

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher presents about result of research and discussion that include data result of research, data analysis, the result of normality and homogeneity testing, hypothesis testing and discussion.

A. The Result of Research

In this chapter, the researcher presented the data on student's reading comprehension by using SQ4R strategy across learning styles. The researcher presented and analyzed the data which had been collected through two kinds of test, they are pre-test and post-test, and to understand about student's learning styles the researcher collected questionnaire. It was conducted for thirty three to students experimental groups and thirty one to students control groups.

A.1 Result of Pre-Test Reading Comprehension for Experimental and Control Groups

The primary instrument of this research was used to investigate the difference of reading test both experimental and control groups as pretest. It was administered before the treatment by using SQ4R strategy for experimental group while treatment by using conventional strategy for control group. The pretest in the experimental group was done on 1st April 2019 and pretest in the control group was done on 4th April 2019. The students did the test for about 60 minutes.

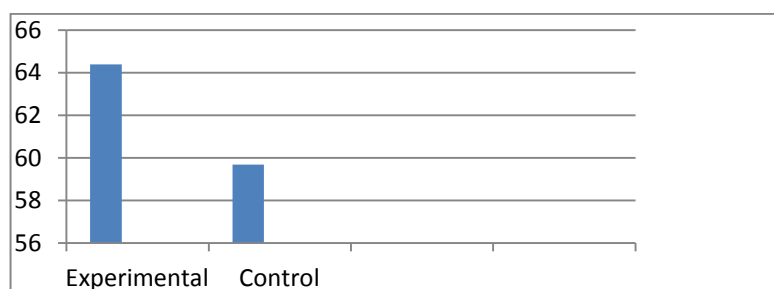
The result of pretest from the experimental and control groups analyzed using descriptive statistics to organize the students' reading comprehension scores. The brief descriptive data of the pretest scores reported in Table 4.1

Table 4.1 Descriptive Statistics Data of Pre-test Score of Reading Comprehension for Experimental and Control Groups

Group	N	Range	Min	Max	Mean	Std. Deviation
Experimental Group	33	35	45	80	64.39	10.515
Control Group	31	25	45	75	59.68	9.481

Based on Table 4.1, the scores of students in the experimental group ranged from 45 to 80 with standard deviation (SD) of 10.515 while the scores of students in the control group ranged from 45 to 75 with standard deviation (SD) of 9.481. Standard deviation used to test both to groups was equal. Moreover, the mean scores from the experimental and control groups were 64.39 and 59.68 respectively. Mean used to find out the mean different, low and high both to groups. The mean difference between the groups displayed in Figure 4.1

Figure 4.1 Mean difference of pretest between the experimental and control groups



The difference of the mean score from the experimental and control groups was 4,7. It was concluded that the mean score of the experimental group was higher than the score of the control group. The detail of the students' pretest score of reading test in each group was available in Appendix 9

A.2 Result of Post-Test Reading Comprehension for Experimental and Control Groups

The primary instrument of this research was used to investigate the difference of reading test both experimental and control groups as posttest. It was administered after the treatment by using SQ4R strategy for experimental group while treatment by using conventional strategy for control group. The post-test in the experimental group was done on 13th Mei 2019 and posttest in the control group was done on 15th Mei 2019. The students did the test for about 60 minutes.

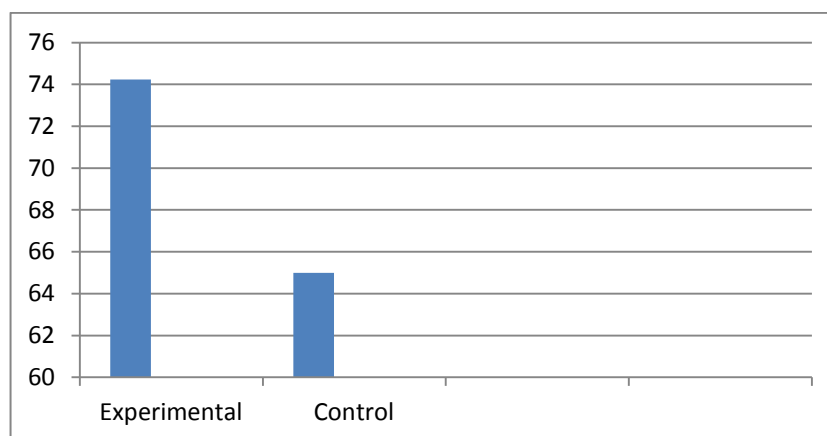
The complete result of the students' score of control group can be see in Appendix 10 and the complete results of the experimental group were attached to the Appendix 11. (See in Appendix 10 and Appendix 11 for detailed students' reading comprehension post-test scores). The descriptive statistics data showed that the experimental group and the control group had the results as follows in Table 4.2

Table 4.2 Descriptive Statistics Data of Post-test Score of Reading Comprehension for Experimental and Control Groups

Group	N	Range	Min	Max	Mean	Std. Deviation
Experimental Group	33	25	60	95	74.24	9.611
Control Group	31	30	50	80	65.00	8.756

Based on Table 4.2, the scores of students in the experimental group ranged from 60 to 95 with standard deviation (SD) of 9.611 while the scores of students in the control group ranged from 50 to 80 with standard deviation (SD) of 8.756. Standard deviation used to test both to groups was equal. Moreover, the mean scores from the experimental and control groups were 74.24 and 65.00 respectively. Mean used to find out the mean different, low and high both to groups. The mean difference between the groups displayed in Figure 4.2

Figure 4.2 Mean Difference of Post-Test Between The Experimental And Control Groups



The difference of the mean score from the experimental and control groups was 9.24. It was concluded that the mean score of the experimental group was higher than the score of the control group. The detail of the

students' posttest score of reading test in each group was available in Appendix 12.

