

CHAPTER 1

INTRODUCTION

A. Background of Research

Reading is one of the most important skill in learning. Most of class subjects will be based on reading assignment.¹ Reading also plays an important role in almost every course of study. Many students do their reading not only for understanding the material given by teachers, but also for understanding any text that they find in their daily activity.² It means that reading is the first step to study in many subject for students. Students will read to learn many things in their reading, such as learn about new information and ideas and so on, indeed they will read for tests or to write an assignment. Thus, reading is the primary way to get the knowledge.³

As one of the language skill, reading is an essential skill for English as a second/foreign language (ESL/EFL) students; and for many, reading is the most important skill to master. With strengthened

¹ Shelley O'Hara, *Improving Your Study Skill*, Portable Edition, (United State: Wiley Publishing, 1998), p. 39

² Michael J. Wallace, *Study Skills In English*, 2nd ed. (Oxford: Cambridge University Press, 1996), p. 9

³ Aurora H. Roldan, *College Reading and Writing* (The Philipnes:Reading Dynamic.Inc., 1975), P.25

reading skills, ESL/EFL readers will make greater progress and attain greater development in all academic areas.⁴ It explains that reading is one of the ways to improve other language skills in learning English. It is important because by having ability to read, it can help students to think in English, increase English vocabulary, improve writing, and find out about new ideas, facts and experiences.⁵ Thus, it can be assumed that reading is one of the keys to mastery English.

Reading is not a passive activity.⁶ It is not just perceive a written text in order to understand its content, but also to understand its context meaning.⁷ Anderson stated that reading is an active, fluent process which involves the reader and the reading material in building meaning. Meaning does not reside on the printed page, nor is it only in the head of the reader.”⁸ Weaver as quoted by Ilzamudin Ma'mur stated that reading is accurate process. It involves an exact perception about understanding written text which consists of introducing letters, words

⁴ Neil J. Anderson, *Exploring Second language Reading: Issues and Strategies*, (Canada: Heinle & Heinle Publisher, 1999), p. 1

⁵ Beatrice S Mikulecky and Linda Jeffries, *More Reading Power*, (USA: Addison-Wesley Publishing Company, 1996), p. 1.

⁶ Andrew D. Cohen, *Assessing Language Ability In The Classroom*, 2nd Ed, (USA: Heinle & Heinle Publisher, 1994), p. 1

⁷ Jack C. Richard, John Platt and Heidi Platt, *Longman Dictionary Language Teaching & Applied Linguistic*, 2nd Ed (London: Longman, 1992) P. 306

⁸ Andrew D. Cohen, p. 1

and unit language widely.⁹ It means that an active process in reading not only read the content and take the meaning of content, but also construct the meaning widely that relates between information in the text and reader's knowledge to get the comprehension meanings and need the preception and though. Thus, it can be concluded that reading is one of language skill which is an active, complex and difficult because it needs a comprehension.

Caldwell stated that comprehension is not a single unitary process, the first step is moving the word on page to mind or decoding process which involves perceptual and conceptual components. The second, recognizing every words using the memory and connecting the words into idea units.¹⁰ Thus, from that statements it can be understood that having sufficient and good ability in comprehending text is important, especially for English Foreign Language (EFL) learners in order to they can out from the difficulties of reading.

Although, the research at Cambridge University showed reading to be a relatively minor problem for students compared with other three

⁹ Costance Weaver , Reading Process and Practice, 2nd Ed in Ilzamudin Ma'mur, *Pijar-Pijar Pemikiran Bahasa & Budaya*, (Jakarta: Diadit Media, 2006) p. 6

¹⁰ Jo Anne Schudt Caldwell, *Comprehension Assessment*, (New York: The Guilford Press, 2008), p. 5.

main areas (Listening, Speaking and Writing), but it was looked briefly as the greatest need of students in reading ability to read textbook.¹¹

Based on my observation and teacher's information in SMA Bina Putera Kopo, reading is the complex problems for student. Students often get difficulties in reading process. They need deep concentration in order to get comprehension clearly in the reading subject. Students' reading ability are variety. Some students get understanding fast on reading text, and some others do very slow. Thus, the reading process in the class does not run effectively.

Actually, to make students easy in reading subject, teacher has to employ appropriate strategies. The appropriate strategies in teaching reading can be decided based on understanding students' learning styles. In fact, there are many teachers who do not pay attention to learning style of their students. Moreover, many students also do not pay attention to their own learning styles whereas knowing it can help them to learn reading easily.

