

**THE CORRELATION BETWEEN VERBALIZER -
VISUALIZER LEARNERS AND THEIR READING
LITERACY LEVELS AT MTS TERPADU
ROUDLATUL QURAN LAMONGAN**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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ABSTRACT

Permatasari, Dian Artika (2018) *“The Correlation between Verbalizer-Visualizer Learner and Their Reading Literacy Levels at MTs Terpadu Roudlatul Quran Lamongan”*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Dr. Siti Asmiyah, S.Pd. M.TESOL & Drs. Muhtarom, M.Ed.Grad Dip TESOL

Key words: Visualizer Learner, Verbalizer Learner, Reading Literacy levels

Reading literacy relates to students' understanding the context of the text and such reading literacy may differ from one type of learners to the others. To make the students easier to learn, the educators should know their each student's types of learner. They are verbalizer learner and visualizer learner. This quantitative research aimed to describe the reading literacy level and two types of learner; verbalizer and visualizer learner, also investigate any correlation between types of learner and reading literacy levels by taking thirty eight female students' of ninth grade at MTs Terpadu Roudlatul Quran Lamongan. As the sample, the researcher collected the data through questionnaire and test. The finding shows 42% students are verbalizer and 58% students are visualizer learner. This means ninth that grade of MTs Terpadu Roudlatul Quran Lamongan have more visualizer learner rather than verbalizer learner. They prefer to learn through picture rather than text itself. The students reading literacy at the average is in level 3. Students' proficiency levels of continuous text, there was no one students reach levels 6, 1a, and 1b. There were 11% students in level 5; 34% students in level 4; 47% students in level 3; and 8% students in level 2. Students' proficiency levels of non-continuous text were 5% students in level 6; 18% students in level 5; 29% students in level 4; 34% students in level 3; 13% students in level 2; and no one in level 1a and 1b. There are correlation between types of learner and reading literacy. Verbalizer learner (X1) and reading literacy (Y1); visualizer learner (X2) and reading literacy (Y2), both variables have positive correlation. Students' degree of correlation is 0,437. Students' degree correlation is 0,461. It means they have enough correlation. Based on the findings, the educator should increase the students exercise even in continuous or non-continuous text. Also develop reading literacy in English text.

ABSTRAK

Permatasari, Dian Artika (2018) “*The Correlation between Verbalizer-Visualizer Learner and Their Reading Literacy Levels at MTs Terpadu Roudlatul Quran Lamongan*”. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Advisors: Dr. Siti Asmiyah, S.Pd. M.TESOL & Drs. Muhtarom, M.Ed.Grad Dip TESOL

Key words: *Visualizer Learner, Verbalizer Learner, Reading Literacy levels*

Literasi membaca berhubungan dengan pemahaman siswa terhadap isi teks. Literacy membaca bisa dibedakan dari tipe belajar siswa. Untuk membuat siswa mudah dalam belajar, pendidik harus mengetahui tipe belajar siswa. Mereka adalah siswa verbalizer dan visualizer. Penelitian kuantitatif ini bertujuan untuk mendeskripsikan level literasi membaca dan tipe belajar siswa, juga meneliti hubungan antara tipe belajar siswa dan level literasi membaca. Penelitian ini menggunakan 38 siswa kelas Sembilan MTs Terpadu Roudlatul Quran Lamongan, khususnya di kelas siswa perempuan. Sebagai sampel, peneliti mengumpulkan data melalui kuesioner dan tes. Hasil dari penelitian ini menunjukkan terdapat sebanyak 42% siswa verbalizer dan 58% siswa visualizer. Siswa visualizer lebih banyak dari pada verbalizer. Mereka lebih menyukai belajar menggunakan gambar dari pada teks. Literasi membaca siswa rata – rata pada level 3. Pada level 6, 1a, dan 1b tidak terdapat siswa mencapai level tersebut pada continuous text. terdapat 11% pada level 5, 34% pada level 4; 47% pada level 3; 8% pada level 2. Sedangkan pada non-continuous terdapat 5% pada level 6; 18% pada level 5; 29% pada level 4; 34% pada level 3; 13% pada level 2; dan tidak ada yang mendapat level 1a dan 1b. Terdapat hubungan antara tipe belajar siswa dan literasi membaca. Siswa verbalizer (X1) dan literasi membaca (Y1); siswa visualizer (X2) dan literasi membaca (Y1). Kedua variable tersebut terdapat hubungan positif. Derajat hubungannya adalah 0,437 dan 0,461. Itu artinya kedua variable mempunyai hubungan yang cukup. Berdasarkan hasil diatas, pendidik harus meningkatkan latihan siswa pada teks continuous dan non-continuous. Dan juga mengembangkan literasi membaca pada buku bahasa Inggris.

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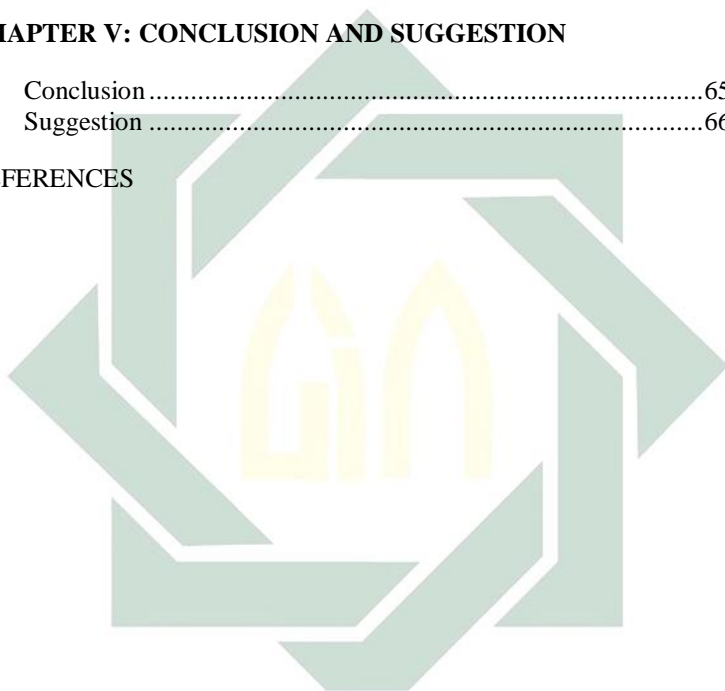
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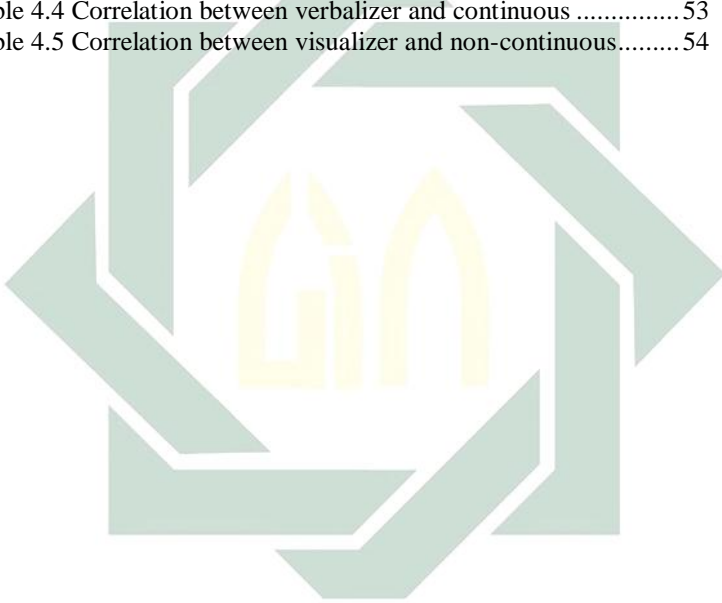
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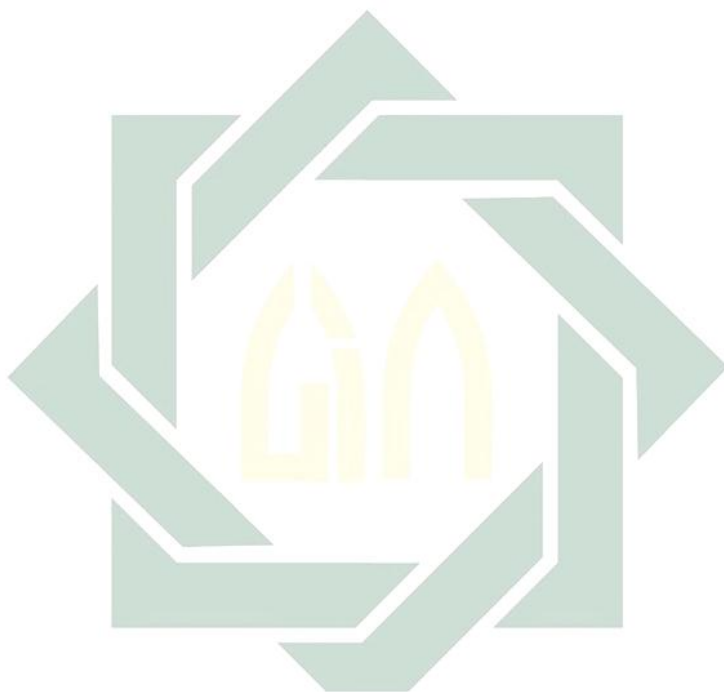
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LIST OF ABBREVIATION



UIN	: Universitas Islam Negeri
MTs	: Madrasah Tsanawiyah
OECD	: Organization for Co-operation and Development
CCSU	: Central Connecticut State University
Permendikbud	: Peraturan Menteri Pendidikan dan Kebudayaan
PISA	: Programme for International Student Assessment
IEA	: International Association for the Evaluation of Educational Achievement
SMPN	: Sekolah Menengah Pertama Negeri
VVQ	: Verbalizer and Visualizer Questionnaire
SS	: <i>Sangat Setuju</i> Strongly Agree
S	: <i>Setuju</i> Agree
TS	: <i>Tidak Setuju</i> Disagree
STS	: <i>Sangat Tidak Setuju</i> Strongly Disagree

CHAPTER I

INTRODUCTION

This Chapter discusses the area of the study that will be covered in heading; background of the study, research questions of the study, objectives of the study, significance of the study, scope, and limitation, and the definition of the key terms.

A. Research Background

Literacy is an individual ability to use their potential and skills particularly in reading and writing. Literacy in reading and writing as basic literacy is because both literacies becomes the basis for the acquisition of other competencies or other literacies and hence both skills since the child entered elementary school.¹ Because these skills are important need to be in school, work, and environment even at home. According to Lerner reading is a basic skill to learn another subject.² If beginning students do not have a reading lesson soon, so they will get difficulty in all courses.

In fact, there are several kinds of literacy, such as reading literacy, mathematical literacy, science literacy, financial literacy, and others. The formation of literacy in society is a measurement of advance or not of a nation.³ Nations that have low literacy will confront a grim civilization.⁴ Increasing literacy rate is a way to increase the quality of human resources.⁵ The literate society is characterized by the desire and ability of society to read.⁶ The students need to be facilitated to develop their reading literacy. Hence reading

¹ Muakibatul Hasanah and Risa Yanuarti "Correlation Between Reading Literacy Ability and Achievement in Learning Indonesian Language in Grade X" *ISLLAC*. Malang, 2017

² Richard Lerner "The Parenting of Adolescents and Adolescents as Parent: A Developmental-Contextual Perspective" *Parenthood in America* 349, 1988

³ Maman Suryaman. "Analisis Hasil Belajar Peserta Didik Dalam Literasi Membaca Melalui Studi Internasional (PIRLS)2011" Yogyakarta, 2011

⁴ A Teeuw "Indonesia Antara Kelisanan dan Keberaksaraan", Jakarta: Pusaka Jaya, 1994

⁵ Fasli Jalal and Nina Sardjunani. "Increasing Literacy in Indonesia" *Education for All Global Monitoring Report (Literacy for Life)*, 2005

⁶ Maman Suryaman "Kesiapan Masyarakat Menghadapi Era Global" (*Paper presented at The International Conference on Sundanesse Culture*), Gedung Merdeka, Bandung, 2001

literacy has become an important aspect of people to contribute to the development of a country such as Indonesia.

