CHAPTER I

INTRODUCTION

This chapter presents a research background followed by research questions objectives of the research, hypothesis and significance of research. Then scope and limits of the research are presented along with the definitions of key terms.

A. Research Background

Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.¹ This means that learning is a process of development through the process of actualizing the potential of human knowledge that has existed within him. Someone's natural abilities will be existed.

There are two factors that influence students' learning, namely internal and external factors. Internal factor is the factors which come from students themselves. Meanwhile, external factor is the factor which is outside of students.² The examples of internal factors are the physical condition, skill, interest, intelligent and learning style. Meanwhile, the examples of external factors are family, friends, school, environment and learning strategy.³

Learning style is one of internal factor that affects students' learning. There are different styles of learning owned by each student. Every person has a

Douglas Brown, *Principle of Language Learning and Teaching*, 4th ed. (New York: San Fransisco State University, 2000), 7.

² Slameto, Belajar Dan Faktor- Faktor Yang Mempengaruhinya (Jakarta: Rineka Cipta, 2010), 54.

³ Slameto, Belajar Dan Faktor- Faktor Yang Mempengaruhinya 54

learning style that is natural and comfortable for them, when they are forced to use another. Especially for learning process each student has different learning style from a student to another student. Different pond, different fish, so it is also different people, different learning styles as well. Teachers should pay attention to students' learning styles because in every teaching the effectiveness will depend on the manner or style other than the student's learning attitude and intellectual ability. Therefore, students who have different learning style preference would behave differently in the way they perceive, interact with and respond to the learning environment.

Generally, students' learning styles might cause specific effects on lectures such as on reading for example; visual learners tend to like to read for pleasure. But they will have trouble in an environment with noise and distraction, auditory learner tend to like to plays and dialogues. But they will have trouble in reading silently and with speed when not allowed to vocalize, then kinesthetic learners tend to like to read how-to books and action oriented books. But they will get problem in reading or listening for more than four minutes.⁴

Reading is one of 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, because without reading other language skills would not be improved. The ability of students in

⁴ W Haggart, *Discipline and Leaning Styles: An Educator's Guide* (Cadiz, KY: Performance Learning Systems, 2003). 3.

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. So, it can be concluded that reading is one of the keys to success for everyone who wants to be an educated person.

According to Nation, "Reading is a source of learning and source of enjoyment". This means that reading can enlarge the students' knowledge. As a source of learning, reading can recall previously learned vocabulary and grammar. It can help the students learn new vocabulary and grammar and through success in language use. Reading can be source of enjoyment. If the students gain skill and fluency in reading, their enjoyment can increase. By reading, students can go around the world although just stay at home. They also can easily get the scholarship and the job. Therefore, reading can help their life and learning to be easily.

This research will be conducted at Sunan Ampel State Islamic University Surabaya. There are some underlying points why the researcher does the research in such university. Based on the preliminary research taken in critical reading class at Sunan Ampel State Islamic University Surabaya, reading is the most difficult course especially the last reading course-Critical reading, it can seen from the final score of students. This means that reading comprehension for academic reading is important to be considered. Critical reading is reading

⁵ I. S. P Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), 49.

activities that focus on what the students have understood from the text. Journal, article, thesis, etc. are kinds of critical reading text. Additionally, the reading objectives invite the students to understand what being presented by the 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. Inference or decoding what being read is important in reading to understand the text.

The research on the students' learning styles and their achievement has been widely studied. It is important to be considered it wisely. As described above, the effect of learning style can bring big influence of students to get high score in reading. That's why the researcher will conduct the research on critical reading class because it is commonly encountered students' learning styles. So, in this research the researcher decides a problem to be researched with the title "CORRELATION BETWEEN STUDENTS' LEARNING STYLES AND ACHIEVEMENT IN CRITICAL READING CLASS OF ENGLISH TEACHER EDUCATION DEPARTMENT AT SUNAN AMPEL STATE ISLAMIC UNIVERSITY (UIN) SURABAYA".