A.3 The Result of SQ4R Strategy Across Learning styles

The analysis of the students' reading comprehension achievement of learning styles was started by classifying the students' different learning styles. summarized that, the students' reading achievement scores summarized based on this classification.

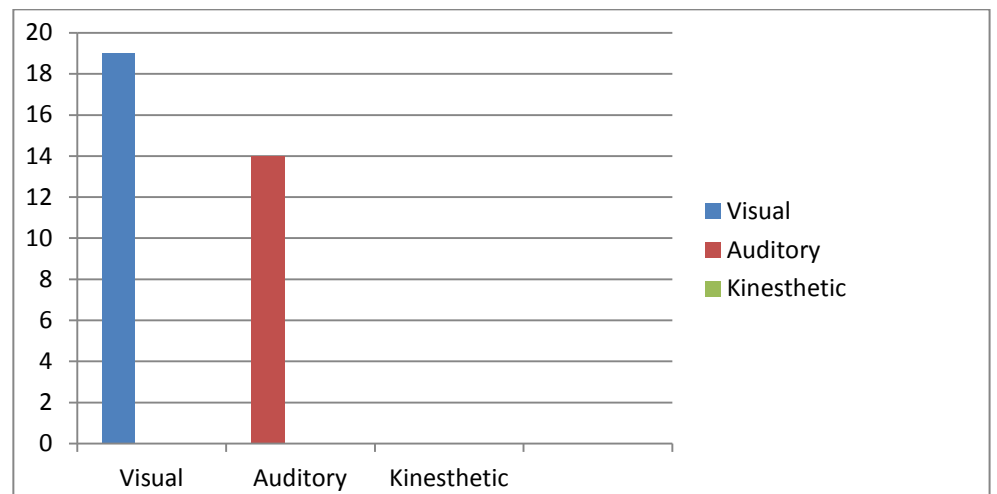
A.3.1 The Result of Students' Learning Styles Questionnaire

After analyzing the comparison of the achievement in reading comprehension narrative texts between the students taught by using SQ4R strategy than those who were taught by conventional strategy. The researcher investigated the comparison of the achievement in reading comprehension narrative texts between students with different learning styles. To classify the students based on their learning styles, the learning style questionnaire was administered to the experimental group and control group at April 8th 2019.

After the post-test had been given, the students answered the learning styles self-assessment questionnaire. The result of the students' learning styles based on the questionnaire given to the students can be seen in detail in Appendix 13 for the experimntal group and Appendix 14 for the control group. The figure of the

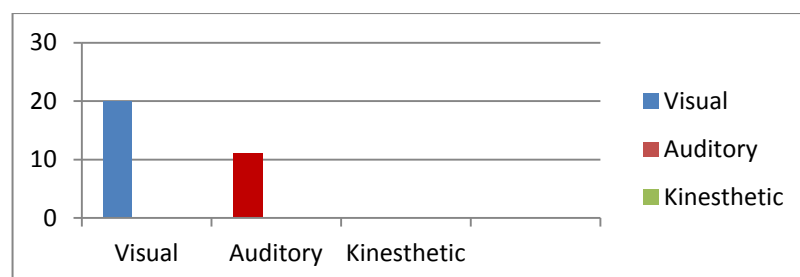
students' learning styles questionnaire of both experimental and control groups is as the following:

Figure 4.3. The Result of Students' Learning Styles Questionnaire for Experimental group.



Based of figure 4.3, visual, auditory and kinesthetic (VAK) self assessment questionnaire students' learning styles there are fourteen (14) students who are dominant visual students, nineteen (19) students are predominant auditory students and zero (0) to kinesthetic students in the experimental class.

Figure 4.4 The Result of Students' Learning Styles Questionnaire of Control Group.



Based of figure 4.4, visual, auditory, kinesthetic (VAK) questionnaire students' learning styles, there are twenty (20) students who are dominant visual learning style, eleven (11) are auditory students and zero (0) to kinesthetic students in control class.

The learning style categorization was based on the students' achieved score in choosing the questionnaire. If the students chose mostly A's, they have visual learning style. If the students chose mostly B's they have an auditory learning style and if the students chose mostly C's they have a kinesthetic learning style. However, there was no student had the same score between the visual, auditory, and kinesthetic in this study. As a result, all of the students were calculated in the learning style categorization. In addition, the classification of the students based on the learning styles can be seen in Table 4.10

Table 4.3. The Classification of the Students based on the Learning Styles.

Groups	Learning Styles		
	Visual	Auditory	Kinesthetic
Experimental	19	14	0
Control	20	11	0
Total	39	25	0

Table 4.10, shows that in the experimental group, there were 19 students who were categorized as visual students and 14 students were categorized as auditory students. Meanwhile, in the control group, there were 20 students who were categorized as visual students and 11 students who were categorized as auditory students. In summary, there were 39

visual learning style students (61%) and 25 auditory learning style students (39%).

