

CHAPTER I

INTRODUCTION

This chapter presents the background to thesis study followed by problems of the study, clarification of key term, research hypothesis, significance of the research, scope and limitation of the study, objectives of the study are presented along with the definitions of the key terms.

A. Background of the Study

Language as the tool of communication thoughts and feelings through system of arbitrary signals such as sounds, gesture, or written symbols, according to Ellis (1992: 99) “Language learners vary on a number of dimensions to do with personality and learning style. In other word, These personality and learning style are assumed to be significant contributors that determine the success or failure in English.

English is an international language. Almost all of the country used as compulsory subject at school. The nation educational education has decided that English as foreign language is taught in Indonesia school. It is learned started from primary school up to university. It is realized that teaching English is very important and it need much concern. As English teachers, they are demanded to explore effective techniques, method and approach during teaching and learning activity.

Learning is the process through which we become the human beings we are, the process by which we internalize the external world and through we

construct our experiences of that world (Jarvis, 2012: 1). It means that, learning is the process to get knowledge and build our experience about the world, In learning activity, student do many activities to comprehend the learning objectives for example mastering subject as preparation for the test, doing assignment, developing material or skill that she or he mastered ever. Actually people were born in different characteristic, students learn in many different ways. Every individual has a unique style. We should realize that every learner has own way of learning. English teacher or all other educators, have to bear in mind that people differ consistently from each other in their preference for certain ways of processing information. The education cannot generalize their students learning style because it differences of each other. These individual differences in learning styles are measurable. Unfortunately, most of the teachers are ignoring the students learning styles. The consideration firstly got by the students through their sense included their hearing, sight and their hand.

Learning style can be used by students to learn language, including English. It can be described as the set of factors behaviors and attitudes facilities learning for an individual in a given situation. It is ability of learners to perceive and process information in learning situation. Type of cells present in some brains are not present in others are responsible for different pattern of perception among individuals. Some students are visual learners, while other is auditory or kinesthetic learners. Visual learners learn visually by means of chart, graphs and pictures. Kinesthetic learners learn by doing. Auditory learners learn by hearing.

It is possible to infer that the majority of the teachers are not aware of their students' learning styles. The problem arises when the teachers are unaware of the importance to establish and identify learning styles, therefore when each persists unanticipated consequences are to be expected. Students' learning styles have been ignored and have been considered as an insignificant component in the learning process. By knowing the student learning style is very important since recognizing and understanding the students' learning styles, the teacher can use appropriate techniques better to the students.

The majority of teachers or lecturers do not always prepare to try matching their teaching styles with learning styles of students. They do not always remember to cater different learning styles, teachers should find out what their students think and feel about what they want to learn and how they want to learn and take this into consideration when planning this course" (Nunan, 1999 :13)

Many people believe that certain learning styles are better suited to learning certain kinds of knowledge or subject content. That theory is what this study attempted to determine concerning the subject of reading comprehension.

Reading is one of the language skills that cannot be separated from other language skills because the students' ability in one aspect will support their ability in mastering the others. It is an important educational goal, as without reading, one's language would not improve. The ability of students in reading is important because by having the ability to read, they will be able to improve general language skills in English, reading can enlarge the students' English vocabulary and it can help to improve the students' writing or speaking abilities, it means that

reading is one of the keys to success for everyone who wants to be an educated person.

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols and use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading is also included into perception skill besides listening, through it we receive information. Receptive skill is the way in which people extract meaning from the discourse they see or hear (Harmer, in Nita Sitta Rahman, 2010 :2)

Based on the discussion above, The researcher indicates that language learning involves the use of visual learning style preferences that may have different levels of comprehension about reading. Thus, the researcher would like to conduct the study entitled “*THE CORRELATION BETWEEN STUDENTS’ VISUAL LEARNING STYLE PREFERENCE AND READING COMPREHENSION AT THE TENTH GRADE OF MAN KUNIR WONODADI BLITAR*”.

B. Problems of the Study

According to the title of the study, the writer presents the problem statements as follows: is there any significant correlation between student visual learning style preference and reading comprehension at the tenth grade of MAN Kunir Wonodadi Blitar

C. Objectives of the Study

There are some objectives of the study as follow: To know the correlation between visual learning style preference and reading comprehension at the tenth grade students of MAN Kunir.

