

CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH DAN
EKSPRESI KREATIF ILMU PENDIDIKAN**

*The Influence of Learning Environment and Student's Attitudes Towards
Student's Reading Comprehension in Senior High School*

*The Influence of Students' Motivation and Visual Learning
Style Toward Students' Reading Comprehension at Junior High School*

*Implementasi Model Pembelajaran Inquiry Berbantuan Metode Index Card
Match Materi Perkiraan (Estimasi) pada Mata Kuliah Statistika Matematika*

*The Influence of Interest and Learning Environment on Senior High School
Students' Narrative Texts Reading Achievement*

*The Influence of Self Regulation And Visual Learning Styles Towards Students
Reading Comprehension in Vocational High School*

Terbit 30 April 2026

CAKRAWALA PENDIDIKAN
Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
Terbit pertama kali April 1999

Ketua Penyunting

Feri Huda, S.Pd., M.Pd

Wakil Ketua Penyunting

Dra. Riki Suliana RS, M.Pd

M. Khafid Irsyadi, S.T., M.Pd

Penyunting Ahli

Suryanti, S.Si., M.Pd

Cicik Pramesti, S.Pd., M.Pd

Penyunting Pelaksana

Kristiani, S.Pd., M.Pd

M. Ali Mulhuda, S.Pd., M.Pd

Alamat Penerbit/Redaksi : Universitas PGRI Adi Buana Kampus Blitar: Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493. Langganan 2 Nomor setahun Rp. 200.000,00 ditambah ongkos kirim Rp. 50.000,00.

CAKRAWALA PENDIDIKAN diterbitkan oleh Universitas PGRI Adi Buana Kampus Blitar. **Direktur Operasional :** Dra. Riki Suliana RS., M.Pd.

Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat-syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987)
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)

Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)

Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama- nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

Anderson, D.W., Vault, V.D., dan Dickson, C.E. 1993. *Problem and Prospects for the Decades*

Ahead: Competency Based Teacher Education. Barkeley: McCutchan Publishing Co.

Huda, N. 1991. *Penulisan Laporan Penelitian untuk Jurnal*. Makalah disajikan dalam Loka

Karya Penelitian Tingkat Dasar bagi Dosen PTN dan PTS di Malang Angkatan XIV, Pusat Penelitian IKIP MALANG, Malang, 12 Juli.

Prawoto, 1998. *Pengaruh Pengirformasian Tujuan Pembelajaran dalam Modul terhadap Hasil*

Belajar Siswa SD PAMONG Kelas Jauh. Tesis tidak diterbitkan. Malang: FPS IKIP MALANG.

Russel, T. 1993. *An Alternative Conception: Representing Representation*. Dalam P.J. Nlack & A. Lucas (Eds.) *Children's Informal Ideas in Science* (hlm.62-84). London:Routledge.

Sihombing, U. 2003. *Pendataan Pendidikan Berbasis Masyarakat*.
<http://www.puskur.or.id>. Diakses pada 21 April 2006.

Zainuddin, M.H. 1999. Meningkatkan Mutu Profesi Keguruan Indonesia. *Cakrawala Pendidikan*. 1 (1):45-52.

8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 30, Nomor 1, April 2026

Daftar Isi

The Influence of Learning Environment and Student's Attitudes Towards Student's Reading Comprehension in Senior High School	01
<i>Arif Nurfauzi and Ratna Nurlia</i>	
The Influence of Students' Motivation and Visual Learning Style Toward Students' Reading Comprehension at Junior High School.....	12
<i>Dhita Ramadhanti and M Ali Mulhuda</i>	
Implementasi Model Pembelajaran Inquiry Berbantuan Metode Index Card Match Materi Perkiraan (Estimasi) pada Mata Kuliah Statistika Matematika.....	21
<i>Mohamad Khafid Irsyadi, Kristiani, Sitta Khoirin Nisa</i>	
The Influence of Interest and Learning Environment on Senior High School Students' Narrative Texts Reading Achievement.....	29
<i>Muhamad Hafidz Shidiq and Dessy Ayu Ardini</i>	
The Influence of Self Regulation and Visual Learning Styles towards Students Reading Comprehension in Vocational High School.....	41
<i>Yunika Winda Ayu and Feri Huda</i>	

