

**CHARACTERISTICS OF VISUAL LEARNERS IN
COMPREHENDING A TEXT**

(A Study Conducted to Grade VII Students of SMP Quantum Indonesia Cibubur)

A Paper

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CHAPTER I

INTRODUCTION

A. Background of the Study

There are four basic English language skills that teachers have to teach and students have to learn. There are listening, speaking, reading and writing. Those skills are important in teaching and learning English. Reading is one of language skill which should be mastered by students. It is one of the ways to improve general skill in learning English. Students can have high thinking ability in English if they are accustomed to read English book. They will get more information to increase their knowledge because book is a window to the world. Besides, it can increase English vocabulary, find out about new ideas, fact and experiences that support listening, speaking and writing skills. It means that reading is one of the keys to be success for everyone who wants to be well educated person.

Reading is an activities of understanding writing text. It is not only understanding but also comprehending written text. Comprehension is not only recalling sentences but also explaining the meaning, deciding the purpose of written text, and applying it in real life. If students can do it, so they have done on reading activities.

However, reading becomes common problem faced by students. Sometimes students get difficulty in reading process. Having good competency in reading is very important for English foreign language

students. Likewise, students of junior high school in general. They learn reading, however faced difficulties in reading. On the other hand, acquiring reading skill is not easy for students. Thus, reading becomes a common problem among students.

Teachers have to pay attentions some important aspects that can help their students to improve their knowledge. It is important for the teachers to have good performance and actions in the classroom, in order to achieve the purpose of teaching learning process, because each student have differed enormously in their personality. They differed in their characteristic, beliefs and attitudes. Also even in their cognitive abilities and language learning aptitude. Some students learn language more quickly and easily then others. In other words, the difference of students' comprehension or achievement relates to their English acquisition in learning process.

Furthermore, different ways in learning are used by students to perceive or acquire information from learning process. The way which students choose in learning process is their leaning style. If the students are aware about learning style they will get maximum in teaching learning process. Their academic achievement will increase because learning styles have crucial role in learning process and influences students' reading achievement. Moreover, learning style related to the students way to acquire and comprehend information. They will learn easily through their own learning styles.

While the writer observed, there are three main learning styles in the classroom, including visual, auditory and kinaesthetic. These categories do not make students only have one learning style but these categories are guideline to know what the learning style that dominant of them self. The students who have visual learning style are dominant in reading material, because they learn best by seeing. It means that they will use to read and automatically they will have better comprehension in reading.

In teaching learning process all students are not able to show and know how they learn by following their learning styles. Hence, it will be important for the teachers to know the variations of students' learning styles in the classroom. If the teachers do not aware of students' learning style, they may intend to use inappropriate methods in teaching and students cannot understand the material maximally. Whereas, it can influence their achievement. Thus, focus one learning style will be adverse for students.

B. Reason for Choosing the Topic

There are two reasons for choosing the topic. First, many students still get difficulties in comprehending a text and less motivation if the teachers used method of teaching which is not suitable with their learning style, though that students in class have different learning style. Second, visual learners get maximum benefit from visual material, than auditory

and kinaesthetic learners.

Students learn best by seeing importance of the reading comprehension subject in the classroom. If they are not interest in the subject, they will not learn about it. To make students easy in comprehending a text, the teachers have to employ appropriate strategies. The appropriate strategies in teaching reading comprehension can decide based on understanding students' learning style.

Students have their own learning style in teaching learning process, such as visual, auditory and kinaesthetic. The writer observed, while the teacher taught the students with one learning style and it is not suitable with their learning style, it made the students feel bored. Besides, they did not get the materials maximally. Whereas, visual learner get maximum benefit from visual materials during reading, so they can get information of the text easier than auditory and kinaesthetic. Based on those conditions, the writer is intended to conducted a research about the characteristics of visual learners in comprehending a text.

C. Research Question

Based on the tittle, there is one question that is presented “what are the characteristics of visual learners in comprehending a text?”

D. The Aims of the Research

Since the researcher is intended to investigate the characteristics of visual learners, thus the research is aimed to find out the characteristics

of the students' visual learners in comprehending a text.

E. Limitation of the Problem

To avoid enlargement of that case, the problem only focuses on the characteristics of visual learners in comprehending a text. As perceived by seven grade students of SMP Quantum Indonesia school.

F. Operational Definitions

The researcher writes some explanations that are concerned with the definitions of the research title.

1. Visual Learning Style is a kind of learning style. Learning styles are the students' way to learn by their own way in teaching learning process. Some students have different learning style such as, auditory, visual and kinaesthetic. They will get many benefits in learning process if the teacher uses appropriate method. Visual learners learn best by seeing. They will prefer to learn by reading a book by themselves. Also will have much interaction with visual and book rather than other learning styles.
2. Reading Comprehension is a cognitive aspect, because the readers have to know the content of the text. When people read, they have a goal. They want to get information or idea of the written text. It means that, whoever people are needed comprehension to get the main idea of the reading text.

G. Significant of the Research

The research result is expected to give information for:

1. The teachers

The result of this research is expected to give information to the teacher so they are more aware to students' differences brought to the classroom, in order to create an optimal learning environment in the classroom by knowing students' learning styles.

2. The Students

The result of this research is expected to give information about their learning styles, so they can integrate it in the process of learning. Therefore, they can learn more easily and fast. Also, they will be successful in learning. Furthermore, by knowing learning style, it can help students become an effective problem solver that they face in the learning process.

3. The Readers

The result of this research is expected to give information and reflection about learning style, so they can consider more their own learning style in reading comprehension.

CHAPTER II

TEORETICAL FOUNDATION

A. Learning

1. Definitions of Learning

Human are the God's creation who always do learning process in their daily lives. Human who has high curiosity keeps trying a new thing. The learning process happens when humans keeps trying that new thing, so learning is a process to do something that is never doing before. There are lots of different meanings of learning. As stated by Brown (2007:7) that learning is acquiring or getting of knowledge of a subject or a skill by study experience, or instruction. It means that human can learn by their own experiences. They will not make some mistakes if they have done it before. Because, experience is the best teacher for our life. Similarly, Suyono and Hariyanto (2011:9) define that learning is an activity or process to acquire knowledge, to increase skill, to correct behavior and to reinforce personality. It can be defined that learning is an activity that humans do in their life. They do a lot of activities to increase they skill, and change of behavior.

