

## I. INTRODUCTION

This chapter discussed the basic problem of the research. It covered several points: introduction that deals with background of the research, research questions, the objectives of research, the uses of research, the scope of research, and definition of terms.

### 1.1. Background

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we used 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 one of the important skills which must be learned by students in order to master English well and it 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. Reading is also included into receptive 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, 2001: 199)

According to William (1984: 57), reading is as a process where ones looks at and understands what has been written. While Nunan (1991: 94), reading in this view is basically a matter of decoding a series of written symbols into their aural

equivalents in the quest for making sense of the text. Reading becomes one of the important and indispensable English skills for many people, especially student. We often found in our daily life that many students did not make an equal improvement in all English skills perfectly; each of them has different achievement level in all those English skills. Some of them mastered reading but the rest did not. According to Dole et al. (1991: 112), in the traditional view of reading, novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability.

Talking about comprehension, it must be known that reading comprehension is the ability to understand a written passage of a text. It is answering “yes” to the question, “Did you ‘get’ what you read?” Reading comprehension is what allows the reader to interact with the text in a meaningful way. It is like the bridge from passive reading to active reading. A widespread study by the National Assessment of Educational Progress (NAEP) in 1995 confirmed the tight correlation between reading fluency and reading comprehension among fourth graders. The study concluded that reading fluency is a neglected reading skill in many American classrooms, affecting many students’ reading comprehension.”

Talking about reading comprehension, it must also be popular with reading sub skills. Nuttal (1982: 109) states there are five short reading skills that should be mastered by reader to comprehend a text deeply; Determining Main Idea, Finding the Specific Information or Part of Text, Finding Reference, Finding Inference, and Guessing Meaning of Vocabulary (Difficult Word).

After realizing how important a comprehension in reading text, we need to know that there are many aspects of students who do not have a good achievement in reading comprehension. One of the aspects is students' learning style. Learning style can be meant by students' cognitive or affective characteristic in which the way they understand something, interact to someone, and respond their surroundings. It is an educational condition under which a student is most likely to learn. According to Kirschner, P.A (2013: 121) the second legend is the widespread belief that students have specific learning styles and that education should be individualized to the extent that the pedagogy of teaching learning is matched to the preferred style of the learner. Thus, learning style is not really concerned with what the students learn, but rather how they prefer to learn the materials.

Furthermore, many people recognize that each person has his or her own best way to learn something. Besides, learning styles were found to affect the students' learning behaviors but students who have different learning style preferences would behave differently in the way they perceive, interact with, and respond to the learning environment. Since the students differ in their preferences to the certain learning styles, it would be important for a teacher to know the variations of students on the features of their learning styles because the information about students' learning style preference can help the teachers become aware to the students' differences bring to the classroom (Wang, 2007: 410).

Perceptually, there are three main types of learning styles: auditory (hear), visual (see), and kinesthetic (touch). Although some people learn best through a

combination of the three types of learning styles, but everybody is different. We have to know that auditory students tend to learn through listening and have highly developed auditory skills and are generally good at speaking and presenting, think in words rather than pictures, learn best through verbal teachers, discussions, talk things through and listening to what others have to say, and have an auditory skills demonstrated in listening, speaking, writing, storytelling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, arguing their point of view, and analyzing language usage. This was what the researcher curiousness in analyzing this kind of learning style, which was well in listening something.

On the contrary, Kinesthetic (physical) learners tend to learn through moving, doing and touching. They often express themselves through body movement; they have good sense of balance and eye-hand coordination. Not only that, member and process information through interacting with the space around them, it is hard for them to sit for long periods and may become distracted by their need for activity and exploration. Fortunately, Kinesthetic learners have skills demonstrated in physical coordination, athletic ability, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, dancing, and expressing emotions through the body.

While Yong (2010) states that Visual learning style refers to a preference for learning through vision and visual learners rely on their sight to take the information. They organize the knowledge in terms of spatial interrelationships among ideas and store it graphically. There are some characteristics of the

students' visual learning style; they can memorize the material better when it is presented by using visual media, such as power point presentations, videos, pictures, diagrams and graphs. They prefer to sit in front of the classroom to avoid visual obstructions. Visual learners typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding. Visual students learn best from seeing words in books and on the whiteboard. They assimilate information better by reading, requiring little oral explanation.

Based on the definitions above, those three learning styles have their own strengths and weaknesses which will affect in reading comprehension especially. Thus, the researcher will analyze whether there is a significant effect of learning style on students' reading comprehension achievement and students with what types of learning style would have the highest achievement in reading comprehension compared to other learning style. So, the title of this research is "The effect of learning style on students' reading comprehension achievement at the first grade of SMAN 10 Bandar Lampung".

## **1.2. Research Questions**

Based on the background above, the researcher formulated the research questions as follows:

1. Is there any significant effect of perceptual learning style on students' reading comprehension achievement?
2. Students' with what types of learning style would have highest achievement in reading comprehension?

### **1.3. Objectives**

Based on the research questions above, the researcher formulated the objectives as follows:

1. To find out whether any significant effect of learning style on students' reading comprehension achievement.
2. To know what types of learning style would have the highest achievement in reading comprehension.

### **1.4. Uses**

The findings of the researchers were expected to be beneficial whether theoretically and practically:

1. Theoretically, this research may give additional contribution in case of education, particularly in understanding the character of students.
2. Practically, the result of this research may give new information, especially for teacher. By understanding students' style in learning something, the teacher will be able to determine an appropriate technique which will be used in class. Furthermore, this research can also be used as a logical consideration for the next research with the same topic.

### **1.5. Scope**

The research was focused on the effect of students' learning style on their reading comprehension achievement. Referring to each character of the three common learning styles which implies students' comprehension in reading a text, the researcher would find whether there was a significant effect of learning style on

students reading comprehension achievement. Besides, this researcher would also analyze what types of learning style would have highest achievement in reading comprehension compared to other learning style. Then, the researcher would try to administer an observation in order to know what learning style of students at the first grade of SMAN 10 Bandar Lampung which will be tested by giving some questionnaires related to their learning style was. They had to fill the questionnaire statement which implied to their way in learning something. Then, after knowing what learning style each student had, the researcher will continue the observation by giving reading comprehension test which consisted of 30 questions about narrative text. The researcher used narrative text here because it was correlated with curriculum KTSP that students at the first grade were learning narrative text at this semester.

#### **1.6. Definition of Terms**

In order to specify the topic of the research, the writer provide some definitions of terms related to the research. These are some terms which are related to the research:

- a. Reading is the act to understand graphic symbol in order to get information from the text which was done by the students. Reading is also a result of the interaction between the perception of graphic symbol that represents language and readers' skill, cognitive skill and the knowledge of the world (Nuttal: 1984).
- b. Reading comprehension is the level of students' ability to understand what they have to read from the text. Reading comprehension means extracting the

required information from the text as efficiently as possible (Grellet: 1981).

- c. Learning style is individuals' natural or habitual pattern of acquiring and processing information in learning situations.
- d. Visual learning style refers to memorize the material better when it is presented by using visual media.
- e. Auditory (Audio) learning style is a learning style in which a person learns prefer through listen to something.
- f. Kinesthetic Learning style (also known as Tactile Learning) is a learning style in which learning takes place by the student carrying out a physical activity, rather than listening to a lecture or watching a demonstration.
- g. Effect is something that is brought by a cause (learning style) through students' reading comprehension achievement. Here, it can be seen from students' ability in comprehending and absorbing the information from the text by seeing their achievement (score) in reading test.