Reading literacy condition in Indonesia is alarming. According to Organization for Economic Co-operation and Development (OECD) released the results of its 2015 global rankings on student performance in mathematics, reading, and science, on the Program for International Student Assessment, or PISA, Indonesia is ranked 66 from 72 countries in Reading literacy.⁷ According to Central Connecticut State University (CCSU) 2016 from The World's Most Literate Nation study, the interest of reading in Indonesia is low, that research put Indonesia in 60 from 61 countries.⁸ This low level In Indonesia may be the basic problem but have a big impact on country improvement. If the literacy is low it will influence the contribution in the nation productivity. The impact are for instance, joblessness, destitution, etc. Another problem if student's reading literacy level is low, in most cases it automatically influencing the several other subjects, consequently obtaining an education in general.⁹ Problems with reading literacy do not only have consequences for academic success in the language arts but also for academic achievement in content areas, such as history, social sciences, economics or geography.¹⁰ In order to improve reading literacy, teacher, government, educator and other stakeholder need to comprehend in advance of student reading literacy. Pirjo studies indicate that the risk of being a low achiever is strongly determined by several sociocultural factors as well as by students' personal characteristics, attitudes, and activities both at and outside of school.¹¹ From the result above we can

⁷ OECD. *The latest ranked of top countries in math, reading, and science is out*, <http://www.businessinsider.sg/pisa-worldwide-ranking-of-math-science-reading-skills-2016-12/?r=US&IR=T> (publish: December 6, 2016)

⁸ John W Miller. *World's Most Literate Nations Ranked*. <https://webcapp.ccsu.edu/?news=1767&data> (release: March 9, 2016)

⁹ Andre G. and Antra." Factors Influencing Reading Literacy at Primary School Level. *Problems of Education in The 21st Century*" Vol.6, 2008

¹⁰ Donna Alvermann. "Reading adolescents' reading identities: Looking back to see ahead" *Journal of Adolescent & Adult Literacy*, 44 (8), 676-690, 2001

¹¹ Pirjo Linnakyla and Antero Malin ."M. Factors Behind Low Reading Literacy Achievement" *Scandinavian Journal of Educational Research*. Vol. 48, No. 3, July 2004

conclude that reading literacy in Indonesia needs to be resolved.

Based on Victoria, there are several tips to improve students reading literacy, they are reading regularly, sharing the load, visual clues, context clues, word knowledge, common difficult area, etc.¹² Recognizing the importance the students' literacy needs, the government through Permendikbud Number 23 of 2015 has made a policy by establishing one of the mandatory daily activities using 15 minutes before learning begins to read a book other than a subject book.¹³ To make the educator easier to help the students who have difficulty in reading, the educator should know the reading levels of every student. The educator should know the characteristic of the learners and the type of learner in order to maximize the learning process, namely by an understanding of each characteristic of learners and their learning style is diverse.¹⁴ So, in every lesson, the educator should try to meet learner characteristic, type of learner or learning style, and their intelligence. Considering the importance of recognizing students' types of learners and their literacy level as the basis to better cater for their literacy development, research on types of learners and reading literacy level is deemed to be significant.

Andrew states that there are two types of learners, the visualizer and the verbalizer. Visualizers learn better when they see the information in a visual form, such as pictures, diagrams, and maps, while verbalizers will learn better when they can read the information.¹⁵ Visualizer learner tends to obtain information by way of viewing so it is easier to receive process, save or use text or oral form information. In contrast the verbalizer remembers more when they read the short passage.¹⁶ Verbalizer learner obtains information more easily by way of

¹² Victoria. "Learning Beyond The Bell (Tips on Improving Students 'Literacy)". CMY

¹³ Muakibatul Hasanah and Risa Yanuarti. "Correlation Between Reading Literacy Ability and Achievement in Learning Indonesian Language in Grade X" ISLLAC.Malang, 2017

¹⁴ Agung Hermawan "Mengetahui Karakteristik Peserta Didik Untuk Memaksimalkan Pembelajaran" Yogyakarta, 2014

¹⁵ Andrew L. Mendelson. "For Whom is a Picture Worth a Thousand Words? Effects of the Visualizing Cognitive Style and Attention on Processing of News Photos" *Journal of Visual Literacy* 24:1, 2004

¹⁶ Ibid

listening. They easier to receive, process, save or use text or oral form information.

These different types of learners may influence their reading literacy level. According to PISA there is seven level of reading literacy from PISA, starting 6 as the highest to 1b as the lowest.

In the area of reading literacy, there have been a number of previous researches. Based on a study that done by IEA, the study of reading literacy is focused on reading literacy test in 9 and 14 years old to know the achievement levels of reading in three domain of reading literacy. That study was to determine the average levels of reading literacy of representative samples of all students in the grades where most 9 and 14 year-olds were to be found.¹⁷ Findings by IEA on national achievements' levels are the students of the students of Finland showed the highest reading literacy levels at both 9 and 14 years of age in almost all domains. Students in the United States also produced relatively high scores at the nine-year-old level, and in Sweden, France, and New Zealand at the fourteen-year-old level.¹⁸ Another studied of Imroatus Sholihah, that research was discussed about the students' level of reading literacy proficiency and also the factors influencing students' levels of reading literacy proficiency.¹⁹ The finding shows that the students reading literacy proficiency levels at SMPN 2 Sukodono is level 5 and also the factors influencing students' levels of reading literacy proficiency are students' reading out of school and students' reading at school. However, Imroatus's research is different from this research because this research is not focused on reading literacy only but also in verbalizer and visualizer learner. There is another research in literacy which was conducted by Rusyidah. The study is aimed to determine the reading ability of madrasah (high school) students and

¹⁷ Elley B Warwick "How in The World Do The Students Read?; IEA Study of Reading Literacy" *International Association for the Evaluation of Educational Achievement*. 1992. Pg. 3

¹⁸ *Ibid*. Pg. 3

¹⁹ Imroatus Sholichah. "Students' Level of Reading Literacy Proficiency at SMPN 2 Sukodono" A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya, 2016

boarding school student in Surabaya, to provide assistance for madrasah and boarding schools in Surabaya.²⁰ The study has mapped the literacy in madrasah and Pondok pesantren and recommends obligation for visiting library minimal once a week and making the strategy to improve reading culture.

The explanation previous studies above showed about reading literacy levels in context. They did not search about types of learners which is it may influence students ability in reading literacy level. A study of Rosidatul describes the profile of the visualizer and verbalizer students to think analytically in solving mathematical problems.²¹The finding of this study there is no contradiction between verbalizer and visualizer cognitive style in students analytical critical thinking. According to Prof. Dr. Mega Teguh Budiarto research showed that visualizer and verbalizer cognitive style disposed of same though critical thinking stage. Visualizer learners solve the problem used counting and drew the illustration. While verbalizer learners solve the problem used by counting and comparing. This study also adapted VVQ from Mendelson. The research was descriptive-qualitative that used test and interview methods. However, both research above is different from this research, the research above is used VVQ to critical thinking in this research to know the students reading literacy level. Those all previous studies in types of learners do not took the research in reading literacy.

This research is aimed to know how far reading literacy levels in verbalizer and visualizer learner of middle school. This research will be different from all of those researches because the researches above did not use VVQ than related to reading literacy, but in this research, the researcher will study about the reading literacy level of verbalizer and

²⁰ Evi Fatimatur Rusyidah and Abdullah Hamid. "Developing Reading Culture of Madrasah and Pesantren in Surabaya through Literacy Volunteer Student Program" *Proceedings of The International Conference University-Community Engagement*. Surabaya, 2016

²¹ Rosida Ilma.. "Students' Profile Thinking Analytical in Solving Math Problem Based on Visualizer Cognitive and Verbalizer Style at SMPN 25 Surabaya" A thesis. Math Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya, 2017

visualizer learner in middle school or Islamic junior high school. The research focuses on verbalizer and visualizer learner after analyzing it and then continues with reading literacy assessed by PISA. The finding of this research may help the educator to know the types of learner as the basis for them to take actions in their program to develop students' English reading literacy level.

B. Research Question

In relation to the background of the study above, this study is aimed to examine the following questions.

1. What is the reading literacy proficiency level of verbalizer and visualizer learner?
2. How is the correlation between the types of learners and their reading literacy proficiency level?

C. Objectives of the Study

This research will be aimed to find out:

1. To describe the level of reading literacy proficiency of verbalizer and visualizer learners at MTs Terpadu Roudlatul Quran Lamongan.
2. To measure the correlation between type of learner and their reading literacy level at MTs Terpadu Roudlatul Quran Lamongan.

D. The significance of the Research

This result of the study is expected to give the following contribution.

1. Theoretical significance

The result of this study is supposed to contribute the development of theories in literacy especially in reading literacy level and also types of learner. This research will make additional references. In the relationship between reading literacy and types of learner in English Foreign Language context, particularly in Indonesia.

2. Practical significance

For the teacher, they know the students' level of reading literacy proficiency and also in verbalizer

and visualizer learner. So from that result, the teacher can help the students who have a problem in literacy and can improve the students who already are good in reading literacy.

E. Scope and Limitation

The scopes of this study are students' responses in types of learners, particularly in verbalizer and visualizer learners. This research also measure students' reading literacy levels.

This research has some limitation to examine. First, in types of learners measured through verbalizer and visualizer questionnaire by Mendelson. Second, reading literacy levels of continuous and non-continuous English text by PISA release item – reading 2006. This research also investigates the correlation between types of learners and reading literacy. This research conducted at MTs Terpadu Roudlatul Quran Lamongan at ninth grade particularly in female class.

F. Definition of Key Terms

In order to have the same idea and to avoid misunderstanding of this study, the researcher clarifies the term used in this study as follows.

1. Reading literacy

According to PISA (Program for International Student Assessment), reading literacy is the understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.²² In this research, reading literacy is the students understanding on the context of the text.

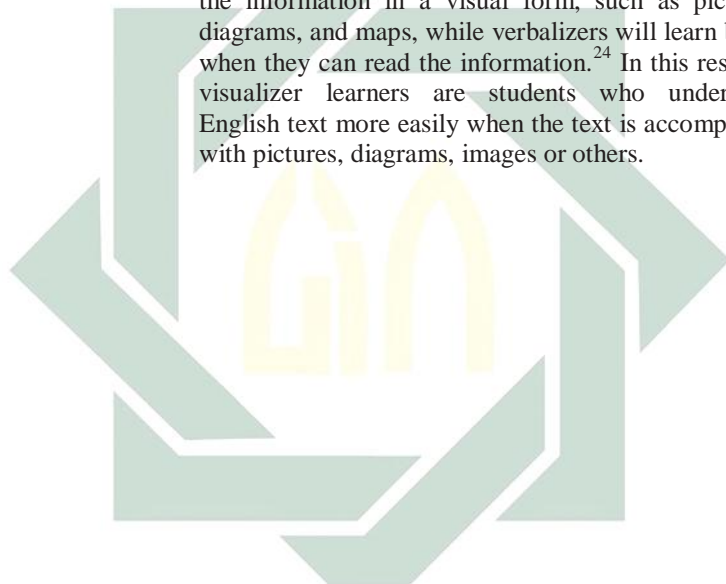
²²OECD “*Preparing Students for PISA: Reading Literacy. Teacher’s Handbook*”, 2002 Pg 4

2. Verbalizer learner

The verbalizer learners are learners who remembered more the short passage or when they learn the information from text.²³ In this research verbalizer, learners are students who understand the English text better rather than visual ways of processing information

3. Visualizer learner

The visualizer learners are learners who see the information in a visual form, such as pictures, diagrams, and maps, while verbalizers will learn better when they can read the information.²⁴ In this research visualizer learners are students who understand English text more easily when the text is accompanied with pictures, diagrams, images or others.