THE INFLUENCE OF STUDENTS' MOTIVATION AND VISUAL LEARNING STYLE TOWARD STUDENTS' READING COMPREHENSION AT JUNIOR HIGH SCHOOL

Dhita Ramadhanti¹⁾ and M Ali Mulhuda^{2)*}

alimulhuda75@gmail.com

Universitas PGRI Adi Buana Kampus Blitar

Abstrak: Penelitian ini mengkaji pengaruh motivasi siswa dan gaya belajar visual terhadap pemahaman membaca siswa di tingkat sekolah menengah pertama. Penelitian ini dilakukan karena banyak siswa menghadapi kesulitan dalam memahami teks bacaan bahasa Inggris akibat berbagai faktor. Sebanyak 192 siswa kelas delapan di MTsN 2 Kota Blitar dipilih menggunakan teknik pengambilan sampel acak sederhana dalam desain penelitian korelasional kuantitatif, dan analisis regresi berganda diterapkan. Data dikumpulkan melalui tes pemahaman membaca yang telah divalidasi, kuesioner motivasi, dan kuesioner gaya belajar visual, kemudian dianalisis menggunakan SPSS versi 20. Hasil analisis regresi berganda menunjukkan bahwa baik motivasi siswa maupun gaya belajar visual memiliki pengaruh signifikan terhadap pemahaman membaca siswa, baik secara parsial maupun simultan. Temuan ini menunjukkan pentingnya menumbuhkan motivasi siswa, serta bahwa penerapan gaya belajar yang tepat—khususnya gaya belajar visual—dapat membantu meningkatkan pemahaman membaca siswa. Penelitian ini memberikan wawasan berharga bagi pendidik dan pengembang kurikulum dalam merancang strategi pengajaran yang mendukung motivasi siswa dan mengintegrasikan pembelajaran visual ke dalam pembelajaran membaca bahasa Inggris.

Kata Kunci: *pengaruh, motivasi siswa, gaya belajar visual, pemahaman membaca*

Abstract: This research examined the influence of students' motivation and visual learning style on students' reading comprehension at the junior high school level. The research was conducted because many students face difficulties in understanding English reading texts due to various factors. A total of 192 eighth grade students at MTsN 2 Kota Blitar were selected using a simple random sampling technique in a quantitative correlational research design, and multiple regression analysis was applied. Data were collected through a validated reading comprehension test, a motivation questionnaire, and a visual learning style questionnaire, analysed using SPSS version 20. The results of multiple regression analysis showed that both students' motivation and visual learning style had a significant influence on students' reading comprehension, both partially and simultaneously. These findings demonstrate the importance of fostering students' motivation and the application of appropriate learning styles, particularly visual learning styles, can help enhance students' reading comprehension. This research offers valuable insights for educators and curriculum developers in designing teaching strategies that support students' motivation and integrate visual learning within English language teaching reading instruction.

Keywords: *influence, students' motivation, visual learning style, reading comprehension*

INTRODUCTION

English is an international language that serves as a lingua franca, meaning it helps people from different countries and language backgrounds communicate with each other. It is important in many fields such as politics, international travel, safety, and education (Crystal, 2003). In Indonesia, English is considered one of the main subjects taught in the education system because many sources of knowledge, particularly in books and academic resources, are presented in English (Herawati & Dan Istinganah, 2022). Learning English is essential for students, as it supports their learning process as well as open wider access to knowledge, information and educational opportunities.

There are four basic skills that must be mastered in learning English: listening, speaking, reading, and writing (Silaban et al., 2023). Among these, reading is considered one of the most crucial skills, as it allows students to gain information from written texts (Fauzi et al., 2022). Reading can be beneficial and provide students with a lot of information while supporting their active engagement in learning. Effective reading requires comprehension, which enables students to understand and interpret the content of texts. Snow (2002) describes reading comprehension as a process in which readers extract and generate meaning from written texts. This skill involves various aspects such as identifying main ideas, making inferences, recognizing details, and enriching vocabulary (Purnawati, 2022). However, many Indonesian students face difficulties in reading comprehension due to limited vocabulary, challenges in identifying main ideas, making inferences, and a lack of interest in reading. Only 25% of Indonesian students achieve reading comprehension above the minimum standard (PISA, 2018), indicating the importance of examining the factors that influence this skill.