B. Research Question

Based on the research background above, here the researcher think it is required answering some questions as the purpose of this research. The research question states as follows:

- 1. What are the learning style preferences of students in critical reading class?
- 2. Is there any significant correlation between students learning style and their achievement in critical reading class?

C. Objective of the Research

Based on the research question elaborated above, the research purposes are:

- 1. To know what are specific learning style preferences of each student.
- 2. To find out whether the students' learning style has significant correlation with their achievement in critical reading class or not.

D. Hypothesis

The research is formulated to show the effect of the variable relationship. Those are the alternative hypothesis (Ha) and null hypothesis (Ho). The hypothesis is stated as follow:

Ha (alternative hypothesis): there is significant correlation between students' learning styles and their achievement in critical reading class

Ho (Null hypothesis) : there is no significant correlation between students' learning styles and their achievement in critical reading class

E. Significance of the Research

To know more how the research gets significances, here the researchers states below:

1. Theoretical benefit

Theoretically, this research results are expected to contribute the development of education, especially in learning style and its correlation to achievement in critical reading class.

2. Practical benefit

This research is expected to give benefit for students and lecturers in English teacher education department and also for the next researchers.

- a. For students, the result of this study provides information to understand more that their learning styles and their achievement in critical reading class is related. So they will be motivated to become used to learn in different styles to improve their ability and also get good achievement in critical reading class.
- b. For the lecturers, the result can be used to help them understand better about problems faced by students so they can provide more meaningful feedback to their students and can provide students with better ways or methods to help students being motivated in attending critical reading class to get good achievement.
- c. For the reference for next researchers who wants to conduct a research on the same or similar problem as in this research.

F. Scope and Limits of the Research

This study is limited to investigate critical reading class to find the correlation between students' learning styles and their achievement in that class. It shows that the difference of students' learning style brings the impact for their achievement whether in all the lectures or in specific lectures such as critical reading.

G. Definition of Key Terms

The researcher writes down some definitions of key terms in order to support the readers understands this study easily and have the same interpretation as the writer.

1. Learning style

Learning style: It is habit, strategies, or regular behaviors concerning learning, particularly deliberate educational learning that an individual displays ⁶

Learning style in this study is focused on the students' learning styles preference; it's according to the perceptual side of Gardner's theory. Those are Visual, Auditory, and kinesthetic learning styles.

2. Students' Achievement

According to Oxford dictionary, achievement is a thing done successfully with effort, skill or courage. In this study students' achievement

⁶ Pritchard Alan, Ways Of Learning Second Edition (New York: Routledge, 2009), 41.

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is focused on students' accomplishment in critical reading class during one semester which is in the 4th semester. It is investigated through students' midterm examination score.

3. Critical Reading Class

Critical reading is an analytic activity. The reader *re*reads a text to identify patterns of elements -- information, values, assumptions, and language usage-- throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole. Critical reading class in this research is the last level of reading class in English teacher education department. Students have to take this lecture in 4th semester.

H. Research Report Organization

This thesis is composed of five chapters. The first chapter is about introduction including research background, research question, objective of the research, hypothesis, significance of the research, scope and limits of the research and definition of key terms.

The second chapter presents review of related literature and review of previous studies. Review of related literature discusses about definition of

⁷ "Oxford Dictionaries Language Matters," accessed August 8, 2015, http://www.oxforddictionaries.com/definition/learner/achievement.

⁸ Dan Karland, "Reading and Writing Ideas As Well As Words," accessed March 22, 2015, http://www.criticalreading.com.

learning style, various learning style perspectives, students achievement, critical reading class and correlation between learning style and achievement.

The research method is presented in the third chapter; including research design, population and sample, research instrument, data collection technique and data analysis technique.

The four chapter presents finding and discussion.

The fifth chapter is the last chapter; it is included conclusion and suggestion.