

**THE STUDENTS LEARNING STYLES IN READING COMPREHENSION AT FIVE
GRADE MI ISLAMIYAH UJUNG BOOM BANDAR LAMPUNG 2025/2026
ACADEMIC YEAR**

Erni Yanti¹, Dr. Erika Pujianti, M.Pd², Ami Latifah, M.Pd³
Universitas Islam An-Nur Lampung, Indonesia
Email: yerni9630@gmail.com

Abstract

This study aims to investigate students' learning styles and their influence on reading comprehension among fifth-grade students at MI Islamiyah Ujung Boom Bandar Lampung during the 2025/2026 academic year. By employing a descriptive qualitative approach, the research seeks to explore how individual differences in learning preferences shape students' ability to understand written texts. Data were obtained through systematic observation of classroom activities, in-depth interviews with both teachers and students, and documentation of instructional materials and student work. The findings indicate that learners in the fifth grade demonstrate three dominant learning styles – visual, auditory, and kinesthetic – each of which affects how they receive, process, and interpret reading materials. Students who were taught using strategies that aligned with their learning preferences showed noticeable improvements in reading accuracy, text interpretation, and overall confidence during literacy activities.

Additionally, the results reveal that teachers play a crucial role in adapting instructional strategies to accommodate these diverse learning styles. Teachers implemented a range of techniques such as visual aids for visual learners, read-aloud and discussion-based activities for auditory learners, and movement-based or hands-on tasks for kinesthetic learners. These varied strategies significantly enhanced students' engagement, motivation, and comprehension throughout reading lessons. The study highlights the importance of understanding students' learning preferences not only to improve reading comprehension outcomes but also to support inclusive and student-centered instruction. By aligning teaching methods with individual learning styles, educators can create a more effective and responsive learning environment that fosters deeper comprehension and maximizes student potential.

Keywords: *learning styles, reading comprehension, visual, auditory, kinesthetic (vak), fifth-grade students, instructional strategies.*

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi gaya belajar siswa serta melihat bagaimana gaya belajar tersebut memengaruhi kemampuan pemahaman membaca pada siswa kelas V MI Islamiyah Ujung Boom Bandar Lampung tahun ajaran 2025/2026. Dengan menggunakan pendekatan kualitatif deskriptif, penelitian ini mengumpulkan data melalui observasi, wawancara, dan dokumentasi untuk mendapatkan gambaran mendalam mengenai perilaku belajar siswa dalam konteks nyata. Temuan penelitian menunjukkan bahwa siswa memiliki tiga gaya belajar dominan, yaitu visual, auditori, dan kinestetik, yang masing-masing memberikan

pengaruh berbeda terhadap cara mereka menerima dan mengolah informasi dalam teks bacaan. Perbedaan preferensi ini menjadi faktor penting yang menentukan sejauh mana siswa mampu memahami materi yang disajikan, mengingat setiap gaya belajar menuntut metode penyampaian informasi yang berbeda agar pembelajaran dapat berlangsung optimal.

Selain itu, penelitian ini mengungkapkan bahwa guru secara aktif menerapkan berbagai strategi pembelajaran yang disesuaikan dengan gaya belajar siswa untuk meningkatkan efektivitas pembelajaran membaca. Guru menggunakan media visual seperti gambar dan grafik untuk siswa visual, kegiatan membaca nyaring dan diskusi untuk siswa auditori, serta aktivitas hands-on dan praktik langsung untuk siswa kinestetik. Pendekatan yang bervariasi ini terbukti meningkatkan keterlibatan, motivasi, serta kemampuan siswa dalam memahami isi bacaan karena setiap siswa merasa metode yang digunakan sesuai dengan kebutuhan mereka. Dengan demikian, penelitian ini menegaskan pentingnya pemahaman yang mendalam mengenai gaya belajar siswa sebagai dasar dalam merancang pembelajaran membaca yang efektif, responsif, dan mampu mengakomodasi kebutuhan belajar yang beragam di dalam kelas.

Kata kunci: Gaya Belajar, Pemahaman Membaca, Visual, Auditori, Kinestetik, Strategi Pembelajaran.

