

**THE EFFECT OF VISUAL LEARNING STYLE AND METACOGNNITIVE
STRATEGY ON READING COMPREHENSION OF EIGHTH GRADE
STUDENTS AT SMP N 1 KEBONSARI MADIUN**

THESIS



By :

NANDA CHUMAYDAH ALANAMI

NIM : 210914016

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

2018

APPROVAL SHEET

This is to certify that the *sarjana's* thesis of:

Name : Nanda Chumaydah Alanami
Student Number : 210914016
Faculty : Tarbiyah and Teachers Training
Department : English Education
Title : The Effect of Visual Learning Style and Metacognitive Strategy on Reading Comprehension of Eighth Grade Students at SMP N 1 Kebonsari Madiun.

Has been approved by the advisor for further approval by the board of examiners.

Advisor

Ponorogo, July 3rd 2018



Dr. Harijati, M.Pd

NIP. 196704132000031002

Acknowledge by

Head of English Education Department



Uruk Rochmawati, M.Pd

NIP. 198103162011012003



**MINISTRY OF RELIGIOUS AFFAIRS
THE STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
RATIFICATION**

This is certify the sarjana's thesis of :

Name : Nanda Chumaydah Alanami
Student Number : 210914016
Faculty : Tarbiyah and Teachers Training
Department : English Education
Title : The Effect Of Visual Learning Style and Metacognitive Strategy On Reading Comprehension Of Eighth Grade Students At SMP N 1 Kebonsari Madiun

Has been approved by the Board of examiners on :

Day : Thursday
Date : July, 12nd 2018

and has been accepted as the requirement for the degree of Sarjana's in English Education on :

Day : Tuesday
Date : July, 17th 2018

Ponorogo, July, 17th 2018

Certified by
The Dean of Tarbiyah and
Teachers Training Faculty
Ponorogo



Board of Examiners :

1. Chairman : Pryla Rochmawati, M. Pd ()
2. Examiner I : Dr. Ahmadi, M.Ag ()
3. Examiner II : Dr. Harjali, M.Pd ()

ABSTRACT

ALANAMI, NANDA C. 2018. The Effect of Visual Learning Style and Metacognitive Strategy on Reading Comprehension of Eighth Grade Students at SMP N 1 Kebonsari. **Thesis**, English Education Department, Faculty of Teaching and Teachers Training, The State Institute of Islamic Studies of Ponorogo. Advisor Dr. Harjali, M.Pd.

Keywords: Visual Learning Style, Metacognitive Strategy, Reading Comprehension

Many factors come into play to determine the outcomes of learning process. There are some problems in students' reading comprehension such as students less curiously in reading English and felt bored when study English because of the monotonous way. Besides, students' differences in the way on learning is also becomes the factor. Visual Learning Style is one of learning style that compatible to reading comprehension. Moreover, it has benefit to help the comprehend in learning and increase motivation in reading. However, the observation revealed that students had difficulty with an array of reading tasks, comprehend the text, and low on awareness their metacognitive. Therefore, the objective of the study are (1) to find the effect of visual learning style on students' reading comprehension in eighth grade at SMP N 1 Kebonsari Madiun, (2) to find the effect of metacognitive strategy on students' reading comprehension in eighth grade at SMP N 1 Kebonsari Madiun, (3) to find the effect of visual learning style and metacognitive strategy on students' reading comprehension in eighth grade at SMP N 1 Kebonsari Madiun.

This research employed quantitative research that applied *ex-post facto* design. The population was taken 172 from all students of the eighth grade students at SMP N 1 Kebonsari. Proportional random sampling was applied as a sampling technique. The number of the sample was 105 students. The technique of data collection of this present research was questionnaire and test. The data was analyzed using multiple linier regression formula by using SPSS 16.00 Windows.

The finding showed that, (1) The value of test T score was -0.646, while t_{table} listed 1.98350. It means that T score was lower than T table. So, it can be concluded that, there is no significant effect between Visual Learning Style and Eighth grade Students' Reading Comprehension at SMP N 1 Kebonsari. (2)The T score was 0.503, t_{table} listed 1.98350. It means that T score lower than T table. Therefore, there is no significant effect between Metacognitive Strategy and Eighth grade Students' Reading Comprehension at SMP N 1 Kebonsari. (3) There is no effect of visual learning style and metacognitive strategy on eighth grade students' reading comprehension at SMP N 1 Kebonsari Madiun. This is evident from the results of research, the F test $0.372 < F_{table} 2.31$ and the equational regression model is $Y = -0.096X_1 + 0.075X_2$.

CHAPTER 1

INTRODUCTION

A. Background of the study

Comprehension is the ability to go beyond the words, to understand the ideas in a text and the relationships that exist between those ideas.¹ Reading comprehension is an interactive process between the reader and the text. During reading process, the reader extracts meaning from the text by utilizing his/her previous knowledge through employing effective reading comprehension strategies.² It means to know the meaning of the text we should read it deeply and correlate it by our schemata through the comprehension in the learning.

As Grabe mentions reading is probably the most important skill for second language learners in academic context but according to Van Wyk, “many students enter higher education underprepared for reading demands which this is often due to their low level of reading strategy knowledge and lack of metacognitive control”.³ As regards the teaching of the English language, reading is the most important skill amongst others . A lot of efforts had been

¹ Hossein Tavakoli, *The Effectiveness of Metacognitive Strategy Awareness in Reading Comprehension: The Case of Iranian University EFL Students*, Volume 14, Number 2, September 2014

² Muhammad Javed, Lin Siew Eng, Abdul Rashid Mohamed, *Developing Reading Comprehension Modules to Facilitate Reading Comprehension among Malaysian Secondary School ESL Students*, International Journal of Instruction July 2015 • Vol.8, No.2 e-ISSN: 1308-1470

³ Fatemeh Takallou, review *The Effect of Metacognitive Strategy Instruction on EFL Learners' Reading Comprehension Performance and Metacognitive Awareness*

made to enrich ESL students' reading comprehension, however, the students still need to be more proficient in comprehending the text.⁴ In other words, it can be said that there are some ways that are interactive to improve or increase students' comprehend on reading. That strategies or methods needed to be implemented within the class while teaching learning process.

There are some views define comprehension that are reading comprehension strategies and metacognitive strategies. Reading strategies are important for EFL students because the limited opportunities in accessing English make English reading strategies equally important to EFL students, English written materials become major resources and language input for them to learn and acquire English. Reading is a valuable source of language input for language acquisition.⁵ It can be concluded that the strategies and methods which are used in the learning process needed to be selected in order to know which is the prefer one that can be consider to be used.

According John Flavell published "Metacognition and Cognitive Monitoring: A New Area of Cognitive-Developmental Inquiry." He defined metacognition as "knowledge and cognition about cognitive phenomena". A model of cognitive monitoring that incorporated metacognitive knowledge

⁴ Muhammad Javed, Lin Siew Eng, Abdul Rashid Mohamed, *International Journal of Instruction* July 2015 • Vol.8, No.2 e-ISSN: 1308-1470

⁵Fateme Khonamri , Maryam Ahmadi. *Standard Global Journal of Educational Research* Vol 1(3): 072- 075, March 2014

and metacognitive experiences. In this model, metacognitive knowledge is characterized as combinations of information around three knowledge variables—self, task, and strategies—that will be effective in achieving the goals of the task.⁶ From this statement we know that metacognitive in one of learning model that is try to combine the students` experiences and environment while learning process.

Therefore, Palincsar and Brown said “approached the development of instruction for reading comprehension through the metacognitive root of what Brown et al. state characterized as “other regulation,” learning that is initiated by social interaction with a more expert other and gradually transformed into intrapersonal ability.”

Besides strategy, students needs to used learning style when they read. One of them is visual learning style. Knowles`s major state that, “adult are motivated to learn as they develop needs and interest that learning will satisfy. Therefore learners` needs and interest are the appropriate starting points for organizing adult learning activities”.⁷ Sprenger, states that “teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style”. According to Fleming, “Visual learners prefer maps, charts, graphs, diagrams, highlighters, different colors,

⁶ Susan E. Israel, Cathy Collins Block, Kathryn L. Bauserman, Kathryn Kinnucan – Welsch. *Metacognition In Literacy Learning: Theory, Assessment, Instruction, and Professional Development*. (London:Taylor & Francis e-Library, 2008) 3-4.

⁷ Ronald R. Sims, Serbrenia J. Sims, *The Importance of Learning Style Understanding the implications for Learning, Course Design, and Education* (London: Greenwood Press, 1995), 3

pictures, word pictures, and different spatial arrangements. Read/Write learners prefer lists, essays, reports, textbooks, definitions, printed handouts, readings, web-pages and taking notes”.⁸ In addition, Felder and Silverman on the four bipolar ILS dimensions, Visual learners remember more of what they have seen, e.g. pictures, diagrams, flow charts, films, demonstrations, etc. Instead, verbal learners prefer linguistically based learning that is written and spoken information or declarations. However, it should be noted at this point, that regardless of the deviation of a person, the combination of visual and verbal information is most conducive.⁹ From this statement it was obvious clearly that the most effective one on students` learning style is the combination between visual and verbal which is appropriate to be implement to students on Junior High School.

Many students still get difficulty on reading comprehension. Specifically, findings showed that students had difficulty with an array of reading tasks, including ones as fundamental as identifying main ideas, at least in stories beyond simple folktales. Aspects of developing summaries challenged students in grades 5, 7, and 10, although older students did well on simpler tasks such as deleting information. But students at all levels had trouble when

⁸Selma Kara, “*Learning Styles And Teaching Styles: A Case Study In Foreign Language Classroom*,” Conference of the International Journal of Arts and Sciences, (2009), 78

⁹ Thomas Lehmann, Dirk Ifenthaler, “*Influence Of Students’ Learning Styles On The Effectiveness Of Instructional Intervention*,” (2012), 182

they needed to put text information in their own words or draw inferences.¹⁰ From this statement, we know that the strategy on learning reading are important considering there are some difficulties on learning reading and needed to be solved by the appropriate ways.

Based on researchers' observation on SMP N 1 Kebonsari, the writer get a conclusion that they are less curiously in reading English, felt bore when study English because it was monotonous. Relate on these facts, the writers analyze that there are need some challenge on learning style when study English. So, they can attract and interest on learning process.

Besides, the role of teachers should be increased. The way they conduct learning style of teaching English should be creative and construct the students' comprehension. The teachers increase the students' metacognitive through interest way while learning process. It can be applied through games, attractive strategies and other.¹¹ By some these ways, it hoped can increase students' curiosity and motivation to learn and read more effectively.

Based on the explanation above, write interest to discuss about The Effect of Visual Learning Style and Metacognitive Strategy in Reading Comprehension of Eight Grade SMP N 1 Kebonsari Madiun. The writer

¹⁰ Douglas J Hacker, John Dunlosky, Arthur C Graesser, *Handbook Of Metacognition In Education* (New York: Taylor & Francis e-Library, 2009) 7-8.

¹¹ Based on interview with on 22th January 2018

hoped that this activity can help the teacher to reach their students in reading comprehension.

