. Then the data can be concluded that the data distribution is spread evenly.

Independent Samples Test

Table of Independent Samples Test

Name	Learning Styles	N	Mean	Std. Deviation	T	P-value
Reading Skills	Auditory Learners	19	56.05	14.961	11.449	0.000
	Visual Learners	31	54.35	16.520		

For the T-data value of the results of the learning styles of the second-semester students of University Islam Malang on reading skills at an equal variance

assumed at 11.449 and a significance level of 0.000 which is less than 0.05 means that there are differences in the dependent variable (reading skills).

Hypothesis Testing

H_i: Visual learners have better reading skills than auditory learners.

H₀: Visual learners don't have better reading skills than auditory learners.

Judging from the results of the research hypothesis above, it shows that H₀ is rejected and H_i is accepted with sig. (2 tailed) of 0.000<0.05.

Discussion

This study reveals that 50 students of second semester majoring in English education at University of Islam Malang showed that 19 students are included in the auditory learning style category and 31 students included in the visual learning style to category. Visual learning styles are better than auditory learning styles for reading students' skills. Setiowati (2019) said that the most dominant learning styles to improve students reading skills is visual learning styles than auditory. This is in line with study from Setiowati (2019). Her study was conducted to 20 students of reading classes in the second semester of IAIN Metro Lampung. This research uses descriptive quantitative research method. The purpose of this study is to determine the effects of learning styles in the development of students' reading comprehension. In collecting data, researcher used a questionnaire about learning styles and reading comprehension. In data analysis, the author categorized student learning styles based on questionnaire scores and students' reading comprehension values. The results of this study found that visual learning styles were 45%, auditory 30%, and kinesthetic 25%. The results of the reading comprehension value of the research students see based on the mean value of the data results, and the data shows the mean of visual is 79.2, auditory is 70.8, and kinesthetic is 65. In these findings, it can be concluded that visual learning styles are more dominant than auditory and kinesthetic learning styles.

The same study was also conducted by Gilakjani (2012). The purpose of this study is to determine student learning styles so that it helps teachers and students

make it easier to carry out the learning and teaching process in the classroom. This study examines three students learning namely, visual, auditory, and kinesthetic. The sample in this study was Iranian EFL University students of English majoring Language Translation Department, as many as 100 students, students aged between 23 to 28 years, 40 male students and 60 female students. The instrument used in this study was a questionnaire. The findings of this study were 50% included in the category of visual learning styles, 35% included in the auditory learning style category, and 15% kinesthetic students.

Based on the results of the previous studies above, it can be concluded that the results of this study are the same as the results of previous studies which are used as a reference in the final process of this study.

CONCLUSION AND SUGGESTION

Conclusion

Learning style is very important for every student because learning style can be owned by every student in their learning process both at school and outside of school. With learning styles, students can develop their skills in reading, speaking, listening, and reading. In this study, learning styles; auditory, visual, and reading skills depend on each other in terms of student learning processes.

After going through many processes in this research, the research found the results of this study. Based on the findings of this study show that visual learning styles are better than auditory to develop students' reading skills, with the findings of data analysis of 50 students studied as many as 19 students chose auditory and 31 students chose visual. The statement also answered the research problem in this study. This finding also shows that H_0 is rejected and H_1 is accepted it means that visual learners have better reading skills than auditory learners.

Suggestion

Some suggestions can be given by the researcher to readers and further researchers if researching as conducted by the author.

For readers, with this research hopefully readers can get new knowledge related to students' learning styles in reading skills. So, the reader can apply the contents of this thesis in the teaching and learning process in the classroom.

For further researchers, the focus of this study is a small part of the topic raised by the researcher, namely about student learning styles to develop students' English learning skills. Of course, there is still much to be researched about student learning styles that will be interesting enough to be appointed as new studies in this contest. The researcher's hopes that there will be further parties who can continue this research with other problems related to student learning styles, or even further researchers can conduct research similar to this but further explore theories related to reading skills and learning styles so that researchers can master the research topic. For further researchers when collecting data as much as possible should be done directly in the classroom so that data collection does not require a long time as was done by the authors.

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