

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the related literature. It covers six major sections. Definition of the research, The element of learning process, Learning Style, Definition of Reading, Type of Reading Comprehension's, Narrative text And Previous Study

A. Definition of Learning

According to Squires, (2002: 36), learning is partly a matter of skills. It means that learning is part of the process to acquire knowledge and developing skill. If someone is giving a talk or a lecture, we need to be able to take a note. If we are given a book to read, we need to know how to catch it. Likewise, we need to know how to plan an essay or a report. According to Nunan,(1992: 29) Learning is thus seen as a continual process that have a purpose to understanding of the system in meaningful of communication with many opportunities to practice. In other word learning is one of the activities conducted by students' to understand a system with many opportunities for direct practice.

B. The characteristic of learning

According to Hilgard and Gardon (in Hamalik, 2005: 49) there are three characteristics of learning as follow:

1. Learning is different from maturity

Growth is the main circuit as behavior modifier. When the associations of behavior mature properly without the effect of the exercise, it is said that the development is due to maturity and not for learning if the procedure is not rapidly changing practice behavior. It means that the procedure is not an important cause and the changes cannot be classified as learning. For example, the child has the maturity to talk which is caused by influence of the surrounding community conversation then he or she can talk in time.

2. Learning is different from physical and mental changes

Behavioral change can also occur which is caused by the event of physical and mental changes to do and act very fast and cause the body to be tired or fatigued.

The indicate such as mental fatigue, concentration becomes less, weakening of memory, the occurrence of tiring, can all cause change in behavior, such as stop learning into confusing, a sense of failure, and so on.

3. Learning outcome relatively remained

Learning happens in the form of training and experience. The resulting behavior is settled with intended purpose. Behavior in the form of real can be viewed. Such a person does not know something that needs to be done

C. The element of learning process

Hamalik (2005: 51) states there are several elements in learning process, such as:

1. Learner's motivation

Motivation is the encouragement that causes a specific action. Learning action occurs because of the motivation that a person to do something to learn. Motivation it can be change be stimulus from the outside so that the learner student do to learn.

Motivation that appears from the needs of the learners or students (intend motivation) are considered better than the motivation that build by external stimulus. However, in practice often motivated from which does not exist or has not appeared so this situation requires external stimulus that appear motivation to learn.

2. Learning materials

Learning material is an important learning element that gets the attention of the teacher and students. Students with learning materials which they can learn the things necessary to achieve the learning objective. Therefore, the determination of learning materials should be based on the objectives to be achieved; here the results are to be achieved, for example as knowledge, skill, attitudes, and experiences of others.

3. Learning equipments or aid

Learning equipments or aid are the tools that helps the learner or student to learn so that learning becomes more efficient and effective. With the help of

various tools, the learning will be more interesting, be concrete and easy to understand, save time, and more meaningful learning outcomes. Learning equipments or aids or are also called learning media. For example as printed materials, the tools that can be seen (visual media), a tool that can be heard (audio media), and tools that can be heard and seen (audio-visual aids), as well as community or society resources that can experienced directly.

4. Learning environment

Learning environment is very importance for learning. Fun environment can improve learning activity, while the disordered situation, crowded, uncomfortable, and a lot of disturbance will not support effective learning actives. The students and teacher must always create good learning activities. Thus student and teacher must always create a good learning environment and fun, challenging and exciting including to decide appropriate technique, strategy, or learning style for processing in learning materials. It means that the learning environment also determine the motivations, activities and the success of student learning.

5. Learning condition

Learner or student conditions also determine the process of learning activities and learning success. Student or leaner's can lean efficiently and effectively in healthy body condition, have good enough intelligence, ready to undertake learning activities, has a special talent, and experience related to learn, and have a passion for learning. Student or learners who have an unhealthy body, low intelligence, are not ready to learn, no talent to learn something and did not

had adequate learning experience would affect the smoothness and quality of learning outcomes

D. Learning Style Preference

Learning style preference is the way and technique that they use to learn and process information and knowledge. It helps students learn more fast and easier with selecting and using the appropriate learning style that they like. Learning styles refer to the variations in our ability to accumulate as well as assimilate information.