B. Limitation of the study

The researcher limits the research only about the effect of visual learning style and metacognitive strategy on reading comprehension of eight grade students at SMP N 1 Kebonsari Madiun in academic year 2017/2018 focused in VIII classes.

C. Statement of the problems

Based on opinion above, this study is conducted mainly to answer the following question:

1. Is there an effect of Visual Learning Style on students' reading comprehension?
2. Is there an effect of Meatcognitive Strategy on students' reading comprehension?
3. Is there any significant effect of visual learning style and metacognitive strategy on students' reading comprehension?

D. Objective of the study

This study is conducted

1. To find the effect of visual learning style on students' reading comprehension.

2. To find the effect of metacognitive strategy on students' reading comprehension.
3. To find the effect of visual learning style and metacognitive strategy on students' reading comprehension.

E. SIGNIFICANCE OF THE STUDY

The significance of this study can be viewed from both theoretical and practical aspects, as describes below:

1. Theoretical significance

The result of the research is expected to give benefits in educational practice. It is hope that can contribute as the reference in the effort of increasing the students` English achievement.

2. Practical significance

- a. Institution of SMP N 1 Kebonsari

For SMP N 1 Kebonsari Madiun, this research is expected to give suggestion about the significance of visual learning style and metacognitive strategy toward reading comprehension.

- b. Teachers

By reading this research, the teachers know how important the awareness of metacognitive strategy and used of visual learning style on

reading. They also can anticipate any problem which can disturb students in learning process and help students to study maximally.

c. Readers

This study is expected to give a contribution to readers , particularly the students of SMP N 1 Kebonsari Madiun in enriching references concerned with the effect of visual learning style and metacognitive strategy on reading comprehension in English academic.

F. Organization of the thesis

To make easy to arrange the thesis, in this section will be explain about the organization of this research. There are five chapters. They are:

CHAPTER I : Introduction

This chapter explains about the background of study, limitation of the problem, statement of the problem, objectives of the study, and the significances of the study

CHAPTER II : Review of related literature

This chapter explain about theoritical background, previous research finding, theoritical framework and hypothesis

CHAPTER III : Research methodology

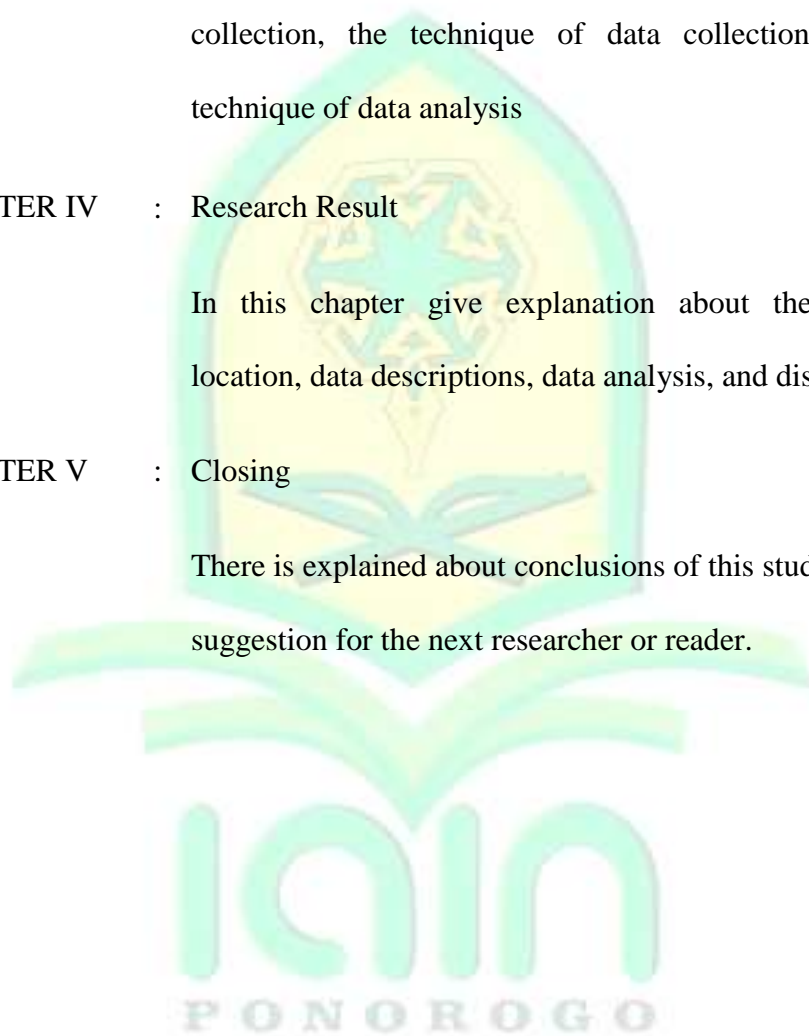
In this chapter give the explanation about technique that is to make research. It is consists of the design of the research, population and sample, the instrument of data collection, the technique of data collection and the technique of data analysis

CHAPTER IV : Research Result

In this chapter give explanation about the research location, data descriptions, data analysis, and discussion.

CHAPTER V : Closing

There is explained about conclusions of this study and the suggestion for the next researcher or reader.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

To know the role of visual learning style and metacognitive strategy for teaching reading comprehension there are some previous studies that can be used the guidance of study. The first researched that conducted by Nanang Tri Cahyo from English Department of IAIN Ponorogo. The title of his research was “The Effect of Learning Style on Reading Achievement (A Causal Comparative Research in The Eleventh Grade Students of SMA Negeri 1 Jenangan in Academic Year 2015/2016)”. The objectives of study in his research is to determine whether there is significant effect of different learning styles on their reading achievement the eleventh grade students of SMA Negeri 1 Jenangan academic year 2015-2016. He used effect method in a quantitative design and he concluded that there was significant effect between students` learning style on reading achievement. The conclusion based on the result of data analysis there is different effect of each learning style on reading achievement where the highest effect is visual styles which have value of F is 209.76, then is auditory and kinesthetic which have value of

is 60.557, 6.039 correspondingly.¹² From this research it can be seen that the learning style gives an effect to students` reading achievement while learning English.

Besides the previous study, the researcher also found a previous study that relevant with this research. The second researched that conducted by Munawaroh from English Department of IAIN Ponorogo. The research title of her research is “the correlation between metacognitive strategies and students` reading comprehension at fourth semester of English department of STAIN Ponorogo in academic year 2015/2016”. Objective of her study is to examine whether there is a significant correlation of students` metacognitive strategies and students` reading comprehension of the fourth semester students of English department of STAIN Ponorogo. She used correlational method and she concluded that there was significant correlation between metacognitive strategy on reading comprehension. The result of analyzed of data significant showed that r_t is 0.250. it means r_{xy} is greater than r table or $0.829 \geq 0.250$ for 5% significance level. It means that there is significant correlation between students` metacognitive strategies on students` reading comprehension.¹³

¹² Nanang Tri Cahyo, *The Effect of Learning Style on Reading Achievement (A Causal Comparative Research in The Eleventh Grade Students of SMA Negeri 1 Jenangan in Academic Year 2015/2016)*, 2016

¹³ Munawwaroh, *the correlation between metacognitive strategies and students` reading comprehension at fourth semester of English department of STAIN Ponorogo in academic year 2015/2016*, 2016

The last researched that conducted by Solmaz Zarei, Ali Roohani, and Ali Akbar Jafarpour. The research title of her research is “the effect of visual / verbal learning style on reading comprehension”. Objective of their study is to know the effect of L2 learners` learning style on reading comprehension of multimedia-based texts? They used effect method and they concluded that there was significant correlation between visual learning style on reading comprehension. The results showed that there is a significant difference between three groups of learners` preferences in visual/verbal learning style and their reading comprehension ($F = 21.13, p < .05$). In other words, learners` learning style has a significant effect on their reading comprehension of multimedia-based texts. Since F value was significant, Scheffe post-hoc test was conducted.¹⁴ It was obvious clear that from result of study above shows that students` learning style was quite influence on their score in study reading.

This research is different from the previous studies above because of the reasons:

1. This research focuses on three variable: visual learning style, metacognitive strategy, and reading comprehension.
2. The object of this research is Eight grade students at SMPN 1 Kebonsari Madiun

¹⁴ Solmaz Zarei, Ali Roohani, and Ali Akbar Jafarpour, *effect of visual / verbal learning style on reading comprehension*, 2015

3. This research use ex-post facto research
4. This research looking for, there is significant effect of visual learning style and metacognitive strategy on students` reading comprehension of eight grade students at SMPN 1 Kebonsari or not.

B. Theoretical Study

1. Reading

a. Definition of Reading

Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency).¹⁵ According to Hunt, reading is a process shaped partly by the text, partly by the reader`s background, and partly by the situation the reading occurs.¹⁶ In the other hand David Nunan said, “Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning”¹⁷ The learners can understand the meaning of the text when they are combined with their own background knowledge. It means that reading is interactive process between a reader and a text who combine of their own background knowledge.

¹⁵ Hesham Suleiman Alyousef, “*Teaching Reading Comprehension to ESL/EFL Learners*” *Journal of Language and Learning*, (2006), 64

¹⁶ Julian Hermida, “*The Importance of Teaching Academic Reading Skills in First-Year University Courses*”, *The International Journal of Research and Review*, (September,/ 2009), 23

¹⁷ David Nunan, *Practical English Language Teaching*, (America: contemporary,2003), 68

The reading is the process of interaction between the reader and text using syntax, grammar, and semantic to convey meaning and to get information from the text. There are least six general component skills and knowledge areas of reading:

- 1) Automatic recognition skills
- 2) Vocabulary and structural knowledge
- 3) Formal discourse structure knowledge
- 4) Content/ world background knowledge
- 5) Synthesis and evaluation skills/ strategies
- 6) Metacognitive knowledge and skills monitoring¹⁸

b. Types of Reading

- 1) Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some different terminology to capture the uniqueness of reading.
- 2) Selective. This category is largely an artifact of assessment format. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.

¹⁸ Hesham Suleiman Alyousef, "Teaching Reading Comprehension to ESL/EFL Learners" *Journal of Language and Learning*, (2006), 64

- 3) Interactive. Included among interactive reading types are stretches of the language of several paragraphs to one page or more in which reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narrative, and description.
- 4) Extensive. Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.¹⁹

From these all of the types, teacher must be selective on applying the types of reading depend on the reading purpose. Each type was appropriate to be implemented if the purpose and teaching goal was obvious clear.

c. Components of Reading

1) Readiness/ Phonemic Awareness.

Anderson said that Phonemic awareness and letter knowledge have been identified in several research studies as the two key indicators of how well children will master beginning reading skills during the first two years in school.²⁰ According to Lunberg,

¹⁹ H. Douglass Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: California, 2003), 189

²⁰Karen Tankersley, *The Threads of Reading Strategies for Literacy Development*, (Alexandria: ASCD, 2003), 5

instruction in phonemic awareness involves helping children examine and manipulate phonemes in spoken syllables and words. The ability to recognize that words are made up of discrete sounds and that these sounds can be changed is essential to success in learning to read. Gunning explain that beginning readers must also be able to make the connection that words are made up of sounds and that sounds are made up of letters and letter combinations. That means phonemic awareness is component that important to be a good reader and phonemic awareness skills are firmly in place by the time they enter formal schooling and they are ready to move into more formal reading activities.²¹

It is can be conclude that phinemuc awareness is being important oart on reading aspect because it helps students to connect the word to words become a complete meaning.