²³ Andrew L. Mendelson. 2004. *For Whom is a Picture Worth a Thousand Words? Effects of the Visualizing Cognitive Style and Attention on Processing of News Photos.*24:1.

²⁴ Andrew L. Mendelson. 2004. *For Whom is a Picture Worth a Thousand Words? Effects of the Visualizing Cognitive Style and Attention on Processing of News Photos.*24:1.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the theoretical bases of this research; they are reading literacy, reading literacy proficiency, verbalizer and visualizer cognitive style also the previous study.

A. Literature Framework

1. Reading Literacy

Reading literacy is understanding, using and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.¹ According to PISA 2018 Reading literacy is understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.²

To further understand the definition of reading literacy, each part of the definition is explained further:³ First, *Understanding* refers to the ability to gain meaning from what is read. This can include the meaning of words or it can be more complex in identifying the underlying theme of a narrative. Second, *Using* relates to the notions of application and function (i.e. applying what has been read to an immediate task or goal, or using what is read to reinforce or change beliefs) third, *Reflecting on* emphasizes the notion that reading is interactive, where readers make connections with their own thoughts and experiences when engaging with a text. Fourth, *Engaging with* involves the reader's motivation to read and is comprised of constructs including interest in and enjoyment of reading, a sense of control over what one reads, and reading practice. Fifth, *Written texts* include texts from a variety of media – hand-

¹ OECD "Preparing Students for PISA: Reading Literacy. Teacher's Handbook", 2002 Pg 4

² OECD "PISA 2018 Draft Analytical Framework". PISA 2018. Pg. 11

³ Sue Thomson, Kylie Hillman, and Lisa De Bortoli.. *A teacher's guide to PISA reading literacy*" Australia. ACER Press 2013

written, printed and digital. They can include visual displays such as diagrams and pictures. Written texts can be in a variety of formats, including continuous and non-continuous, and in a variety of text types, such as narrative and expositions.

The first of the domains are revisited as a major focus, requiring a full review of its framework and new development of the instruments that represent it. Definitions of reading and reading literacy have changed over time in parallel with changes in society, the economy, and culture.⁴

There are several kind definitions of reading literacy. According to Bruner reading literacy is repeated by the culture of the reader, the context of reading and the purposes of reading.⁵ From the explanation above about definition of reading literacy, the definition itself is depended on the context or the topic that will discuss.

2. Reading Literacy Proficiency

Reading literacy proficiency is the competence that the students should be reached. The concept of reading literacy in PISA is defined by three dimensions: *the format* of the reading material, the *type* of reading task or reading aspects, and the *situation* or the use for which the text was constructed.⁶ And the three dimensions the concept of reading literacy in PISA will explain below.

The first dimension, the text format, classifies the reading material or texts into continuous and non-continuous texts.⁷ The continuous text is longer than non-continuous. Continuous texts are formed by sentences organized into paragraphs. Examples of text objects in continuous text format include newspaper reports, essays, novels, short stories, reviews and letters, including on e-

⁴ Ibid

⁵ Jerome Bruner “*The relationship between ICT use and reading literacy*”. Jyvaskyla: Jyvaskyla University Press. 2014, 40

⁶ OECD “*A Profile of Student Performance in Reading and Science*” 2004 Pg. 272

⁷ Ibid

book readers.⁸ There was several type's text of continuous;⁹ 1) *Narration* is the type of text in which the information refers to properties of objects in time. Narrative texts typically provide answers to "when", or "in what sequence" questions, 2) *Exposition* is the type of text in which the information is presented as composite concepts or mental constructs, or elements into which concepts or mental constructs can be analyzed. The text provides an explanation of how the component elements interrelate in a meaningful whole and often answers "how" questions, 3) *Description* is the type of text in which the information refers to properties of objects in space. Descriptive texts typically provide an answer to "what" questions, 4) *Argumentation* is the type of text that presents propositions as to the relationship between concepts, or other propositions. Argumentative texts often answer "why" questions. Another important sub-classification of argumentative texts is persuasive texts, 5) *Instruction* (sometimes called injunction) is the type of text that provides directions on what to do and includes procedures, rules, regulations and statutes specifying certain behaviors, 6) A *document or record* is a text that is designed to standardize and conserve information. It can be characterized by highly formalized textual and formatting features, 7) *Hypertext* is a set of text slots linked together in such a way that the units can be read in different sequences, allowing readers to follow various routes to the information.

The non-continuous text is more simple and easy to understand than continuous because they provide the text like a picture. It will help visualizer students to answer the question. According to Kirsch and Mosenthal 1990, non-continuous as the sentence is the smallest unit of continuous text, so all non-continuous texts can be shown to be composed of a number of lists.¹⁰ Examples of non-

⁸ OECD “*PISA 2018 Draft Analytical Framework*”. PISA 2018

⁹ PISA “*PISA 2006 Reading Literacy Framework*”, 2006. Pg. 2

¹⁰ Irwin S. Kirsch and Peter B. Mosenthal “Exploring document literacy: Variables underlying the performance of young adults” *Reading Research Quarterly*, 25(1), 1990.

continuous text objects are lists, tables, graphs, diagrams, advertisements, schedules, catalogs, indexes, and forms.¹¹ There was several types' text of continuous; ¹² 1) *Charts and graphs* are iconic representations of data. They are used for the purposes of scientific argumentation, and also in journals and newspapers to display numerical and tabular public information in a visual format, 2) *Tables and matrices*. Tables are row and column matrices. Typically, all the entries in each column and each row share properties and thus the column and row labels are part of the information structure of the text. Common tables include schedules, spreadsheets, order forms and indexes, 3) *Diagrams* often accompany technical descriptions (e.g., demonstrating parts of a household appliance), expository texts and instructive texts (e.g., illustrating how to assemble a household appliance). It is often useful to distinguish procedural (how to) from process (how something works) diagrams, 4) *Maps* are non-continuous texts that indicate the geographical relationships between places. There is a variety of types of maps. Road maps mark the distance and routes between identified places. Thematic maps indicate the relationships between locations and social or physical features, 5) *Forms* are structured and formatted texts which request the reader to respond to specific questions in specified ways. Forms are used by many organizations to collect data. They often contain structured or pre-coded answer formats. Typical examples are tax forms, immigration forms, visa forms, application forms, statistical questionnaires, etc. 6) *Information sheets* differ from forms in that they provide, rather than request, information. They summaries information in a structured way and in such a format that the reader can easily and quickly locate specific pieces of information. Information sheets may contain various text forms as well as lists, tables, figures and sophisticated text-

¹¹ OECD "PISA 2009: Assessment Framework Key competencies in reading, mathematics, and science", 2009

¹² PISA "PISA 2006 Reading Literacy Framework", 2006. Pg. 3

based graphics (headings, fonts, indentation, borders, etc.) to summaries and highlight information. Time tables, price lists, catalogues and programs are examples of this type of non-continuous text. 7) *Calls and advertisements* are documents designed to invite the reader to do something, e.g., to buy goods or services, attend gatherings or meetings, elect a person to a public office, etc. The purpose of these documents is to persuade the reader. They offer something and request both attention and action. Advertisements, invitations, summonses, warnings and notices are examples of this document format. 8) *Vouchers* testify that their owner is entitled to certain services. The information that they contain must be sufficient to show whether the voucher is valid or not. Typical examples are tickets, invoices, etc. 9) *Certificates* are written acknowledgements of the validity of an agreement or a contract. They are formalized in content rather than format. They require the signature of one or more persons authorized and competent to bear testimony of the truth of the given statement. Warranties, school certificates, diplomas, contracts, etc. are documents that have these properties.

The second dimension is defined by the three reading aspects.¹³ The third dimension, the situation or context, reflects the categorization of texts based on the author's intended use, the relationship with other persons implicitly or explicitly associated with the text and the general content.¹⁴ Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.¹⁵

Students at a particular 7 level from higher to lower not only demonstrate the knowledge and skills associated with that level but also the proficiencies required at lower

¹³ OECD "A Profile of Student Performance in Reading and Science" 2015 Pg. 272

¹⁴ Ibid

¹⁵ Sue Thomson, Kylie Hillman, and Lisa De Bortoli "A teacher's guide to PISA reading literacy" Australia. ACER Press 2013

levels. Here are some descriptions for the seven levels of proficiency in reading literacy.¹⁶

Table 2.1 Reading Literacy Proficiency Scale

Proficiency Level	Text Format	
	Continuous texts	Non-continuous texts
	Characteristic of task	
6	Negotiate single or multiple texts that may be long, dense or deal with highly abstract and implicit meanings. Relate information in texts to multiple, complex or counterintuitive ideas.	Identify and combine information from different parts of a complex a document that has unfamiliar content, sometimes drawing on features that are external to the display, such as footnotes, labels and other organizers. Demonstrate a full understanding of the text structure and its implications.
5	Negotiate texts whose discourse the structure is not obvious or clearly marked, in order to discern the relationship of specific parts of the text to the implicit theme or intention.	Identify patterns among many pieces of information presented in a display that may be long and detailed, sometimes by referring to information that is in an unexpected place in the text or outside the text
4	Follow linguistic or thematic links over several paragraphs, often in the absence of clear discourse markers, in order to locate, interpret or evaluate embedded information.	Scan a long, detailed text in order to find relevant information, often with little or no assistance from organizers such as labels or special formatting, to locate several pieces of information to be compared or combined.
3	Use conventions of text organization, where present, and follow implicit or explicit logical links such as of cause and effect relationships across sentences or paragraphs in order to locate, interpret or evaluate information.	Consider one display in the light of a second, separate document or display, possibly in a different format, or draw conclusions by combining several pieces of graphical, verbal and numeric information.

¹⁶ OECD "A Profile of Student Performance in Reading and Science", 2004 Pg 275

2	Follow logical and linguistic connections within a paragraph in order to locate or interpret information; or synthesize information across texts or parts of a text in order to infer the author's purpose.	Demonstrate a grasp of the underlying structure of a visual a display such as a simple tree diagram or table, or combine two pieces of information from a graph or table.
1a	Use redundancy, paragraph headings or common print conventions to identify the main idea of the text, or to locate information stated explicitly within a short section of text.	Focus on discrete pieces of information, usually within a single display such as a simple map, a line graph or bar graph that presents only a small amount of information in a straightforward way, and in which most of the verbal text is limited to a small number of words or phrases.
1b	Recognize information in short, syntactically simple texts that have a familiar context and text type, and include ideas that are reinforced by pictures or by repeated verbal cues.	Identify information in a short text with a simple list structure and a familiar format.

3. Verbalizer and Visualizer cognitive Style

a) Cognitive Style

A concept that has received little attention from media researchers is cognitive style, although it has been extensively examined by education researchers.¹⁷ Cognitive styles are different from learning strategies. A style is considered to be a fairly fixed characteristic of an individual, while strategies are the ways that may be used to cope with situations and tasks.¹⁸ According to Messick, cognitive style can be defined as an individual

¹⁷Andrew L. Mendelson. "For Whom is a Picture Worth a Thousand Words? Effects of the Visualizing Cognitive Style and Attention on Processing of News Photos" *Journal of Visual Literacy* 24:1. 86, 2004.