Learning styles have some characteristics on which they are based. The first is that every person, student and teacher alike has a learning style, learning strength, and weaknesses. Modern writer who studied the theory of language learning consider the term learning or learned system as the product of formal instruction and it come from a conscious process which result in conscious knowledge about the language, for example knowledge of grammar rules

Sometime the teacher can use students' learning style as a tool to develop their student learning. According to Depoter, (1992:110), teachers can help students by understanding or knowing their student preferred learning styles. In other word, Successful learning takes place when teacher play to students' strength and build their capacity to learn in a range of style for this first, teacher need to have an understanding of the different learning styles within the class. It can be done by applying certain questionnaire to the students. After the teacher find the students' learning styles, the strength and weakness of the students' finish

creating in teaching strategy and techniques, teacher should match learning style with teaching style.

After the teacher success in doing the three step above, while students then are likely to gain access to easily the activities presented to them and will be enthusiastic and committed to the subject they are studying. Learning style is divided into three characteristics they are visual, auditory, and kinesthetic style (Depoter, 1999:111-112)

1. Visual

Individuals who fall into this category typical learn through what they are able to see with their own eyes. Visual learners have a tend to describe everything that they see in term of appearances. These learn love visual aids such as photos, diagrams, maps and graphs. Visual learner frequently is good writer and will commonly perform quite well on writers and will commonly perform quite well on written assignments.

The best ways for visual learner to process the information by recording, allocating, calculating, simplify, describing and proving, preparing, evaluating, rewriting, drawing a picture, making mind-map. Making a note, and using graphics organizer. According to Depoter, (1992:116), Visual style has some characteristics, those are: Student/learners often look well- regulated in dressing. They speak fast, they are going in spelling, they strongly remember what they see than what they hear, they use pictures aids to memorize or process some information, they have difficulties to remember visual instruction expect it is written and they often ask someone else to repeat what he or she says, they read

fast and diligent and prefer reading by their selves than someone else reads for them, they prefer art than music, they always prefer doing the demonstration or practice and they usually do not have noise problems.

2. Auditory Style

Auditory style is the learning style where learner or students are very good in listening. They tend to absorb information in a more efficient manner through sound, music, discussion and teaching. These individuals will be more likely the record lecture so that they can replay them later time for study purpose. Auditory learners appreciate books on tape and may find that reading aloud will help them to retain information. Rather than written reports, auditory learners tend to do better on oral presentation and reports.

The best ways for auditory learner to process the information by telling the information loudly, listening the voice recording, discussing with friends or learning group, recording an argument or statement, doing interview, teaching someone or people and debating with others. According to Depoter, (1992:118) Auditory style has some characteristics, those are: students or learners love talking much, discussing and explaining information lengthily, they move their lips and utter the writing in a book when they read, they love reading loudly and listening it, they feel difficult when they have to write the information but they are smart in explaining it, they love repeating and imitating a tone, rhythm, music, voice, or sound, they speak rhythmically and in pattern, they read fluently, they love music , they are difficult in doing an assignment or a work which concerns with visualization and they are skillful in spelling loudly than they write

3. Kinesthetic

Kinesthetic is where students or learners are to do tactile learning. This means that they learn best through moving, doing, acting out and touching. Projects that are hands-on in nature are best for kinesthetic learners. Kinesthetic learners tend to become frustrate when they must sit for long periods of time. They enjoy conducting experiments, exploring and performing tasks. Kinesthetic learner has some characteristics According to Depoter, (1992: 118), those are: Learners or students always move- that's way learners or students learn, they move their body when they memorizing information like walking around, they use fingers to point out the writing in a book when the read, they cannot sit silently in long time, they talk slowly and usually stand up near someone when talking, they always orients in practice and physic activities, they prefer learning through practice and physic activities, they use much body language to communicate like nod their head to express "yes", they need concrete objects as learning aids and they want to do anything and love games.

D. Definition Reading

(Grellet, 1981: 7) Reading is a constant process of guessing and what one brings to the text is often more important than what one find in it. In other word, reading is the proces conducted by the reader to get the important word from the written text. According to Grellet, (1981: 4) there are four main ways of reading, as follow:

1. Intensive Reading

Intensive reading is an activity in which students (usually in a class group, led by the teacher) carefully read and examine an essay, short story, or other reading material assigned by the teacher. It means that intensive reading is reading led by to involve students reading with concentration and great attention to understand exactly the meaning of the text. After reading, the students are asked to answer some question related to the text.

2. Extensive reading

Extensive reading is reading as much as possible, for your own pleasure , at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go (Jeffries 1998: 291). In other word, instead of spending a half hour decoding a tiny part of a book , the student read many simpler books that are at or slightly below the level at which you read fluently. It used to obtain a general understanding of a subject and includes reading longer text for pleasure, as well a learning book. It is used to improve our general knowledge of learning procedure. The aim is for general understanding with the intention of enjoying the text. After reading, the students are asked to write a summary of the text.