The other statement about learning comes from Surya (2011:32), he states that learning is a change of behavior process that occurs as a result of experiences practice. In addition, Thomas

(2011:32) he states that learning as relatively permanent change of behavior that occurs as a result of experiences practice. Moreover, in 2017 Hilgard says that learning is a process to make human has a behavior as a respond of the situation. In the same way of thinking, Witherington (2007:155) states that learning is the respond of the situation which change a personality of human so they have a skill, attitude, behavior, knowledge and capability.

According the definitions of learning above it can be concluded, learning is change of behavior. Some change behavior may occur because of change in the level of motivation of individual. None of those reasons other than experience or practice, same change of behavior occurs as a result of fatigues. Any changes of behavior that occurs as a result of experiences or practice is regarded as learning, whether the changes is correct or wrong, good, or bad.

To acquire and get knowledge, it can be done through some best or preferred ways. Every students has preferred ways of learning and approaching that work best for students. Their success is not only depending on how well they learn, but depending on their learn ways. Kolb (1996:96) says that preferred or diverse ways of learning, comprehension and knowing is contribute by three types of factors, they are cognitive factor; different ways or perceiving, organization and retaining information, effective factor; different attitudes, emotions and values, and psychology factor; different psychological

development. The three factors clearly tell that every students has different ways in learning.

Thus, it is important for the teacher to know the ways of the students used to learn. It is related to students favor of same particular method of interacting with, processing information and acquiring knowledge in learning process and it will affect students learning outcomes.

2. Definitions of Learning Styles

Students ability to understanding and absorbing the information or idea is definitely different from each other. It can be fast, moderate and slow. Therefore, they have to use different learning styles according to their easiest way to understand the information. These students; different learning styles are their specific way in learning process. Different learning styles indicate students' faster and best way to absorb and comprehend information from the outside. Understanding learning styles are the key to develop students' ability in their school. By understanding it, they will be able to learn communicate easily and get maximum result in learning process.

DePorter and Hernacki (2011:113) say that there are three main learning styles including visual (learner who learn best by seeing), auditory (learners who learn best by hearing), and

kinaesthetic (learner who learn best by doing). These categories do not make students only have one learning style but these categories are guideline to know dominant learning style they have.

There are various kind what learning style actually is. MacKeracher in Jafarpour (2015:10) says that learning style is the characteristic cognitive, affective, social, and physiological behavior that serve as relatively stable indicator of how learner perceive, interact with, and respond to the learning environment. From the statement, it can be seen learning styles have several characteristic inside which are related with the activities learning process. Students have their own way to perceive and understand the materials, to get great satisfaction from they interact with and enhance their learning. Meanwhile, Foley in Saadi (2010:10) mentions that learning style as the unique behavior of learner adapting to their environment. In other words, during teaching learning process students' have entirely different learning profile. While some students learn best by hearing and listening and other learn best by touching and moving.

Oxford in Sadeghi (2012:116) also asserts that learning styles are the general approaches. Brown in Gilakjani (2011:469) defines learning style as the manner in which individuals perceive and process information in learning situations. It can be said that learning styles are general approaches to learning a particular item and the orientation to get some learning experiences which is affected to

personality or attitudes.

Graham *et al* (2001:31) mentions that learning style has been found to be an important variable in students' academic achievement, how students learn and teachers teach, and students-teacher interaction. When learning style is tailored to the dominant learning style of learners, learning is facilitated. In other words, teacher should aim at making favorable condition in their classroom that will be beneficial to every learning style. Students also can get maximum materials during learning process.

According to DePorter and Hernacki (2011:111) learning style is the combination of how students absorb, manage, and process information. Hilliard in Zainal (2011:4) mentions that learning styles are the characteristic way in which an individual acquires, perceives, and process information. Meanwhile, based on Dunn and Dunn in Zainal statements, (2011:4) learning style is the way in which each learner begins to concentrate on, process, absorb and retain new and difficult information.

In the result from those statements, it can be concluded that learning styles are students' way to get, absorb and process the information about learning process. They will enjoy and feel comfortable in absorbing the information with their own way. Learning styles are only a term used to describe the attitudes and behaviors, which determine an individual' preferred way of learning.

It is possible for every students have all types of learning styles, but they usually have a dominant learning styles or their own preferred style.

3. Visual Learning Style

Visual means connecting with seeing or everything can see. Gilakjani (2011:469) claims that visual learner think in picture and learn best in visual images. It includes seeing and observing books, pictures, hand out, film, flip-chart, etc. Materna in Saadi (2010:10) claims that 'visual learner learn best by viewing information presented in formats such as demonstration, video and film. Visual learner takes descriptive note during presentation, some they favor sitting in front of the classroom.

According to Yong (2010:481) Visual students learn best from seeing words in books an on the board. Another statement comes from Brown (2000:122) explains that visual learners tend to prefer reading and studying charts, drawing, and other graphic information. They organize the knowledge in terms of spatial interrelationship among idea and store it graphically. There are some characteristic of students visual learning style; they can memorize the material better when it is presented by using aids such as power point presentations, videos, pictures, and graphic. Visual learning typically like to be able to read the textbook, journals, articles, or

newspaper on their own to increase their understanding.

According to Mayzler and McGann (2010:10) visual learner is the person who learns best when she or he is seeing the information, the brain absorbs the information best when the information is delivered through the eyes. From the statement above, it can be concluded that visual learner learn best by seeing than auditory and Khinestethik once.