Students' motivation is one factors that can influencing reading comprehension. Students' motivation stems from their personal feelings and perspectives, which are related to their willingness to participate in the learning process and activities, as well as the reasons for their actions (Brophy, 2004). Students' motivation significantly influences their

achievement in learning English (Alawiyah, 2018). This suggests that students' motivation is essential for effective English learning and goal achievement. Schunk et al. (2014) categorize motivation is divided into two types: intrinsic and extrinsic motivation. intrinsic, refers to behaviors of personal interest and Extrinsic motivation, in contrast, is determined by external factors. Students with high motivation generally achieve better reading comprehension than their less motivated peers, as they tend to process information more deeply to understand the text. Therefore, motivation is a key factor that encourages students to stay focused and active in learning English, particularly in enhancing their ability to comprehend texts and achieve learning goals.

In addition to students' motivation, another factor that may affect reading comprehension is their learning style, specifically the visual learning style. DePorter & Hernacki (1993) categorized learning styles into three types: visual, auditory, and kinesthetic. Visual learners tend to learn more effectively through what they see, auditory learners learn from what they hear, and kinesthetic learners learn through movement and touch. As stated by Hardiyanto (2023), learning style represents the most comfortable approach an individual adopts during the learning process. Every student has a different learning style and way of processing information. Students' reading performance is influenced by how they receive and interpret information, which is shaped by their learning styles (Labora Manik et al., 2023). Therefore, understanding different learning styles is essential in education, as it helps students adjust their learning strategies more effectively.

This research focuses on visual learning style as one of the influential factors in students' reading comprehension. Students tend to perform better when learning materials are presented through visual media (Anwar et al., 2024). These materials often include visual elements such as charts, pictures, and graphics. Visual learners typically retain information more effectively through what they see rather than what they hear, and they prefer independent reading to listening. They also tend to follow structured learning plans and reflect on visual inputs to enhance understanding

(DePorter & Hernacki, 1993). However, visual learners may face challenges when learning involves only verbal explanations or requires verbal expression (Iryani, 2023).

Here are several previous research findings about how students' motivation and visual learning styles affect academic achievement: first, Alawiyah (2018) showed that there was a significant positive influence between students' motivation and their achievement in English. Second, Ningrum & Matondang (2017) stated that there was a significant positive correlation between motivation and reading comprehension. Third, Harahap et al. (2021) revealed that students with visual learning styles outperformed those with auditory styles in social studies. Sahabuddin et al. (2018) also found that visual learning styles and school climate accounted for 91% of students' achievement in entrepreneurship learning.

Although several studies have examined the combined influence of motivation and visual learning style on reading comprehension, most have focused on these variables separately. Therefore, this study aims to address that gap by analysing the partial and simultaneous effects of students' motivation and visual learning style on their reading comprehension.

This study uses a regression method to examine the influence of two independent variables, namely motivation and visual learning style, on reading comprehension among eighth-grade students at MTsN 2 Blitar City. Considering the importance of both students' motivation and visual learning style, it is essential to investigate how these factors interact and contribute to students' reading comprehension, particularly at the Junior High School level. Therefore, this study aims to examine the influence of students' motivation and visual learning style on students' reading comprehension in Senior High School.

MATERIALS

Students' Motivation

Motivation explains the reasons behind why people do something, including the desire to act, the direction of behaviour (choice of actions), the intensity of behaviour (effort), the persistence of the behaviour and the successful

achievement of goals (Schunk et al., 2014). Furthermore, motivation is recognized as an important factor that determines whether a person will engage in an activity, how much effort will be exerted, and how long the effort can be consistently sustained (Dörnyei, 2001).

Motivation is essential in the learning process. Without it, individuals tend to put in less effort and struggle to achieve success (Harmer, 2007). Motivation influences learners' involvement and perseverance in the learning process. Brophy (2004) explain that students' motivation comes from their personal feelings and perceptions, which are related to their willingness to engage in the learning process and activities, as well as the reason behind their actions. Motivation is not only about having the desire to learn, but also about how students cognitively respond to learning activities. The motivation to learn can be defined as a mental response that involves making an effort to make sense of the activity, try to understand the knowledge, and also mastering the skills.