2) Phonics and Decoding

Phonics is the ability to identify that there is a relationship between the individual sounds (phonemes) of the spoken language and the letters (graphemes) of the written language. Whereas decoding is being able to use visual, syntactic, or semantic cues to make meaning from words and sentences. Visual cues are how the

²¹Ibid, 5-6

word looks, the letters themselves, and the letter combinations or groupings and their associated sounds. Syntactic cues are how the sentences are structured and how the words are ordered. Semantic cues are how the word fits into the context of the sentence as in the part of speech, the association with pictures, or the meaning cues in the sentence. Instruction in phonics involves helping beginning readers learn how sounds are linked to letters and letter combinations in the written language.²²

National Institute of Child Health and Human Development state that phonics should be heavily emphasized in early grades so as to develop a solid foundation for more advanced decoding skills. Juel and Roper-Schneider found that children were better able to use their phonics knowledge to improve decoding as well as comprehension when the texts they were reading contained a high percentage of words that followed the patterns introduced by the teacher. A suggestion for introducing phonics sounds to students is to begin by reading a story that contains a specific phonic element such as the short “a” sound in a story.²³

3) Fluency

²²ibid, 31

²³ibid, 32

According to Johns and Lenski, Fluency is the ability to read a text accurately, smoothly, quickly, and with expression. There are two types of fluency—oral fluency and silent reading fluency. Silent reading tends to be a better method of assessing reading comprehension, while oral reading provides important information about the reader's proficiency in applying reading strategies.²⁴ That means practice can make develop of fluency.

A fluent reader reads effortlessly, uses expression, and can read and recognize words quickly. According to Samuels that students who read fluently have developed automaticity and understand how to group words quickly to gain meaning from the text.²⁵ Fluent readers use decoding skills to move quickly through the material to achieve comprehension and have a good knowledge of vocabulary and good identification skills. Armbruster, Lehr, and Osborn added that fluent readers can make connections between the text and their own background knowledge.²⁶

So, that why if someone want to be able and fluent on reading English passages, she/he muse practice to read the passage continually to recognize the sentence relates to the text.

²⁴ibid, 73

²⁵ibid,73

²⁶ibid,73-74

4) Vocabulary and word recognition

Vocabulary is the meaning and pronunciation of words that we use in communication. Snow, Burns, and Griffin state that an individual's listening vocabulary is the largest and first to develop, followed by the speaking or oral vocabulary.²⁷ It means that vocabulary becomes the crucial aspect on learning English in order to increase someone's oral and written communication.

According to Armbruster, Lehr, and Osborn there are two ways to expand our vocabulary sets. We can learn new vocabulary indirectly through everyday experiences or we can have someone directly teach or explain the meaning of a word to us. The English language has one of the largest vocabulary sets of all the languages in the world, containing somewhere around 600,000 to 1,000,000 words statement by Gillet and Temple. Nagy state that vocabulary knowledge has a direct relationship to background knowledge and high-level comprehension and processing.²⁸ In other word, it means that synthesis is a combination of two concepts/ ideas to create a new alternative thought of information.

²⁷ibid, 52

²⁸ibid, 54

5) Comprehension

Comprehension requires making meaning from words when listening, speaking, reading, and writing. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. The key of comprehension is making connections. We don't comprehend unless we make connections and are able to process the words that we read at the thinking level.²⁹ So, we have to make good connection to get best comprehend.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.³⁰ It that means the factors have important effect for reader to comprehend the text.

²⁹ibid,90

³⁰ibid,90

6) Higher-Order Thinking

The reader is able to apply the levels of Benjamin Bloom's taxonomy and make meaning at more sophisticated levels. This thread is reading at the evaluation, synthesis, analysis, and interpretation levels. Good readers can monitor their own comprehension, interpret charts and graphs while reading, summarize as they read, make connections while reading, and process text after reading at sophisticated levels of thinking.³¹ Finally, good readers can remember and discuss in depth what they have read.

Evaluating information means being able to distinguish essential information or core concepts from what is simply interesting. Synthesizing information means taking new information and combining it with existing information to construct a new idea, a new way of thinking, or a totally new product or creation. According to Harvey and Goudvis that Synthesis is the ability to apply ideas and concepts in new ways. It is the ability to put two concepts together in a new way to form new thoughts, conclusions, or ideas.³²

³¹ibid, 116

³²ibid, 117

Analysis is the ability to combine a reader's background information and life experiences with new ideas or concepts to pull apart the information or concepts. Analyzing information allows readers to make comparisons with the information in their background knowledge. Interpretation is giving one's own "slant" or meaning to the ideas or concepts. Readers must take information from their background knowledge and make comparisons with known information to construct or "interpret" the information in a logical, analytical way. Reading expert Laura Robb advises that students "need to be taught the complex strategies that enable them to appreciate the nuances of mood, tone, and theme in books."³³

d. Definition of Reading Comprehension

Reading comprehension is one of pillar the act reading. Because comprehend the text is the goal of reading. According to Goeke, Reading comprehension is such a process of contracting to mean from the text that will help students develop the knowledge,

³³ibid, 117-118

skills, and strategies. So, they become proficient and independent readers.³⁴

According to Simanjuntak (1988), reading is a perceptive process in which people look at and interact with the text, to understand, interpret and attain meaning to the written symbols in the text. To do so, it requires comprehension which constitutes the main purpose of reading.³⁵ From the statement above, it can be said that reading comprehension becomes important part on learning English in order to construct the meaning of the text to explore the knowledge on learning English.

In the other references, reading comprehension is concerning an ability to understand what one reads by involving his experience and knowledge.³⁶ It means that, learners have to focus on what he reads and trying to get their experiences on their reading activity

e. Microskill and Macroskill for Reading Comprehension

1) Microskill

- a) Discriminate among the distinctive graphemes and orthographic patterns of English

³⁴ Lilla Roosantie, *The Effect of Questions-Answer Relationship on The Reading Comprehension Score of the First Grades Of SMK*, accessed 29th of November 2017, 11 P.M

³⁵ Umi Sholihah, *Questions Answer Relationship(QAR) As One Of Active Learning Strategies In Teaching Reading*, Accessed 30 November 2017, 2 A.M

³⁶ Sandi Urgurhart & Cyril Weir, *Reading In a Second Language Process, Product, and Practice*. (1998), 87.

- b) Retain chunks of language of different lengths in short-term memory
 - c) Process writing at an efficient rate of speed to suit the purpose
 - d) Recognize a core of word, and interpret word order patterns and their significance
 - e) Recognize grammatical word classes (noun, verb, etc), system (e.g., tense agreement, pluralization), patterns, rules, and elliptical forms
 - f) Recognize that particular meaning may be expressed in different grammatical forms
 - g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.³⁷
- 2) Macro skill
- a) Recognize the rhetorical forms of written discourse and their significance for interpretation
 - b) Recognize the communicative functions of written texts according to form and purpose
 - c) Infer context that is not explicit by using background knowledge

³⁷ H. Douglass Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: California, 2003), 187-188

- d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relation as the main idea, supporting idea, new information, given information, generalization, and exemplification
 - e) Distinguish between literal and implied meanings
 - f) Detect culturally specific references and interpret them in a context of the appropriate schemata
 - g) Develop and use battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.³⁸
- f. Teaching Reading

Teaching is transferring information or knowledge these are useful. According to the *Cambridge International Dictionary of English*, 'teaching' means 'to give (someone)', whereas the *Longman Dictionary of Contemporary English* suggest that it means to 'show somebody how to do something' or to 'change somebody's ideas'.³⁹ So, teaching is sharing or transferring knowledge or information from someone to other these are useful.

³⁸ H. Douglass Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: California, 2003), 187-188

³⁹ Jeremy Harmer, *The Practice of English Language Teaching*, 56.

2. Learning style

a. Definition of Learning Style

Learning styles may be defined in multiple ways, depending upon one's perspective. Brown defines "learning styles as the manner in which individuals perceive and process information in learning situations."⁴⁰ Dunn and Griggs argue that "Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others". Reid proposed two major hypotheses about learning styles:

- 1) All students have their own learning styles and learning strengths and weaknesses.
- 2) A mismatch between teaching and learning styles causes learning failure, frustration, and demotivation.

Both the teachers and students should be aware of their styles and try to harmonize them. Sprenger, states that teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style.⁴¹ Besides, learning style is one way of student's interest to convey their knowledge through the

⁴⁰Abbas Pourhossein Gilakjani, "Visual, Auditory, Kinaesthetic Learning Styles and their Impacts on English Language Teaching" *Journal of Studies in Education*, (2012), 105

⁴¹Selma Kara, "Learning Styles And Teaching Styles: A Case Study In Foreign Language Classroom," *Conference of the International Journal of Arts and Sciences*, (2009), 77

appropriate style. That's while teachers should appreciate the student's learning style on reading through their way in order to achieve on learning process.

Learning styles divided into three term: visual learning style, auditory learning style, and kinesthetic learning style. According to Dunn and Dunn, only 20-30% of school age children appear to be auditory learners, 40% are visual learners, and 30-40% are tactile/kinesthetic or visual/tactile learners.⁴² Based on that fact above, we can conclude that the most commonly learning style which is used in the reading learning process is visual style. Relate to this statement, here below will be served about visual learning style.

b. Characteristics of Visual Learning Style

According to Tim Tutton, Visual learning style described as the learning style which preferred by seeing and memorizing visual components.⁴³ Furthermore, Ashour Jhaish described Visual learners as learners who “prefer to learn via the visual channel. Therefore they like to read a lot, which requires concentration and time spent alone. Visual students need the visual stimulation of bulletin boards, videos, and movies. They must have written

⁴² Abbas Pourhossein Gilakjani, *Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching*, Journal of Studies in Education ISSN 2162-6952 (2012), Vol. 2, No. 1

⁴³ Tim Tutton, *Learning Styles and Sunday School Kids* (Sinclair Way, 400 Lincoln Ave), 8.

directions if they are to function well in the classroom”⁴⁴ It is obvious clear that visual learning style is one of learning style that use visual components likes pictures, charts, videos etc.