Moreover DePorter and Hernacki (2011:116) state the characteristics of visual learner. Visual learners are tidy and order, talk active, and manager, detail and attentive, good performing in appearance and presentation, good speller, good in remembering what they see, good in memorizing verbal instruction, good in reading speed and diligent, good in learning by reading than listening to someone, need whole vision and objective, good in taking notes during in phone cell, easy to forget sending the verbal message to other, always give short answer for each question, prefer doing demonstration than speech, prefer art than music, good in knowing what need to be said but difficult to choose the diction, and easy to lost their concentration when they want to get focus.

It can be comprehended that visual learners are students' preference way to acquiring, using, thinking of knowledge on visual sense. Visual learners are intended talk active, diligent and tidy. However, in order to learn best by seeing, they tend to less in verbal

things.

B. Reading Comprehension

In general, reading is an important activity for human life, in human life, people use reading to get knowledge, to predict something as well as to communicate with other. Thus, the word “reading” can be used in many term such as, reading a book to get the knowledge; reading a situation to predict what will happen; and reading the sign to communicate with others. As the word “reading” is widely used in many terms, some experts tried to give strictly definitions about reading. According to carrell *at all* (2000:1) states that reading is the main reason why students learn language. Its mean that reading is an important and basic skill for students which is necessary for English comprehension.

Comprehension is the reason of people to read. They will find lots of texts in daily life for being comprehended. Then, in comprehending a topic or main idea, people definitely interact with the relating pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Hence, it is necessary for people especially students in junior high school to master reading comprehension in order to make them understanding every texts they will be read along learning English.

Grellet (2010:3) says that understanding a written text means extracting the required information from it as efficiently as possible. It can be said that reading comprehension is a process of picking up information

from the text which is needed by reader efficiently. Lems *et al* (2010) defines that reading comprehension is the ability to construct meaning from a written text. Dalman (2013:87) says that reading comprehension is a cognitive aspect, in reading comprehension the readers have to understand the content of the text. It means that reading comprehension is a reading activity for understanding the meaning of the text and the reader should be able to comprehend a text.

By comparing those statements, the writer summarizes that have a similar meaning about reading comprehension. Three experts above say that reading comprehension is an activity to get the meaning from the text and the reader should be able to deliver the result of the content reading.

Moreover, according to Mikulecky and Jeffries (2007:74) state that true comprehension means making sense of what you read and connecting the idea to the text to what you already know. from the statement above it can be conclude that the reader should understand what they have read and correlate it with the ideas of the text. From all definitions above, the writer summarizes that reading comprehension is a reading activity to understand the text efficiently of what they have read. So the reader can get information, ideas, and comprehension of the content reading.

C. Reading and Learning Style

Reading is useful for language acquisition. Many people want to be able to read text in English either for careers, for study purpose or simply for pleasure. Further, reading has a positive effect on students'

vocabulary and knowledge. The way students reading depend on their learning styles. The learning styles of students are uniquely diverse. Therefore, it is important to understand and being aware of students' learning style preference in reading, because their learning style preferred could being improvement in students reading achievement in school.

Ellis (2003:73) states that students' preferred ways of learning affect their second language learning input and output, such as learning task or comprehension of four English skills whether productive or receptive skills. It can be said that reading comprehension can be seen to their achievement related to learning style. In addition, Stahl in Saadi (2013:3) says that teacher need different approach to teach students to read, because learning styles indicate that different children differ in their phonemic abilities, in their ability recognize words, and ability to comprehend and learn from the text, and their motivation and appreciation of literature.

Thus, from the statements, it can be understood that reading and learning styles relates each other. Learning styles are important to be known and awarded whether by students or teacher due to it indicates to the ability of people in reading or recognizing meaning of the text.

D. Related Research

Several researchers have conducted research of learning style. The first research entitled "Academic Achievement of Students with Different Learning Styles" it was conducted by Alireza (2011:186) from

Department of psychological Studies in Putra Malaysia University. It discusses the definition, characteristic, and academic achievement. In general, it discussed of students' different learning style who have specific academic achievement. In addition, this research has descriptive about the types of learning style and cognitive style

Second, Tanta (2010:7) The purpose of her research was to know the impact of students' learning style towards their academic achievement on the subject of general biology. The instruments that the writer used to gathering the data were observation, questionnaire, and documentation. She used SPSS to analyze the data and in analyzing data. She also tested the normality test and she calculated the regression analysis. The research result of the research showed that students' learning style belonged to visual type because 22 students from 21 sample are visual learner. Then, it revealed that there is an influence of learning styles to academic achievement of students of semester I of biology education program.

Similarity, this paper is related to the those journals. Learning style in academic achievement and learning style towards students' study achievement are discussed in above studies. Nevertheless, this research is simpler in analysis than the studies above. It describes learning styles of visual learners in comprehending a text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In conducting this research, qualitative approach and descriptive method was applied to describe learning styles of visual learners in comprehending a text. Burhan Bungin (2015:69) state that descriptive method is a research that is purposed to gather the information about the status phenomenon. Descriptive method does not need administration or controlling to the treatment. It means that descriptive method can be used by the researcher to analyze the situation naturally and describe them clearly. There are seven steps in concluding this research

The first step was stating the research question and the second step was determining research focus which focuses to the characteristic used by visual learners in comprehending a text. The next was deciding the research site and participant who are visual learners in comprehending a text. After that, three instruments were used including an observation that conducting during teaching learning process, questionnaire that was distributed to the selected participants and an interview was conducted to the teacher.

The fifth was analyzing the data gained from the three instruments which described. The sixth was validating the data by using triangulation technique which means all the data gained from observation,

questionnaire and interview are compared in order to check whether the data are valid and reliable or not. The last was drawing suggestion and conclusion from the result of the data obtained.