Types of Motivation

Motivation is divided into two types: intrinsic and extrinsic, both of which play a role in encouraging students to engage in the learning process. Intrinsic motivation comes from within the individual and occurs when a learners have control over their learning process without the influence of external rewards or pressures (Schunk et al., 2014). In line with Brophy (2004), students with intrinsic motivation tend to enjoy the learning process because they perceive the activity as meaningful and aligned with their personal goals. Furthermore, extrinsic motivation is influenced by external factors such as rewards or punishments (Schunk et al., 2014). Learners driven by extrinsic motivation often engage in learning activities to fulfil external demands, or to avoid guilt resulting from neglecting their studies.

Visual Learning Style

Visual learning style is a learning approach that emphasizes the use of visual perception as the primary means of receiving and processing information (DePorter & Hernacki, 1993). Brown (2007) explains students with a visual learning style are comfortable learning through visual elements

such as images, diagrams, charts, symbols, and other concrete objects. They tend to understand information more effectively when it is presented visually and often show a strong interest in activities such as reading. During the learning process, their attention is focused on what they see, making the information easier to remember and comprehend. Activities such as organizing, illustrating, demonstrating, preparing, evaluating, rewriting, drawing, creating mind maps, and taking notes have a positive influence on students' learning outcomes. Therefore, utilizing visual media is an important strategy in supporting successful learning for students with visual learning styles.

Characteristic of Visual Learning Style

DePorter & Hernacki (1993) describe the visual learning style as having several characteristics, including the following: students with this learning style are proficient in spelling and tend to remember what they see more strongly than what they hear. They use visual aids, to memorize or process information. However, they may have difficulty remembering verbal instruction unless they are written down; as a result, they often ask someone else to repeat what has been said. Visual learners usually read quickly and diligently, and they prefer reading by themselves rather than being read to. These learners often have long term plans and pay close attention to detail.

Reading Comprehension

Reading comprehension is a process of understanding written texts, in which readers connect their prior knowledge with the information in the text to construct meaning (Brassell & Rasinski, 2008). It also involves the ability to apply, process, and transform information in order to demonstrate a deeper level of understanding. In line with this, Snow (2002) also explains that reading comprehension is the process of extracting and generating meaning through interaction and engagement with written text. This process is influenced by internal factors such as cognitive ability, motivation, and the reader's prior experiences. Meanwhile, textual factors such as linguistic structure, discourse style, and genre also determine the level of comprehension. The act of reading involves the purpose of reading, the strategies used, and the outcomes achieved

after the reading process. Moreover, comprehension is also influenced by prior knowledge, vocabulary mastery, critical thinking skills, metacognitive strategies, as well as social and cultural contexts.

Level of Reading Comprehension

There are four levels of reading comprehension, they are literal comprehension, inferential comprehension, critical or evaluate comprehension, and appreciative comprehension (Richards & Schmidt, 2002).

Reading Comprehension Strategies

Reading comprehension requires more than just reading words it involves extracting and constructing meaning from the text. Mikulecky & Jeffries (1996) outline several strategies to enhance this process, including previewing the text to anticipate content, scanning for specific information, and skimming to grasp the general idea. Additionally, readers benefit from using vocabulary knowledge to infer meanings, making inferences to predict content, and identifying both topics and main ideas to maintain coherence. Finally, summarizing helps consolidate understanding by restating key points in a concise form.

Narrative Text

Narrative text is a genre of writing that presents a series of events aimed at entertaining or informing the reader (Anderson & Anderson, 1997). It organizes events chronologically whether real or fictional to convey moral messages or experiences (Abbott, 2002). Furthermore, the purpose of narrative text is to retell events or create a certain atmosphere (Kirsznier & Mandell, 2015). This type of text commonly employs the past tense to ensure a coherent and logical storyline. Narrative texts are typically found in literary works such as short stories, fairy tales, novels, and fables. According to Anderson & Anderson (1997), narrative genres include humor, romance, crime, historical fiction, mystery, fantasy, and adventure. In addition to delivering plot structures, narratives foster emotional engagement through character development, descriptive language, and a clearly sequenced structure from beginning to end.