In addition, Sandra Penger and Metka Tekavic made the characteristic of visual learning style as follows:

- 1) Mind sometimes strays during verbal activities
- 2) Observes, rather than talks or acts; may be quite by nature
- 3) Organized in approach to tasks
- 4) Like to read
- 5) Usually a good speller
- 6) Memorizes by creating mental images
- 7) Thinks in pictures
- 8) Easily put off by visual distraction
- 9) May focus on the “big picture” and use advanced planning
- 10) Finds verbal instruction difficult
- 11) Remember Faces
- 12) Likes to read
- 13) Strong on the first impression

⁴⁴Mohammed Ashour Jhaish, ``*The Relationship among Learning Styles, Language Learning Strategies, and the Academic Achievement among the English Majors at Al-Aqsa University*”, 26

14) Likes drawing and doodling

15) Have good handwriting

16) Enjoys using color

17) Notice details

18) Often quick thinker

c. Effect of Visual Learning Style on Reading Comprehension

Felder & Soloman states that students in language classrooms have entirely different learning profiles. While some learners prefer to think and work alone (reflective learners), others learn better in groups (active learners); some learners understand information in linear step (sequential learners), others look at all the parts of a problem or situation together (global learners); some learners like to learn concrete material and tend to be practical (sensing learners) whereas other learners prefer to learn abstract material such as theories and their meanings (intuitive learners). And finally, some learners learn primarily with visual elements including image or picture (visual learners) or with verbal elements including words or texts (verbal learners). Many researchers argued that visual learning style can make significant

contribution on second language reading comprehension.⁴⁵ It means that visual learning style is one of learning style that compatible to reading comprehension.

In general, it is important for readers to be educated in areas appropriate for their learning styles. Gilakjani says readers educated in suitable mode of their learning style have great confidence in learning and may be more successful readers.⁴⁶ For the reasons that visual readers get maximum benefit from visual materials during reading, verbal readers are all highly motivated with verbal materials. Based on those explanations that the effect of visual learning style on reading comprehension is to help the comprehend in learning, and increase motivation in reading.

3. Metacognitive Strategy

a. Definition of Metacognitive Strategy

Metacognition, or thinking about one's thinking is the foundation for other reading comprehension strategies.⁴⁷ More specially, metacognition is an appreciation of what one already knows, together with a correct apprehension of the learning task and what

⁴⁵ Solmaz Zarei, Ali Roohani, Ali Akbar Jafarpour, *The Effect of Visual/Verbal Learning Style on Reading Comprehension*, (2015),11

⁴⁶ Ibid, 11

⁴⁷ Roza Zhussupovaa, Meruyert Kazbekovab, "Metacognitive strategies as points in teaching reading comprehension", 2nd International Conference on Higher Education Advances, (2016), 594.

knowledge and skills it requires, combined with the ability to make correct inferences about how to apply one's strategic knowledge to a particular situation, and to do so efficiently and reliably.⁴⁸

According to Flavell, "Metacognition is an awareness and understanding of one's own thought processes. It can also be defined as the knowledge and awareness of one's own thinking processes and strategies, and the ability to consciously reflect and act on the knowledge of cognition to modify those processes and strategies."⁴⁹ Proficient readers continually monitor their own thoughts, controlling their experience with the text and enhancing their understanding.⁵⁰ Students must know that they are using metacognition because they use this strategy consciously and/or unconsciously but they need to organize their skills so that they could achieve the most of it from metacognition strategies.⁵¹ Based on the explanation above, metacognitive strategy is awareness about what we have to do during learning.

⁴⁸ Steven V. Shannon, "Using Metacognitive Strategies and Learning Styles to Create Self-Directed Learners", Institute for Learning Styles Journal, (2008), 18

⁴⁹ Shabnum Iftikhar, "The importance of Metacognitive Strategies to Enhance Reading Comprehension Skills of Learners: A Self-directed Learning Approach", (2014), 191

⁵⁰ Roza Zhussupovaa, Meruyert Kazbekovab, "Metacognitive strategies as points in teaching reading comprehension", 2nd International Conference on Higher Education Advances, (2016), 594.

⁵¹Shabnum Iftikhar, "The importance of Metacognitive Strategies to Enhance Reading Comprehension Skills of Learners: A Self-directed Learning Approach", (2014), 191

b. Components of Metacognitive Strategy

Flavell, J. H, suggest that metacognition is a process that spans three distinct phases, and that, to be successful thinkers, students must do the following:

- 1) Organize/ plan, that means thoughtful schedule like as plan task or content, set goals, plan how to accomplish the task
- 2) Monitor, that means while working on the task check your progress on the task, check your comprehension as you use the language, and check your prediction as you use the language
- 3) Evaluate, that means after complete a task assess how well you have accomplished the task, assess how well you have applied the strategies, and decide how effective the strategies were in helping you accomplish the task⁵²

c. The Importance of Metacognitive Strategy

Metacognition does not work separately or in isolation. Students who are able to identify suitable learning strategies in the proper situation are using metacognition. For example, a student may understand that he has difficulty in finding the connection between important concepts within a story. If he/she has been taught to use a

⁵²Flavell, J.H, *Metacognition and Cognitive Monitoring: A New Area of Cognitive Developmental Inquiry*, *American Psychologist*, (1979), 70

graphic organizer, such as a concept map, to identify the main concepts and link them together using lines, similar to a spider web, then that student has used metacognition to complete the task. In general, metacognition is the engine that drives self-directed learning.⁵³

Students can be encouraged to develop a sense of their own knowledge by asking questions such as, “What do I know?”, “What don’t I know?” and “What do I need to know?” These types of reflective questions can help students become more self-aware and help them to make real-world connections to the information they are currently learning. Ineffective classrooms, teachers are responsible for helping students develop better metacognitive skills by incorporating active reflection throughout the learning process.⁵⁴

Darling-Hammond, Austin, Cheung, and Martin listed the following examples of effective metacognitive strategies:

- 1) Predicting outcomes – Helps students to understand what kinds of information they might need to successfully solve a problem.
- 2) Evaluating work – Reviewing of work to determine where their strengths and weaknesses lie within their work.

⁵³Steven V. Shannon, Wayne State Collage, *Using Metacognitive Strategies and Learning Styles to Create Self-Directed Learners*, (Auburn University, 2008), 17

⁵⁴Ibid,18

- 3) Questioning by the teacher – The teacher asks students as they work. “What are you working on now?, Why are you working on it?, and “How does it help you?”
 - 4) Self-assessing – Students reflect on their learning and determine how well they have learned something.
 - 5) Self-questioning – Students use questions to check their own knowledge as they are learning.
 - 6) Selecting strategies – Students decide which strategies are useful for a given task.
 - 7) Using directed or selective thinking – Students choose consciously to follow a specific line of thinking.
 - 8) Using discourse – Students discuss ideas with each other and their teacher.
 - 9) Critiquing – Students provide feedback to other students about their work in a constructive way.
 - 10) Revising – Students return their work after receiving feedback.⁵⁵
- d. Effect of metacognitive strategy on reading comprehension

Three skills technique of metacognitive strategy: planning, monitoring, and evaluation. It means that before starting any reading, students have to informed how to improve and use their planning,

⁵⁵Ahmed Elhassan Hamid Hassan, Eldood Yousif Eldood Ahmed, *Impact of Metacognitives Strategies on Academic Achievement among Special Education Students in Jazan University*, (University of Jazan: International Journal of Education and Research, 2015), 603-604

monitoring and evaluation skills. According to Hutt, it is of great importance to improve the questioning skills of students in the process of teaching metacognitive strategies. Then Blakey and Spence added that students have to ask themselves the following questions in order to be successful in reading comprehension: What is the main idea of reading text?⁵⁶ Carrell state that examined metacognitive awareness of reading strategies by two groups of learners in their L1 and L2, and the relationship between their awareness and reading comprehension. The results also showed that L2 learners of English at an advanced level tended to use more global strategies than lower level learners of Spanish. Chern explained found that there was a positive relationship between readers' metacognitive reading strategy awareness and their reading comprehension process in EFL/ESL learners.⁵⁷

So, the effect of metacognitive strategy on reading comprehension is successful readers are more aware of strategic reading and they probably use strategic reading techniques.

⁵⁶H. Senay Sen, *The Relationship between the use of Metacognitive Strategies and Reading Comprehension*, (Turkey: World Conference Education Science, 2009), 2301-2302

⁵⁷Hossein Tavakoli, *The Effectiveness of Metacognitive Strategy Awareness in Reading Comprehension: The Case of Irian University EFL Students*, (Iran: Islamic Azad University, 2014) 318

C. Theoretical Framework

Theoretical framework is a concept in the theory can be related with the factors which are identified as the important problem. The thesis is survey research the theories descriptions are:

X 1 = Visual Learning Style

X 2 = Metacognitive Strategy

Y = Reading Comprehension

Visual learning style is one of type learning style that focus on visual learning like as use pictures, graph, video, and etc. Metacognitive strategy is awareness about what we have to do during learning. Reading comprehension is process between a reader and a text which leads to automaticity.

Based on theoretical framework, researcher looking for the significant effect of visual learning style and metacognitive strategy on reading comprehension.

D. Hypothesis

Based on the problem and objective of the study, there is form of hypothesis in the study :

There is significant Effect of Visual Learning Style and Metacognitive Strategy on Students` Reading Comprehension of Eight Grade Students at SMP N 1 Kebonsari Madiun

CHAPTER III

RESEARCH METHODS

A. Research Design

This research applied a quantitative approach. A quantitative approach to research is the most appropriate method to address research questions. Quantitative research is the systematic collection of data that results in the quantification of characteristics of participants in the study.⁵⁸

The researcher used ex-post-facto research design. Ex-post facto research examining causal relationships that are not manipulated or not treated by the researcher.⁵⁹ This research promoted a hypothesis “there is significant effect of visual learning style and metacognitive strategy on students` reading comprehension of eight grade students at smp n 1 kebonsari madiun”. The hypothesis offers three variable; X 1 variable, X 2 variable, and Y variable. X 1 variable is identified as visual learning style, X 2 variable is identified as metacognitive strategy, and Y variable is identified as students` reading comprehension. Visual learning style and metacognitive strategy was measure through the questionnaire, weather the students reading comprehension ability is measured through the document.

⁵⁸Basso Intang Sappaile, *Konsep Penelitian Expost Facto : Jurnal Pendidikan Matematika*, Vol. 1, No. 2, (2010), 14.

⁵⁹Ibid, 16.

B. Population and Sample

1. Population

Population is a group of individuals who have the same characteristic.⁶⁰ According to Borg, W.R., Gall, M.D in Mohammad Lathief that population is as all members of a real or hypothetical set of people, event, or object to refer educational research to which educational researchers wish to generalize the result of the result.⁶¹ In encyclopedia of educational evaluation population, is “a set (or collection) of all elements possessing one or more attributes of interest.”⁶² Suharsimi Arikunto state that “Population is the whole subject of research.”⁶³

From the statement above researcher can make conclusion that population is the entire subject that will be conducted a research. In this research, the population it all student of eight grade SMPN 1 Kebonsari Madiun and the total number of population is 172.

It consisted of eight classes which were divided to the following:

⁶⁰John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PEARSON, 2002), 142.

⁶¹ Mohammad Adnan Lathief. *Research Methods on Language Learning*. (Malang: Universitas Negeri Malang, 2014), 181.

⁶²Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 1998), 173.

⁶³ Ibid, 173

Table 3.1

Population of the Research

Classes	Students in each class
8A	21
8B	21
8C	21
8D	22
8E	22
8F	21
8G	22
8H	22

2. Sample

Charles C.M in Mohammad Lathief, “ sample is a small group of people selected to represent the much larger entire population from which it is drawn.”⁶⁴ Neil J. Salkind defined that “ sample is a subset of that population.”⁶⁵ Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁶⁶ A sample is the group of people who take part in the investigation. The people who take part are referred to as participant.

