

THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND CRITICAL READING ABILITY

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Abstract

This study aimed at the correlation between students' learning style and critical reading ability. Correlational method was used in this study with descriptive correlational design. Test and questionnaire were used in collecting the data. The population was the fourth semester students of English Education Study Program of Teacher Training and Educational Faculty of Baturaja University in academic year 2018/2019 with the total of population was 20 students. Total sampling formula was used in taking the sample. Correlation level was used in finding out the correlation between students' learning style and critical reading ability. Based on the result of the test, the students' average score of test was 85.00. The students' average score of questionnaire was 59.05 and it was in good category. The data showed that there was significant correlation between students' learning style and critical reading ability. The correlation was significant in terms of the correlation coefficient level was 0.01. It meant that correlational is significant at the 0.01 level (2-tailed).

Keywords: Correlational study, Learning style, Critical reading

INTRODUCTION

Reading is very complex and complicated process that involves some factors influential upon each other. Reading is also an activity that is active receptive language. Said to be active, because reading activity is an interaction between reader and writer, and said to be receptive (Ahmadi, 2012). Reading skill has a significant position in individuals' intellectual life. This is by reason of the fact that perception, meaning construction, information retrieval and the reuse of the recorded information in communicative processes in written communication is massively dependent consequent to reading

activities. Reading is among the most important activities conducted by humans (Güne , 1997:2; Sert, 2010:13; Ate , 2008:16).

Wallace (2003: 9) identified that reading for social purposes is social in the manner that readers and writers achieve their roles as members of communities; social in that it stretch out in a social context, both an immediate and extensive social contex. It appeals an reciprocal form of reading where there is a relationship between the text producers, receivers, the community, and the text itself. According to Prihastuti (2013) reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. In conclusion reading comprehension is a process where information from the text and the knowledge passed by the reader to construct meaning.

In a critical reading context, reading activity considered as a meaning construction process which involves higher-order abilities generally because it is engaged with one understands of the ideas and concepts in the text (Rapp, Van Den Broek, McMaster, Kendeou & Espin, 2007). Critical reading means a careful, active, reflective, and analytic reading. It is a skill to discover information and ideas within a text (Kurland, 2000). Critical reading administers learners the opportunity to think about and analyze the information critically which means being able to look at the context with an extensive viewpoint linked to their critical perceptive and evaluating the context they face. It has done by seriously and frequently exposing to and utilizing the new vocabularies in a meaningful way Wallace (2003). Reading critically means other forms of reading in that the reading activitiy interferes the literal meaning by questioning the functions and purposes of the text (Fisher 2001, Mclaughlin & DeVoogd, 2004). These skills are important that one may infer, compare, differentiate between fact and opinion, and analyze the author's intention (Turner 1988, Worden 1981). According to S. Graf, T. Liu, Kinshuk (2010) Each learner has their own needs and characteristics, such as different motivation, prior knowledge, cognitive abilities and learning styles, hence enabling them to make independent decisions, and allowing them to improve their learning.

Based on the preliminary study taken in critical reading ability at Baturaja University, reading was the most difficult course especially at the last reading course that was Critical reading. It can be seen from the final score of students. This means that reading ability for academic reading was important to be considered. Critical reading was reading activities that focus on what the students have understood from the text that varies from journal, article, thesis, report text, narrative text, and etc. But, in this study, the writer used focus only on report text. Additionally, the reading objectives invite the students to understand what being presented by the writer. Understanding used not only know what being delivered specific meaning and message. Inference or decoding what being read is important in reading to understand the text.

The objectives of this study was to find out whether or not there was a significantly correlation between students' learning style and their critical reading ability to the fourth semester students of English Education Study Program of Teacher Training and Education Faculty of Baturaja University.

RESEARCH METHOD

Correlational method was used in this study with descriptive correlational design. The population of this study was the fourth semester students of English Education Study Program of Teacher Training and Education Faculty of Baturaja University in academic year 2018/2019 with the total number was 20 students. Total sampling formula was used in taking the sample. The total number of population was totally taken as sample of this study. Questionnaire and test were used in collecting the data of the study. Questionnaire used to know the students' learning style, and the test was used to know the students' critical reading ability. The test consisted of 30 questions in the form of multiple choices. The test was individual test that was given to every student. Closed ended questionnaire was used in collecting the data of students' learning style which consists of 30 questions.

Individual score was used in calculating the score of reading comprehension test. In analyzing the questionnaire, the result of students' answers on it calculated based

on Likert Scale. To know the correlation between two variables, namely: students' learning style and critical reading ability, the writer used correlation level.

RESULT

The Result of Learning Style Questionnaire

Based on the distribution score of questionnaire, there were 4 students (20%) who got good, 9 students (45%) who got sufficient, 7 students (35%) who got poor, and no student (0%) who got very good and very poor. The minimum score was 46 and the maximum score was 73. The statistical analysis was presented in Table 1.

Table. 1
Descriptive Statistic of Learning Style Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
Score of Learning Style Questionnaire	20	46	73	59.05	7.126
Valid N (listwise)	20				

The Students' Score in Critical Reading Ability Test

Based on the result of students' score in critical reading ability test, there were 17 students (85%) who got very good, and 3 students (15%) who got good, and no student (0%) who got sufficient, poor, and very poor. The students' total score was 1700. The mean score was 85. The highest score was 100 and the lowest score was 68. The statistical analysis was presented in Table 2

Table. 2
Descriptive Statistics of Critical Reading Ability

	N	Minimum	Maximum	Mean	Std. Deviation
Score of Test	20	68	100	85.00	8.398
Valid N (listwise)	20				

The Correlation Between Learning Style and Critical Reading Ability

To know the correlation between two variables, namely: students' learning style and critical reading ability, the writer used correlation level. The statistical analysis of the correlation between learning style and critical reading ability was distributed in Table 3.

Table. 3
The Correlation Between Learning Style and Critical Reading Ability

	Learning Style	Score of Test
Pearson Correlation	1	.703**
Sig. (2-tailed)		.001
N	20	20
Pearson Correlation	.703**	1
Sig. (2-tailed)	.001	
N	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 3, we could conclude that there was significant correlation

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between learning style and the critical reading ability, since the level was 0.01. Because correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

Based on the finding in this study, the highest percentage of indicators of learning style questionnaire was first aspect and the lowest percentage of indicators of critical reading ability was the second aspect, while there were students who got excellent and good of critical reading ability because they have good learning styles. Based on the table of correlation, it was found that there was correlation between students' learning styles and their ability of critical reading at the fourth semester students of English Education Study Program at Baturaja University, which was classified into positive high correlation. It meant that the learning style influenced students' ability in critical reading.

Based on the result of this study, learning styles are significantly influenced students' critical reading ability. The learning styles, whatever the students own to have, as long as it is done in a good manner and a good way, they would get good results or achievement, for examples in the ability of critical reading.

CONCLUSION

Based on the result of data analyzing, it could be concluded that there was significant correlation between learning styles of students and their ability of critical reading at the fourth semester students of Baturaja University majoring in English Education Study Program. According to score criteria of correlation, the value of correlation was positive moderate correlation between variables. It meant that when the students' learning style have high scored, their ability to critically read also will be high. Otherwise, when the students' learning styles have low scored, their critical reading ability will be low, too.

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