¹⁸ Riding and Sadler Smith According Andrew L. Mendelson. *For Whom is a Picture Worth a Thousand Words? Effects of the Visualizing Cognitive Style and Attention on Processing of News Photos*.24:1 (2004)

difference in the way of organizing and processing information.¹⁹

b) Cognitive Verbalizer and Visualizer Style

According to Paivio, The verbalizer - visualizer cognitive style model was first developed who proposed that the cognitive system is divided into two components: a verbal system and a visual system.²⁰ Visualizers learn better when they see the information in a visual form, such as pictures, diagrams, and maps, while verbalizers will learn better when they can read the information.²¹ The verbalizers remembered more when they read the short passage, while the imagers remembered more when they learned the information from a picture.²²

B. Previous Studies

Related to this research, several previous studies are already conducted. The first study is from IEA study of reading literacy that focused on reading literacy test in 9 and 14 years old to know the achievement levels of reading in three domain of reading literacy. The achievement levels of carefully selected probability samples of students in three domains of reading literacy and makes some preliminary interpretations of these results.²³ IEA studied using all three domains in the research. That study was to determine the average levels of reading literacy of representative samples of all students in the

¹⁹ Marta K. and Januchta, et.al, “Visualizers versus verbalizers: Effects of cognitive style on learning with texts and pictures e An eye-tracking study” 68, 2017

²⁰ Allan Paivio. “Imagery and deep structure in the recall of English nominalizations” *Journal of Verbal Learning and Verbal Behavior*, 10, 1-12 (a), 1971

²¹ Andrew L. Mendelson. “For Whom is a Picture Worth a Thousand Words? Effects of the Visualizing Cognitive Style and Attention on Processing of News Photos” *Journal of Visual Literacy* 24:1, 2004

²² Ibid

²³ Elley Warwick B. “How in the World Do Students Read? IEA Study of Reading Literacy” *ERIC* 1997

grades where most 9 and 14 year-olds were to be found.²⁴ Findings by IEA on national achievements' levels are the students of the students of Finland showed the highest reading literacy levels at both 9 and 14 years of age in almost all domains. Students in the United States also produced relatively high scores at the nine-year-old level, and in Sweden, France, and New Zealand at the fourteen-year-old level.²⁵ Another previous studied of Imroatus Sholihah, The finding shows that the students reading literacy proficiency levels at SMPN 2 Sukodono is level 5 and also the factors influencing students' levels of reading literacy proficiency are students' reading out of school and students' reading at school. The research was conducted to know the students' level of reading literacy proficiency and also the factors influencing students' levels of reading literacy proficiency.²⁶ However, both research from IEA and Imroatus are different from this research because in this research is not focus on reading literacy only but also in the type of learner they are verbalizer and visualizer learner.

The other similar research, According to Evi Fatimatur research explains about reading literacy program that held by Surabaya government. The aim of this study is to determine the reading ability of madrasah (high school) students and boarding school student in Surabaya, to provide assistance for madrasah and boarding schools in Surabaya.²⁷The conclusions of Evi studied are mapping madrasah and Pondok pesantren to do school literacy movement, the obligation for visiting library minimal once a week and making a strategy to improve reading culture. Evi studies have emphasized reading literacy program

²⁴ Elley Warwick B. "How in The World Do The Students Read? IEA Study of Reading Literacy" *International Association for the Evaluation of Educational Achievement.*, 1992 Pg. 3

²⁵ Ibid. Pg. 3

²⁶ Imroatus, Sholichah "Students' Level of Reading Literacy Proficiency at SMPN 2 Sukodono" A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of SunanAmpel Surabaya, .2016

²⁷ Evi Fatimatur Rusyidah and Abdullah Hamid. " Developing Reading Culture of Madrasah and Pesantren in Surabaya through Literacy Volunteer Student Program " *Proceedings of The International Conference University-Community Engagement.* Surabaya, 2016

only, as opposed to my research that is assessing reading literacy level of learner.

Those previous study were about reading literacy in other aspect. Whether, types of learner may influence the students' ability in reading literacy levels. There were some previous study about types of learner, particularly in verbalizer and visualizer learner. Based on a study of Rosidatul describe the profile of the visualizer and verbalizer students to think analytically in solving mathematical problems.²⁸ The finding of this study there is no contradiction between verbalizer and visualizer cognitive style in students analytical critical thinking. According to Prof. Dr. Mega Teguh Budiarto research showed that visualizer and verbalizer cognitive style disposed of same though critical thinking stage.²⁹ Visualizer learners solve the problem used counting and drew an illustration. While verbalizer learners solve the problem used by counting and comparing. This study also adapted VVQ from Mendelson. The research was descriptive-qualitative that used test and interview methods. Previous research here focused on verbalizer and visualizer type of learner to critical thinking. Rosidatul is in a mathematical problem and mega is counting and drew illustration. These studies, however, do not take language as the variable in the correlation. These are exactly different from this research.

²⁸ Rosida Ilma. "Students' Profile Thinking Analytical in Solving Math Problem Based on Visualizer Cognitive and Verbalizer Style at SMPN 25 Surabaya" A thesis. Math Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya, 2017

²⁹ Elen Mayanti and Mega Teguh Budiarto "Profil Berfikir Kritis Siswa SMP dalam Menyelesaikan Masalah Geometri ditinjau dari Gaya Kognitif Verbalizer dan Visualizer" *MATHEdunesa*, Vol. 2, No. 5, 2016

CHAPTER III

RESEARCH METHOD

This chapter presents the method of the research including research design, the data, and source of data, data collection technique, research procedure, research instrument, and data analysis technique.

A. Research Design

This research is dealing with quantitative. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.¹ Quantitative researchers usually base their work on the belief that facts and feelings can be separated, that the world is a single reality made up of facts that can be discovered.² This study aims to describe the quantity of reading literacy proficiency level of verbalizer and visualizer learner and the correlation between types of learners and reading literacy.

B. Data and Source of Data

1. Data

The data that used in this study is the numerical result of VVQ (Visualizer and Verbalizer Questionnaire) and Score of reading literacy item test of PISA 2006.

2. Source of Data

This study was conduct in MTs Terpadu Roudlotul Quran Lamongan with a 9th-grade student particularly in female class as research subject. The students responded visualizer and verbalizer questionnaire (VVQ). After responded a questionnaire to categorize who are visualizers

¹ Ibid

² Jack R Fraenkel and Norman E Wallen “ *How to Design and Evaluate Research in Education*” McGraw-Hill. Newyork, 2009

or verbalizers. The researcher took data on each class to test them using the reading literacy item of PISA 2006.

C. Data Collection Technique

The data require undertaking the finding of this study. The data collection techniques that are used in this research are as follow:

1. Questionnaire

A questionnaire is a technique or a method of data collection indirectly (the researcher is not directly asked to the respondent).³ In this research, the researcher used questionnaire conduct Mendelson VVQ (Visualizer Verbalizer Questionnaire) to classify the types of learners.

2. Reading Test

A test is a method of measuring a person's ability, knowledge, or performance in a given domain.⁴The students have to answer some of the questions by PISA in reading literacy. This test aims to assess the students' level in reading literacy proficiency.

D. Research Procedure

There were some procedures in other to find out the valid data to answer the research question. The procedures are presented below.

1. The researcher prepared the instrument to collect the data.
2. Visualizer Verbalizer questionnaire conduct from Mendelson
3. Reading literacy test conduct from PISA release item – 2006
4. The researcher asked permission to take research in that school
5. The researcher asked permission to the teacher in the class that will be used take research and follow the learning process.

³ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*” Remaja Rosdakarya, 2011
219

⁴ H. Douglas Brown, *“Language Assessment Principles and Classroom Practices”*
Longman, 20043

6. The researcher introduced the research to the students. The first day the researcher collected the data using VVQ questionnaire. The second day the researcher collected the data using reading literacy test conduct PISA release item – 2006.
7. The researcher analyzed the data and makes a conclusion of the research.

E. Research Instrument

The research instruments in this study are presented below.

1. Visualizer Verbalizer Questionnaire

Visualizer verbalizer questionnaire (VVQ) is conducted to this study to classify the students learning type which one the visualizer learner and visualizer learner.

2. Reading Literacy Test

Reading Literacy test through reading literacy of PISA release item - 2006 used to obtain qualitative data about the literacy level in reading literacy proficiency.

F. Data Analysis Technique

The data analysis techniques in this research are presented below.

1. Questionnaire

The student responses to the questionnaire were read and categorized based on the types of learner.

Table 3.1 Verbalizer and Visualizer Questionnaire Score

	Positive	Negative
Strongly Agree <i>Sangat Setuju (SS)</i>	4	1
Agree <i>Setuju (S)</i>	3	2
Disagree <i>Tidak Setuju (TS)</i>	2	3
Strongly Disagree <i>Sangat Tidak Setuju (STS)</i>	1	4

There are 20 questions of verbalizer and visualizer questionnaires. Ten question for each type of learner. There are 10 questions in verbalizer, 5 questions are positive and the others are negative. Visualizer questions are same as like verbalizer question. The score of each question is depended on kind of question. If the question positive statement the answer Strongly Agree Strongly Agree Sangat Setuju (SS) is 4 points, Agree Agree Setuju (S) is 3 points, Disagree Disagree Tidak Setuju (TS) is 2 points and Strongly Disagree Strongly Disagree Sangat Tidak Setuju (STS) is point 1 point. If the question negative statement the answered Strongly Agree Strongly Agree Sangat Setuju (SS) is 1 point, Agree Agree Setuju (S) is 2 points, Disagree Disagree Tidak Setuju (TS) is 3 points, and Strongly Disagree Strongly Disagree Sangat Tidak Setuju (STS) is 4 points. Then the score was calculated to categorize the type of learners.

2. Test

The right answers are calculated the score is matched with the PISA 2006 standard to know the level of the students reading literacy proficiency.

Table 3.2 Reading Literacy Levels Score

Level	Score	
	Continuous Text	Non-Continuous Text
6	More than 13	More than 13
5	More than 11	More than 11
4	More than 9	More than 9
3	More than 7	More than 7
2	More than 5	More than 5
1a	More than 3	More than 3
1b	More than 0	More than 0
Maximal Score	14	14

There are two kinds of text that used the continuous and non-continuous. The correct answer in multiple choice of each question was given score 1 and the wrong answer was given score 0.5 For open ended item, correct answer of each question was given full credit, an incomplete answer was given partial-credit and an inaccurate or incorrect answer was given no credit.⁶ Then the data were calculated to decide the students reading literacy in their proficiency levels.

3. Correlation

The result from the questionnaire is compared to the level. To know the relationship between the type of learners and reading literacy level that is whether a certain type of learner achieves higher than other types of learner. The researcher calculated the data using correlation product moment. The formula to find the correlation between types of learners and reading literacy using product moment are presented below.

$$r1 = \frac{n \sum x1y1 - (\sum X1)(\sum Y1)}{\sqrt{\{n \sum X1^2 - (\sum X1)^2\} \{n \sum Y1^2 - (\sum Y1)^2\}}}$$

$$r2 = \frac{n \sum x2y2 - (\sum X2)(\sum Y2)}{\sqrt{\{n \sum X2^2 - (\sum X2)^2\} \{n \sum Y2^2 - (\sum Y2)^2\}}}$$

⁵ PISA “Draft Reading Literacy Framework”, 2015 30.

