

CHAPTER 1

INTRODUCTION

This chapter consists of the Background of The Study, the Reason for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Research Questions, the Hypothesis, the Significance of the Study, the Limitation of the Study, the Definition of Key Terms, and the Outline of the Study.

1.1 Background of the Study

English has been established as one of the subject in formal education in Indonesia. It is taught from primary, secondary, and also senior high school level which has been established as a required subject based on the Decree of Education Ministry no.24, 2006 about School Based Curriculum and Standard of Content. It is a foreign language for the Indonesian student. It is also one subject examined in the annual National Examinations (UN). Learners who learn English as foreign language may face difficulties in understanding words, phrases, clauses, sentences, and complex stories.

In case of acquiring foreign language, Ahmed (2012) states that there are a number of factors which influence the success of learning foreign language, including learning styles. Every student has different learning style. They learn in diverse ways. Each of them has their own different styles or preferences in the way they recognize and process an information. They have different ages, needs,

competences and cognitive skills as the factors in making decision about how and what to teach (Harmer, 2012).

According to Wang (2007: 409) defines that learning style as an individual's preferred or habitual ways of processing the knowledge and transforming the knowledge into personal knowledge. It means that it is an educational condition which the student is most likely in learning. Thus, learning style is about what the students prefer to learn the materials, it do not concern with what they learn. Furthermore, each person has his or her own best way to learn, governing how they prefer to receive and process the knowledge. Some learners are best on visual image or presentation, others prefer listening to the music, while others may respond better to hands-on activities.

Teacher should be sensitive to their students because recognizing the students learning style is important to make the appropriate pedagogic approach that the teacher applied in the class that best suit to the student learning style. According to Alfonseca et. Al. (2006) stresses that to be conscious of the student's learning styles will facilitate an adaption of suitable techniques and methods to match with the students' inclination.

English is a subject matter in school that covers four basic language skills. They are reading, listening, writing and speaking. And one of the complex ways in learning English is Reading. According to Krashen (1983) states that among four skills namely speaking, writing, reading and listening which are being oriented in teaching and learning process in senior high school, reading is

considered to be an important skill that should be mastered since it becomes one of the basic components for having communicative competence.

According to Nation (2009) states that reading is a source of learning and a source of enjoyment. By reading, the students can enlarge knowledge. It can be a way of reaching other goals. Reading as a source of learning can establish previously learned vocabulary and grammar. It helps the learners learn new vocabulary and grammar through success in language use. By reading, the students can go around the world. They can broaden their knowledge of economy, science, technology, culture, etc.

The importance of teaching reading is to build the ability and knowledge of students. In teaching reading there are a set of learning goals that must be achieved by the students; the ability to read a wide range of texts in English, the ability to adapt the reading style according to the reading purpose (i.e. skimming, scanning), the ability to build knowledge of the English language, the ability to build schematic knowledge, the ability to develop an awareness of the structure of written texts in English, and the ability to take or assume a critical perspective concerning the contents of the texts.

Some students tend in learning reading, while other tend to learn through listening and the other students learn through experiencing (Naning and Hayati, 2011:4). Therefore, the factors that influence reading skill of the students include learning styles. Some people are best in processing information through seeing or reading chart, diagram, or written text, other people are best in processing

information through listening to the explanation and while the others are best in processing information through experiencing or touching.

1.2 Reasons for Choosing the Topic

There are some reasons why the writer chooses this topic “The Correlation Between Students’ Learning Style in Reading and their Reading Achievement” of the Eleventh Grade Students of SMAN 11 Semarang in the Academic year of 2017/2018.

- a. Based on the writer’s experience when did teaching practice in SMAN 11 Semarang, the writer felt that reading is one of activity that is not all students very like to do. It is also one of skill that is difficult to be taught in school, because not all the students enjoy and feel interested when the teacher teaches them.
- b. Knowing the students learning style is important in order to integrate the students in the process of learning so they will learn easier and faster to be successful.
- c. Knowing the students learning is important to maximize learning potential.
- d. Knowing the students learning style is important to overcome the limitation.
- e. By knowing their learning style, students can increase their self-confidence, they can learn the best way in using their brain to learn, they can know their strengths weaknesses, they can use certain technique or strategic to balance the way of learning.