D. Research Hypothesis

Hypothesis is statement about relationship between two or more variables that are being studied. Based on the research problem and the research objective, there are two hypotheses in this study as follows:

1. Hypothesis Alternative (Ha)

Ha1: There will be significant correlation between visual learning style and reading comprehensions at the tenth grade students' of MAN Kunir.

2. Null Hypothesis (Ho)

Ho1: There will be no significant correlation between visual learning style and reading comprehensions at the tenth grade students' of MAN Kunir.

E. Significance of the Research

1. Teacher

Through this study, the writer hopes that it can help the teacher understands about students' learning style so that the teacher knows how the information is easy to understand by students. The teacher should know the general learning style profiles of the whole class, which will enable them to organize and employ instructional materials accordingly. The researcher wish English teacher to be able to mix and match the students' learning style and

teaching techniques in order to improve the students' learning quality and get the best of reading comprehension.

2. Student

Raising students' awareness regarding their learning style and reading comprehension make them not only more prepared for learning but also more analytic about their learning style that they make use. Realize the importance of getting good reading comprehension, the students need to understand their learning style to improve their quality of learning.

3. Other Researcher

It is hope that this research will contribute or would be of any value to other researcher in conducting further research of the similar topic. This research might contribute some references that might useful for further research.

4. Curriculum Developers

This study might also useful to the curriculum developers and material producers. Because, teacher need to have enough time in the curriculum dedicated to both identify of learners' preferece learning style. Curriculum developers will be able to allocate sufficient time for training sessions. Similarly, knowing students' preferece in learning style might make material developers to produce materials that both match students' learning style.

F. Scope and Limitation of the Study

There are many theories explain about kinds and models of learning styles. This research limited learning styles to auditory learning styles by Joy M. Reid that focus on students' visual learning style. The consideration of choosing visual learning style is because the information firstly got by this student's through their sight.

G. Definition of Key Term

1. Learning

According to Jensen and Nickelsen (2011:8), learning is a process to acquire knowledge, skill, behaviour, attitude, or values through experiences, study or education which cause a change that can be measured by brain as been called memory.

According to Hamalik (2005: 36) learning is defined as the modification or strengthening of behaviour through experiencing and interacting with environment.

2. Learning Style Preference

Learning style is one of the main factors that help determine how and how well the students learn a second language or foreign language which can influence their comprehension both in reading, writing, listening and speaking Rebecca (in Dewi Novita, 2011: 3. It means that learning styles have relationship through English skills comprehension. Visual Learning Style is divided into some characteristics (DePorter, 1999: 111-112), they are: Students must see the demonstration in order they understand. They need to see more about the

information visually and it can be easy to comprehend for them through the picture

3. Reading Comprehension

According to Nation, (2009: 49), reading is a source of learning and source of enjoyment. It can be goal in its own right and way of reaching other goals. As learners gain skill and fluency in reading, their enjoyment can be increase. By reading, the readers can go around the world although they just stay at home. They can broaden their knowledge of economy, science, technology, culture, or reading to get the pleasure. Pang, (2003: 6) state that, reading is about understanding written text. In other words, reading is one of the reader activity to use their skill to gett information about written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes such as word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension refers to the understanding what is being said or read.

Reading comprehension is important to be considered. Additionally, the reading objectives invite the readers to understand what being presented by writer. Understanding will not only know what being delivered by focusing only on intended meaning delivered, but also the deep inference of specific meaning and message.

H. The Organization of the Research

This thesis by the title “The Correlation between Students’ Visual Learning Style and Reading Comprehension at The Tenth Grade of MAN Kunir Wonodadi Blitar

Chapter I (Introduction) : It includes the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms, and the organization of the research.

Chapter II (Review with Related Literature): The researcher explains theoretically deals with the following aspect: , the definition of learning, the characteristic or learning, the element of learning proces, definition of learning style. Devinition of reading. Reading comprehension and learning style.

Chapter III (Research Methodology): In this chapter, the researcher presents the research methodology. it covers the following aspect such as research design, population and sample of the research, research variable, data source, data collecting method and research instrument, data analysis, and also hypothesis testing.

Chapter IV (Finding and discussion): It includes the description of the data, hypothesis testing, and also discussion.

Chapter V(Conclusion and Suggestion): The researcher presents conclusion and also gives some suggestions of this research.