⁶ Ibid

Where

X_1 : Verbalizer Learner

Y_1 : Reading Literacy (Continuous Text)

R_1 : The correlation coefficient between Variable X_1 and Y_1

$\sum x_1 y_1$: The sum of the product of X_1 and Y_1 scores

$\sum X_1$: The sum of X_1 scores

$\sum Y_1$: The sum of Y_1 scores

$\sum X_1^2$: The sum of the square of verbalizer learner

$\sum Y_1^2$: The sum of the square of Reading Literacy (Continuous Text)

X_2 : Visualizer Learner

Y_2 : Reading Literacy (Non-Continuous Text)

R_2 : The correlation coefficient between Variable X_2 and Y_2

$\sum x_2 y_2$: The sum of the product of X_2 and Y_2 scores

$\sum X_2$: The sum of X_2 scores

$\sum Y_2$: The sum of Y_2 scores

$\sum X_2^2$: The sum of the square of visualizer Learner

$\sum Y_2^2$: The sum of the square of Reading Literacy (Non-Continuous Text)

N : Total of respondents

The researcher used SPSS 16.0 to help the researcher to measure the correlation between types of learner and reading literacy. Pearson correlation coefficient only measure linear relationship. According to Sugiyono showed the interval of coefficient and level of relationship are presented below.⁷

Table 3.3 Coefficient Correlation

Interval of Coefficient	Relationship Level
0,00 – 0,199	Very Weak
0,20 – 0,399	Weak
0,40 – 0,599	Enough
0,60 – 0,799	Strong
0,80 – 0,1000	Very Strong

The result of data will show range from -1 to +1, they describe on table 3.3. If the result of data closes to -1 to +1 means there are strong relationship between variables. If the data closes to zero means there is no relationship between variable.

⁷ Sugiyono “*Korelasi Product Moment Pearson*” Metode Penelitian Administrasi. Bandung: Alfabet. 2012

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the finding and discussion of this research. It will reports the finding and the result of the data collection. The chapter also presents the data analysis and discussion descriptively.

A. Findings

This research aims to investigate the type of learners and to assess reading literacy proficiency level of students at MTs Terpadu Roudlatul Quran Lamongan. This research used two kinds of data; they are types of learner; verbalizer visualizer learner and their reading literacy. The result of the research finding is presented based on those data. First, the data obtained from the result of the verbalizer visualizer questionnaire is to classify the type of learner. The second one is from reading literacy proficiency level tested to measure the students' proficiency level of reading literacy.

The data were collected on Saturday and Monday, 28th and 30th of July 2018. Based on these data are presented below

1. Verbalizer and Visualizer Learners

The researcher collected the data on Saturday 28th of July 2018 in ninth grade of MTs Terpadu Roudlatul Quran Lamongan. The questionnaire used in this research is Verbalizer Visualizer Questionnaire adapted from Mendelson.¹ The Verbalizer and Visualizer questionnaire are given to 38

¹ Andrew L. Mendelson. "For Whom is a Picture Worth a Thousand Words? Effects of the Visualizing Cognitive Style and Attention on Processing of News Photo" *Journal of Visual Literacy*, 2004 24:1.

female students' of ninth grade. The results of the questionnaire show 16 students are verbalizer and 22 students are visualizer. Table 4.1 presents percentages of verbalizer and visualizer learners. They are including numbers of student and also percentages of each type of learner.

Table 4.1 Percentages of Verbalizer and Visualizer Learner

F	Verbalizer		Visualizer	
	N	Percent %	N	Percent %
38	16	42	22	58

Note:

F : Students' Number

N : Total Students' Answer Verbalizer or Visualizer

Table 4.1 shows the percentage of verbalizer and visualizer learners. There were 42% verbalizer learners and 58% visualizer learners from 38 students. Chart 4.1 shows result score of verbalizer and visualizer each learner. The highest score is 32 for verbalizer learners and 36 for visualizer learners with maximal score is 40 from 20 questions. It means MTs Terpadu Roudlatul Quran Lamongan have more visualizer type of learner rather than verbalizer learner. They preferred to do something in reading use picture, diagram, map, etc. It helps them easy to understand while reading something use media supported. The questionnaire number 1 to 10 is about words, text, and etc. It means students who verbalizer learners are

most choose number 1 to 10 it is suitable for verbalizer learners. The questionnaire number 11 to 20 is about picture, diagram, map, and etc. so, they are suitable for visualizer learner

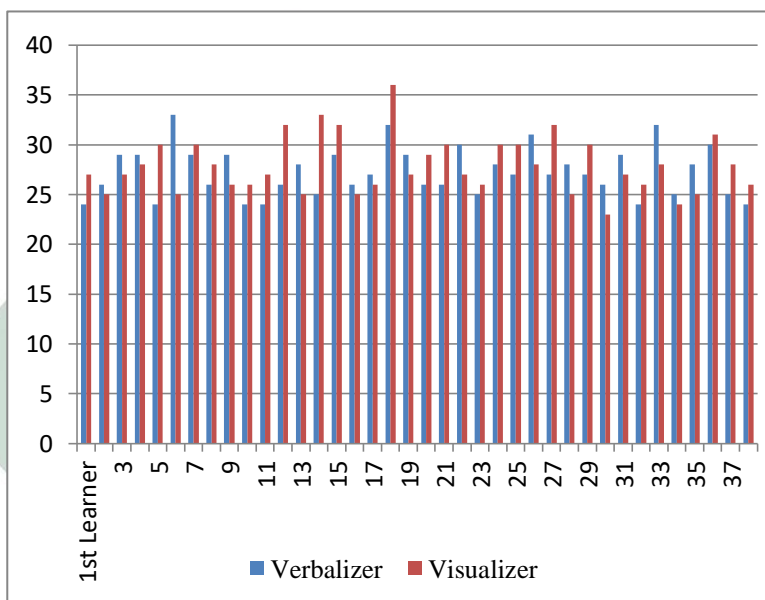


Chart 4.1 Result Score of Verbalizer and Visualizer Learner

Chart 4.1 shows the lowest score is 24 for verbalizer learners and 23 for visualizer learners. The average score is 27 verbalizer learners and 28 visualizer learners. There is four kind of answer in verbalizer and visualizer questionnaire. They were Strongly Agree Sangat Setuju (SS), Agree Setuju (S), Disagree Tidak Setuju (TS), and Strongly Disagree Sangat Tidak Setuju (STS).

a. Verbalizer Learner

Based on table 4.1 there are 16 students who verbalizer learner in ninth grade of MTs Terpadu Roudlatul Quran Lamongan. There are 10 questions about verbalizer they are positive and negative questions. The positive is in numbers 1, 2, 3, 5, and 6. (See Appendix 1) The negative is in numbers 4, 7, 8, 9, and 10. (See Appendix 1)

Students' answer number one is Agree Setuju (S) there were 35 students who answer it for about (92%). Number one is I enjoy doing work that requires that use of words. The score is 3 to answered Agree Agree Setuju (S) because it is a positive statement. The other hand, the students answered Strongly Agree Sangat Setuju (SS) were 2 students (5%), Disagree Tidak Setuju (TS) 1 student (3%), no one answered Strongly Disagree Sangat Tidak Setuju (STS). Have good vocabulary is important to have good reading skills. If their vocabulary is lack it wills many difficulties understanding the contents and messages in the text. In the end process and the aim of the reader is hampered. They thought use words in their homework are needed.

There were twenty five students answered Agree Setuju (S) to statement number two. The number two is I enjoy learning new words. There were 66% students answered Agree Setuju (S) on that question. Twelve students (32%) answered Strongly Agree Sangat Setuju (SS). One student (3%) answered Disagree Tidak Setuju (TS). The maximal score in this number is 4 Strongly Agree Sangat Setuju (SS) for a positive statement. None one answered Strongly Disagree Sangat Tidak Setuju (STS). Students' like get new word it may increase them knowledge. It also improve their speaking ability.

Twenty (53%) students answered Disagree Tidak Setuju (TS) in number three. That is I can easily think of synonyms for new words. The maximal score start from

Strongly Agree Sangat Setuju (SS) that is 4 because it was a positive statement. Eighteen (47%) students answered Agree Setuju (S). the others, Strongly Agree Sangat Setuju (SS) and Strongly Disagree Sangat Tidak Setuju (STS) were been no student (0%). Students' needed dictionary to know the synonym easily.

There were twenty one (55%) students answered Agree Setuju (S) in I read rather slowly. Twelve (32%) students were Disagree Tidak Setuju (TS). The rest answered Strongly Agree Sangat Setuju (SS), they were 5 students (13%). Strongly Disagree Sangat Tidak Setuju (STS) was no one (0%). The maximal score was 4 to 1 start from Strongly Disagree Sangat Tidak Setuju (STS) to Strongly Agree Sangat Setuju (SS). Number four is a negative statement. They need more time to understand the text means. Understanding the text means is very important. A reader understands reading material well if the reader can: (a) know the words or sentences that exist in reading and knowing its meaning, (b) connecting the meaning of experience with meaning in reading, (c) understand all meanings contextually, and (d) make reading value considerations based on reading experience.²

Number five is a positive question. So, the maximal score starts from Strongly Agree Sangat Setuju (SS) to Strongly Disagree Sangat Tidak Setuju (STS). That is 4 to 1. The highest score is Disagree Tidak Setuju (TS). They were sixteen (42%) students. The lowest score was Strongly Disagree Sangat Tidak Setuju (STS). They are no one (0%) who answered Strongly Disagree Sangat Tidak Setuju (STS). There were ten (26%) students who answered Strongly Agree Sangat Setuju (SS) and 16 (32%) students who answered Agree Setuju (S). the question is I prefer to read instructions about how to do

² Samsu Somadayo "*Strategi dan Teknik Pembelajaran Membaca*" Yogyakarta: Graha Ilmu, 2011

something rather than have someone show me. From this question, the researcher knows if the students prefer someone explain something rather than read by themselves. There are people habits that prefer talking and hearing rather than reading and writing.³

There were eighteen (47%) students answered Agree Setuju (S) in I have a better than average fluency in using words. That is a positive statement. The others answer were fourteen (37%) in Disagree Tidak Setuju (TS) choice and six (16%) students were Strongly Disagree Sangat Tidak Setuju (STS). Strongly Agree Sangat Setuju (SS) was no one (0%). The students should improve their fluency to make their language better.

Number seven is a negative statement, that is I spend little time attempting to increase my vocabulary. Strongly Agree Sangat Setuju (SS) was four (11%) students who answered it. Sixteen (42%) students were Agree Setuju (S). the highest was Disagree Tidak Setuju (TS) they were eighteen (47%) students. No one student who answered Strongly Disagree Sangat Tidak Setuju (STS). The students need more time to memorize the new vocabularies. Learning words is a time-consuming activity, and especially so as some of the words learned are forgotten quickly.⁴ Different ways of learning vocabularies are usually utilized by the students such as using flash cards, notebook, referring to bilingual and monolingual

³ Hamdan Husein Batubara and Dessy Noor Ariani.. "Implementasi Program Gerakan Literasi Sekolah di Sekolah Dasar Negeri Gugus Sungai Miai Banjarmasin" UIK MAB Banjarmasin. *JPSD* Vol. 4 No. 1, 2018

⁴ Weidong Yang. "Rote Memorization of Vocabulary and Vocabulary Development" Foreign Languages Department, China University of Petroleum, Beijing Vol. 4, No. 4, 2011

dictionaries to decipher the meaning, or giving some synonyms and antonyms to name but a few.⁵

There were seventeen (45%) students answered Disagree Tidak Setuju (TS) in number eight. That is I dislike word games like crossword puzzles. It was a negative statement. Most of them like a crossword puzzle. For about one (3%) student answered Strongly Agree Sangat Setuju (SS) if they really dislike crossword puzzle and twelve (32%) students who answered Agree Setuju (S) if they dislike crossword puzzle. The students who really like crossword puzzle Strongly Disagree Sangat Tidak Setuju (STS) were eight (21%) students.