From the explanation above, the writer can conclude that learning styles play important role in determining the students' learning achievement especially in reading. Therefore, as a teacher, he / she should know the students learning style because it is very essential in order to find the suitable approach in teaching learning process.

The writer is interested in doing the research to the senior high school to see whether the learning style in reading of the student has correlation with their reading achievement or not. Therefore, the writer is interested to conduct the research with the title "The Correlation between Student's learning Style in Reading and their Reading Achievement of Eleventh Grade Student of SMAN 11 Semarang".

1.3 Statement of the Problem

The proposed study is guided by the following question: "What is the Correlation between Students' Learning Style in Reading and Their Reading Achievement at the Eleventh Grade Students of SMAN 11 Semarang in the academic year 2017/2018?"

1.4 Objective of the Study

The objective of this study is to find out the correlation between student's learning style in reading and their reading achievement at the Eleventh Grade Students of SMAN 11 Semarang in the academic year 2017/2018.

1.5 Hypotheses

The hypotheses of the study are arranged :

H0 = There is no significant correlation between students' learning style in reading and their reading achievement at eleventh grade students of SMAN 11 Semarang in the academic year of 2017/2018.

H1 = There is a significant correlation between students' learning style in reading and their reading achievement at eleventh grade students of SMAN 11 Semarang in the academic year of 2017/2018.

1.6 Significance of the Study

The study is expected to result the pedagogical and practical significances as follow:

- a. Pedagogical significance; the result of this study is expected to be useful information for the English teacher to help them in understanding their student's learning style in reading in order to increase the student's learning performance particularly in reading skill.
- b. Practical significance; the result of this study is expected to improve the teacher's understanding to their student's learning syle in learning reading.
- c. Further researcher; this study will give more information for the next researchers who are interested in the same topic references trough relation between learning style in reading and reading achievement.

1.7 Limitation of the Study

- a. This study is to find out the correlation between student's learning reading style and their reading achievement at the Eleventh Grade Students of SMAN 11 Semarang in the academic year 2017/2018.
- b. This study is conducted to the Eleventh Grade Students of SMAN 11 Semarang in the academic year 2017/2018.
- c. The sample of this study is the Eleventh Grade Students of SMAN 11 Semarang.

1.8 Definition of Key Terms

In order to understand this research, there are some definitions that are be provided such as:

- a. Student's learning style

Keefe in Reid (2005) defines learning styles as the composite of cognitive, affective characteristic and physiological factors that have a role as the stable indicators of how learner perceives, interact, and respond to the learning. Therefore, learning style is the student's appropriate way of giving response to stimuli and using it in learning.

- b. Reading Achievement

Reading is a fluent process of readers combining information from a text and their own background knowledge to build a meaning (Nunan, 2003).

Reading achievement as the process of constructing the meaning by coordinating a number of complex processes that include language, word reading, word knowledge and fluency.

1.9 Outline of the Study

Chapter I is the introduction. It consists of the Background of the Study, The Reason for Choosing the Topic, Statement of the Problem, the Objectives of the Study, the Hypothesis of the Study, the Significance of the Study, the Limitation of the Study, the Definition of Key Terms, and the Outline of the Study.

Chapter II is the Review of Related Literatures. It consists of the Student's Learning Styles, and Student's Reading Achievement, and the Review of Previous Studies.

Chapter III is the This chapter. It consists of Method of the Study, Subject of the Study, Population and Sample, Variable of the Study, Instruments for Collecting Data, Method of Collecting Data and Method of Analyzing Data.

Chapter IV is the Analysis of the Result and Discussion. It consists of Description of the School, the Description of Respondents, Validity and Reliability, Data Collection, Analysis of the Instrument, and Discussion.

Chapter V is Conclusion and Suggestions.