Introduction

Reading comprehension is a crucial component of literacy development in elementary school, as it enables students to move beyond simply recognizing written words. At this stage, learners begin to engage with increasingly complex texts that require deeper thinking and interpretation. They must not only decode vocabulary but also construct meaning, identify key ideas, and make connections between concepts (Yani et al. 2025). This foundational skill influences their success across various subjects, making it one of the essential areas of focus in early education. Without strong reading comprehension skills, students may face difficulties in understanding content presented in textbooks, assignments, and classroom discussions. However, the process of developing reading comprehension skills is not uniform for all learners. Differences in students' learning styles often play a significant role in how they absorb and process information. Learning styles refer to the unique ways individuals prefer to receive, interpret, and retain new knowledge. Commonly, these learning preferences are categorized into visual, auditory, and kinesthetic styles. Visual learners understand best through images, diagrams, and written text, while auditory learners prefer listening and verbal explanations (Warisno and Hidayah 2021). Kinesthetic learners, on the other hand, learn most effectively through movement, hands-on activities, and physical engagement with materials. These differences in learning preferences can greatly impact students' reading comprehension performance. At MI Islamiyah Ujung Boom Bandar Lampung, teachers observed noticeable variations among fifth-grade students. Some students were able to comprehend reading passages quickly, demonstrating strong analytical and interpretative abilities. Meanwhile, others struggled and required additional guidance to understand the

same material. Such differences indicate that a one-size-fits-all approach in teaching reading comprehension may not effectively support all learners. Instead, these variations suggest that learning styles significantly influence how students process written information. Understanding these learning styles is essential for teachers as they design instructional strategies that address students' diverse needs (Sobirin et al. 2022). When teachers are aware of students' preferred learning methods, they can tailor their teaching approaches to enhance comprehension and improve learning outcomes. For example, visual learners may benefit from graphic organizers or illustrated texts, while auditory learners may respond well to read-aloud activities or group discussions. Kinesthetic learners may need opportunities to manipulate story elements or engage in interactive reading tasks. By incorporating such strategies, teachers can create a more inclusive learning environment that supports all learners effectively. Therefore, this study seeks to analyze the learning styles of fifth-grade students and explore how these styles influence their reading comprehension abilities. Additionally, the research aims to identify the instructional techniques employed by teachers to accommodate the various learning preferences present in the classroom. Understanding these relationships is expected to provide valuable insights for improving teaching practices and enhancing literacy development among elementary students. Ultimately, the study aspires to contribute to more effective and responsive reading instruction at MI Islamiyah Ujung Boom Bandar Lampung.

METHOD OF RESEARCH

This study employed a descriptive qualitative method aimed at gaining an in-depth understanding of students' learning styles and their influence on reading comprehension abilities. A qualitative approach was chosen because it allows phenomena to be described naturally and authentically according to the context in which the research takes place. Through this approach, the researcher was able to observe various student learning behaviors in real classroom situations without manipulating any variables, resulting in data that are more accurate and relevant. The focus of the study was directed toward examining how differences in learning styles – visual, auditory, and kinesthetic – affect students' processes of understanding reading texts.

The research subjects consisted of fifth-grade students and subject teachers at MI Islamiyah Ujung Boom. The subjects were selected purposively because they were considered to have direct experience and involvement in the reading comprehension process. Teachers were chosen as informants because they possess deep knowledge of students' learning characteristics, while the students themselves served as the main focus since they are the individuals who experience the learning process directly. Involving both teachers and students enabled the researcher to obtain a more comprehensive perspective on the dynamics of reading instruction and students' learning preferences.

Data analysis was conducted in three stages: data reduction, data display, and conclusion drawing, referring to the Miles and Huberman model. In the data reduction stage, the researcher selected, simplified, and focused raw data to ensure relevance to the study's objectives. The reduced data were then presented in narrative form, tables, or matrices to facilitate interpretation and help reveal relationships among the findings. The final stage involved drawing conclusions, in which the researcher re-examined and verified the analyzed data to produce valid and accountable findings. This analytical approach allowed the researcher to obtain a comprehensive understanding of students' learning styles and their connection to reading comprehension abilities within real classroom settings.

RESULTS AND DISCUSSION

The findings of the study indicate that fifth-grade students exhibit three dominant learning styles that influence the way they comprehend reading texts, namely visual, auditory, and kinesthetic styles. Each learning style reflects a specific tendency in processing information, and these differences are clearly observed in students' learning behaviors during reading activities. This diversity of learning styles is an important factor that teachers must consider, as it directly affects the effectiveness of the instructional strategies implemented in the classroom. The results demonstrate that not all students are able to absorb information through the same teaching methods.

