# **CHAPTER I**

# **INTRODUCTION**

### A. Background of the Study

One of problems which occur from Indonesian EFL (English as Foreign Language) students in many institutions both formal and informal is about their achievement. In most cases based on researcher's view, although the students learnt in the same place, be taught by same teacher with same technique in same duration of the time, taught by same materials and same method, they still have different outcomes. For example in a reading class of English Teacher Education Department which consist of 20 students, although they have same learning concept and taught by teacher who have same quality, also have same background country and culture, they still have different achievement. This phenomenon is exactly caused by some reasons, and one of all significant reasons which influence this phenomenon is about their way in learning.

Based on the phenomenon above, William A.R also states that there are many factors involved both in good students learning and in failure. One of those factors is students' learning characteristic<sup>1</sup>. Another example which occurs in global cases based on Tan Po Li research showed Malay and

<sup>&</sup>lt;sup>1</sup> William A.R. "Relationship Between Assessment Result and Approach to Learning and Studying in Two Years Medical Students "*Medical Education*, (<u>http://ftp.scu.edu.tw/scu/sr/Learning</u>, accessed on April, 16<sup>th</sup> 2014)

Chinese adults have different characteristic in learning because they are affected by external factor to compete with other cultural group education and economic achievement. Malay learner avoided challenging task in order to rapidly achieve the immediate learning goals. It means that Malay learner appreciates time factor. It is different with Chinese learner; the way of life by Chinese culture which less face conscious culture, less externally driven and less restrictive, made them more enhance meaningful learning by understanding and memorizing to produce positive learning outcomes.<sup>2</sup> In this case, the characteristic of both learners, Malay and Chinese are exactly different. Malay adults focused more on managing time in learning but Chinese learners focused more on memorizing and understanding. This characteristic is included in learning approach differences.

Learning approach is about students' characteristic in learning, included the way and the strategy they use. Marton and Saljo introduces two concepts of learning approach, those are deep and surface approach.<sup>3</sup> Some students who have good in memorizing, judge without justifying, and propose solutions without explaining are included in surface approach. Another students who have good in understanding materials that transferred by the

<sup>&</sup>lt;sup>2</sup> Tan Po Li, Degree of Doctor Phylosophy : "Approach to Learning and Learning Value an Investigation of Adult Learner in Malaysia" (Quensland: Quensland University of Technology, 2005), 3.

<sup>&</sup>lt;sup>3</sup> F. Marton – R.Saljo, "On qualitative differences in learning - I: Outcome and process ". *Journal of Educational Psychology*. Vol.46. no.4.1976, 11 . In David.G, G.V. de Watering, F.Dochy, P.V. de Bossche, "The Relationship between Students' Approach to Learning and the Assessment of Learning Outcomes". *European Journal of Psychology of Education*. Vol.XX. no.4, 2005, 328.

teacher, they likely more connecting fact, ideas and concepts in order to interpret, purpose and judge, these students included in deep approach.<sup>4</sup> Based on Malay and Chinese cases above, the learners in both countries have different way in their learning approach. Most of Malay learners are categorized into surface approach and most of Chinese learners are categorized into deep approach.

To get good achievement in learning, students should understand their way in study. Because to perform better in their academy, they just need to know how they study.<sup>5</sup> It is done in order to know their strength and their weaknesses in learning. Indonesian EFL problem cases which researcher explained in the first part of this background also occurs around researcher's environment at State Islamic University Sunan Ampel Surabaya (UINSA). That is why, the researcher makes a thesis by the title "The Correlation Between Students' Learning Approach in Reading Comprehension and Their Reading Achievement of 4<sup>th</sup> Semester Students English Teacher Education Department State Islamic University Sunan Ampel Surabaya". This research focuses on analyzing Indonesian EFL at UINSA especially in English Teacher Education Department Students at 4<sup>th</sup> Semester about their learning approach in reading 4 subjects. How their way in learning, which approach that they use

<sup>&</sup>lt;sup>4</sup> Yossi Lev, "Surface and Deep Learning Process in Distance Education: Syncronous versus Ashincronous Sistem". *School of Education*. vol.51. 2005, 1174

<sup>&</sup>lt;sup>5</sup> Mikhail Chalabine, "What a Deep Learner Does That a Surface Does not", *Programming Environment Laboratory*, 2 (*http://www.ida.liu.se/~mikch/resource/publ/ChalabineDeepApproach.pdf*, accessed on April 14,2014)

between deep, surface or strategic, also how the affect of their learning approach in their reading comprehension achievement.

Reading comprehension is taken as the observation object because in reading comprehension it is important for students to know how to process the information in the text and distinguish information and details as they read.<sup>6</sup> It is also proved by Marton and Saljo's statement.<sup>7</sup>

".....students usually began with the intention either to focus on the actual words used by the author, or to focus on the author's meaning; in the first case, students reproduced sections of the text verbatim, and in the second, they focused on the concepts addressed in the text. This congruence of intention and process as called an "approach" to learning, the first being a surface and the second a deep approach....."