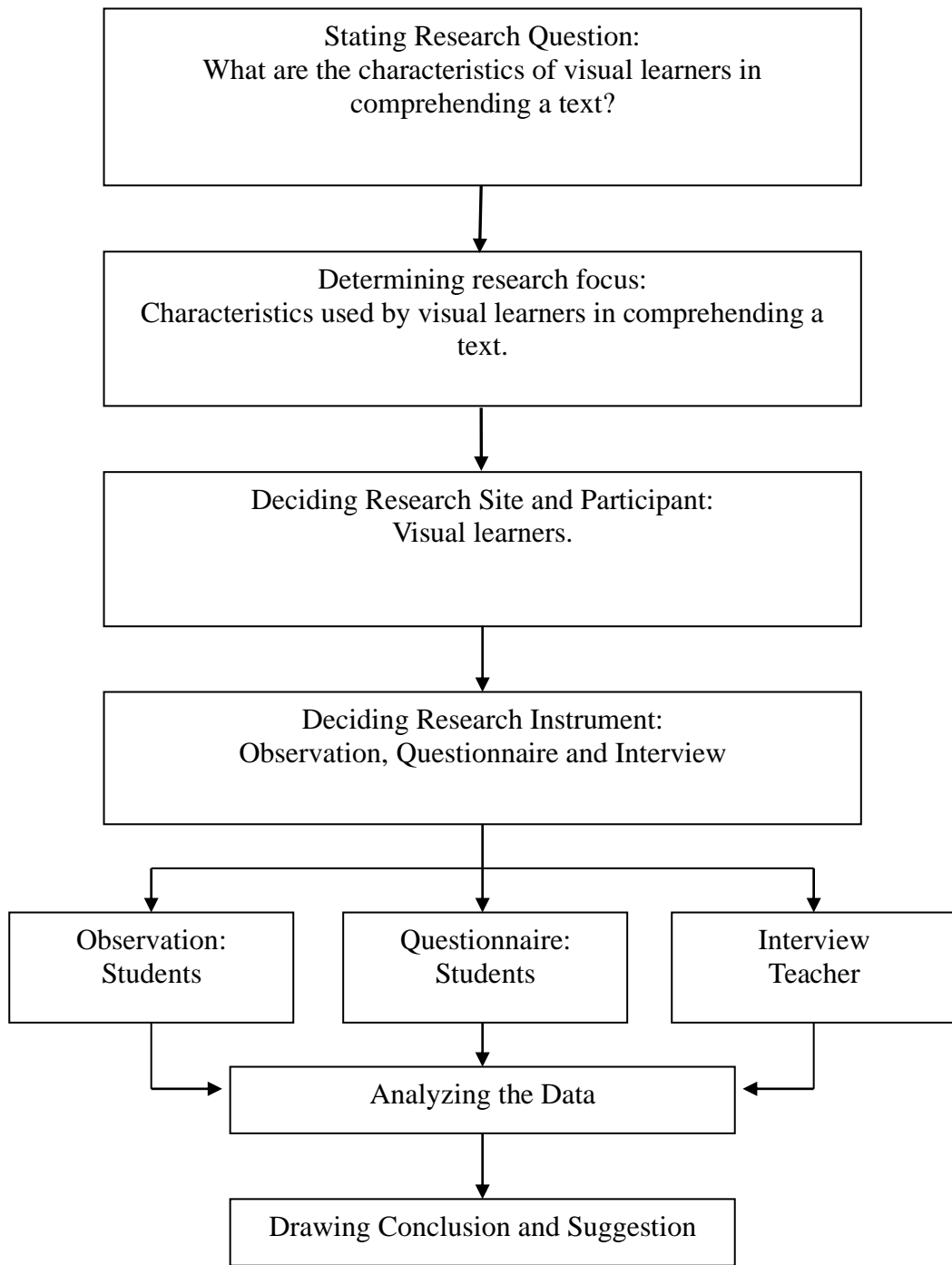


Figure 3.1
Research Design



B. Research Site and Participants

The research was conducted to the students at of SMP Quantum Indonesia. The participants of this research are the seven grade students. In concluding the research, purposive sampling technique was applied in order to get the participants. Purposive sampling means the writer should be selective to choose the participant based on her research purpose. In addition, there are two characteristic to determine the participants.

Firstly, the participants are visual learners. Students who learn best by seeing. Secondly, visual learners and get high score in comprehending a text. However, there are only six participants who were given questionnaire. On the other hand, all the students in one class were observed first.

C. Research Instruments

In conducting this research, non-test instruments which include observation, questionnaire and interview was used to collect the data. In observation, visual learners are consideration to determine the participants of this research, and only six students. In addition, questionnaire was given to get further information from the participants. It was used to identify the characteristics of visual learners in comprehending a text. the writer used open ended questionnaire to gain the information about visual learners in comprehending a text.

The last, interview with the respondent was done by using recorder. It was given to teacher to support the data about visual learners in comprehending a text. The writer used structured interview that meant the questions were prepared first on list. There were nine questions which given to the teacher in order to collect more information about teacher' opinion of visual learners in comprehending a text. All in all, interview could validate the data previous instruments.

D. Data Collection Technique

The writer collected the data through three processes. The first process was the writer asked the name of students who get high score in reading skill as the recommendation from the teacher. Therefore, the writer observed the participant in teaching learning process by using camera and she also used observation note. The observation conducted by observing visual learners in comprehending a text during teaching learning process. She identified how visual learners react or give some responses during the teaching process.

Besides, the questionnaire was distributed to several selected students who are visual learners. Open ended questionnaire was used by the writer. The questions in the questionnaire were made based on the indicators from chapter two. The last instrument was interview that delivered to the teacher to support the data. The writer analyzed and transcribed them to find out the characteristics of visual learners in

comprehending a text. Moreover, the interview was conducted in Bahasa in order to avoid misunderstanding.

E. Data Analysis

After gaining the data, the writer analyzed and classified them as follows: first, data from observation that the writer was observed and took a note during the teaching learning process. The result of the observation described to explore visual learners in comprehending a text. Second, in analyzing the data from the questionnaire, the writer was described and analyzed the respondents' answer to find the information about visual learners in comprehending a text.