Based on the result of the data on the effect of SQ4R strategy to the students' reading comprehension score, it can be concluded that the subjects of the experiment taught by using SQ4R strategy achieved better reading comprehension score than those taught by using conventional strategy. The researcher continued to find out the effectiveness of SQ4R strategy to the students' reading comprehension score who have different learning styles. Table 4.4 presents the result of students' different learning styles.

Table 4.4. The Result of *t*-test Students' Different Learning Styles.

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	1.474	.234	1.273	31	.213	4.267	3.353	-2.572	11.105
Equal variances not assumed			1.244	25.647	.225	4.267	3.430	-2.788	11.321

From the table 4.4, the result of the F-test shows that *p-value* (sig) between the students who have visual learning style and auditory learning style was (sig-value $.213 < \alpha 0.05$) so is higher than 0.05. In consequence, the null hypothesis is not rejected. As such, *equal variances assumed* is used.

On the basis of the result of the F-test, the t-test with equal variance assumed is used. This test reveals that the *t* value is 1.273, with the $df=31$, and the *p* value (two-tailed) is .213. Given that the *p* value is higher than 0.05, so the null hypothesis is not rejected. It means there is a no significant difference in reading comprehension of students by using learning styles (visual and auditory) in both groups.. The detailed explanation can be seen in Appendix 15.

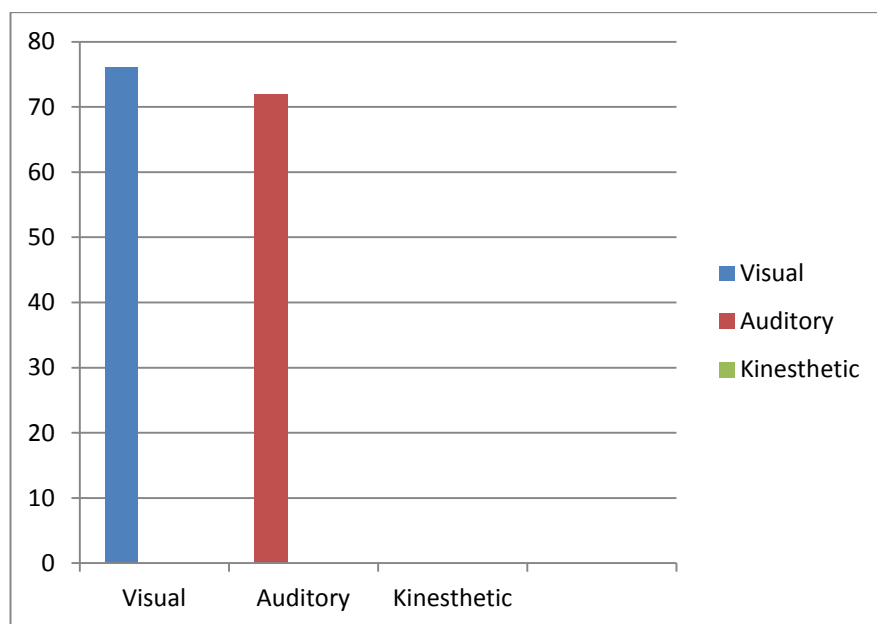
The post-test score result of the students learning styles experimental group can be seen in Table 4.5.

Table 4.5. Summary of Post-test Visual, Auditory and Kinesthetic Learning Styles Experimental Group.

No		Visual Learning Style	Auditory Learning Style
1.	Number of Students	19	14
2.	Highest score	95	90
3.	Frequency of the highest score	1	1
4.	Lowest score	60	60
5.	Frequency of the lowest score	1	1
6.	Mean score	76.05	71.79
7.	Standard Deviation	8.910	10.304

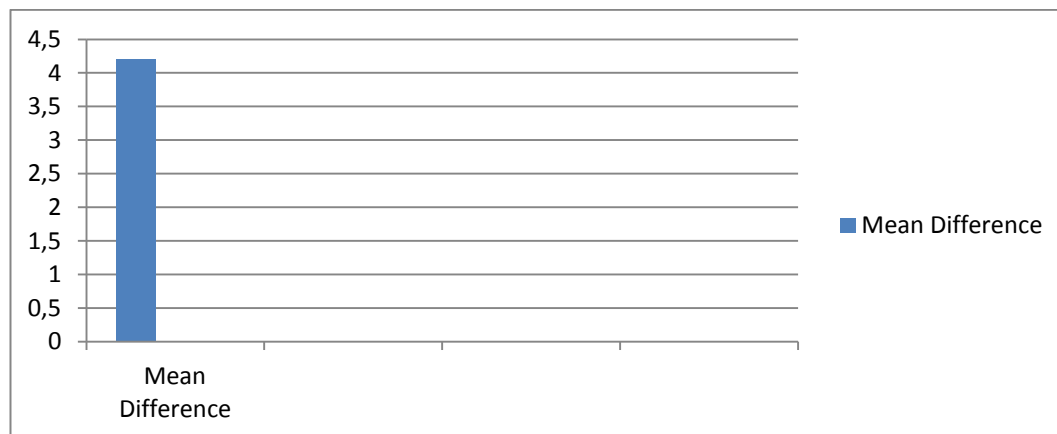
The result of the test showed that the average of visual learning styles students post-test score higher than auditory learning style students. Visual learning style means the score' was 76.05 mean while the auditory learning style was 71.79. The mean difference between visual and auditory learning styles was 4.26 point. Mean used to find out the mean different, low and high both learning styles. To be clearly understood the visual and auditory students learning styles scores are presented in Figure 4.5.