Arends stated that learning style is individual approach learning in different ways.¹² Moreover, Harmer stated that learning style is the

¹¹ R. R. Jordan, *English For Academic Purposes: A guide and Resource Book for Teacher*, (USA: Cambridge University Press, 1997), p. 50

¹² Ricahrd I. Arends, *Learning to Teach, 7th Ed* (New Britain: Central Connecticut State University, 1992), p. 50

description of individual behaviour in the class.¹³ Thus, it can be concluded that learning style is the students' different way in learning based their own learning approaches in the class.

Woolfolk stated that learning style is an individual learning approaches specifically.¹⁴ According to Zhang, Sternberg, and Rayner, "Learning style refers to people's preferred ways of processing information and dealing with task."¹⁵ Jensen defines learning style as a sort of way of thinking, comprehending and processing information.¹⁶ Form those definitions above can be conclude that learning style is different ways that used by students to get information, thinking and comprehending based on their learning approaches.

Deborah says: "People differ in how they view the world, how they take in information, and how they take action based on their perceptions. Appreciation and use of your learning style affects your ability to study efficiently and to achieve success."¹⁷ Thus, it can be

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 1991), p. 42

¹⁴ Anita Woolfolk, *Educational Psychology: Active Learning Edition, 10th Ed.*, (Boston: Pearson Education, Inc, 2008), p. 181

¹⁵ Li-fang Zhang, et al., *Handbook of Intellectual Styles: Preferences in Cognition, learning and thinking*, (New York: Springer Publishing Company, 2012), p. 1

¹⁶ E. Jensen, *Introduction to Brain-Compatible Learning*. (San Diego, CA: The Brain Store, Inc, 1998), p. 95

¹⁷ Deborah D. Shain, *Study Skill and Test-Taking Strategies for Medical Students*, 2nd Ed. (USA: Springer-Verlag,inc, 1995) P. 1

concluded that learning style affects to student's English ability and it can makes students study by their own effeciently and easily. Then, learning style also relates to student's achievement in English.

From the explanation above, the researcher believed that the students' learning style also correlates with the students' reading skill achievement. Because of that, the researcher decides to do a research about it which takes the title: The Correlation Between Students's Learning Style And Their Achievements In Reading Skill.

B. The Limitation of the Problem

In identifying students' learning style, the researcher used questionnaire in this research is based on the characteristics of visual, auditory, and kinesthetic learning styles.¹⁸ Meanwhile, the students' English achievement is in the area of reading skill at XII grade of SMA Bina Putera Kopo.

¹⁸ Alan Pritchard, *Ways of Learning; Learning theories and Learning Style in the classroom 2nd ed.*, (New York: Routledge, 2009), p. 44

C. Statements of Problem

Based on the background of research above, the researcher determined and formulated the problem as follow :

1. What is the types of students' learning style at XII grade of SMA Bina Putera Kopo?
2. How is the students' reading skill at XII grades of SMA Bina Putera Kopo?
3. How is the correlation between students' learning style at XII grades of SMA Bina Putera Kopo and their achievements in reading skill?

D. The Objective of Study

According of the statement of the problem above, the researcher formulated the objective of the study as follow:

1. To explain the students' learning style at XII grade of SMA Bina Putera Kopo
2. To investigate the students' reading skill achievement at XII grade of SMA Bina Putera Kopo
3. To explore the significant correlation between students' learning style at XII grade of SMA Bina Putera Kopo and their achievement in reading skill.

E. Significance of The Research

The result of the research is significant in two aspects:

1. For the teachers, it can be a reflection to make a better teaching strategy especially in reading based on the student's learning style in the class.
2. By knowing their own learning styles, can help students to get the best way in learning process easily, especially in reading comprehension texts.

F. Organization of Writing

The researcher makes this paper consist of five chapters of discussions:

The first chapter discusses about introduction that consist of background of study, the limitation of the research, the statement of the problems, the objective of the study, the significant of the research, and the organization of the writing.

The second chapter explains about theoretical Foundation that consist of definition of learning style, types of learning style, definition of reading skill, purpose of reading, student's achievement and previous study.

The third chapter explains about research methodology that consists of time and place of research, sample and population, research method, procedure data collection, and technique of data analyzing.

The fourth chapter explains about the description of research finding that consist of students' learning style data, students' reading achievement, test of hypothesis and research finding analysis and interpretation.

The fifth chapter discusses about conclusion and suggestion that consist of conclusion and suggestion