The question number nine is I dislike looking up words in dictionaries. This is a negative question. Most students answered were twenty four (63%) in choice Disagree Tidak Setuju (TS). Seven (18%) students answered Strongly Disagree Sangat Tidak Setuju (STS). Four (11%) students who answered Agree Setuju (S). Three (8%) students answered Strongly Agree Sangat Setuju (SS). The highest score was Disagree Tidak Setuju (TS) so, the student like using a dictionary to help them in second language learning.

The last negative question is I have a hard time remembering the words to songs. Eighteen (47%) students answered Disagree Tidak Setuju (TS). There were ten (26%) students who answered Agree Setuju (S). Eight (21%) students answered Strongly Disagree Sangat Tidak Setuju (STS). And two (5%) students answered Strongly Agree Sangat Setuju (SS). So, in this number mostly the students easily remembered lyric of the song.

⁵ Azedah Nemati. "Memory Vocabulary Learning Strategies and Long-Term Retention" *International Journal Vocational and Technical Education*, Department of Studies in Linguistics, University of Mysore, Karnataka State, India. Vol.1 (2), 2009

b. Visualizer Learner

Based on table 4.1 there are 22 students who visualizer learner in ninth grade of MTs Terpadu Roudlatul Quran Lamongan. There are 10 questions about visualizer they are positive and negative questions. The positive is in numbers 12, 15, 17, 18, and 20. (See Appendix 1) The negative is in numbers 11, 13, 14, 16, and 19. (See Appendix 1)

There were sixteen (42%) students who answered Agree Setuju (S) and Disagree Tidak Setuju (TS). So the answered Agree Setuju (S) and Disagree Tidak Setuju (TS) balanced. The question is I don't believe that anyone can think in terms of mental photos. The others answer were four (11%) students for Strongly Agree Sangat Setuju (SS) and two (5%) students who answered Strongly Disagree Sangat Tidak Setuju (STS). if anyone can think in terms of mental photos. Students are easy to imagine something with think about it.

Twenty five (66%) students answered Agree Setuju (S) if use illustrations or diagrams help them when they were reading. Seven (18%) students answered Strongly Agree Sangat Setuju (SS). So, there were 84% students agree if they helped with illustration and diagram (Media). The others answered were six (16%) students choose to Disagree Tidak Setuju (TS) and no one was answered Strongly Disagree Sangat Tidak Setuju (STS). This question is a positive statement. During reading think to understand what does the text means. When you get a difficult meaning of text or section diagram or illustration is very useful.

Number thirteen was a negative question. That is I have a hard time making a "mental photo" of place that I have only been to a few times. Twenty three (61%) students choose Disagree Tidak Setuju (TS). Eight (21%) students answered Agree Setuju (S). Five (13%) students answered Strongly Agree Sangat Setuju (SS). The last was Strongly Disagree

Sangat Tidak Setuju (STS) two (5%) students. Mostly, students were been easily making a “metal photo” of place just in a few times.

There were twenty five (66%) students prefer to Agree Setuju (S) in question "I seldom use a diagram to explain things". That is a negative question. Others students prefer Disagree Tidak Setuju (TS) for 11 (29%) students. Two (5%) students answered Strongly Agree Sangat Setuju (SS) and no one answered Strongly Disagree Sangat Tidak Setuju (STS). So, a half more students answered were seldom used the diagram to help them to explain something.

The highest score in this number was Agree Setuju (S) and Strongly Agree Sangat Setuju (SS). They were nineteen (50%) and eighteen (47%) students who answered a question "I like newspaper articles that have photos. So, the picture helped them to understand easily to read newspaper or article. The others answered was one (3%) student choice Disagree Tidak Setuju (TS) and no one (0%) was answered Strongly Disagree Sangat Tidak Setuju (STS). Sometimes students fell bored if they read a full of texts. They more interest reading text supported by picture. They are 97% students choose this way because it will help their recall ability.

Twenty-seven (71%) students answered Disagree Tidak Setuju (TS) for number sixteen. That is I don't like maps or diagrams in books. That question is negative. Agree Setuju (S) was nine (24%) students. Nine (5%) students answered Strongly Agree Sangat Setuju (SS). No one was answered Strongly Disagree Sangat Tidak Setuju (STS). Mostly, they like maps or diagrams in their book that their read.

Number seventeen is a positive question. The question is when I read books with maps in the, I refer to the maps a lot. The highest was Agree Setuju (S) twenty-four (63%). The lowest was Strongly Agree Sangat Setuju (SS) three (8%) students. Six (16%) students answered Disagree Tidak Setuju

(TS). And five (13%) students answered Strongly Disagree Sangat Tidak Setuju (STS). Most of them prefer maps and observe them.

There were twenty-seven (71%) students answered Agree Setuju (S) and five (13%) students who answered Strongly Agree Sangat Setuju (SS) in question the old saying "A photo is worth a thousand words" is certainly true for me. So, 83% of students agreed with that question. The others answered six (16%) students who disagree answered Disagree Tidak Setuju (TS). And no one who answered Strongly Disagree Sangat Tidak Setuju (STS).

The last negative question is I have always dislike jigsaw puzzles. Mostly, the students answered Tidak Setuju thirty (79%). one (3%) who answered Strongly Disagree Sangat Tidak Setuju (STS). For answered Agree Setuju (S) was six (16%) students and one (3%) who answered Strongly Agree Sangat Setuju (SS). 82% of students were like jigsaw puzzles.

The last positive question is I find maps helpful in finding my way around a new city. Twenty-two (58%) students answered Agree Setuju (S) and fourteen (37%) answered Strongly Agree Sangat Setuju (SS). So, almost 100% of students agree if maps helped them to find a way in new places. There were 6% answered of Disagree Tidak Setuju (TS) and Strongly Disagree Sangat Tidak Setuju (STS), one student of each answer who chose them.

2. Students' Proficiency Level of Reading literacy

The researcher obtained the data on 30th of July. The data were collected to know the students' proficiency level of reading literacy. This reading literacy test adapted from PISA Release item 2006, which have two kinds of text, continuous and non-continuous texts.

Table 4.2 Students' Proficiency Levels of Continuous Text

Level	N	F	Percentage
6	0	38	0%
5	4	38	11 %
4	13	38	34 %
3	18	38	47 %
2	3	38	8 %
1a	0	38	0%
1b	0	38	0%

Table 4.2 shows students' percentages in reading literacy level of students' ninth grade. There were seven levels in reading literacy proficiency level. There were 38 students who followed this test. Table 4.2 explains the continuous text; Level 6 is the highest level, no one student who got this level. Four students (11%) in level 5; thirteen students (34%) in level 4; eighteen students (47%) in level 3; three students (5,3%) in level 2; 1a and 1b were no student in these levels. The students who get the highest score in continuous are four students that are in level 5. There are three students who get the lowest score in level 2. Most students are at level 4.

Table 4.3 Students' Proficiency Levels of Non-Continuous Text

Level	N	F	Percentage
6	2	38	5%
5	7	38	18%
4	11	38	29%
3	13	38	34%
2	5	38	13%
1a	0	38	0%
1b	0	38	0%

Table 4.3 Shows about non-continuous text; Level 6 is the highest level, there are two students got this level (5%); seven students (18%) in level 5; eleven students (29%) in level 4; thirteen students (34%) in level 3; five students (13%) in level 2; 1a and 1b were no student in these levels. The students who get the highest score in non-continuous are two students that are in level 6. There are five students who get the lowest score in level 2. Most students are at level 3.

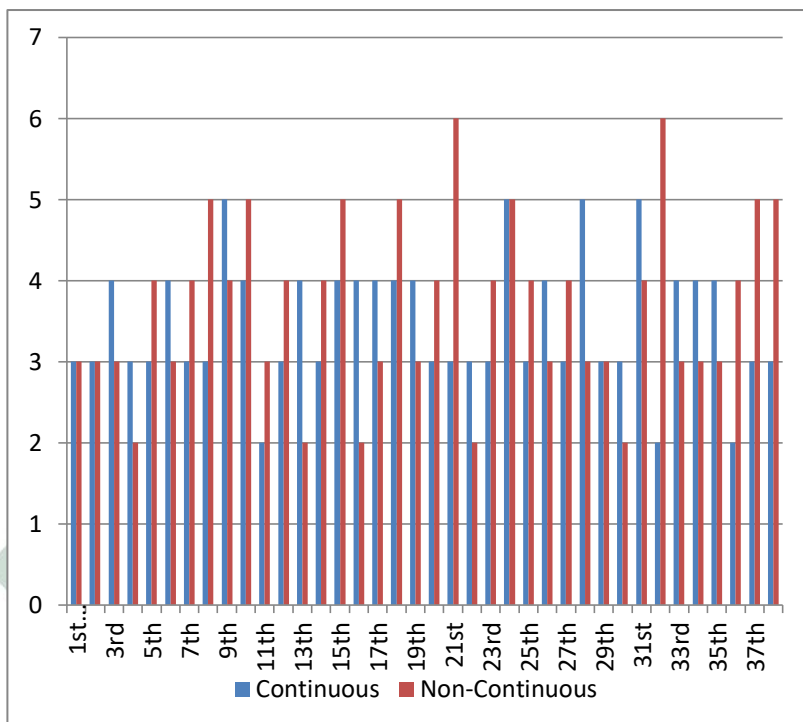


Chart 4.2 Results of Students' Reading Literacy Levels

Chart 4.2 shows the levels of students reading literacy at MTS Terpadu Roudlatul Quran Lamongan. They are from continuous text and non-continuous text for each student at MTs Terpadu Roudlatul Quran Lamongan.

a. Continuous Text

The highest level indicator is “Negotiate single or multiple texts that may be long, dense or deal with highly abstract and implicit meanings. Relate information in texts

to multiple, complex or counterintuitive ideas.”⁶ There was no one who rich level 6. It means the students need more guidance to help them answered the question. This level is the most difficult than the others.

There were four (11%) students in level 5. The indicator of this level is “Negotiate texts whose discourse structure is not obvious or clearly marked, in order to discern the relationship of specific parts of the text to the implicit theme or intention.”⁷ The students should answer the question about the text which they agree with (See Appendix 2). There was a various answer from the students answer sheet, some of them agree with Helga, some of them agree with Sophia. They agree with Helga because graffiti is illegal and destroy the ozone layer. They also agree with Sophia because graffiti is art and it is beautiful. The other question is about scientific police weapons. Some of them tell if the murder opinion is he did not everything as nothing happen. There were students who just let the answered fill blank.

Thirteen (34%) students reach level 4. The indicator of level 4 is “Follow linguistic or thematic links over several paragraphs, often in the absence of clear discourse markers, in order to locate, interpret or evaluate embedded information.”⁸ The students got interpreting question that is “How danger the method destroys the ozone layer is?” and “How is the genetic identity card revealed?”. First, the answer is “yes, it is a danger to the ozone layer. Because painting graffiti is using spray and it contains CFC (chlorofluorocarbon) / Freon”. But, mostly the students just

⁶ Sue Thomson, Kylie Hillman, and Lisa De Bortoli “*A teacher’s guide to PISA reading literacy*” Australia; ACER Press 2013

⁷ Ibid

⁸ Sue Thomson, Kylie Hillman, and Lisa De Bortoli “*A teacher’s guide to PISA reading literacy*” Australia; ACER Press 2013

answer if the graffiti is a danger for the ozone layer because it explains in the Helga opinion text. They did not know the content of the spray. So, they just get a partial score for this question. Second, the answer is "He claims not to know the victim never knew him, never went near him, never touch him..." There were several students who got full credit but mostly were got partial credit.