⁶⁴ Mohammad Adnan Lathief. *Research Methods on Language Learning*. (Malang: Universitas Negeri Malang, 2014), 181.

⁶⁵ Neil J. Salkind, *Exploring Research “Eight Edition”* (USA: Pearson Education, 2012), 203.

⁶⁶ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PEARSON, 2002), 143

C.R Khotari mentions that there are two kinds of sampling: probability and non-probability sampling.⁶⁷ This research uses probability sampling. One of the types of probability sampling is proportionate stratified random sampling.

Proportionate stratified random sampling is a random sampling taking into account the existing strata. This means that each strata is represented in proportion. According Sugiyono, this technique is used when the population has members / elements that are not homogeneous. To get the sample sizes, researchers used the means of C.R Khotari.⁶⁸

$$n_1 = n \cdot P_1$$

n_1 = the number of elements selected from stratum i

n = the total sample size

P_1 = the proportion of population included in stratum i

In this study, researchers got a sample of 105.

C. Instrument of Data Collection

The following is the format of the preparation of research instruments in quantitative research. The instrument of data collection is used to collect data about visual learning style, metacognitive strategy and student's reading comprehension.

⁶⁷C.R. Khotari, *Research Methodology Methods and Technique*, (New Delhi: New Age International Publisher, 2004), 58.

⁶⁸ C.R Khotari, *Research Methodology: Method and Technology*, (New Delhi : New Age International Publishers, 1990) 80

Table 3.2

Table of Instrument of Data Collection

Title of research	Variable	Sub Variable	Indicator	No. Item of instrument	Technique
The Effect of Visual Learning Style and Metacognitive Strategy on Reading Comprehension of Eight Students at SMP N 1 Kebonsari Madiun	Independent Variable Visual Learning Style	1. Seeing 2. Memorizing ⁶⁹	1. Students more understand the reading used picture than text 2. Students using notices details 3. Students easily put off by visual distraction 4. Students observes, rather than talks or acts: may be quite by nature 5. Students memorizes by creating menta images	3,7,11,15,16,20,25,29,31,32 4,5,17,26,27,34 2,12,18,22,28,33,36,37,38 6,8,9,10,23,30,35 1,6,19,21,24,39,40	Questionnaire
	Independent Variable : Metacognitive	1. Organize / plan 2. Monitor	1. Students determine the best	3,6,8,11,14,18,19,24,25,28,33	

⁶⁹ Tim Tutton, *Learning Styles and Sunday School Kids* (Sinclair Way, 400 Lincoln Ave), 8.

	Strategy	3. Evaluate ⁷⁰	<p>strategy to read</p> <p>2. Students learn the reason and goals of reading</p> <p>3. Students able to recognize underlying relationship between their decision, their action, and the result of their decision.</p> <p>4. Students pose question for themselves before and during reading of learning materials</p> <p>5. Students able to restate, translate, compare and paraphrase other learners ideas</p>	<p>1,9,10,16,22</p> <p>4,5,12,17,20,23,26,27,36,37</p> <p>15,21,32,34,38,39</p> <p>2,7,13,29,30,35,40</p>	
--	----------	---------------------------	--	---	--

⁷⁰ Flavell, J.H, Metacognition and Cognitive Monitoring: A New Area of Cognitive Developmental Inquiry, American Psychologist, (1979), 70

	<p>Dependent variable : Students Reading Comprehension</p>	<ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonics 3. Fluency 4. Vocabulary 5. Comprehension⁷¹ 	<ol style="list-style-type: none"> 1. Students able to discriminate among the distinctive grapheme and orthographic patterns of English 2. Students are able to identify between literal and implied meanings 3. Students are able to find the synonym of the word 4. Students are able to identify main idea of the text 5. Students are able to use vocabulary and structure 6. Students are able to make summary from the text reading 	<p>Section 3 : Reading aloud</p>	<p>Reading test</p>
--	--	---	---	--------------------------------------	---------------------

⁷¹Learning Point Associates, *A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers*, (2004), 1

In quantitative research, the quality of research instruments is concerned with the validity and reliability of instruments and collection qualities with respect to the precision of techniques or the means used to collect data. The following is the format of the preparation of research instruments in quantitative research.⁷²

In the quantitative research, the instruments of data collection is agreed with the instrument of validity and Reliability.

1. Validity

Validity is an important key to effective research. Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.⁷³

In this research, the researcher conducts validity test in order to know whether the instrument of visual learning style and metacognitive strategy are valid. To counting the validity of

⁷²Ibid 113-200

⁷³H Douglass Brown, *Language Assessment: Principles and Classroom Practices*. (Longman), 22

questionnaire about visual learning style and metacognitive strategy, the researcher used program of SPSS 17.00 for windows. After finding r_{xy} it was equal to or greater than the value of r_{tabel} , in indicates that item was valid. According to the r_{tabel} value for $N=23$ on the 5% of significance level, it listed 0,413. Finally the result of the questionnaire are valid and test reliability are as follows:

Table 3.3

The Result of Visual Learning Style

Number of Item	r_{tabel}	r_{xy}	Criteria
1	0,413	0,474	Valid
2	0,413	0,493	Valid
3	0,413	0,295	Invalid
4	0,413	0,149	Invalid
5	0,413	0,045	Invalid
6	0,413	0,603	Valid
7	0,413	0,337	Invalid
8	0,413	0,008	Invalid
9	0,413	0,493	Valid
10	0,413	0,603	Valid
11	0,413	0,392	Invalid
12	0,413	0,186	Invalid

13	0,413	0,366	Invalid
14	0,413	0,372	Invalid
15	0,413	0,589	Valid
16	0,413	0,474	Valid
17	0,413	0,453	Valid
18	0,413	0,591	Valid
19	0,413	0,269	Invalid
20	0,413	0,453	Valid
21	0,413	0,036	Invalid
22	0,413	0,433	Valid
23	0,413	0,658	Valid
24	0,413	0,520	Valid
25	0,413	0,131	Invalid
26	0,413	0,193	Invalid
27	0,413	0,215	Invalid
28	0,413	0,516	Valid
29	0,413	0,532	Valid
30	0,413	0,022	Invalid
31	0,413	0,024	Invalid
32	0,413	0,329	Invalid
33	0,413	0,469	Valid
34	0,413	0,520	Valid

35	0,413	0,603	Valid
36	0,413	0,080	Invalid
37	0,413	0,658	Valid
38	0,413	0,365	Invalid
39	0,413	0,516	Valid
40	0,413	0,532	Valid

The test then validity and reliability of the instrument, the researcher took a sample 23 respondents and uses 40 items of visual learning style. Validity of the calculated item instrument to 40 items visual learning style variables, there are 21 items valid which are the number 1, 2, 6, 9, 10,15, 16, 17, 18, 20, 22, 23, 24,28, 29, 33, 34, 35, 37, 39, and 40 and invalid number which the number 3, 4, 5, 7,8, 11, 12, 13, 14, 19, 21, 25, 26, 27, 30, 31, 32, 36, and 38.

Table 3.4

The Result of Metacognitive Strategy

Number of Item	r_{tabel}	r_{xy}	Criteria
1	0,413	0,258	Invalid
2	0,413	0,237	Invalid
3	0,413	0,092	Invalid
4	0,413	0,093	Invalid
5	0,413	0,732	Valid
6	0,413	0,115	Invalid
7	0,413	0,031	Invalid
8	0,413	0,113	Invalid
9	0,413	0,556	Valid
10	0,413	0,722	Valid
11	0,413	0,314	Invalid
12	0,413	0,411	Invalid
13	0,413	0,255	Invalid
14	0,413	0,549	Valid
15	0,413	0,474	Valid
16	0,413	0,556	Valid
17	0,413	0,474	Valid
18	0,413	0,500	Valid
19	0,413	0,499	Valid

20	0,413	0,588	Valid
21	0,413	0,507	Valid
22	0,413	0,590	Valid
23	0,413	0,219	Invalid
24	0,413	0,556	Valid
25	0,413	0,027	Invalid
26	0,413	0,225	Invalid
27	0,413	0,732	Valid
28	0,413	0,443	Valid
29	0,413	0,117	Invalid
30	0,413	0,156	Invalid
31	0,413	0,374	Invalid
32	0,413	0,270	Invalid
33	0,413	0,422	Valid
34	0,413	0,140	Invalid
35	0,413	0,474	Valid
36	0,413	0,370	Invalid
37	0,413	0,240	Invalid
38	0,413	0,500	Valid
39	0,413	0,507	Valid
40	0,413	0,422	Valid

The test then validity and reliability of the instrument, the researcher took a sample 23 respondents and uses 40 items of metacognitive strategy. Validity of the calculated item instrument to 40 items metacognitive strategy variables, there are 20 items valid which are the number 5, 9, 10,14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 27, 28, 33, 35, 38, 39, and 40 and invalid number which the number 1,2,3, 4, 6, 7,8, 11, 12, 13, 23, 25, 26, 29, 30, 31, 32,34, 36, and 37.

Table 3.5

The Result of Reading Test

Number of Item	r_{tabel}	r_{xy}	Criteria
Phonemic	0,413	0,987	Valid
Phonic	0,413	0,719	Valid
Fluency	0,413	0,544	Valid
Vocabulary	0,413	0,625	Valid
Comprehension	0,413	0,719	Valid
Higher-Order Thinking	0,413	0,987	Valid

The test then validity and reliability of the instrument, the researcher took a sample 23 respondents and uses 6 items of reading test. Validity of the calculated item instrument to 6 items (Phonemic, Phonic, Fluency, Comprehension, Vocabulary and Higher-Order Thinking) reading variables, all item are valid.

2. Reliability

Reliability test is consistent and dependable.⁷⁴ Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.⁷⁵ To measure reliability, the researcher employ SPSS 17.00 program.

Table 3.6

Reliability statistic of Visual Learning Style, Metacognitive Strategy, and Reading Comprehension

	Cronbach's Alpha	N of Item
Visual Learning Style	.775	21
Metacognitive Strategy	.820	20
Reading Comprehension	.847	6

The value reliability of questionnaire visual learning style is 0,775 and high reliability. The value reliability of questionnaire metacognitive strategy is 0,820 and very high reliability. The value reliability of test reading comprehension is 0,847 and very high reliability. A questionnaire and test called to be reliable if the respondent answer are consistent. The calculation of reliability test using Cronbach's Alpha technique provided in SPSS 16.00 for

⁷⁴Ibid, 20.

⁷⁵Ibid, 236

windows. As a benchmark of high and low reliability coefficient, provided indicator as follow: 0,800-1,000 = very high, 0,600-0,799 = high, 0,400-0,599 = enough, 0,200-0,399 = low and 0,000-0,199 = very low.⁷⁶

D. Technique of Data Collection

Data is one of essential components in a research activity. Data is all facts or information about something that can be used as material to compile information.⁷⁷ The accurate data is the starting point to conduct a research. This research promotes the questionnaire and test collecting data.