Generic Structure of Narrative Text

Anderson & Anderson (1997), explain that the generic structure of narrative text

includes orientation (introduction of characters, time, and setting), complication (emerging conflict), sequence of events (character responses), resolution (problem solved), and an optional coda (moral lesson).

METHOD

Research Design

This research employed a quantitative approach with statistical data analysis techniques (Creswell, 2012). To investigate the influence of students' motivation and visual learning style on reading comprehension, multiple regression analysis was applied. As stated by Ary et al. (2010), multiple regression is used to analyze the relationship between several independent variables and a single dependent variable, allowing researchers to determine the contribution of each factor.

Population and Sampling Techniques

The population of this research comprised 371 eighth-grade students of MTsN 2 Kota Blitar in the 2024/2025 academic year. A total of 192 students were selected through simple random sampling, which ensures each individual in the population has an equal probability of being selected. As explained by Ary et al. (2010), although representing only a subset of the population, the sample is considered sufficient for generalization. The sample size was determined using Slovin's formula with a 5% margin of error.

Data Collection Techniques

Data were collected using three research instruments: a reading comprehension test, a students' motivation questionnaire, and a visual learning style questionnaire. The reading comprehension test, based on narrative texts, assessed students' ability to understand, interpret, and infer meaning. The motivation questionnaire was adapted from Brophy (2004) and Schunk et al. (2014), consisting of statements rated on a Likert scale to measure both intrinsic and extrinsic motivation. Meanwhile, the visual learning style questionnaire was adapted from the framework by DePorter & Hernacki, (1993), which identifies students' tendencies to learn through visual elements.

Data Analysis Techniques

The data collection process consisted of several stages, beginning with the distribution

of questionnaires and followed by the administration of a reading comprehension test. The instruments used included questionnaires to assess students' motivation and visual learning style, as well as a test to measure their reading comprehension ability. Prior to their use, both instruments were subjected to validity and reliability testing to ensure their appropriateness for research purposes.

After the data were collected, the analysis was conducted using SPSS version 20. The data were analyzed using multiple regression analysis to examine the influence of students' motivation and visual learning style on reading comprehension, both individually (partially) and jointly (simultaneously). Before conducting the regression analysis, a series of classical assumption tests were performed to ensure the suitability of the regression model. These tests included normality, linearity, multicollinearity, and heteroscedasticity checks.

FINDINGS

Before conducting the multiple regression analysis, a series of classical assumption tests were performed to ensure the validity of the analysis results. The assumptions that needed to be met included normality, linearity, multicollinearity, and heteroscedasticity.

Data Presentation

Normality

Normality refers to the assumption that the data or residuals in regression analysis were normally distributed.

One-Sample Kolmogorov-Smirnov Test				
		Students' Motivation	Visual Learning Style	Students' Reading Comprehension
N		192	192	192
Normal Parameters ^{a,b}	Mean	127,49	118,99	26,28
	Std. Deviation	11,989	13,455	6,588
Most Extreme Differences	Absolute	,062	,061	,062
	Positive	,038	,040	,045
	Negative	-,062	-,061	-,062
Kolmogorov-Smirnov Z		,857	,848	,854
Asymp. Sig. (2-tailed)		,455	,469	,460

The results of the normality test indicate that all variables are normally distributed. The Asymp. Sig. (2-tailed) values for students' motivation (0.455), visual learning style (0.469), and reading comprehension (0.460) are all greater than 0.05, indicating that the data for each variable meet the assumption of normality.

Linearity

The linearity test aimed to determine whether there was a linear relationship between the independent variables and the dependent variable.

Linearity Test of Students' Motivation and Students' Reading Comprehension

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Students' Motivation	Between Groups	(Combined)	4246,938	46	92,325	3,310	,000
		Linearity	3050,822	1	3050,822	109,392	,000
		Deviation from Linearity	1196,117	45	26,580	,953	,562
	Within Groups		4043,874	145	27,889		
	Total		8290,813	191			

The linearity test between students' motivation and reading comprehension showed a significant linear relationship (Sig. = 0.000 < 0.05) with no significant deviation from linearity (Sig. = 0.562 > 0.05). Thus, the assumption of linearity was met, and the use of a linear regression model was appropriate.