The last, in analyzing the result of the interview, the writer was transcribed and interpreted by using the recorder. It was easier to analyze the data to find out characteristics of visual learners in comprehending a text. At the end, she was crosschecked the result of observation, questionnaire and interview.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This research was conducted on 24 May until 8 June 2018 at seven grade of SMP Quantum Indonesia. This chapter describes the research findings and discusses about learning styles of visual learners in comprehending a text. The data are collected from observation, questionnaire, and interview. The data are transcribed, described and analyzed.

1. Data from observation

The observation was done in two weeks for three meetings. The writer observed the teaching learning process in reading class. There were one class in seven grade and the writer observed all of those students in that class. In this case, she only observed the teaching learning process in reading class to find out the characteristics of visual learners in comprehending a text.

a. First observation

The first observation was done on Friday, May 25th 2018 in the seven grade of SMP Quantum Indonesia. As the result from pre- observation before, the writer gave questionnaire to know visual learners. In that day, the writer distributed questionnaire to all seven grade students. The questionnaire was distributed to

know students' learning styles that they have. There are thirteen questions.

The questionnaire was distributed in two different language which were bahasa Indonesia and English. The questionnaire in bahasa Indonesia was used to know students' learning styles. The result of the questionnaire was calculated by manual. The result of the questionnaire was analyzed. Then, she chosen students who had same result. The writer distributed the questionnaire that used English in order to investigat students learning styles. In this case, the writer used the application to calculate the result of questionnaire. From the result, there are six students who are visual learners.

b. Second Observation

The second observation was done on Monday, 28th May 2018. The teacher begun the lesson by checking the students' attendance by mentioning students' name one by one. After that, she delivered the material which would be discussed and the aim of the lesson. Then, she explained the material on that day and showed the video about description of animal, such as characteristic and color. After explained the material, she did a question and answer section. She asked the students to answer some questions based on the material that had been taught on

that day. The students is given opportunity to give some examples of description animals and write their idea in the whiteboard. When they got difficulties in pronouncing the words, she gave correction using other words that have some similarity in pronouncing it. Moreover, the students wrote the material that has been taught by the teacher.

After that, the teacher divided the students into groups and asked the students to be quite. Each group consists of three or four students. It aimed to facilitate the students who are strong in visual learners. Then, the teacher gave the students some exercises. In previous meeting, she informed the students to bring the laptop to find out the material for that day. On the learning process R#1 asked his friends to be quite. Then, most of students moved around the classroom to see the media provided by the teacher. She gave puzzle of animals in colorful paper. After that, to evaluate the students, she gave an exercise to the students and gave clear instruction to the students about how to do the exercise. The members of the group had to find out the information about animals. Such as, color, characteristic, the part of body and classified whether it is wild or pet animal. Then, they should make some paragraphs and write it in the pieces of paper.

R#4 took the pieces of paper from the teacher. During the lesson R#5 read *why* textbook. They have English textbook, and the title is "*why*". When the students had to finish the exercise, the teacher assured that the students had understood the material and exercise by asking "*Is it clear?*" and the students said "*Yes Miss*". When the students faced difficulties, the teacher came to the students and explained it again. After that, she discussed it with the students. At the end of the lesson, she reviewed the material taught by asking the students to describe animal which mentioned by her. For evaluation, she asked R#3 to give the comment what he felt during the lesson

In conclusion, here the teacher has already facilitated all students. During learning process visual learners enjoy to learn in calm environment or quite condition. The material that has been taught by students is written on their book.

c. Third observation

The third observation was done on Wednesday, 30th May 2018. The teacher still discussed about descriptive text like previous meeting. She used began the lesson by checking the students' attendance by asking who did not come at that day. Then, she did a question and answer section related to the previous material and asked them to pay attention. After that,

the material which would be discussed and the aim of the lesson is delivered. Then, she explained the material about Describing People. After explained the material, she said “*Is there any questions?*” and the students only said “*No*”.

After that, the teacher showed a picture of Daniel Radcliffe. She asked the students to describe the picture. Daniel Radcliffe is a Harry Potter movie actor. It was really fun for the students. Here, all of the students, especially visual learners were very active to express their feeling when they saw the picture. First, she discussed with the students about the characteristics of Daniel Radcliffe, she gave the students an opportunity to speak. She choose some students to describe the picture. When the students got some difficulties, the teacher gave some questions to trigger their ideas.

In order to check students’ understanding, she gave some exercise to the students. The students is divided into groups and permitted the students to learn by their ways. It aimed to facilitate the ones who are strong in their learning styles. Visual learner and other students gave their attention while the teacher gave them introductions how to do the exercise.

The members of the group had to write the characteristics of the picture that they got. Then, they should made a paragraph description of people in the piece of paper. R#2 and R#6

preferred to sit down and write the information that their group member gained. The teacher gave them 15 minutes to do it. While the students were doing the exercise, the teacher walked around the classroom and checked the students' work. Sometimes, the students gave some questions and the teacher answer them directly.

When the students had finished their work, the teacher asked them to come forward to present their work by mentions the members' of group name. Then, she gave comments to all groups, and the best group was given some sticker from her.