Figure 4.5. The Mean Scores between Visual, Auditory, Kinesthetic Learning Styles Students



From figure 4.5 the mean score Visual is 76.05, Auditory is 71.79 and Kinesthetic is 0.

Figure 4.6. The Mean Difference Scores



From figure 4.6 the mean difference between the visual and auditory students learning styles was 4.267 point.

A.4 Students' Reading Achievement Across Learning Styles.

The analysis of the students' reading achievement across learning styles was started by classifying the students into visual and auditory learning styles. After that, the students' reading achievement scores were summarized based on this classification.

A.4.1 The Result of the Post-test of the Students across Learning Styles

The results on the post-test then were analyzed based on the students' learning style. The descriptive statistics data of visual and auditory learning style students showed that there were some differences between both groups. The descriptive statistics data of

the visual and auditory learning style students are presented in Table 4.6 and the SPSS computation was attached in Appendix 16.

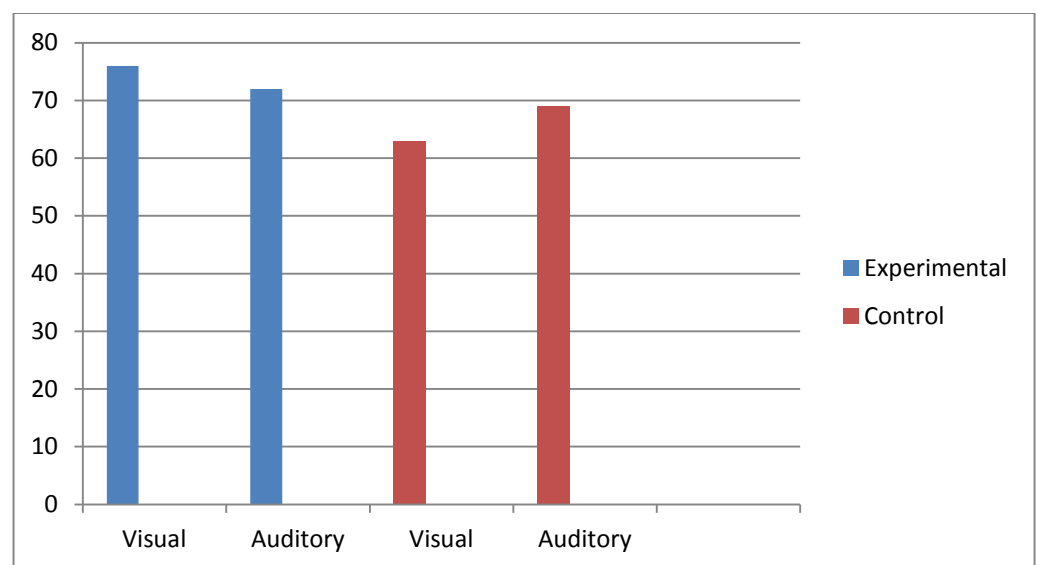
Table 4.6. Descriptive Statistics Data of the Students' Post-test across Learning Styles.

Descriptive Statistics	Experimental		Control		Both Groups	
	Visual	Auditory	Visual	Auditory	Visual	Auditory
N	19	14	20	11	39	25
Minimum	60	60	50	60	50	60
Maximum	95	90	80	75	95	90
Mean	76.05	71.79	63.10	69.00	69.25	70.62
SD	8.910	10.304	9.148	6.583	11.068	8.885

Table 4.6 shows that the mean score of the visual students taught by using SQ4R was 76.05 and the mean score of the auditory students taught by using SQ4R strategy was 71.79. Mean used to find out the mean different, low and high both to learning styles in both groups. Moreover, the mean score of the visual students taught with conventional strategy was 63.10, and the mean score of the auditory students taught with conventional strategy was 69.00. Mean used to find out the mean different, low and high both to learning styles in both groups. From this description, it reveals that the mean score of the visual students taught by using SQ4R strategy was higher than the visual students taught with conventional strategy ($76.05 > 63.10$). Meanwhile, the mean score of the auditory students taught