Linearity Test of Visual Learning Style and Reading Comprehension

$$Y = -41.533 + 0.279 X_1 + 0.271 X_2$$

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Visual Learning Style	Between Groups	(Combined)	4898,648	51	96,052	3,964	,000
		Linearity	3428,165	1	3428,165	141,486	,000
		Deviation from Linearity	1470,483	50	29,410	1,214	,190
	Within Groups		3392,165	140	24,230		
	Total		8290,813	191			

The linearity test between visual learning style and reading comprehension showed a significant linear relationship (Sig. = 0.000 < 0.05) and indicated no significant deviation from linearity (Sig. = 0.190 > 0.05). These results confirmed that the assumption of linearity was met, and the relationship between the variables could be properly modelled using multiple regression.

Multicollinearity

Multicollinearity refers to a condition in which two or more independent variables are highly correlated.

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Students' Motivation	,968	1,033
	Visual Learning Style	,968	1,033

Tolerance values for both independent variables were 0.968, and the VIF values were 1.033. Since the Tolerance values were >0.10 and the VIF values were <10, the assumption of no multicollinearity was fulfilled, indicating that the data were suitable for multiple regression analysis.

Heteroscedasticity

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	-2,673E-15	3,559		,000
	Students' Motivation	0,000	,024	0,000	1,000
	Visual Learning Style	0,000	,021	0,000	1,000

The significance values for students' motivation and visual learning style were both 1.000 (> 0.05), indicating no heteroscedasticity in the model. Thus, the assumption of homoscedasticity was met, and the regression model was considered appropriate for further analysis.

Regression Model

Multiple linear regression equation obtained from the analysis results:

The multiple regression analysis produced a constant of -41.533, indicating that in the absence of both motivation and visual learning style, students' reading comprehension would be significantly low. The coefficient for students' motivation was 0.279, and for visual learning style was 0.271, meaning that both variables positively influenced reading comprehension. The significance values for both independent variables were below 0.05, confirming that students' motivation and visual learning style had a significant and positive effect on students' reading comprehension.

Partial Test (t-Test)

The t-test is used to assess the individual influence of each independent variable.

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	-41,533	3,559		-11,670
	Students' Motivation	,279	,024	,508	,000
	Visual Learning Style	,271	,021	,553	,000

Since the significance values for both students' motivation and visual learning style were below 0.05, the alternative hypothesis (H1) was accepted. This indicates that both variables significantly influence students' reading comprehension.

Simultaneous Test (F Test)

The F-test is used to examine whether students' motivation and visual learning style simultaneously influence students' reading comprehension.

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	5502,787	2	2751,393	,000 ^b
	Residual	2788,026	189	14,751	
	Total	8290,813	191		

The significance value for both variables was less than 0.05, indicating that the alternative hypothesis (H1) was accepted. Thus, students' motivation and visual learning style simultaneously had a significant effect on students' reading comprehension.

Coefficient of Determination (R²)

The coefficient of determination (R²) essentially measures the extent to which the independent variables explain variation in the dependent variables.

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,815 ^a	,664	,660	3,841	,664	186,517	2	189	,000

The R² value of 0.664 indicates that 66.4% of the variation in reading comprehension is explained by students' motivation and visual learning style, while the remaining 33.6% is attributed to other unexamined factors.

DISCUSSION

Interpretation of Main Findings

The analysis showed that both students' motivation ($t = 11.859$; $p < 0.05$) and visual learning style ($t = 12.893$; $p < 0.05$) significantly and positively influenced reading comprehension. The F-test ($F = 186.517$; $p < 0.05$) also confirmed a simultaneous influence. Thus, the hypothesis was accepted.

Comparison With Previous Studies

The influence of motivation on reading comprehension aligns with Hidayati et al. (2020), Purnawati (2022), Alawiyah (2018), Supratno et al. (2021), and Handayani et al. (2025), who all found that both intrinsic and extrinsic motivation significantly support students' reading performance. Similarly, the influence of visual learning style aligns with Handayani et al. (2025), Sahabuddin et al. (2018), and Sartika et al. (2023), who showed that students with a visual learning preference tend to achieve higher academic results, particularly in English learning.