1. Questionnaire

Questionnaire is one of the most common instruments used. They are relatively easy to prepare, they can be used with large number of subject and they can obtain information that is relatively easy to tabulate and analyze.⁷⁸ In this research, researcher use likert scale. Likert scale is used to measure the attitude of opinions and perceptions of a person or group of people about social phenomena.⁷⁹ By the Likert scale, the variable that measured is developed into the indicator variables. Then those indicators are used as a starting point to arrange

⁷⁶Benchmarking, *Benchmarking Inter-Rater Reliability Coefficients*, p 124, <http://www.agreestat.com/book3/bookexcerpts/chapter6.pdf>.

⁷⁷Andhita DessyWulansari, *Statistika Parametrik*, Stain Po Press, 6.

⁷⁸Jack C. Richard, *Curriculum Development in Language Teaching*, (USA: Cambridge University Press, 2001), 60

⁷⁹ Sugiyono, *Metode Pendidikan Penelitian, Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung : ALVABETA, 2012), p.134

the items of instrument which can be either a question or a statement.⁸⁰

Scoring of the multiple choice items related as the following:

- a) The score of option always is 5
- b) The score of option often is 4
- c) The score of option sometimes is 3
- d) The score of option seldom is 2
- e) The score of option never is 1

In this research, questionnaire is applied to measure the visual learning style and metacognitive strategy of eight grade students of SMP N 1 Kebonsari Madiun.

2. Documentation

Documentation is a record of past events in the form of writing, drawing, or monumental work of a person.⁸¹ In this research, documentation is used to obtain data on students' condition, school profile, students' reading comprehension of eight grade students at SMPN 1 Kebonsari.

3. Test

In this research, the test is used to reading test.. A test, in simple terms is a method of measuring a person's ability, knowledge, or

⁸⁰ Ibid, 134-135.

⁸¹Imam Gunawan, *metode penelitian kualitatif: teori&praktik*, Jakarta: PT BumiAksara, 2015,

performance in a given domain.⁸² For reading skill test, the researcher choose the test with performance test.

In this research, test gives and applied to eight grade students of SMP N 1 Kebonsari Madiun to know about their reading comprehension.

E. Data Analysis

The data that have been collected by using research instrument to be analyzed. Dealing research construction, there is effect between reading skill. Thus, to identify there is significance effect visual learning style on student`s reading comprehension, metacognitive strategy on student`s reading comprehension, also visual learning style and metacognitive strategy on student`s reading comprehension.

Before analyze data and identify hypothesis, the data have to fulfill the requirement or assumption test that are normality and linearity and hypothesis test.

1. Assumption Test

The final factor that we need to consider is the set of assumptions of the test.

a. Normality test

Normality test is a test of distribution normality (pattern) data.

This normality test assumes that the data in each variable comes

⁸²Ibid, 3.

from a normally distributed population. There are several statistic tests that can be used to test the normality of the data. In this research, the researcher used SPSS with Kolmogorov-Smirnov formula.⁸³

b. Linearity test

Linearity test is a linear test of regression line. Used in simple linear regression analysis and multiple linear regression analysis. The linearity test is done by finding the regression line model from the independent variable x to the dependent variable y . based on the regression line model, can be tested linearity line regression.⁸⁴

2. Hypothesis Test

The analysis data method is that used in the research in statistic. The researcher used regression analysis. There are two kind of regression analysis they are simple linear regression and multiple linear regression. In this research, the researcher uses multiple linear regression.

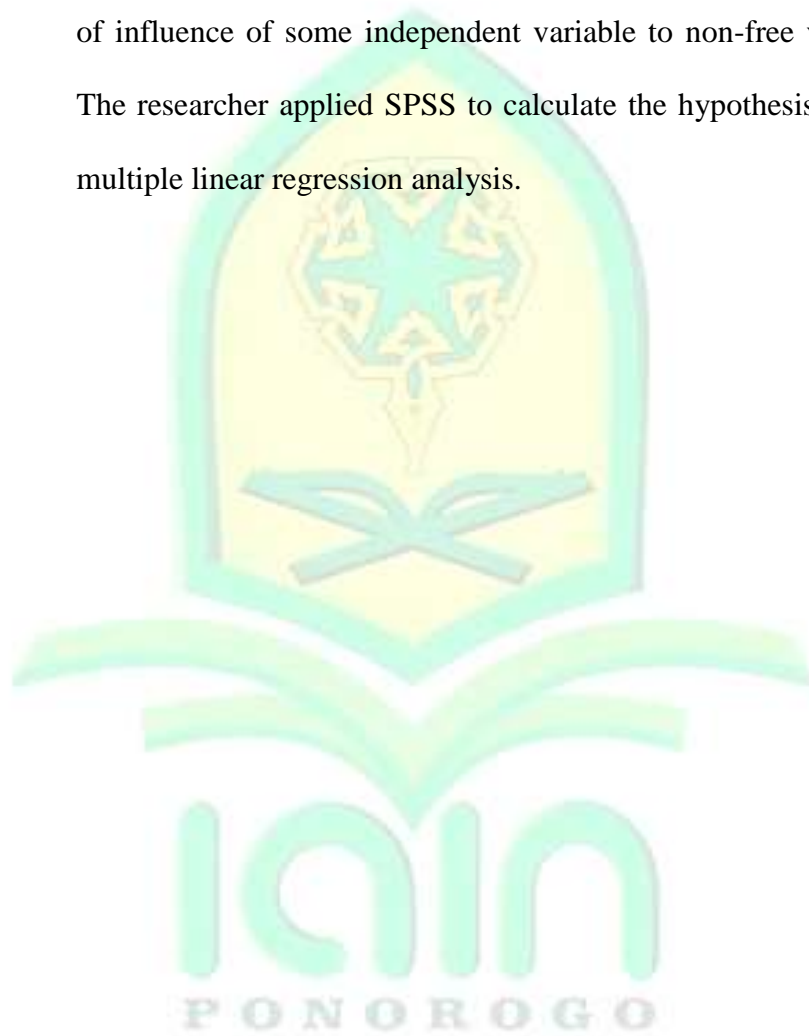
a. Multiple Linear Regression

In this research, there are three variables, namely variable X_1 , X_2 and Y . Variable X_1 is Visual learning style, variable X_2 is Metacognitive Strategy and variable Y is students' reading

⁸³AndhitaDessyWulansari, *StatistikaParametrik*, STAIN Po Press, 38.

⁸⁴Andhita, 55.

comprehension. Because the research has a three variable, two variable dependent and one variable independent, so the researcher applied multiple regression analysis. Multiple linear regression is part of multivariate analysis which is used to show the magnitude of influence of some independent variable to non-free variable.⁸⁵ The researcher applied SPSS to calculate the hypothesis test with multiple linear regression analysis.



⁸⁵Supardi, 239.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Findings

1. General Location

SMPN 1 Kebonsari standing on the ground with the width 16.260 m² which is located in the village Pucanganom, Kebonsari, Madiun district a large . The amount of space that shares will be held do not slight differences which is a number of 56 a space into which a consisting of 27 of the classroom. This school to be supported by educator who professional with qualifying education s1 .This school got A accreditation and also been acknowledged as a school of grabs Adiwiyata.

SMPN1 Kebonsari using the KTSP 2006 and 2013 curriculum. This curriculum was developed from standard of content by school based on their content and potentials. They improved the curriculum based on demands of the times. They used KTSP for eighth and ninth grade. While the seventh grade, they used 2013 curriculum.

2. Vision and Mission of The SMP N 1 Kebonsari Madiun

Vision

"Improved in quality, faithful, devoted, environmentally and culturally conscious"

Mission

1. Achieve an increase in average national exam results and school ranking at the district level
2. Achieve an enhanced contents and accommodative curriculum content
3. To realize the improvement of quality learning process to the IT base characterized by local advantage
4. Achieve improvement of professionalism of PTK school human resources
5. Achieve improvement of learning infrastructure and other facilities.
6. To realize the improvement of participative school management
7. Improving the management of funding and the addition of school funding sources
8. Improving the development of assessment and follow-up to the IT base

9. Emphasize the development of noble character, religious attitude, and receptive expressive language
10. Improving the development of environmental caring culture towards Adiwiyata school

3. The Organization Structure

The organization structure of SMPN 1 Kebonsari Madiun as follow:

- 1) Headmaster : Drs. Sugiyono, M.Pd
- 2) Deputy of Public Realties : Wardani, S.Pd
- 3) Deputy of Students : Dra. Agus Tatik Takari
- 4) Deputy of Curriculum : Subagijono, S.Pd

4. Teachers and Students in SMPN 1 Kebonsari

Teachers were figure to be uswatun hasanah of good example for the students. The teachers have to act the advisor for the students in developing their creativity and potential. Moreover, the teachers have to be motivator which has guided them to raise their goal.

The teachers` qualification of SMPN 1 Kebonsari is S1. The total of the teachers is forty two. The table below is the list of teachers in SMPN 1 Kebonsari:

Table 4.1

No	Name	Subject
1	Drs. Sugiyono, M.Pd	Indonesia Language
2	Drs. Muljadi, M.Pd	Math
3	Purwantini, S.Pd	Math
4	Martini, S.Pd	Indonesia Language
5	Wardani, S.Pd	PKn
6	SugengWidodo, S. Pd	IPS
7	Parenggonan, S.Pd	Physical Education
8	HariSupriyanto,S.Pd	IPA
9	Dra. TatikRahayu	Counseling Guidance
10	Drs. Laskarmadi	Math
11	Dra. MasrurohBadiatin	IPS
12	EnnyWidayati, S.Pd	Art and Culture
13	Drs. HerrySudiyono	Counseling Guidance
14	Purwati, S.Pd	IPS (Geografi)
15	SitiAsiyah, S.Pd	PKn
16	LilikSetiyani,S.Pd	Indonesia Language
17	Sri Subekti,S.Pd	Math
18	EnikBintani,S.Pd	Indonesia Language
19	Kasiran, S.Pd	TIK
20	Sundari,S.Pd	PKn
21	Sri Retnowati, S.Pd	PKn

22	Kurnianingrum, S.Pd	Math
23	Umar Sanusi, S.Ag	PAI
24	Djumadi,S.Pd	IPA
25	InuPanulad, BA.	Indonesia Language
26	Soeratmo, S.Pd	Art and Culture
27	Sri Nur`aini, S.Pd	PKn
28	Dra. Ratnawati	Counseling Guidance
29	TotokHariyanto, S.Pd	English
30	Dra. AgusTatikTakari	IPS
31	Sri Widayani, S.Pd	English
32	Drs. Sudarsono	English
33	Sulistyowati, S.Pd	IPA
34	Subagijono, S.Pd	IPA
35	Sukadi, S.Pd	Physical education
36	Sumarsih, S.Pd	Javanese
37	Edi Purwanto, S.Pd	Javanese
38	Dra. Darsi	IPA
39	AbidahAswah, M.Pd I	PAI
40	BertaliaAnandikaPutri, S.Pd	English
41	DanangJaluWibowo, S.Pd	TIK

Students are the important component in education. The total number of students is about 540 students in academic year 2017/2018. It divides into three grades.