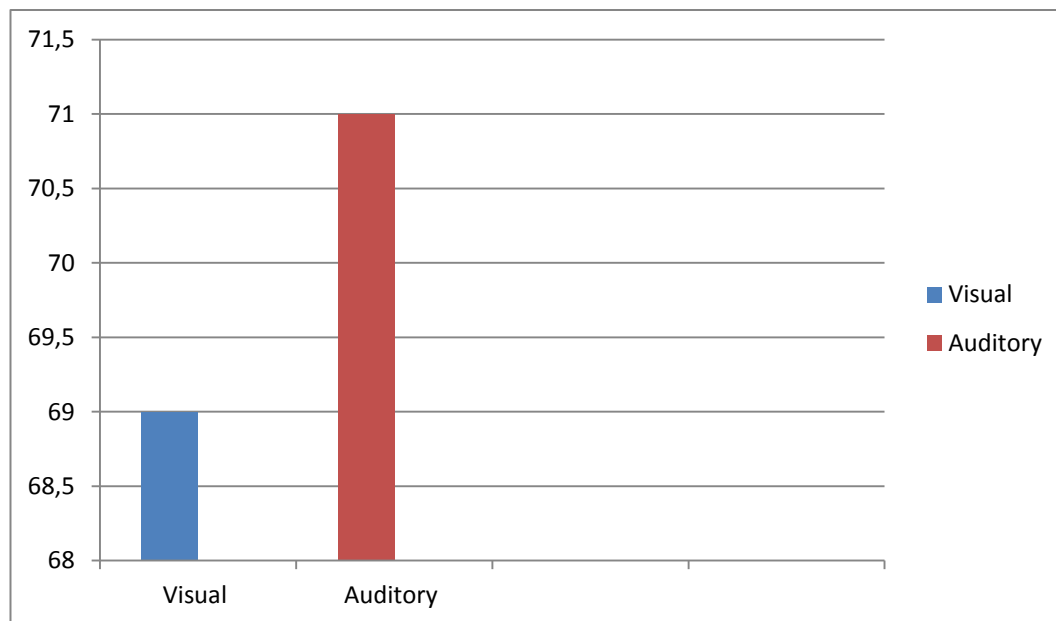
with SQ4R strategy was higher than the mean score of the auditory students taught by using conventional strategy ($71.79 > 69.00$). The mean difference of the post-test between the experimental and control groups across learning styles can be seen in Figure 4.7.

Figure 4.7. Mean Difference between the Experimental and Control Groups across Learning Styles.



In addition, the mean difference between visual and auditory students from both experimental and control groups as an entire subject is illustrated in Figure 4.8. From table 4.6, it is known that the mean score of the visual students from both groups was 69.25 and the mean score of the auditory students from both groups was 70.62.

Figure 4.8 Mean Difference between Visual and Auditory Students.



After the descriptive statistics data had been presented then the data was analyzed inferentially. From the variables of this study, it can be categorized as a factorial design. The factor involved in this study included strategy and learning styles. The factor of strategy consisted of two levels: SQ4R and konvensional strategy. The factor of learning styles consisted of two levels: visual and auditory. Therefore, the factorial design in this study can be referred as the 2 x 2 factorial designs. In light of the use of factorial design, the method used in analyzing data in this study was a two-ways ANOVA in which the students' post-test scores were used as the main data analysis.

A.5 The Result of Normality and Homogeneity

The quantitative analysis of the data in this research involved the investigation on the fulfillment of the statistical assumptions after

descriptive statistical employed. Normality and Homogeneity tests using SPSS 20 were performed to investigate whether or not the data fulfilled the statistical assumptions. The result becomes the prerequisite basis in selecting parametric or non-parametric statistics for hypotheses testing.

A.5.1 Normality Test

Normality test was administered to measure the extent to which a distribution of scores approximates the standard normal curve or distribution of normal data. This was tested by using Kolmogorov-Smirnov test by means of SPSS 20 program with the criteria of acceptance of rejection of this assumption is 0.05 level of significance. The criteria of significance are stated in formulas: (1) if $\text{Sig.} \geq 0.05$, normal; (2) if $\text{Sig.} \leq 0.05$, not normal.

The hypotheses were :

Null Hypothesis : the data is not normal or ≤ 0.05

Alternative Hypothesis : the data is normal or ≥ 0.05

The result of normality test are briefly presented in following Table.4.7

Table 4.7 The Result of The Normality Test of Both Groups

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Group		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Experimental	.135	33	.156	.947	33	.106
	Control	.135	31	.132	.927	31	.036

a. Lilliefors Significance Correction

Based on the Table 4.7 above from the Shapiro- Wilk normality, it showed that the test gives to experimental group that consist of 33 students and to control group that consist of 31 students. It also that the score test result found that the test level of significance of the Experimental group was (sig-value $.106 > \alpha.0.05$) consist of and for the control group was (sig-value $.036 > \alpha.0.05$). The level of normality test of both experimental and control groups $>\alpha.0.05$ it means both experimental and control groups were normal.

Table 4.8 The Result of the Normality Test in Post-Test of Learning Styles.

Tests of Normality						
Groups	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score Auditory	.176	24	.053	.907	24	.030
Visual	.127	40	.105	.961	40	.185

a. Lilliefors Significance Correction

The normality of the students' reading comprehension scores were tested on the basis of the groups the students belonged to and the classification of their learning styles. The result of the normality test shown in table 4.8. It also that the score test result found that the test level of significance of the Auditory was (sig-value $.030 > \alpha.0.05$) consist of and for the Visual group was (sig-value $.085 > \alpha.0.05$). The level of normality test of both experimental and control groups $>\alpha.0.05$

it means both Auditory and Visual were normal. The detail of normality was available in Appendix 17.

A.5.2 Homogeneity Test

The homogeneity test intended to measure the equality of the experimental and control group before the treatment was given. The test was tested by using Levene's Test by means of SPSS 20 program. The result then became the basis for choosing the appropriate inferential statistics for the post-test score. The criteria of significance are stated in the formula: (1) if $\text{Sig.} \geq 0.05$, homogeneous: (2) if $\text{Sig.} \leq 0.05$, not homogeneous.