Research Novelty

This research offers novelty by partial and simultaneously examining students' motivation and visual learning style in relation to reading comprehension at the junior high school and context rarely explored in previous research. Most earlier studies focused on these variables separately, at different education levels, or in non-language subjects. Conducted in Indonesia using a regression-based quantitative approach, this research contributes both theoretically and practically to understanding learner characteristics in English reading comprehension.

CONCLUSION

This research concludes that both students' motivation and visual learning style have a positive and significant influence on students' reading comprehension at eighth-grade students at MTsN 2 Kota Blitar. Motivated students tend to be more engaged and strategic in processing reading materials. Students with higher levels of motivation are more likely to engage with reading materials and apply strategies that support comprehension. Likewise, students with a visual learning style tend to perform better in reading tasks, as they benefit from the use of

pictures, diagrams, graphs, written text and structured texts. When examined simultaneously, these two factors significantly influence to students' reading comprehension, particularly in the context of English language learning at the junior high school level.

RESEARCH IMPLICATIONS

The findings of this research have important implications for teachers, students, and future researchers.

For the English Teachers, Teachers are encouraged to fostering students' motivation through varied strategies, such as providing engaging reading materials, setting achievable reading goals, and offering constructive feedback. Incorporating visual learning tools like videos, infographics, and visual organizers can support students who have a visual learning style.

For the Students, students are encouraged to recognize and develop their learning motivation, as it is an important factor in improving reading comprehension. Visual strategies such as diagrams, pictures, PowerPoint, and mind maps can support their understanding. The combination of motivation and visual learning can help enhance both comprehension and academic achievement.

For Future Researchers, it is recommended to provide teacher training focused on differentiated instruction and to develop curricula that incorporate visually rich and flexible learning resources to support diverse learner needs, particularly in reading.

REFERENCES

- Abbott, P. (2002). *The Cambridge introduction to narrative* (First Edit). Press Syndicate of the University of Cambridge.
- Alawiyah, T. (2018). The Influence of Students Motivation Toward Students Achievement. *International Journal of Language Teaching and Education*, 2(2), 145–156.
<https://doi.org/10.22437/ijolte.v2i2.5000>
- Anderson, M., & Anderson, K. (1997). Text Types in English. In *Macmillan Education Australia*.
- Anwar, F., Mudjiran, M., & Padang, U. N. (2024). *Analysis of the Influence of Visual, Auditory, and Kinesthetic Learning Styles on Academic Achievement of Middle School Students*. 5(2), 611–616.
<https://doi.org/10.53682/jpjsre.v5i2.10508>
- Ary, D., Cheser, L., & Sorensen, C. (2010). *Introduction to Research in Education* (Eight Edit). Wadsworth Cengage Learning.
- Brassell, D., & Rasinski, T. V. . (2008). *Comprehension that works : taking students beyond ordinary understanding to deep comprehension*. Corinne Burton.
- Brophy, J. (2004). *Motivating Students to Learn*. Lawrence Erlbaum Associates.
- Brown, D. (2007). *Principles of Language Learning and Teaching* (Fifth Edit). Longman.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed). Pearson Education.
- Crystal, D. (2003). English as a global language. In *Cambridge University Press*.
- DePorter, B., & Hernacki, M. (1993). *Quantum Learning: unleash the genius within you*. Judy Piatkus.
- Dörnyei, Z. (2001). Motivational Strategies in the Language Classroom. In *Sustainability (Switzerland)* (Vol. 11, Issue 1). Cambridge University Press.
- Fauzi, I., Saman, T. N., Zannah, N., Octaviani, S., & Winey, B. G. (2022). The Relationship Between Students' Reading Motivation and the Success to Comprehend the English Texts. *Journal of English Teaching and Learning Issues*, 5(1), 31.
<https://doi.org/10.21043/jetli.v5i1.14959>
- Handayani, R. N., Anwar, M., & Prakoso, S. O. (2025). *Pengaruh Disiplin Belajar dan Motivasi Belajar Terhadap Keterampilan*. 5(1).
<https://doi.org/10.59818/jpi.v5i1.1366>
- Harahap, Z. H., . S., & . S. (2021). The Effects of Visual and Auditory Learning Styles on Students' Learning Outcomes in Historical Social Studies. *International Journal of Research and Review*, 8(1).
<https://doi.org/10.52403/ijrr.20210109>
- Hardiyanto, A. (2023). An Analysis of Student Learning Style in Learning English in Sekolah Indonesia Kuala Lumpur,