Table 4.2

No	Class	Number of Students
1	VII	186
2	VIII	191
3	IX	163
Total		

5. The Infrastructure of SMPN 1 Kebonsari Madiun

In an educational institution, it is necessary to facilitate the infrastructure. It has the important role in school. It is because infrastructure will help the teaching and learning process. The table below is the list of infrastructure in SMPN 1 Kebonsari.:

Table 4.3

No	Name of Infrastructure	Total	Condition
1	Headmaster`s room	1	Good
2	Deputy`s room	1	Good
3	Teacher`s room	1	Good
4	Administration`s room	1	Good
5	Classroom	27	Good
6	Science Laboratory	2	Good
7	Computer Laboratory	1	Good
8	Library	1	Good

9	Multimedia room	1	Good
10	Mosque	1	Good
11	Counseling Guidance room	1	Good
12	Health room	1	Good
13	OSIS Room	1	Good
14	Meeting Room	1	Good
15	Canteen	1	Good
16	Warehouse	1	Good
17	Rest room	16	Good

Moreover, the researcher conducted research in SMPN 1 Kebonsari based on the research schedule. The schedule as follow:

Table 4.4

Date	Activities
March, 05 th 2018	Ask Permission
March, 12 nd 2018	Validitas
March, 19 th 2018	Spreading Qustionnaire A-B Class
March, 22 th 2018	Spreading Qustionnaire C-D Class
March, 26 th 2018	Spreading Qustionnaire E-F Class
April, 02 nd 2018	Spreading Qustionnaire G Class
April, 03 rd 2018	Ask The Closing Permission

B. Specific Research Findings

Sample in this research were 105 students of the eighth grade SMP N 1 Kebonsari Madiun. The variables of this research consisted of three variable namely visual learning style(X1), metacognitive strategy (X2), and reading comprehension (Y). The obtained data for each variable which have been scored representation visual learning style, metaognitive strategy and reading comprehension are described as follow.

a. Simple Linier Regression between Visual Learning Style and Reading Comprehension

The result of Liner Regression analysis by using SPSS 16.00 for Windows is as follows:

Table 4.5

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.063 ^a	.004	-.006	11.613

a. Predictors: (Constant), Visual Learning Style

Based on the table 4.10 above, the value R as a symbol of coefficient correlation showed 0,063.

Then the analysis focus on the effect of the independent variable X (Visual Learning Style) toward the dependent variable Y (Students` Reading Comprehension), it can be seen from the Coefficient table below:

Table 4.6

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	64.461	8.695		7.414	.000
	Visual Learning Style	-.087	.135	-.063	-.646	.520

a. Dependent Variable: Reading Comprehension

Table 4.11 gives clear description about the equational regression model through Unstandardized Coefficients B. Therefore, the equational regression model is $Y = 64.461B + (-0.087) X$. The T score above showed -0.646, it was compares to t_{table} with 5% level of significance, it listed 1.98350. It means that T score lower than T table. And significant value is 0.520. It means that the regression model equation is not significant because it has not already fulfilled yet the criteria of linearity. The criteria is if the significant value (less than) < 0.05 . Referring to the result of analysis through SPSS 16.00 for Windows, it can be concluded that H_a

was rejected and H_0 was accepted. It implied visual learning style is not significantly effects the students` English achievement.

b. Simple Linear Regression between Metacognitive Strategy and Reading Comprehension

The result of Liner Regression analysis by using SPSS 16.00 for Windows is as follows:

Table 4.7

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.049 ^a	.002	-.007	11.622

a. Predictors: (Constant), Metacognitive Strategy

Based on the table 4.12 above, the value R as a symbol of coefficient correlation showed 0,049.

Then the analysis focus on the effect of the independent variable X (Metacognitive Strategy) toward the dependent variable Y (Students` Reading Comprehension), it can be seen from the Coefficient table below:

Table 4.8

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	54.727	8.367	6.541	.000
	Metacognitive Strategy	.065	.129	.049	.616

a. Dependent Variable: Reading Comprehension

Table 4.13 gives clear description about the equational regression model through Unstandardized Coefficients B. Therefore, the equational regression model is $Y = 54.727B + 0.129X$. The T score above showed 0.503, it was compares to t_{table} with 5% level of significance, it listed 1.98350. It means that T score lower than T table. And significant value is 0.616. It means that the regression model equation is not significant because it has not already fulfilled yet the criteria of linearity. The criteria is if the significant value (less than) < 0.05 . Referring to the result of analysis through SPSS 16.00 for Windows, it can be concluded that H_a was rejected and H_0 was accepted. It implied metacognitive strategy is not significantly effects the students' English achievement.

C. Data Analysis

1. Assumption Test Analysis

Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally and linier distributed. It can be done by conducting normality test and linearity test.

a. Normality Test

Normality test is used to find out whether the data are in normal distribution. In deciding whether the data are in normal distribution or not, the highest value significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be conclude that the data are in normal distribution.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 16 for windows as following.



Table 4.9

The result of normality test for students` visual learning style, students` metacognitive strategy and students` reading comprehension

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		105
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	11.53788686
Most Extreme Differences	Absolute	.062
	Positive	.062
	Negative	-.043
Kolmogorov-Smirnov Z		.638
Asymp. Sig. (2-tailed)		.811

a. Test distribution is Normal.

Based on the table above the result of the normality data, namely the value of Kolmogorov-Smirnov shown the normality score is 0.811. because (significant value ≥ 0.05), H_0 is accepted, so the variables are normally distributed.

b. Linearity Test

Linearity test is a form of functional relationship between variables. Linearity test is used to test the model of regression equation of a variable Y over a variable X.⁸⁶

The result of linearity test is can be showed as follow

Table 4.10

The Result of linearity test for visual learning style and reading comprehension

ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Reading Comprehension * Visual Learning Style	2963.063	32	92.596	.607	.940
Linearity	56.220	1	56.220	.369	.546
Deviation from Linearity	2906.844	31	93.769	.615	.933
Within Groups	10982.785	72	152.539		
Total	13945.848	104			

⁸⁶Supardi, *Aplikasi Statistika Dalam Penelitian*, (Jakarta Selatan : Change Publication, 2013), 129.

Based on the table above the result of the linearity data, result of the significant value is 0.933 greater than 0.05 which means that there is a significant linear relationship between variable visual learning styles (X) with variable reading comprehension(Y).

Table 4.11

The result of linearity for metacognitive strategy and reading comprehension

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension	Between Groups (Combined)	3421.721	32	106.929	.732	.835
	Linearity	34.148	1	34.148	.234	.630
	Deviation from Linearity	3387.573	31	109.277	.748	.814
	Within Groups	10524.126	72	146.168		
Meta-cognitive Strategy	Total	13945.848	104			

Based on the table above the result of the linearity data, result of the significant value is 0.814 greater than 0.05 which means that there is a significant linear relationship between metacognitive strategy (X2) with variable reading comprehension (Y).

2. Testing Hypothesis

a. Multiple Linear Regression between Visual Learning Style, Metacognitive Strategy and Students' Reading Comprehension

In this study, there is one hypothesis that should be tested. To decide whether H_0 is rejected or accepted, it is necessary to compute the data, therefore the conclusion for the hypothesis can be drawn based on the result of the computation. The H_0 will be rejected and the H_a will be accepted if the value of r_{xy} is higher than r_t . Meanwhile, H_0 will be accepted and H_a will be rejected if the value of r_{xy} is lower than r_t . The result of multiple linear regression analysis by using SPSS 16.00.

Table 4.12

Anova

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	101.073	2	50.536	.372	.690 ^a
	Residual	13844.775	102	135.733		
	Total	13945.848	104			

a. Predictors: (Constant), Metacognitive strategy, Visual learning style

b. Dependent Variable: Reading comprehension

Table 4.13

Coefficient

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	60.199	11.449		5.258	.000
	Visual Learning Style	-.096	.137	-.070	-.702	.484
	Metacognitive Strategy	.075	.130	.057	.575	.567

a. Dependent Variable: Reading Comprehension

Based on two tables above, can provide several values, among others: The value of regression coefficient, t arithmetic, significant value, f value arithmetic, R Square or R², and others. More details can be seen in the following table.

Table 4.14

Determination Coefficients

Model Summary			
Variable	Coefficient regression	T	Sig.
Constant	60.199	5.258	
X1	-0.096	-0.702	0.484

X2	0.075	0.575	0.567
F = 0.372 Sig. 0.690			
R2 = 0,007			

Based on the above table it is known that the significance value for the effect of X1 and X2 on Y is 0.690. Therefore, the equational regression model is $Y = -0.096X_1 + 0.075X_2$. The value of r_{xy} is consulted at the level of significance 5% for $N = 105$ are 0,136. It can be seen that $0.690 > 0.136$ and the calculated F number $0.372 > F$ table 2.31, so it can be concluded that H_0 is accepted which means there is no significant effect between visual learning style and metacognitive strategy towards students` reading comprehension.

D. Discussion

The research was conduct to know whether there was a significant effect of visual learning style and metacognitive strategy on students` reading comprehension in eighth grade students of SMP N 1 Kebonsari or not. In this research, questionnaire used to get data about students visual learning style and metacognitive strategy. Test used to measure reading comprehension. And documentation used to know profile data from SMP N 1 Kebonsari.

After collecting data, then make data description. And the result are as the follows:

1. There is no significant effect between Visual Learning Style and Eighth grade Students` Reading Comprehension at SMP N 1 Kebonsari. That is proved the result of simple linear regression, the value R as a symbol of coefficient correlation showed 0,063. The T score showed -0.646, t_{table} listed 1.98350. It means that T score lower than T table. And significant value is 0.520. It means that the regression model equation is not significant because it has not already fulfilled yet the criteria of linearity. It can be concluded that H_a was rejected and H_0 was accepted. It implied visual learning style is not significantly effects the students` reading comprehension. According to Dunn and Dunn, only 20-30% of school age children appear to be auditory learners, 40% are visual learners, and 30-40% are tactile/kinesthetic or visual/tactile learners.⁸⁷ Many researchers argued that visual learning style can make significant contribution on second language reading comprehension.⁸⁸
2. There is no significant effect between Metacognitive Strategy and Eighth grade Students` Reading Comprehension at SMP N 1 Kebonsari. That is

⁸⁷ Abbas Pourhossein Gilakjani, *Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching*, Journal of Studies in Education ISSN 2162-6952 (2012), Vol. 2, No. 1