The hypotheses were :

Null Hypothesis : the data was not homogeneous or ≤ 0.05

Alternative hypothesis : the data was homogeneous or ≥ 0.05

The result of homogeneity test can be seen in Table 4.9 and Table 4.10.

Table 4.9 The Result of The Homogeneity Test of Both Groups

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
1.511	5	24	.224

The data in Table 4.9 shows that the obtained significant value of homogeneity test across groups was .224. It means that the null hypothesis was rejected and the alternative hypothesis was accepted since .224 was higher than 0.05. The results show that all groups involved in this study were equal and comparable.

Table 4.10 The Result of The Homogeneity Test of Learning Styles

Levene's Test of Equality of Error Variances^a

Dependent Variable: Score

F	df1	df2	Sig.
1.096	3	60	.358

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Class + Learning Styles + Class * Learning Styles

The data in Table 4.10 shows that the obtained significant value of homogeneity test across groups was .358. It means that the null hypothesis was rejected and the alternative hypothesis was accepted since .358 was higher than 0.05. The results show that all groups involved in this study were equal and comparable. The detailed explanation can be seen in Appendix 17.

Since the statistical assumptions in terms of normality and homogeneity were fulfilled, the parametric statistical analysis was administered to test the hypotheses. The detail of normality was available in Appendix 18.

B. Hypotheses Testing

In this study, first the researcher intended to find out the main effect of strategy and learning styles on the students' reading achievement. Second, the researcher examined the interaction effects between those independent variables on the students' reading achievement. Since the data was fulfilled the statistical assumptions, the hypotheses testing was conducted by using parametric statistical analysis in terms of two-ways ANOVA. The two-ways ANOVA was employed since this study was a factorial design involving more than one independent variable and each independent variable was clustered into more than one group. In detail, this study was belonged to 2 x 2 factorial quasi-experimental designs. The result of the two-ways ANOVA by means of SPSS 20 program computation can be seen in Table 4.11.

Table 4.11 The Result of Hypothesis Testing

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Description
Teaching Strategy	10.163	2	5.081	.059	.001	Significant Difference
Learning Styles	272.028	2	136.014	1.574	.216	No significant Difference
Teaching Strategy* Learning Styles	28.763	2	14.381	.166	.847	No significant Difference

The result of the SPSS computation of two-ways ANOVA can be seen in Appendix 19 and 20. Meanwhile, the explanation of the

hypotheses testing result related to the two-ways ANOVA computation described one by one as follows.

B.1 Hypothesis Testing 1

The first hypothesis to be tested is the effect of using SQ4R on the students' reading achievement. The formulas of the first null and alternative hypothesis are declared as follows:

Null Hypothesis 1(H_0)₁:

Students' who are taught by using SQ4R strategy, do not achieve better than those who are taught by using conventional strategy.

Alternative Hypothesis 1(H_a)₁:

The students taught by using SQ4R strategy, have better achievement in reading narrative text than those who were taught without using conventional strategy.

The criteria of significance are stated in the formulas: (1) if $\text{Sig.} \leq 0.05$, significant different: (2) if $\text{Sig.} \geq 0.05$, not significance different.

The hypotheses are:

Null Hypothesis : the data was significantly different or ≤ 0.05

Alternative Hypothesis : the data was not significantly different or ≥ 0.05

Table 4.12 The Result Two Way ANOVA Analysis on The Difference of Students' Reading Comprehension Score in The Experimental and Control Groups.

Tests of Between-Subjects Effects

Dependent Variable: Score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1782.462 ^a	7	254.637	2.947	.011
Intercept	229784.676	1	229784.676	2.659E3	.000
TS	10.163	2	5.081	.059	.001
LS	272.028	2	136.014	1.574	.216
TS * LS	28.763	2	14.381	.166	.847
Error	4839.022	56	86.411		
Total	318125.000	64			
Corrected Total	6621.484	63			

a. R Squared = ,469 (Adjusted R Squared = ,478)

Based on the Table 4.12, the result of the SPSS computation of the above two-ways ANOVA reveals that the obtained significant value for the effect of SQ4R was .001. The result shows that the obtained significant value was lower than the accepted significant level ($\text{sig}.001 \leq 0.05$). It means that there was enough evidence to reject the null hypothesis and to accept the alternative hypothesis. Therefore, there was a significant difference in students' achievement in reading narrative text between the students taught by using SQ4R strategy than those who were taught by konvensional strategy. In other words, the students taught by using SQ4R strategy had better achievement in reading narrative texts than those who were taught by konvensional strategy. The detail of two way anova

analysis on the difference of students' reading comprehension score in the experimental and control groups was available in Appendix 19.

B.2 Hypothesis Testing 2

After testing the first hypothesis, the researcher then investigated the second hypothesis about effect of learning styles differences on the students' reading achievement. The formulas of the second null and alternative hypotheses were described as follows.

Null Hypothesis 2(H_0)₂:

There is no significant difference in reading comprehension of students who were taught by using SQ4R across students' learning styles.

Alternative hypotheses 2 (H_a)₂:

There is significant difference in reading comprehension students who were taught by using SQ4R across students' learning styles.

The criteria of significance are stated in the formulas: (1) if $\text{Sig.} \leq .05$, significant different: (2) if $\text{Sig.} \geq .05$, not significance different.