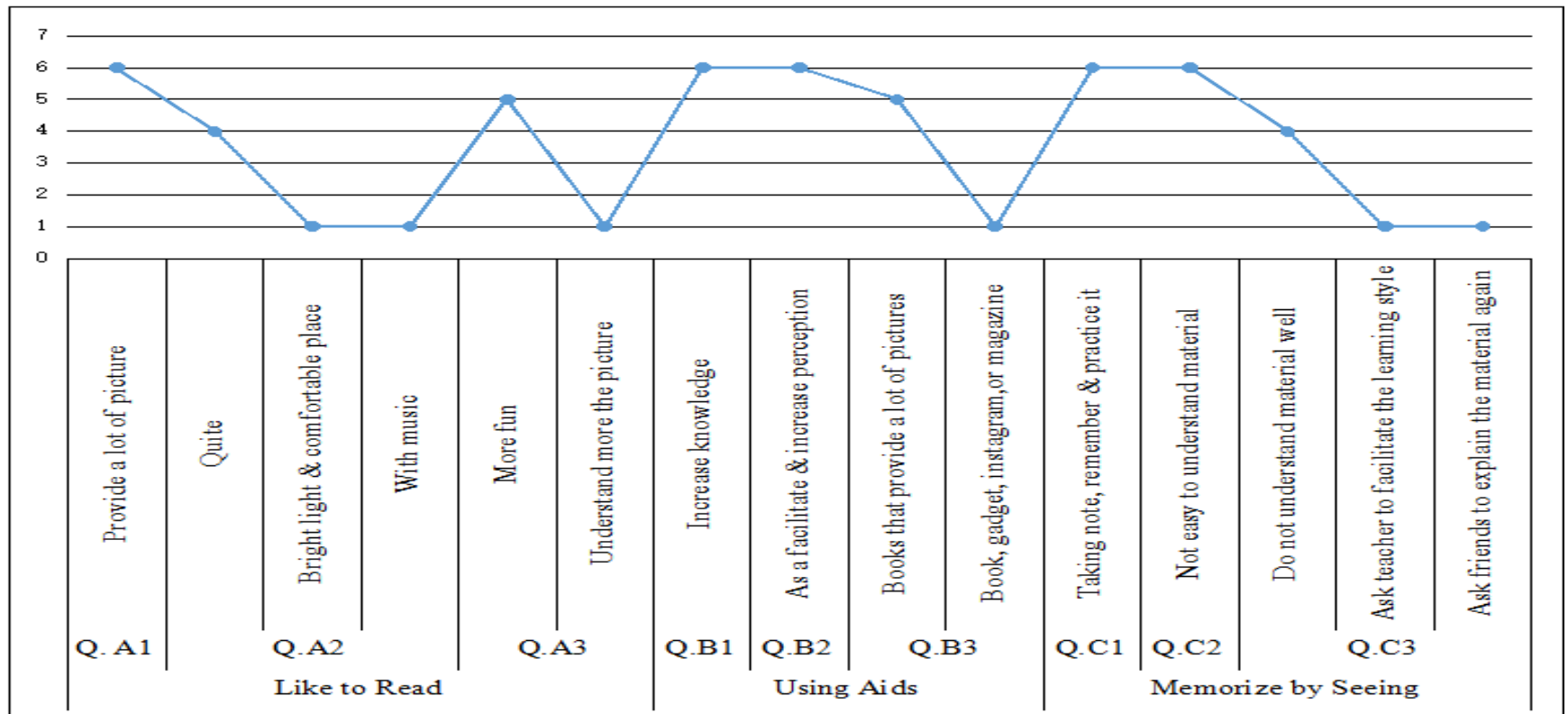
At the end of the lesson, the teacher reviewed the material that had been taught and delivered the topic for the next meeting. Then, she closed the lesson and prayed together with all students.

From the third observation, it can be seen that the teacher has already facilitated all students by providing appropriated media. Visual learners are helped by media. Such as color full paper and the text book. They also learn more about the material that have been taught.

2. Data from Questionnaire

The questionnaire was distributed to the chosen respondents based on the data from observation it showed some students who are visual learners. There were six respondents from 21 students in 7 grade of SMP Quantum Indonesia. Open-ended questionnaire was used to support the data. It consisted of nine questions to obtain information about learning styles of visual learners in comprehending a text. There were three indicators in the questionnaire including likes to read, using aids and memorizes by seeing.

Chart 4.1
The Result of Questionnaire



Referring to chart 4.1, it can be seen that there are nine questions which are given to find out learning styles of visual learners in comprehending a text. Those questions are classified into three indicators.

The first question is about students motivation in reading a text. Based on the result, it showed that all of respondents answered that they like a book provides full of picture to make them interested in reading. As answered by R#4 “*Terdapat gambar dan isinya ringkas tetapi jelas*”. [There is picture that provide a clear content].

The second question was asked to investigate students about the atmosphere in reading activity. Four respondents or 66,7% answered that they like to read in calm environment. It made them feel comfort when they read, as stated by R#1 “*Tidak berisik*”. [Calm environment]. R#3 mentioned that the condition that he like to read is comfortable place and the bright lamp. Another respondent said that she like to read with listening to the music to make comfortable condition.

The next questions is about the respondents feeling when they read a book that provides full of pictures. The most respondents or five respondents answered that they feel more fun when read a book provides full pictures. As answered by R#2 “*Menyenangkan*”. [Fun]. Then another respondent said that he thinks about the picture then understand it. As answered by R#3 “*Aku memikirkan maksudnya dan*

memahaminya” [I observed and comprehend it].

The next following question is about the role of application or online media in increasing their knowledge based on their opinion. All of respondents or six respondents argued that the role of application of online media is useful in order to increase their knowledge as stated by R#5 “*Dapat mencari informasi atau berdiskusi dengan mudah dengan guru dan teman*” [It used to search information or discuss with the teacher and friends].

The fifth question is about the role of learning media in reading activity. All of respondents argued that it is important for them when they read. Media can help them in order to increase their knowledge and make them easier to find out information as stated by R#6 “*Menambah wawasan, membantu untuk lebih mengerti suatu pelajaran*”. [Increase the knowledge to more understand the material]

The sixth question is about media that they used in order to help them in increasing their interest in reading. Most of the respondents or five respondents stated that a book that provides full of pictures is useful and make them more interest to read as stated by R#5 “*Webtoon, buku ‘why’ dan buku catatan yang rapih.*” [Webtoon, why book and the note book]. The rest of respondent said that book, gadget and magazine are make him more interest to read.

The next question is about the respondent’s way in remembering or applying a material that have been taught. All of

respondents answered that they summarized it by drilling. As answered by R#3 *“Mencatatnya dibuku catatan dan menghafalnya dan membaca lalu menutupnya dan mengingat”*. [Taking some notes, remember and read those sentences, then close the notes and practice to remember]

The next following question is about the respondents' effect when the teacher did not write the material or show media. All of respondents answered that it made them confused about the material and they hard to understand, as stated by , R#4 *“Bingung tidak mengerti dengan materi tersebut.”* [Confused and do not understand about the material].