Level 3 indicators are "Use conventions of text organization, where present, and follow implicit or explicit logical links such as of cause and effect relationships across sentences or paragraphs in order to locate, interpret or evaluate information."⁹ There were eighteen (47%) students who reach this level. The question is referring to Sophia opinion that is "Why does Sophia refer to advertising?" This question has used the convention of text. The right answer is she is saying that advertising is a legal form of graffiti. Advertising sometimes is on the wall too like graffiti. Some of them think advertising is same as like graffiti. The people who put the billboards do not ask permission to the society first, the graffiti else like that, people do not need society permission to make graffiti.

There were three (8%) students who reach level 2. Level 2 indicators are "Follow logical and linguistic connections within a paragraph in order to locate or interpret in formation, or synthesize information across texts or parts of a text in order to infer the author's purpose."¹⁰ The question is asked the students to classify Helga opinion about graffiti with their own words. This question is synthesizing information. Most students answer is partial credit because they just mention a little bit unclearly. The answer is "Helga does not agree. She says

⁹ Ibid

¹⁰ Sue Thomson, Kylie Hillman, and Lisa De Bortoli "A teacher's guide to PISA reading literacy" Australia: ACER Press 2013

graffiti spoil the reputation of young people." Another answer is "Helga's opinion is contra with graffiti. She classified that painting graffiti is spoiling the reputation of young people. The method of painting graffiti destroys the ozone layer." Helga opinion is refusing graffiti because there are many bad impacts rather than good impact.

There was no student who got level 1a and 1b. Based on the explanation above the researcher calculated and counted the average of students' proficiency level in the continuous text is on level 3.

b. Non-Continuous Text

The highest level indicator in the non-continuous text is "Identify and combine information from different parts of a complex document that has unfamiliar content, sometimes drawing on features that are external to the display, such as footnotes, labels, and other organizers. Demonstrate a full understanding of the text structure and its implications."¹¹ The students got question; the word "Thank you for your business" is printed on the bottom of the receipt. One possible reason simply is to be polite. What is another possible reason?" The possible answer is good for business to be nice to the customer or to create a good relationship with the customer.

Seven (24%) students reach 5 level. In this level was increased starting from level 6. Nobody got a score in level 6 of continuous text. The indicator of level 5 is "Identify patterns among many pieces of information presented in a display that may be long and detailed, sometimes by referring to information that is in an unexpected place in

¹¹ Sue Thomson, Kylie Hillman, and Lisa De Bortoli "A teacher's guide to PISA reading literacy" Australia: ACER Press 2013

the text or outside the text." According to the indicator the students have to identify patterns among many pieces of information. For instance, "What is the relationship between receipt and warranty card?". The answer is if there is something error with the commodity, the customer can ask the replacement with showing the receipt of the good warranted. Mostly, the students can answer this question well. But some of them got little difficulties. So, it made them got a partial score. Even, their students let her answer sheet blank.

There were eleven (29%) students who reach in level 4.the indicator is "Scan a long, detailed text in order to find relevant information, often with little or no assistance from organizers such as labels or special formatting, to locate several pieces of information to be compared or combined." ¹² The question is "On Warranty text 1, why should it display "address"?" from that question the students tried to find the relevant answer based on that question and the warranty card. The possible answer is the owner wants the customers to come back to the shop. Other students possible answer is the customers are easy to go to the shop again.

The non-continuous indicator in level 3 is "Consider one display in the light of a second, separate document or display, possibly in a different format, or draw conclusions by combining several pieces of graphical, verbal and numeric information."¹³ According to that indicator, the students should answer a question "Can you mention the differences between receipt and warranty above?" the right answer is Receipt is there are phone number and Warranty is There is a limit of days, tell the rights of Video House

¹² Ibid

¹³ Sue Thomson, Kylie Hillman, and Lisa De Bortoli "A teacher's guide to PISA reading literacy" Australia: ACER Press 2013

Shop, and there is no phone number. Mostly, the students answered are the wrong answer but there were several students got partial credit. There were thirteen (34%) students in this level.

Five (13%) students reached level 2. The indicator is "Demonstrate a grasp of the underlying structure of a visual display such as a simple tree diagram or table, or combine two pieces of information from a graph or table."¹⁴ With the question "What else did Sarah buy while she was in the store?" From that question, the researcher asked the students to combine two pieces of information from the two texts. The students' answer should tripod. Most of them were got a true answer. But there were answer it a camera or something else.

Level 1a and 1b, there was nobody who reached those levels. Based on the explanation above the researcher calculated and counted the average of students' proficiency level in a continuous text is on level 4.

3. Correlation between types of learner and reading literacy proficiency levels

The researcher used SPSS 16.0 as application to measure the correlation between types of learner and reading literacy level. There are four kinds variable in this research, variable 1 (X1), variable 2 (Y1), variable 3 (X2), and variable 4 (Y2). Variable X1 is Verbalizer Learner, Variable Y1 is Reading literacy levels in continuous text, X2 is Visualizer Learners, and Y2 is Reading Literacy levels in non-continuous text. This research measured the correlation between variable 1 (X1) and variable 3 (Y1); Verbalizer learners and Reading literacy Levels in Continuous text. Also measuring the

¹⁴ Ibid

correlation between variable 2 (X2) and variable 4 (Y2); Visualizer learners and Reading literacy Levels in Non-Continuous text. For showing the details result about the correlation between types of learner and reading literacy this research presented the following table.

Table 4.4 Correlation between verbalizer and continuous

		VERBALIZER	READING LITERACY
VERBALIZER	Pearson Correlation	1	.437**
	Sig. (2-tailed)		.006
	N	38	38
READING LITERACY	Pearson Correlation	.437**	1
	Sig. (2-tailed)	.006	
	N	38	38

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

Table 4.4 shows the correlation between verbalizer learners and reading literacy in continuous text as Pearson correlation = 0,437. It means that two variables have enough coefficient correlation, based on the theory mentioned in Chapter III the interval score 0,40 – 0,599 are enough. They

have enough positive correlation, it means those variable have a unidirectional correlation. If the variable X1 are enough the variable Y1 are enough.

Table 4.5 Correlation between visualizer and non-continuous

	VISUALIZER	READING LITERACY
VISUALIZER Pearson Correlation	1	.461**
Sig. (2-tailed)		.004
N	38	38
READING LITERACY Pearson Correlation	.461**	1
Sig. (2-tailed)	.004	
N	38	38

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

Table 4.5 shows the correlation between visualizer learners and reading literacy in continuous text as Pearson correlation = 0,461. It means that two variables have enough coefficient correlation, based on the theory mentioned in Chapter III the interval score 0,40 – 0,599 are enough. . They have enough positive correlation, it means those variable have

a unidirectional correlation. If the variable X1 are enough the variable Y1 are enough.

B. Discussion

1. Verbalizer and Visualizer Learner

Every students' have their own characteristic while learning. They have different ways to catch the material from the teacher or book. Some students are verbalizer and visualizer. Verbalizer learners are learning with listening or oral ways, so, they are easy to receive, process, save and use the information from text. Visualizer learner are learning with viewing ways, so they are easy to receive, process, save, and use the information from picture. A combination of text and picture supports learning process.¹⁵

Based on table 4.1 shows visualizer learners are 58% and verbalizer learners are 42%. It means visualizer learners are more than verbalizer learners. This finding reinforces previous study by winarso about student critical thinking in geometry through visualizer and verbalizer at MTs Darul Hikam Cirebon.¹⁶ There were 45 students at ninth grade, 24 students were visualizer and 21 students were verbalizer, so, for about 53% students are visualizer. Visualizer learners at MTs Darul Hikam Cirebon are more than verbalizer. It means types of learner in verbalizer and visualizer in level MTs majority are visualizer learner.

¹⁵ Marta K. –and Januchta, et.al., “*Visualizers versus verbalizers: Effects of cognitive style on learning with texts and pictures e An eye-tracking study*” 68, 2017

¹⁶ Widodo Winarso and Widya Yulistiana Dewi “Berfikir Kritis Siswa Ditinjau dari Gaya Kognitif Visualizer dan Verbalizer dalam Menyelesaian Masalah Geometri” *BETA*, Vol. 10, No. 02, 2017

Visualizer learners are student preferences for learning in viewing ways. Visualizer learner tended in visual ways.¹⁷ Most students answered in Verbalizer Visualizer questionnaire (VVQ) at number 11 to 20 were visualizer learners because the contents of questionnaire are pictures, diagram, and et.al. For instance, there are 53% students' answered in question students are easy to think and imagine in mental photos. They are 11% students Strongly Agree and 42% students are Agree. This finding affirms the theory by Kirby about verbalizer and visualizer learners that students prefer learning and get information in visual like graphs, diagrams, picture, and etc.¹⁸ Visualizer learners preferred question supported by pictures. The visualizer learners' imaginations are so great that they can conjure up images of a form by seeing it in their mind.¹⁹ There are 84% students like illustration and diagram to help their reading. They are 18% students Strongly Agree and 66% students Agree. Those media maybe can help students in critical thinking because; complicated idea or concept can be communicated more easily through a chart, graph, diagram or illustration.²⁰ The students also like article or newspaper with a picture. Sometimes the student is easy to recall the texts that they have read with picture representation. This finding affirmed Sandra theories that the imagers remembered more when they learned the

¹⁷ Detlev Leutner – Jan L. Plass “Measuring Learning Styles with Questionnaires Versus Direct Observation of Preferential Choice Behavior in Authentic Learning Situations: The Visualizer/Verbalizer Behavior Observation Scale (VV-BOS)” *Computers in Human Behavior*, 14(4), 1998 543-557

¹⁸ John R. Kirby and Phillip J. Moore, et.al. “Verbal and Visual Learning Styles ” *Contemporary Educational Psychology* 13, 169-184, 1988

¹⁹ Sandra E. Davis. “*Learning Styles and Memory*” Auburn University, 2007

²⁰ Ontario. 2013. “*Reading Strategie*”. Think Literacy; Cross-Curricular Approaches Grades 7-12, 2013

information from a picture.²¹ The picture can help the students longer to remember some explanation. The pictures are not only more effortless to recognize and process than words, but also easier to recall.²² Not only picture, diagram, graph, and other, but also there are other media to support visualizer learners. For instance, most students in MTs Terpadu Roudlatul Quran like puzzle. It was proved that there were 82% findings if the students agree using puzzle. Puzzle is one of media that students' like. Media in learning have developed. Learning with puzzle is possible to generate new ideas and to think different.²³ Puzzle is be able to integrate knowledge and imagination to produce creative thinking.²⁴ Puzzle suitable with visualizer learners. In short, visualizer learners are easy to understand in answer question with picture, diagram, puzzle, and etc.

In contrast, Verbalizer learners preferred answering Verbalizer Visualizer Questionnaire (VVQ) in number among 1 to 10. Their scores in question number 1 to 10 were highest than number 11 to 20. Number 1 to 10 was about verbalizer learner like doing work that requires that use of words. Based on the findings above there were 92% students agree with that question and 5% students were strongly agree. Most students' fell important to use words in their activity. The finding affirms the theory by Mendelson that verbalizer learner is word oriented, it shows high fluency with words, prefers to read about ideas,

²¹ Andrew L. Mendelson. "For Whom is a Picture Worth a Thousand Words? Effects of the Visualizing Cognitive Style and Attention on Processing of News Photos" *Journal of Visual Literacy*, 24:1, 2004

²² Pauline Dewan "Words Versus Pictures: Leveraging the Research on Visual Communication" Wilfrid Laurier University, Vol. 10, No. 1, 2015.