E. Reading Comprehension's

It is necessary for the students of Senior High School to master reading comprehension. (Grellet, 1981: 3) reading comprehension is an understanding a written text means extracting the required information from it as possible. It

means that, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. For example, we apply different reading strategies when looking at notice board to see if there is advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. Reading comprehension as a process of simultaneously extracting and constructing in meaning through interaction and involvement with written language.

In comprehending of topic, readers interacts with the text relates to the questioning of the text to prior experiences of construct meaning which can be found the text skimming and scanning are two very useful technique that will help the reader to catch the meaning, getting the information, or messages effectively from the reading texts.

1. Skimming

Quickly running one eyes over a text to get the gist of it (Jeffries, 1998: 297). In other word, skimming is the activity that used to quickly identify the main ideas of the text. When the students' read the text, the students' probalaly not read it word by word , instead the students' are scanning the text. Skimming is done at speed three to four times faster then normal reading. The students' often skim when they have lots of material to read in a limited amount of time.

2. Scanning

Quickly going through a text to find a particular piece of information. It used to find the particular pieces of information. Run over the text looking for the

specific piece of information we need, use scanning on schedules, meeting plans, etc to find the specific detail of the text.

By using this technique, we will get the information that contain in a text quickly and meet certain purpose that have been determined before so that the reader only tries to get certain information from the entire text without analyzing details of the text.

F. Reading Comprehension and Learning Style

Reading is useful for language acquisition. Many people want to be able to read text in English either for careers, for study purposes or simply for pleasure. Further, reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. The way students reading depend on their learning styles. The learning styles of students are uniquely diverse. Therefore, it is important to understand and being aware of students' learning style preference in reading because their learning style preferred could bring improvement in students' reading achievement in school.

According to Miles V. Zint (in Febrianti 2014:21) the cause of reading failure is individuals are different from each other in learning rates. It can be said that low reading achievement can be caused by different ways of learning among people which is depends on preferred ways of people to receive or understand knowledge.

The reading process is primarily visual because a student must look at a word and understand all of the meanings within the use of that word Barbe &

Swassing (in Judy Williams, 2010:58). In this case, when we reads the text, the first process that we use is the sense of sight, that makes us understand the meaning of word. Even after moving beyond word recognition, visualization continues to be a major part of the reading process.

Thus, from the statements above, it can be understood that reading and learning styles relates each other. Learning styles are important to be known and awared whether by students or teachers due to its indication to the ability of people in reading or recognizing meaning of the text.

G. Previous Study

In graduating paper, the researcher takes same previous studies from the other graduating paper as comparison. The researcher uses the other graduating paper by the title “the Correlation between students’ Perceptual Learning Style Preference and English Proficiency At English Education Program of STAIN Tulungagung” by Nadfifah, Arin (2013). In this graduating paper, she analyzed that there is correlation between visual learning style and English proficiency, since the coefficient correlation is 0,422. Is less than level of significance (α) 5%. It can be conclude that there is significance correlation between visual learning style and participant English proficiency. There is no significance correlation between audio learning style and English proficiency. sig(2 tailed) value, 0,221. There is no significance difference between kinesthetic learning style and English proficiency. Sig 2 (tailed) value, 0,458.

The second previous study to this research, the title is:

“The Correlation Between Learning Style and Students’ Reading Comprehension FKIP Untan Pontianak” Widya Santi, Pratiwi, ZainalArifin, Dewi Novita. 2011. In this graduating paper, he analyzed. The value of correlation coefficient was 0.03. This finding indicates that the correlation between learning style and students’ reading comprehension was positive and based on the criteria of correlation coefficient; it was categorized as “Negligible”. The testing of significance correlation showed the t-value (0.14) was lower than t-table (2.080). Therefore, there was no significant correlation between learning style and students’ reading comprehension on the fourth semester students of FKIP UNTAN Pontianak in academic year 2011/2012.

The similarity of the present study and previous study is in term of independent variable and research design. Meanwhile, this study and previous study has almost similar. In these previous studies, the researcher conducted student Learning Style preference and Reading comprehension as research focuses.

First, the researcher emphasizes students’ preference in learning style and testing of reading Comprehension. Secondly, the object of this study is Tenth grade students of MAN Kunir Wonodadi Blitar