The last question is about the obstacle of learning styles when their teacher did not facilitate their learning styles, what they did. There were three different answers, three respondents answered that they did not understand the material and asked the teacher about the material, as stated by R#6 *“Tidak mengerti, akan bertanya ke guru tersebut, minta kepada guru materi tersebut dan merangkumnya sendiri”*. [Do not understand, I will ask to the teacher about the material than I will summarize it]. One other respondent answered, that he will ask to his teacher to facilitate his learning style. Then, the last respondents answered that she will follow the learning style that is used by the teacher.

3. Data from the Interview

Interview is the last step to collect the data. The interview was done on Wednesday 30th May 2018 to support the data. It was delivered to the teacher as the respondents to get the information based on her experiences and opinion in teaching. The writer used the open-ended interview. There were nine questions which were divided into three indicators. During the interview, the writer used a recorder to make her easier to transcribe the data.

The first question was about what teachers' method in increasing respondents' interest to read. The teacher said that before she taught them, she gave games in order to make them relax in learning process, as the teacher said in excerpt#1

“Yang pertama biasanya sebelum kita masuk materi, biasanya anak-anak suka pusingkan ya. jangan langsung masuk ke materi tapi biasanya kita kasih games buat mereka supaya mereka jadi relax, kemudian jangan langsung memberikan materi yang terlalu berat. Di awal kita bisa memberikan games lalu yang kedua kita bisa memberikan buku buku yang bergambar seperti komik yang berhubungan dengan materi”.

[First, before we start the material sometimes the students felt confused, we do not have to give them the material immediately but we usually give them some games in order to make them more relax. After that, we can give them some books that include a lot a pictures like a comic which related to the material.

Furthermore, the teacher thinks students need games for making them relax and enjoy during learning process. The books that

provides a lot pictures is also help them to increase their interest in comprehending a text.

Second question is about the condition that can make students feel comfort when reading. The teacher said that it depends on students learning styles, some students like to read with music. Besides, other students like to read in calm environment. Like what was stated in excerpt#2

“Sebenarnya ini tergantung dari gaya belajar siswa, kalau misalkan anak yang lebih suka belajar di tempat yang sunyi berarti keadaan kelasnya harus dibuat tenang dan aman tapi ada juga mereka yang senang sambil mendengarkan musik. Terkadang saya suka mengkombinasikan di dalam pembelajaran dalam kelas mereka sambil mendengarkan music. Tergantung materi yang akan diajarkan”.

[Actually, it depends on their learning styles. If the students more like to learn in the calm environment it means that the situation on the class should be quiet and calm. But some students felt happy when they learn by listening to the music. Sometimes, I combine those in teaching learning process. Depend on the material that will be taught].

It can be analyzed that the situation which make a student's felt comfort is depend on their learning styles. There are some students like to read in calm environment. Besides, other students like to read with music. Based on the material, sometime the teacher combine the way of teaching.

The next following question is about the students' reactions when they read a book that provides a lot of pictures or symbols. She said that they more interest to read and make them creative more. As

the teacher said in excerpt#3

“Biasanya mereka lebih kreatif untuk mengungkapkan makna di dalam gambar tersebut. Ketika melihat gambar mereka bisa berimajinasi dengan pikiran mereka sendiri. Dengan gambar yang tersedia mereka bisa merangkai kata-kata atau kalimat sendiri”.

[Usually, they are more creative in conveying the content of the pictures. When they saw a picture, they can imagine with their own mind at the same time. By using a picture provide, so they are able to construct words or sentences by themselves].

Furthermore, the teacher said that they more be creative to express the meaning of the pictures. They also can imagine and construct the sentences on their own words. It makes them more interest.

The forth question is about the role of application or media online in increasing students understanding in comprehending a text. The teacher said it is important to be used by the students in this era to make them easier and interest to find information, as stated by the teacher in excerpt#4

“Media online sangat penting karena zaman sekarang anak-anak biasanya lebih suka buka gadget, sosmed. Di sosial media pun ada banyak informasi dan anak-anak tertarik membaca di sosial media yang berhubungan dengan kegemaran mereka seperti games, artis, film, dl”.

[Media online is very important, because students more like gadget, social media. There are much information on social media and the children are interest to read it that relates to their hobbies like games, actor, film, etc.]

In addition media online is very important for the student. They can get much information about anything there. The next question is about the role of aids media in reading activity. The teacher assumed that media as the way to motivate students in comprehending a text, as stated by the teacher in excerpt#5

“Peningkat motifasi siswa dalam membaca, siswa lebih tertarik membaca melalui sosial media dari pada membaca langsung ke buku”.

[Increasing students’ motivation in reading, they more interest read using social media than book].

It can show that media is the way to motivate students in comprehending a text. Some students are interesting read by social media than book.

The sixth question is about the application that can help students to increase their interest to read. The teacher mentions two applications that can be used by students in order to increase their interest to read. There are *webtoon* and *wattpad*, as stated by the teacher in excerpt#6

“Sekarang banyak aplikasi yang dapat digunakan seperti webtoon, webpatt. Anak – anak senang banget sama webtoon dan webpatt. Kita sebagai guru harus bisa mengarahkan mereka mereka. Karena akses internet mudah di dapat”.

[Now, many applications are used such as *webtoon,wattpad* Students are so interested with webtoon and webpatt. We are as teachers should be able to direct them because internet is easy to be accessed].

It can be analyzed that there are two applications that can help the students to more interest to read.

The next question is about the teacher' way in order making students easier to remember or apply the material. The teacher said that drilling the material is used when the students did not understand the material well. Like what was stated in excerpt#7.

“Kita memberikan materi berulang-ulang terlebih bila ada yang belum paham. Tidak hanya dengan ceramah tapi kata juga bisa memberikan mereka video ataupun gambar dan banyak latihan”.