²³ Aydinlin "Creative in Design Education from Problem-Solving to Puzzle –Solving" *Design and Technology Education: An International Journal*, 4(2):1-14, 2007

²⁴ Ibid

and enjoys word games.²⁵ Verbalizer learner achieve better when learning on text.²⁶ Verbalizer learners also like learning new words. Based on the data above, there are for about 97% students agree with it. Everyone need increase their word or vocabulary even in their first language or second language because if they do not increase word or vocabulary, they cannot develop. This finding affirms the theory by Astuti that the development of vocabulary is very important for everyone, because the word is a tool for communication and the basis for thinking.²⁷ So, it may help teacher to give the students new vocabulary at MTs Terpadu Roudlatul Quran because most students like new words. It was same with looked up words in a dictionaries. For about 81% students were like using dictionaries. Dictionaries are trustworthy companions to second and foreign language learners because it guides them to uncover the meanings of unknown words.²⁸ It means dictionaries can improve students' vocabularies. Others feature verbalizer learners based on verbalizer visualizer questionnaire by Mendelson are students' fluency in using words. There are for about 47% students have good fluency. One way to increase fluency is to recognize more words by sight.²⁹ The other activity can improve verbalizer learners are crossword puzzle and memorize the lyric of song. For instance, there were 66% verbalizer learners like

²⁵ Andrew L. Mendelson. "For Whom is a Picture Worth a Thousand Words? Effects of the Visualizing Cognitive Style and Attention on Processing of News Photos" *Journal of Visual Literacy*, 24:1, 2004

²⁶ Marta K. - Januchta, et.al, "*Visualizers versus verbalizers: Effects of cognitive style on learning with texts and pictures e An eye-tracking study*", 2017, 68

²⁷ Natalia Tri Astuti "Pengaruh Gaya Belajar Terhadap Penguasaan Kosakata Bahasa Inggris" *Deiksis Universitas Indraprasta PGRI*. Vol. 09 N0. 03, 2017, Hal 336-349

²⁸ Eid Alhaisoni. "EFL Teachers' and Students' Perceptions of Dictionary Use and Preference" *International Journal of Linguistics*, Vol. 8, No. 6, 2016

²⁹ Delsia Konza "*Research into Practice; Literacy is everyone business; Fluency*" Faculty of Education and Arts, Eidith Cowen University, Western Australia, 2015

crossword puzzle. That finding reinforce Davis statement that games or role playing, games formatted like crossword puzzles has been used by instructors to review course material, it can relieve the tedium of lecture and traditional teaching method, as well as create a more relaxed and friendly classroom atmosphere.³⁰ A part student at MTs Terpadu Roudlatul Quran was easy memorizing the lyric of song. There were 68% students said they were easy memorize the lyric of song. Words usually occur in context in lyrics; the sound of new words is easily remembered through the melody of the song.³¹ The students can get many new words from lyric of song. So, they can be good type of learner in verbalizer learners.

The other research at SMK Negeri 1 Pontianak by Septila showed 31 students in X Grade were tested their verbalizer and visualizer cognitive.³² Based on that research the data showed 58,05% visualizer learners and 41,93% verbalizer learners. This previous research showed visualizer learners are more than verbalizer learner in vocational high school levels. It means the finding of visualizer and verbalizer learners at MTs Terpadu Roudlatul Quran reinforces the finding of visualizer and verbalizer learners at SMK Negeri 1 Pontianak. From this finding the researcher conclude that there are differences between types of learner in junior high school and senior high school levels in there are more that visualizer learner

³⁰ Tricia M. Davis and Brooked Shepherd, et.al. *“Reviewing for Exams: Do Crossword Puzzles Help in the Success of Student Learning*

“ University of Wisconsin, River Falls. The Journal of Effective Teaching, Vol. 9, No. 3, 2009

³¹ Kittiya Phisutthangkoon. *“Effectiveness of English Song Activities on Vocabulary Learning and Retention”* The European Conference on Language Learning, Thailand, 2016

³² Resti Septila – Sugiantno et.al. *“Kemampuan Komunikasi Matematis Siswa Dikaji dari Gaya Kognitifnya di Sekolah Menengah Kejuruan”* Program Studi Pendidikan Matematika FKIP Untan, 2016.

than verbalizer learner. In Indonesia context, the differences of school level do not influence the finding types of learner.

2. Students' Proficiency Level of Reading literacy

this part, there were seven levels in reading literacy. Each level has a different indicator. There was two kind of text; the text format is continuous and non-continuous texts.³³

Continuous text, based on the explanation above there are seven levels from highest to lowest from 6, 5, 4, 3, 2, 1a, and 1b. The students' average score in MTs Terpadu Roudlatul Quran Lamongan are 8.5 from 38 students. Most students are in level 3. Other research about reading literacy at SMP Negeri 2 Sukodono by Imroatus Sholichah, most students are in level 4 from 33 students.³⁴ There is a decrease levels. Its mean distribution of reading literacy is lacking.

Non-Continuous Text is in contrast with the continuous text above. Based on the explanation above there are seven levels from highest to lowest from 6, 5, 4, 3, 2, 1a, and 1b. This kind of text, the students get a high score rather than continuous text. But the levels are same as like continuous text. Non-Continuous text is in level 3, but Level 3 and level 4 have little difference. There are 13 students in level 3 and 11 students in level 4. There is slight increase in the level of this text when it compared to

³³ OECD "A Profile of Student Performance in Reading and Science" 2004. Pg. 272

³⁴ Imroatus Sholichah." *Students' Level of Reading Literacy Proficiency at SMPN 2 Sukodono*" A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya, 2016

continuous text. Other research at SMP Negeri 2 Sukodono by Imroatus Sholichah, most students are in level 5.35

This research is in contrast with the previous study by Imroatus Sholichah about reading literacy proficiency level. Her finding showed that students general are in level 4 of other reading literacy level while this research that are in level 3 for both continuous and non-continuous text.. The differences result of continuous text and non-continuous text at MTs Terpadu Roudlatul Quran and SMP Negeri 2 Sukonodo were slight decrease. This indicates differences students' ability in reading literacy from Islamic junior high school and public junior high school.

Based on previous study of PISA 2015, Indonesia was in number 62 from 70 countries.³⁶ PISA 2012 showed Indonesia in levels 2.³⁷ The result of reading literacy levels research at MTs Terpadu Roudlatul Quran Lamongan affirmed PISA previous research that reading literacy of proficiency levels is low.

3. Correlation between types of learner and reading literacy proficiency levels

There are four variable in this research, variable 1 (X1), variable 2 (Y1), variable 3 (X2), and variable 4 (Y2). Variable X1 is Verbalizer Learner, Variable Y1 is Reading literacy levels in continuous text, X2 is Visualizer Learners, and Y2 is Reading Literacy levels in non-continuous text.

Verbalizer learners (X1) are learners who understand easier English text. Visualizer learners (X1) are learners

³⁵ Ibid

³⁶ OECD " *PISA 2015; PISA Result in Focus* " 2018 Pg. 5

³⁷ OECD, " *PISA for Development Brief 8; How does PISA for Development measure reading literacy?* " 2016. Pg. 2

who understand easier the information in visual ways like picture, diagram, map, etc. Continuous text (Y1) is longer English text and organizing in a paragraph like reports, essay, novel, etc. Non-continuous text (Y1) is more short and simple. This text is containing picture, diagram, etc. From those definition above, it looks there are correlation between variable Verbalizer learners (X1) and continuous text (Y1) because the verbalizer learners is students who prefer text and continuous text is a full text. Also variable visualizer learner (X2) is students who prefer text with picture supported and non-continuous text is text that provide picture. But the researcher can't take conclusion of the correlation between the variables from definition. The researcher used Pearson correlation to measure the variable correlation.

This research used Person correlation technique supported by SPSS 16.0. Pearson correlation is used to measure the relationship of variable in comparison degree.³⁸ This technique aims to know the correlation between types of learner and reading literacy proficiency levels at MTs Terpadu Roudlatul Quran Lamongan. This research used 38 students ninth grade of MTs Terpadu Roudlatul Qurn Lamongan. The researcher accumulated types of learner score by verbalizer and visualizer questionnaire and reading literacy levels score by PISA Release item 2006.

Correlation test in types of learner and reading literacy levels by SPSS shows that types of learner in verbalizer have positive correlation with reading literacy levels and degree of correlation is sufficient or enough. The other types of learner in visualizer also have positive correlation with reading literacy levels and degree of correlation is

³⁸ James Lani "Correlation (Pearson, Kendall, Spearman)" Statistic Solution, 2010

sufficient or enough. Students' degree of correlation is 0,437 with 38 students. While students' degree correlation is 0,461 with 38 students.. Other Sugiyono theory explain degree of correlation number if 0 – 0,199 is extremely low; 0,20 – 0,399 is low; 0,40 – 0,599 is sufficient; 0,60 – 0,799 is strong; 0,80 – 1,0 is extremely strong.³⁹ The theory is affirmed the result degree of correlation in this research. Based on explanation above degree of correlation between verbalizer learner and reading literacy in continuous text is 0,437; visualizer learner and reading literacy in non-continuous text is 0,461. It means degree of correlation of both types of learner and reading literacy is positive correlation.

Based on the result above, it is evident that there is positive correlation between types of learner with reading literacy levels. It can be interpreted that, if types of learner have enough score so, in reading literacy levels will have high enough. In contrast, if types of learner have high score so, in reading literacy will have high score.

³⁹ Ibid

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the final conclusion and suggestion related with the research findings of this research and maybe useful for English teacher and for next researcher.

A. Conclusion

This research found the most students in MTs Terpadu Roudlatul Quran Lamongan are visualizer learner. There are 38 female students in ninth grade. They are 22 students' visualizer and 16 students' visualizer. Its mean students are like reading text with a picture rather than just reading text. They prefer reading something with visual support such as picture, diagram, map, etc.

The reading literacy levels average score is 8,53 in continuous text and is 8,94 average score in non-continuous text. Continuous text is in level 3, this level the students are able to use conventions of text organization, where present, and follow implicit or explicit logical links such as of cause and effect relationships across sentences or paragraphs in order to locate, interpret or evaluate information. Non-continuous text is in level 3, this level the students are able to consider one display in the light of a second, separate document or display, possibly in a different format, or draw conclusions by combining several pieces of graphical, verbal and numeric information.

Verbalizer and visualizer learner have correlation with reading literacy levels. There is positive correlation between types of learner with reading literacy levels. It can be interpreted that, if types of learner have enough score so, in reading literacy levels will have enough score. In contrast, if

types of learner have low score so, in reading literacy will have low score.

B. Suggestion

Based on the explanation above the researcher suggests to English teachers and future researcher, the suggestions are presented below.

1. For the English teacher

The teacher should give more attention to increase the students reading literacy levels, particularly in reading literacy text while in continuous or non-continuous text. If the school increases their standard levels, they may use international text such as continuous and non-continuous text or the others. It may help the students' ability to answer the English text. The teacher or other stakeholder should try to develop the literacy program to help the students' ability in literacy especially reading literacy.

2. For the next researcher

To the further researchers who want to take research about verbalizer and visualizer learner in reading literacy level. It would be better to looking for some ways to increase the students ability in reading literacy level. It may in English program, reading program or the other.

Also you can analyze verbalizer and visualizer learner in other skills. Or analyze reading literacy level in other cognitive style. It can use different instruments.

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