- Malaysia. *VELES: Voices of English Language Education Society*, 7(1), 145–157.
<https://doi.org/10.29408/veles.v7i1.7869>
- Harmer, J. (2007). *How to teach English*. Person Education.
- Herawati, I., & Dan Istinganah, E. L. (2022). Students' Perception of English as Global Language. *Journal of Applied Linguistics Indonesia (Aplinesia)*, 06(1), 18–25.
<https://doi.org/10.30595/aplinesia.v6i1.13595>
- Hidayati, D., Marhamah, ., Marlina, Y., & Ilyas, G. (2020). *The Effect of Motivation and Discipline toward English Reading Achievement*. 2933–2939.
<https://doi.org/10.5220/0009918229332939>
- Iryani, E. (2023). Student visual learning style activities in javanese script writing learning. *AKSARA: Jurnal Bahasa Dan Sastra*, 24(2), 723–739.
<https://doi.org/10.23960/aksara/v24i2.pp723-739>
- Kirszner, L., & Mandell, S. (2015). *Patterns For College Writing: A Rhetorical Reader and Guide* (F. Edition (ed.)). Bedford.
- Labora Manik, Dumaris E. Silalahi, & Basar Lolo Siahaan. (2023). Learning Style Of Efl Learners On Reading Comprehension At SMPN 2 Pematangsiantar. *Jurnal Ilmu Pendidikan Dan Sosial*, 2(3), 335–344.
<https://doi.org/10.58540/jipsi.v2i3.437>
- Mikulecky, B., & Jeffries, L. (1996). *More Reading Power*. World Language Division.
- Ningrum, S., & Matondang, S. A. (2017). The correlation between students' motivation and achievement in reading comprehension. *The International Journal of Social Sciences and Humanities Invention*, 5(7), 3636–3639.
<https://doi.org/10.18535/ijsshi/v4i7.10>
- PISA. (2018). *Meningkatkan Kemampuan Literasi Dasar Siswa Indonesia Berdasarkan Analisis Data PISA 2018*. <http://jurnalpuslitjakdikbud.kemdikbud.go.id>
- Purnawati, N. (2022). THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND READING COMPREHENSION AT THE NINTH GRADE STUDENTS OF SMPN 03 KOTABUMI ACADEMIC YEAR 2020/2021. *Griya Cendikia*, 7(2), 514–530.
<https://doi.org/10.47637/griya-cendikia.v7i2.328>
- Richards, J. C., & Schmidt, R. W. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (Third Edit). Person Education Limeted.
- Sahabuddin, R., Thaha, S., Nurjaya, & Fatmawati. (2018). Effect of visual learning style and school climate on students' achievement of learning entrepreneurship at SMKN 1 Palangga. *Journal of Entrepreneurship Education*, 21(3).
- Sartika, M., Hatim, M., & Rosmiyati, E. (2023). The Correlation of Learning Style and Englisih Achievement of The Students of Nurul Huda Senior High School. *Esteem Journal of English Education Study Programme*, 6(2), 311–318.
<https://doi.org/10.31851/esteem.v6i2.12310>
- Schunk, D., Judith, M., & Pintrich, P. (2014). *Pearson New International Edition*. Pearson Education.
- Silaban, W. Y., Lestari, M., Desi, W. ., Barumbu, N., Kawet, K., Yosua, ., Sunkudon, A., Darmawan, ., & Winoto, E. (2023). History of English Become an International Language. *International Journal of Multicultural and Multireligious Understanding*, 10(2), 359.
<https://doi.org/10.18415/ijmmu.v10i2.4359>
- Snow, C. (2002). *Reading for Understanding: Toward an Research and Development Program in Reading Comprehension*. RAND.
- Supratno, Y. H., Murtono, & Mochamad, W. (2021). The Influence of Student Motivation, School Environment, on Student Learning Achievement. *Journal of Physics: Conference Series*, 1823(1).
<https://doi.org/10.1088/1742-6596/1823/1/012089>