[We will give the materials continuously if there are students who have not understood yet about it. Not only speech, video, pictures, and exercise are also given].

In addition, not only use discourse in drilling the material, she also uses video or picture to make students more interest. Practice it to make students easier to remember.

The next following question is about how important writing material in learning process. The teacher answer that write the material in learning process is very important to makes students know what the material will be taught on that day, as the teacher said in excerpt#8

“Sangat amat penting, apalagi kita harus menuliskan tujuan pembelajarn hari itu. Jadi siswa harus tau materi dan tujuannya apa. Cuma terkadang siswa suka pusing kalau banyak tulisan. Mungkin kita bisa mamberikan tulisan yang sederhana. kalau di Quantum itu ada istilahnya main mapping. Jadi kalau menulis materi di depan itu ngak full satu papan tulis, jadi kita bisa menulis poin-.poinnya saja”.

[It is so important; moreover we should write the purpose of the material on that day. So the students have to know the material and the purpose. But, sometimes students felt dizziness if there are a lot of text. May be we can give a simple text. In Quantum there are terminology main mapping. If the teacher writes the materials, they just write the point of it].

Furthermore, the teacher should write the purpose of the material on that day. In addition, in Quantum Indonesia the teacher use main mapping learning process to make the students understand easier

The last question is about the teacher’ ways in facilitated the different variation of learning style. The teacher said that she facilitated the variation of learning style by using multimedia which is not only used audio but also use audio visual.

“Harus lebih kreatif, jadi biasanya saya itu menggunakan media pembelajaran yang multi. Bukan hanya audio saja tapi juga audio visual. Metode yang kita pakai adalah quantum teaching learning cara belajar yang menyenangkan jadi kita bisa mengaplikasikan multiple intelligence”.

[Should be more creative, usually I use multiple aids. There is not only audio but also audio visual. We use quantum teaching learning method as a fun way to learn. Based on the method, the teacher can apply multiple intelligence]

In addition the teacher used quantum teaching learning method. It is the fun way to learn. Based on the method, the teacher can apply multiple intelligence.

B. Data Analysis

After describing the result of instrument which includes observation, questionnaire and interview, then the data is taken from those instruments are analyzed to find out student learning styles of visual learner in comprehending a text. Based on the result of the instruments, it can be seen that student visual learners are use some characteristics that were mentioned by DePorter and Hernacki (2011 : 116). Here is the detail information of learning styles of visual learner in comprehending a text.

a. Like to read

Conforming to the result of observation, it can be analyzed that there are six students who are visual learner. They more interest by reading a book that provides a lot of picture. It can make them fun in learning. The data from questionnaire shows that 100% (all of respondents). It states that they like reading a book provides a lot of pictures. The teacher said that students who are visual learner have similar result with the questionnaire result that they relaxed when learning process. In addition, the teacher said that before they learn, she gives games to the students in order to make them feel relax.

From the result, it shows that 67% respondents like to read in calm environment. Also, the result from observation shows that the calm environment of the class is one of factor that influences the student interest to read. The finding is similar with the result in interview. The teacher stated that some visual learners like to learn in calm environment.

b. Using Aids

According to the result of observation, it can be analyzed that using media can help visual learners to increase their knowledge. This result is supported by the result from questionnaire. It shows that all of respondents stated that media online or application can make them more interest to read and increase their knowledge easier.

This result is also supported by the result from interview. The instrument shows that using media is used full in learning process. She says that online media makes respondents interested more in reading because in this era most of students more like use gadget and online media than a book. In addition, there is information in social media.

c. Memorizes by Seeing

One of characteristic of visual learners is memorizes by seeing. The respondents always pay attention to the teacher when she explains the material in learning process. Also, they often write the material that the teacher explains. This result is supported by the

result of the questionnaire. It shows that all of respondents stated that they summarize the material that the teacher gives and drill it in order to memorize.

In addition, the result of interview shows that the teacher gives the material continuously, in order to make the students understand well about the material. Sometimes, she gives video or picture in order to make students more interested in reading. Also, she gives exercise to make students understand more about the material.

Based on the data gained from the results of the instruments, it can be concluded that visual learner have three characteristics, there are like to read, using aid and memorizes by seeing. In fact, those three characteristics help visual learner easier comprehending a text in learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Students have special characteristic to be taught in teaching learning process, especially in learning text comprehension for visual learners. The teacher should know the variation of learning styles, because it can help their students to get the material maximally. In order to make effective teaching, the teacher should use an appropriate method in teaching learning process. Than, they have to work cooperatively with the students in order to make teaching learning process run well.

The research investigates the characteristic used by visual learners in comprehending a text. After conducting the research and gaining the data from the observation, questionnaire and interview, it is found that there are three characteristics used by visual learners in comprehending a text. They are like to read, using aids and memorize by seeing. In fact, comprehending a text is one of the subject that should be mastered by visual learners. Because, they learn best by seeing. Like to read, using aids and memorize by seeing are the effective ways to understand well the material.

B. Suggestion

Based on the findings, there are some suggestions for visual learners in order to make them easier in comprehending text. The most important is the visual learners should know what the ways that can help them to increase their interest to read a book in order to help them easier to comprehend a text. They can use some books that provide a lot of pictures to make them can imagine more and explore their ideas in comprehending text. In addition, the visual learners can use some aids such as online media, magazine or social media to make them interested in reading also to increase their knowledge in order to make them easier in comprehending text.

Another suggestion is for the teacher. The teacher should know the variation of learning style that students have to learn in the classroom. Also, the teacher should use appropriate method in teaching learning process. In addition, the suggestion is for next researcher who is interested in conducting research that relates to learning style of students who have specific style of learning, especially in comprehend a text. This research has been conducted in investigating learning style of visual learners in comprehending a text. There are three ways are found by the writer to help visual learners comprehending a text. They are like to read, using aids and memorize by seeing. So, the next researcher can do research about other ways in learning or teaching visual learners which are not found in this research.