The hypotheses are:

Null Hypothesis : the data was significantly different or $\leq .05$

Alternative Hypothesis : the data was not significantly different or
 ≥ 0.05

Table 4.13 The Result of Two Way ANOVA Analysis on The Difference of Students' Reading With Different Learning Styles ANOVA.

Tests of Between-Subjects Effects

Dependent Variable: Score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1782.462 ^a	7	254.637	2.947	.011
Intercept	229784.676	1	229784.676	2.659E3	.000
TS	10.163	2	5.081	.059	.001
LS	272.028	2	136.014	1.574	.216
TS * LS	28.763	2	14.381	.166	.847
Error	4839.022	56	86.411		
Total	318125.000	64			
Corrected Total	6621.484	63			

a. R Squared = ,469 (Adjusted R Squared = ,478)

The result of the SPSS computation of the above two-ways ANOVA reveals that the obtained significant value for the effect of learning styles was .216. The result shows that the obtained significant value was higher than the accepted significant level (sig.216 \geq sig.0.05). It means that there was no enough evidence to reject the null hypothesis. Therefore, there was no significant difference on students' achievement in reading narrative text across students' learning styles. In other words, the visual students did not

have better achievement in reading narrative texts than the auditory students. The detail of two way anova analysis on the difference of students' reading in learning styles was available in Appendix 19.

B.3 Hypothesis Testing 3

The last hypothesis to be tested was the interaction effect between the strategy and the students' learning styles on the students' reading achievement. The formulas of the second null and alternative hypotheses are described as follows.

Null hypotheses 3 (H_0)₃ :

There was no interaction between the teaching strategy and the students' learning styles on the students' reading comprehension achievement.

Alternative hypotheses 3 (H_a)₃ :

There was an interaction between the teaching strategy and the students' learning styles on the students' reading achievement.

The criteria of significance are stated in the formulas: (1) if $\text{Sig.} \leq .05$, significant different: (2) if $\text{Sig.} \geq .05$, not significant different.

The hypotheses are:

Null Hypothesis : the data was significantly different or $\leq .05$

Alternative Hypothesis : the data was not significantly different or
 ≥ 0.05

Table 4.14 The Result of Interaction Between Teaching Strategy and Learning Styles.

Tests of Between-Subjects Effects

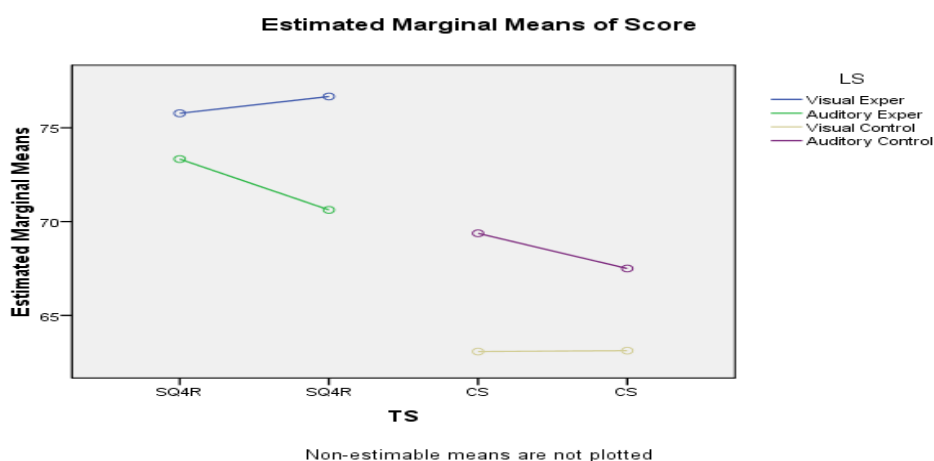
Dependent Variable: Score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1782.462 ^a	7	254.637	2.947	.011
Intercept	229784.676	1	229784.676	2.659E3	.000
TS	10.163	2	5.081	.059	.001
LS	272.028	2	136.014	1.574	.216
TS * LS	28.763	2	14.381	.166	.847
Error	4839.022	56	86.411		
Total	318125.000	64			
Corrected Total	6621.484	63			

a. R Squared = ,269 (Adjusted R Squared = ,178)

The result of the SPSS computation of the above two-ways ANOVA reveals that the obtained significant value for the interaction effect between SQ4R strategy and learning styles was .847. The result shows that the obtained significant value was higher than the accepted significance level ($\text{sig. } .847 \geq 0.05$). It means that there was not enough evidence to reject the null hypothesis. Therefore, there was no interaction between SQ4R strategy and learning styles on students' achievement in reading narrative texts.

Figure 4.9 The Interaction Between Teaching Strategy and Learning Styles



The absent interaction between teaching strategies and learning styles was supported by the lines of the interaction, as shown in Figure 4.9, which did not cross each other and this indicated that no disordinal interaction occurred. The lines are also almost parallel, which that the ordinal interaction was not significant. All in all, the main effect of teaching strategy in this research did not depend of the factor of learning style as the attribute variable. The detail of two way anova of interaction between teaching strategy and learning styles available in Appendix 19.

C. Discussion

The discussion of presents the data analysis of the research stated in finding. It focused on answering the research questions, integrating the findings with the previous concepts and theories, and explaining the implication of the findings.