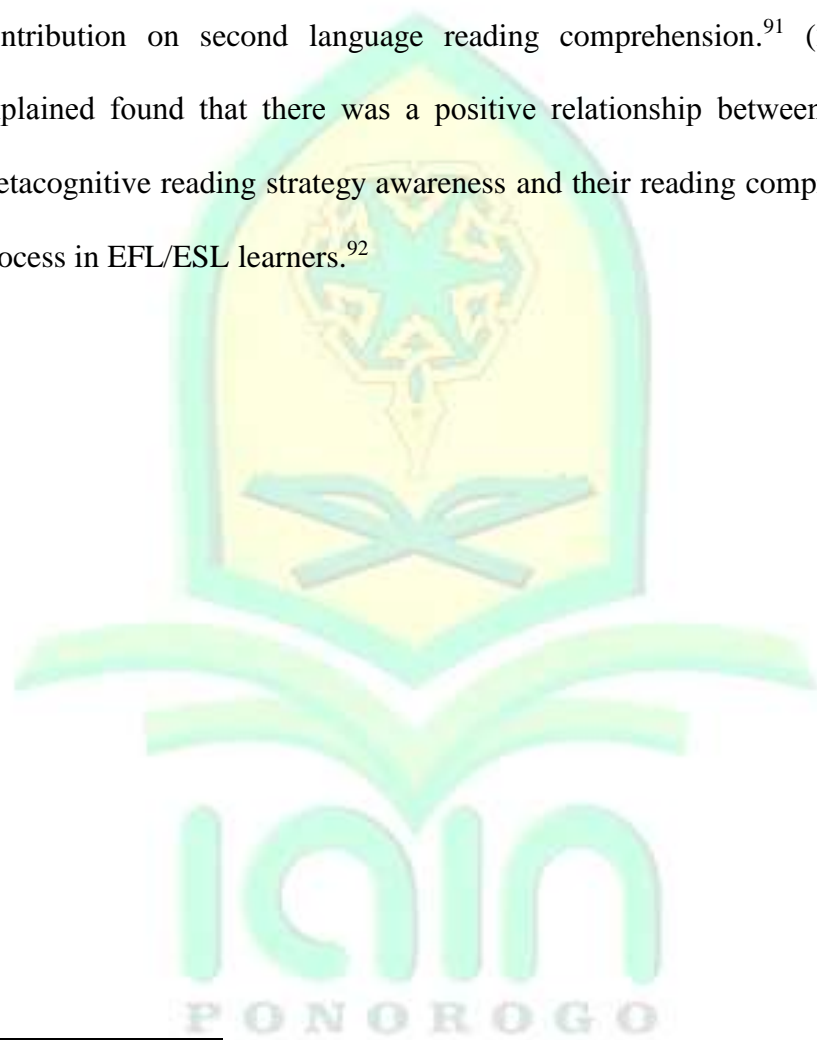
⁸⁸ Solmaz Zarei, Ali Roohani, Ali Akbar Jafarpour, *The Effect of Visual/Verbal Learning Style on Reading Comprehension*, (2015),11

proved the result of simple linear regression, the value R as a symbol of coefficient correlation showed 0,049. The T score showed 0.503, t_{table} listed 1.98350. It means that T score lower than T table. And significant value is 0.616. It means that the regression model equation is not significant because it has not already fulfilled yet the criteria of linearity. It can be concluded that H_a was rejected and H_0 was accepted. It implied metacognitive strategy is not significantly effects the students` reading comprehension. Carrell state that examined metacognitive awareness of reading strategies by two groups of learners in their L1 and L2, and the relationship between their awareness and reading comprehension. The results also showed that L2 learners of English at an advanced level tended to use more global strategies than lower level learners of Spanish. Chern explained found that there was a positive relationship between readers` metacognitive reading strategy awareness and their reading comprehension process in EFL/ESL learners.⁸⁹

3. Based on the result, the significance value for the effect of X1 and X2 on Y is 0.690. The value of rxy is consulted at the level of significance 5% for N = 105 are 0.136. So, it can be concluded that H_0 is accepted which means there is no significant effect between visual learning style and metacognitive strategy towards students` reading comprehension. It regret

⁸⁹ Hossein Tavakoli, *The Effectiveness of Metacognitive Strategy Awareness in Reading Comprehension: The Case of Irian University EFL Students*, (Iran: Islamic Azad University, 2014) 318

the theory which explained, (1) Dunn and Dunn explained that only 20-30% of school age children appear to be auditory learners, 40% are visual learners, and 30-40% are tactile/kinesthetic or visual/tactile learners.⁹⁰ Many researchers argued that visual learning style can make significant contribution on second language reading comprehension.⁹¹ (2) Chern explained found that there was a positive relationship between readers' metacognitive reading strategy awareness and their reading comprehension process in EFL/ESL learners.⁹²



⁹⁰ Abbas Pourhossein Gilakjani, *Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching*, Journal of Studies in Education ISSN 2162-6952 (2012), Vol. 2, No. 1

⁹¹ Solmaz Zarei, Ali Roohani, Ali Akbar Jafarpour, *The Effect of Visual/Verbal Learning Style on Reading Comprehension*, (2015),11

⁹² Hossein Tavakoli, *The Effectiveness of Metacognitive Strategy Awareness in Reading Comprehension: The Case of Irian University EFL Students*, (Iran: Islamic Azad University, 2014) 318

CHAPTER V

CLOSING

A. Conclusion

Referring to the finding and discussion from the previous chapter, the researcher concluded that:

1. The value of T score above was -0.646 , t_{table} listed 1.98350 . It means that T score lower than T table. So, there is no significant effect between Visual Learning Style and Eighth grade Students` Reading Comprehension at SMP N 1 Kebonsari.
2. The value of T score above was 0.503 , t_{table} listed 1.98350 . It means that T score lower than T table. Therefore, there is no significant effect between Metacognitive Strategy and Eighth grade Students` Reading Comprehension at SMP N 1 Kebonsari.
3. There is no significant effect between visual learning style and metacognitive strategy to eighth grade students` reading comprehension. It was proven by the result of the significance value for the effect of X1 and X2 on Y is 0.690 . The value of r_{xy} is lowest than the level of significance 5% for $N = 105$ are 0.136 .

B. Suggestion

1. English Teacher

As the teacher, it should be considered that the students' can increase their motivation depend on their learning styles. Teacher prefers used metacognitive strategy to increase students consciousness while teaching reading comprehension. By this strategy it was hoped that student more actively in reading English and become best reader. By this strategy it will make the learning process actively and progressively.

2. Future researchers

For the future researchers, they can learn this study and get motivation to looking for the similarity topic and how to try get problem solving in any problem that comes in second language class.

3. Students

Students in foreign language class have a high motivation in studying English, because when we talk about another language it means we start to learn in the beginning.

BIBLIOGRAPHY

Andhita, Wulansari, Dessy. Statistika Parametrik. STAIN Po Press.

Arikunto, Suharsimi. 1998. Prosedur Penelitian: Suatu Pendekatan Praktek. Jakarta: PT Rineka Cipta.

Based on interview with on 22th January 2018

Benchmarking, Benchmarking Inter-Rater Reliability Coefficients.
<http://www.agreestat.com/book3/bookexcerpts/chapter6.pdf>.

Cahyo, Nanang Tri. 2016. The Effect of Learning Style on Reading Achievement (A Causal Comparative Research in The Eleventh Grade Students of SMA Negeri 1 Jenangan in Academic Year 2015/2016).

C.R Khotari. 1990. Research Methodology: Method and Technology. New Delhi : New Age International Publishers.

Creswell, John W. 2002. Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research. New York: PEARSON.

E. Israel, Susan. Cathy Collins Block. Kathryn L. Bauserman. Kathryn Kinnucan – Welsch. 2008. Metacognition In Literacy Learning: Theory, Assessment, Instruction, and Professional Development. London: Taylor & Francis e-Library.

Gilakjani, Abbas Pourhossein. 2012, Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching. Journal of Studies in Education ISSN 2162-6952 (2012), Vol. 2, No. 1.

- Gunawan, Imam. 2015. Metode Penelitian Kualitatif: Teori&Praktik. Jakarta: PT BumiAksara.
- H Douglas, Brown. 2003. Language Assessment : Pricipals and Clasroom Practices. Longman : California.
- Hamid Hassan, Ahmed Elhassan. 2015. Eldood Yousif Eldood Ahmed, Impact of Metacognitives Strategies on Academic Achievement among Special Education Students in Jazan University. University of Jazan: International Journal of Education and Research.
- Harmer, Jeremy. The Practice of English Language Teaching.
- Iftikhar, Shabnum. 2014. "The importance of Metacognitive Strategies to Enhance Reading Comprehension Skills of Learners: A Self-directed Learning Approach".
- J.H, Flavell. 1979. Metacognition and Cognitive Monitoring: A New Area of Cognitive Developmental Inquiry. American Psychologist.
- Javed, Muhammad. 2015. Lin Siew Eng, Abdul Rashid Mohamed, Developing Reading Comprehension Modules to Facilitate Reading Comprehension among Malaysian Secondary School ESL Students, International Journal of Instruction July 2015 • Vol.8, No.2 e-ISSN: 1308-1470
- Jhaish, Ashour Mohammed. "The Relationship among Learning Styles, Language Learning Strategies, and the Academic Achievement among the English Majors at Al-Aqsa University".

- Kara, Selma. 2009. "Learning Styles And Teaching Styles: A Case Study In Foreign Language Classroom," Conference of the International Journal of Arts and Sciences.
- Lathief. Mohammad Adnan. 2014..Research Methods on Language Learning. (Malang: Universitas Negeri Malang.
- Learning Point Associates, A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers. 2004.
- Lehmann, Thomas. Dirk Ifenthaler. 2012. "Influence Of Students' Learning Styles On The Effectiveness Of Instructional Intervention.
- Richard, Jack C. 2001. Curriculum Development in Language Teaching. USA: Cambridge University Press.
- Salkind. Neil J. 2012. Exploring Research "Eight Edition". USA: Pearson Education.
- Sappaile, Basso Intang. 2010. Konsep Penelitian Expost Facto : Jurnal Pendidikan Matematika, Vol. 1, No. 2.
- Sen, H. Senay. 2009. The Relationship between the use of Metacognitive Strategies and Reading Comprehension. Turkey: World Conference Education Science.
- Shannon, Steven V. 2008. Wayne State Collage, Using Metacognitive Strategies and Learning Styles to Create Self-Directed Learners. Auburn University.
- Sims, Ronald R.. Serbrenia J. Sims. 1995. The Importance of Learning Style Understanding the implications for Learning, Course Design, and Education. London: Greenwood Press.

- Solmaz Zarei, Ali Roohani, Ali Akbar Jafarpour. 2015. The Effect of Visual/Verbal Learning Style on Reading Comprehension.
- Sugiyono. 2012. Metode Pendidikan Penelitian, Pendekatan Kuantitatif, Kualitatif, dan R & D,. Bandung : ALVABETA.
- Supardi. 2013. Aplikasi Statistika Dalam Penelitian. Jakarta Selatan : Change Publication
- Tavakoli, Hossein. 2014. The Effectiveness of Metacognitive Strategy Awareness in Reading Comprehension: The Case of Irian University EFL Students. Iran: Islamic Azad University.
- Takallou, Fatemeh. review The Effect of Metacognitive Strategy Instruction on EFL Learners' Reading Comprehension Performance and Metacognitive Awareness.
- Tutton, Tim. Learning Styles and Sunday School Kids. Sinclair Way, 400 Lincoln Ave.
- Zhussupovaa, Roza. Meruyert Kazbekovab. 2016. "Metacognitive strategies as points in teaching reading comprehension", 2nd International Conference on Higher Education Advances.