

CHAPTER I

INTRODUCTION

This chapter contains the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Objective of the Study, the Hypothesis, the Significances 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 is an international language. It is a means of an international communication across linguistic boundaries (Jenkins, 2006: 157). At the same time, the most popular things in the world are in English; moreover, nowadays there is an ASEAN Economic Community, in which Indonesia as one of the members. Therefore, we as Indonesian would involve and enjoy the global market. Due to the reason, English included as the important education in Indonesia. Education itself is a process of experiences, which have a phase and maximize the person's capability (Dewey, 2007). It means that education is an important process in increasing the person's knowledge; therefore, we need to be educated in order to be civilized human beings.

Talking about education, there are some elements involve including students. Student is a participant of teaching learning process in order to improve the knowledge. They have different ages, needs, competences and cognitive skills as the factors in making decision about how and what to teach (Harmer, 2012). Then there are learning

styles that students have to maximize their study whether it is placed school, home or in a course place.

In education, each element can have affect to the other elements, such as teaching learning process, students, and the students' learning style, which can affect students' achievement. It is what so called by what individuals have learned in experiencing the terms of education (Travers, 1970 as cited in Jha, 2014). Therefore, the role of achievement is as the parameter of the students' knowledge. When the students achieve a good rate then they might learn the knowledge well. Based on the explanation above, the writer would like to find out the positive effect of students' learning styles toward their academic achievement based on the students' perception.

1.2. Reason for Choosing the Topic

Learning is an activity that everyone can do in different way. Therefore, people have their own learning styles. Even we have it also, whether we realize it or not. Learning styles itself can be defined as the ways that person do to learn, according to Wikipedia. Every person has different learning style, no exception for college students. In other cases, every college student also has different academic achievement. These cases arise the question about the impact of students' learning styles and their academic achievement.

Based on the experience of the writer about college students in English Education and Literature department especially the third semester students at a private university who have different learning styles; when they learn in the class or do the assignment and they also have different achievement, otherwise. Therefore, the writer

would like to prove the general assumption about the positive effect of learning styles toward academic achievement in this third semester of college students based on the students' perception in order to know how far the students' learning styles influence their academic achievement.

1.3. Research Question

Based on the elaboration above, the research questions of the study can be stated as follows:

Is there any positive effect of the students' learning styles toward their academic achievement based on the students' perception?

1.4. Objective of the Study

The objective of the study can be stated as follows:

To find out and describe whether or not there is a positive effect of students' learning styles toward their academic achievement based on the students' perception.

1.5. Hypothesis

The hypotheses of this research are as the following:

a. Null hypothesis (H_0)

There is no positive effect of the students' learning styles toward their academic achievement based on the students' perception.

b. Alternative hypothesis (H_a)

There is a positive effect of the students' learning styles toward their academic achievement based on the students' perception.

1.6. Significances of the Study

The writer expects that the result of this study can be useful as additional information, considerations, and solutions for the following:

a. Lecturers

It is expected for lecturers, to improve the students' achievement by noticing their learning styles in learning English. Then they may improve the students academic achievement by giving the lectures through the activities (such as discussion, listening the music, watching the movies or videos) that students like to do it. Therefore, the students can learn English better.

b. Students

If the students realize their learning styles and maximize their study in match learning styles by applying it in every learning session whether at home or school. Then, they may improve their academic achievement.

c. Writer

This study is expected to improve writer's knowledge about the positive effect of the students' learning styles toward their academic achievement.

d. Next Researchers

This study is expected to give additional information for the next researchers who will do the similar topic. Since this is a small scale of the preliminary research, the next researcher can do the next replicative research to this topic.

1.7. Limitation of the Study

The limitations of this study are:

- a. This study observed the positive effect of students' learning styles toward their academic achievement through the use of questionnaire.
- b. This study was conducted to the third semester of college students at a private university in Central Java in the academic year 2016/2017.
- c. The scope of this study was only on the students' perception about the positive effect of students' learning styles aspects based on Keefe theory that are perception, willingness to learn, understanding to the lesson, and recalling to the previous lesson to their academic achievement which reflected through GPA.
- d. The samples of this study were all of the third semester college students at a private university in Central Java in the academic year 2016/2017, which were 62 students using total sampling technique.

1.8. Definition of Key Terms

a. Students' Learning Styles

Keefe (1987, as cited in Reid, 2005) defines learning styles as the cognitive composites, the affective characteristic and factors of physiological, which have a role in stabling the indicators of the learner perceiving, interacting, and responding to the learning process. Therefore, learning style is a student's appropriate way of giving response to a stimuli and using it in learning.

b. Academic Achievement

Academic achievement is the result that is achieved by the students in learning of school subject that is shows the level of students' ability in following study

program in a certain period according to the curriculum (Witherington & Cronbach, 1982: 175-6).

1.9. Outline of the Study

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Chapter II contains the Review of the Related Literatures of the Students' Learning Styles, Students' Academic Achievement, and the Review of the Previous Studies, which are as the explanations of the experts about the framework of the study.

Chapter III contains the Research Design, the Variables, and the Subjects of the Study, the Instrument of the Study, the Validity of the Questionnaire, the Reliability of the Questionnaire, the Procedure of Data Collection, and the Data Analysis.

Chapter IV contains of the Analysis of the Result, which include the Validity and Reliability Measurement, and the Description of Students' Learning Styles and Their Academic Achievement, and the Discussion. The writer will analyse the result after doing the research on the third semester college students in a private university Semarang.

Chapter V is Conclusion and Suggestion, which contains the Conclusion of the research results and the Suggestion of the writer to whom, has the related to the research.