Visual learners display stronger reading comprehension skills when texts are accompanied by images, charts, tables, or other visual aids. They tend to focus more on text structure, patterns, and visual representations that help them identify the main ideas of a passage. This learning preference allows visual learners to better understand the context of a reading when the information is presented in a clear and organized written format. Therefore, the use of visual-based materials becomes an effective and supportive approach in enhancing reading comprehension for students with visual learning tendencies.

In contrast, auditory learners show improved comprehension when the material is delivered through spoken explanations, discussions, conversations, or read-aloud activities. They more easily grasp information when listening to the teacher's explanation or hearing their peers read the text aloud. Group discussions and question-and-answer activities also assist auditory learners in processing and clarifying the meaning of the text. Through listening and verbal interaction, auditory learners are able to organize ideas, identify important information, and strengthen their understanding of the reading material. Therefore, teachers should provide opportunities for students to participate actively in oral activities, such as storytelling, debates, presentations, and collaborative discussions, to support the learning needs of auditory learners. Meanwhile, kinesthetic learners tend to understand reading materials through physical activities that allow them to move and manipulate objects. These learners learn best when they are directly involved in hands-on experiences rather than sitting passively for long periods. Activities such as arranging story sequences, creating simple models related to the reading content, acting out scenes, or engaging in role-play help kinesthetic learners interpret and internalize the ideas conveyed in the text. Physical involvement enables them to connect abstract concepts with concrete

experiences, making comprehension easier and more meaningful. In addition, movement-based learning activities can increase students' motivation, concentration, and participation during the reading process.

The differences among visual, auditory, and kinesthetic learners indicate that students process information in different ways. Because of these differences, teachers need to apply various instructional strategies that accommodate multiple learning styles in the classroom. A reading lesson that combines visual aids, oral interaction, and physical activities will provide equal learning opportunities for all students. For example, teachers can begin a lesson by showing pictures or videos related to the topic, continue with group discussions or read-aloud sessions, and end with interactive activities such as role-play or project-based tasks. Such varied instruction helps students remain engaged and allows them to learn according to their individual preferences. Furthermore, recognizing students' learning styles can contribute to improved reading comprehension and overall academic achievement. When students receive instruction that matches their preferred way of learning, they are more likely to feel comfortable, motivated, and confident during classroom activities. This positive learning experience encourages active participation and enhances students' ability to understand and remember information from the text.

Therefore, teachers play an important role in identifying and addressing the diverse learning styles of their students. Effective reading instruction should not rely on a single teaching method, but rather integrate different approaches that involve seeing, hearing, and doing. By creating a flexible and inclusive learning environment, teachers can help all learners develop stronger reading comprehension skills and achieve better learning outcomes. To accommodate this diversity of learning styles, teachers adjusted their instructional strategies during reading lessons. They incorporated visual media, read-aloud methods, group discussions, and hands-on activities to ensure that all students had learning opportunities aligned with their preferences. These adjustments were proven to increase students' engagement and motivation, as each learner felt that the teaching methods used were suitable for their needs. The application of varied strategies also contributed to an overall improvement in reading comprehension skills, demonstrating that learning styles have a substantial impact on learning outcomes. Thus, it is crucial for teachers to continually implement flexible and responsive instructional approaches that address the different learning styles present in the classroom.

CONCLUSION

This study concludes that students' learning styles have a highly significant influence on their reading comprehension abilities. The findings indicate that differences in learning preferences – whether visual, auditory, or kinesthetic – directly affect the ways in which students receive, process, and understand information from reading texts. Students who learn through strategies aligned with their learning styles show noticeable improvements in reading speed, information retention, and depth of text analysis. These results reaffirm that literacy skills, particularly reading comprehension, are not solely dependent on cognitive ability but are also strongly influenced by how learning materials are delivered and whether the teaching methods used fit students' learning needs.

Furthermore, this study emphasizes the essential role of teachers in ensuring that reading instruction becomes more effective by adapting teaching strategies to students' learning styles. The use of varied instructional methods – such as visual media for visual learners, read-aloud activities and discussions for auditory learners, and hands-on or movement-based tasks for kinesthetic learners – has been proven to enhance student motivation, active engagement, and reading comprehension achievement among fifth-grade students at MI Islamiyah Ujung Boom Bandar Lampung. Therefore, teachers must consistently identify each student's learning style and incorporate these preferences into the teaching process. Such efforts not only improve instructional effectiveness but also create an inclusive and responsive learning environment that accommodates individual learning needs, enabling reading comprehension goals to be achieved more optimally.

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