C.1 The Effectiveness of SQ4R on Students' Reading Comprehension

In relation to the research finding, it was found that there was a significant difference between the mean score in the post-test of the subjects between the experimental and control group. Teaching using SQ4R strategy in teaching reading comprehension to the students of MTs Al-Huda Tulungagung in academic year 2018/2019 was significantly effective than using the conventional strategy especially in teaching the narrative text.

In line with this, Kinanthi (2013) and Harsiadi (2010) in this study stated that there was a significance difference in reading comprehension achievement between the senior high school students who were taught by using SQ4R and the students who were not. The students taught using SQ4R strategy got better achievement in learning reading comprehension.

In addition, Refieldha (2012) and Yusri (2003) concluded that the strategy was also effective to be used for teaching reading junior high school students. It can be seen from the significant students' reading comprehension which significantly increases after being taught by using SQ4R strategy.

Her research rejected the null hypothesis which said that there was no significance difference before and after teaching by using SQ4R strategy. It means that the alternative hypothesis of this study was accepted. Teaching narrative text by using SQ4R strategy to the students

of MTs Al Huda Tulungagung academic year 2018/2019 was found to be effective.

The normality is the extent to which a distribution of score approximates the standard normal curve. The result of both experimental and control groups based on Shapiro Wilk , the level significance was .106 for the experimental group and .036 for control group $>.05$. It means both experimental and control groups were normal or acceptable.

The second is homogeneity to know the groups are homogeneous to obtain the information equally. Using Levene's statistic, the score was .224 with $.05$ level significance criteria. Both experimental and control groups were homogeneity.

The assumption on homogeneity and normality testing both experimental and control groups was fulfilled, the parametric statistical analysis was chosen to analyze the data. The parametric statistical analysis data was by using one sample *t*-test. The result was $.001 < .05$.

There was difference mean score between the students who have different learning styles (visual and auditory learning styles). The hypothesis in this study was also accepted. It means that there was significant difference in score between visual and auditory learning styles students who were taught by using SQ4R strategy in teaching reading comprehension to the students of MTs Al-Huda Tulungagung in academic year of 2018/2019, especially in narrative text. The result of the post-test showed the average score of the experimental group which was

higher than the control group. The mean difference between experimental group and control group was 4.26. Furthermore, from 33 students in experimental and 31 in control groups, the result of the mean for the experimental group was 76.05 and control group was 71.79. In addition, the mean differences of both groups was 4.26 point.

From the data above, it was found that there was significant difference between the students who were taught by using SQ4R strategy than those who were taught by conventional strategy. In this research, the students taught by using SQ4R strategy had better achievement in reading narrative text than those who were not taught by using SQ4R. The alternative hypothesis was accepted. In line with this, Pardede (2013) stated that SQ4R strategy was more effective to be applied in learning text, it can help the students remember the text by using SQ4R strategy produced escalation students' reading comprehension seen from students' score. The SQ4R strategy is one of the strategies that can increase the students' ability in reading and comprehend the narrative text.

There were several factors that influence the improvement of experimental group compared to the control group. First, the implementation of SQ4R strategy helped the students to understand the reading material. The steps of SQ4R strategy guided the students effectively. The implementation of SQ4R strategy prevented the boredom of students. The SQ4R strategy is a successful strategy of remembering,

retrieving, and thoroughly learning material for a quiz, test, or for simply understanding a body of information. Learning this specific method will get students into the habit of practicing intensive and effective studying. Roseinweig (1973) cited in Ebibi (2014) concluded that simplified short stories make the students better on comprehension questions. Their concern is with training students to pick out relevant points in their reading and to organize them for recall. The strategy, usually reflect the classic study teaching of SQ4R (survey, question, read, recite, report, and review).

C.2 SQ4R Strategy Across Students' Learning Styles

There is no significant difference between visual and auditory learning styles. from 33 students in experimental and 31 students in control groups there were 39 students were visual dominant and 25 auditory learning style students. The result of the post-test showed that maximal score of visual students was 95 while auditory was 90 and for the minimal score of visual students was 50 while auditory was 60. The mean of auditory learning styles students post-test score was 70.62, it was higher than visual learning styles students which was 69.25. The mean difference between auditory and visual learning styles was 1,37 point. Meanwhile, SD of visual was 11.068 and auditory was 8.885. The obtained significant value was higher than the accepted significant level (sig. $278 \geq \text{sig}.0.05$). It means that there was no different between visual and auditory students.

In this study, visual students were equal to auditory students. There was no significant difference in students' reading achievement and in reading narrative text across students' learning styles. In other words, the visual students did not have better achievement in reading narrative texts than the auditory students. It is a contrast to Wulandari, et.al (2016) and Sukrawan (2010) they stated that visual learning style students who are taught by using SQ4R strategy achieve a better score than auditory students. In line with DePorter & Hemachi, 2013 classroom activities of the visual learning styles students were more active to record in detail to get information.

C.3 Interaction Between Strategy Across Students' Learning Styles.

The result of the SPSS computation of the above two-way ANOVA reveals that the obtained significant value for the interaction effect between SQ4R strategy and learning styles was .034. The result shows that the obtained significant value was higher than the accepted significant level ($\text{sig}.847 \geq \text{sig}.0.05$). It means that there was not enough evidence to reject the null hypothesis. Therefore, there was no interaction between SQ4R strategy and learning styles on students' achievement in reading narrative texts.