Based on his statement above, students begin to learn by intent the text. Students should process the word to get the authors' means in the text and it is related with deep and surface approaches which focus on understanding or memorizing.

This research hopefully gives benefit to solve the problem concerned phenomenon about different learning approach and achievement which commonly happened in education environment especially in reading class of English Teacher Education Department State Islamic University Sunan Ampel Surabaya.

<sup>&</sup>lt;sup>6</sup> Zenhuri Rao. "Approach to Learning and Reading Strategy Use of Bilingual Primary School Pupils" *National Institute of Education* 

<sup>(</sup>https://www.academia.edu/2689502/Approaches\_to\_learning\_and\_reading\_strategy\_use\_of\_bilingual \_primary\_school\_pupils, Accessed on Maret 25, 2014) <sup>7</sup> F. Marton – R.Saljo , "On qualitative differences in learning - I: Outcome and process ". *Journal of* 

<sup>&</sup>lt;sup>7</sup> F. Marton – R.Saljo, "On qualitative differences in learning - I: Outcome and process ". *Journal of Educational Psychology*. Vol.46. no.4.1976, 4

### **B.** Statement of the Problem

Based on the background above, this research will find the answer of the following questions:

- a. What are the most frequent learning approach used by 4<sup>th</sup> semester students of English Education Department UINSA Surabaya in reading comprehension?
- b. How is reading achievement of 4<sup>th</sup> semester students of English Teacher Education Department UINSA Surabaya academic year 2013-2014 ?
- c. How is the correlation between students' learning approach in reading comprehension and their reading achievement?

# C. Objective of the Study

The aims of this research are:

- a. To find learning approach which most used by 4<sup>th</sup> semester students of English Teacher Education Department UINSA Surabaya in reading comprehension.
- b. To know reading achievement of 4<sup>th</sup> semester students of English Teacher
  Education Department UINSA Surabaya academic year 2013-2014
- c. To know correlation between students' learning approach in reading comprehension and their reading achievement.

### **D.** Significant of the Study

By finding the research result, researcher expects it can take the benefits as:

- a. To the students: they will recognize more their way in learning, the approach that they used, understand their strength and weakness in learning.
- b. To the teachers: it helps teachers to know how their students learning approach especially in reading comprehension and this effect to their reading achievement.
- c. To researcher: get references to give contribution to the reader about correlation between students' learning approach in reading comprehension and their reading achievement.
- d. To the reader: get information about the effect of learning approach which adapted by 4<sup>th</sup> semester students in reading 4 subject to their reading achievement.
- E. Scope and Limit of the Study

Research object:

 Learning approach has large implication, but this research is focused on learning approach as concept which widely used in education research and focuses more used in reading comprehension, those are deep, surface and strategic approach<sup>8</sup>.

<sup>&</sup>lt;sup>8</sup> F. Marton – R.Saljo, "On qualitative differences in learning - I: Outcome and process ". *Journal of Educational Psychology*. Vol.46. no.4.1976, 11 . In David.G, G.V. de Watering, F.Dochy, P.V. de Bossche, "The Relationship between Students' Approach to Learning and the Assessment of Learning Outcomes". *European Journal of Psychology of Education*. Vol.XX. no.4, 2005, 328.

- 2. From all English skills which should be learned by EFL, this research focuses on reading comprehension because it is important to students to know how to process the information at the text in deep level and distinguish important information and details as they read<sup>9</sup>, and it is related with deep, surface and strategic approach which focus on understanding and memorizing.
- 3. Students' achievement here is limited in reading 4 cumulative achievements which is taken from students' score result in daily exercises, mid semester test, and final test which measured by some tasks such as identifying, analyzing, understanding the text content, summarizing and criticizing.

## Research subject:

The research subject is limited to 4<sup>th</sup> semester of English Teacher Education Department UINSA Surabaya students in their reading 4 subject.

#### 6. Definition of Key Term

a. Learning approach: Student preferences in the way their learning,<sup>10</sup> learning approach here is learning approach which commonly used in educational research especially for reading comprehension. Based on JB.Biggs and Malton & Saljo theory, learning approach is divided into 3 kinds:

<sup>&</sup>lt;sup>9</sup> Zenhuri Rao. "Approach to Learning and reading Strategy Use of Bilingual primary School Pupils" *National Institute of Education* 

<sup>&</sup>lt;sup>10</sup> G.Pask. "Style and Strategies in Learning" *British Journal Education of Psychology* (http://wikipedia.edu.com, accessed on March 25, 2014)

- 1). Deep Approach: focus on seeking and understanding the meaning of what is being learnt.<sup>11</sup>
- 2).Surface Approach: include memorizing without understanding.
- 3).Strategic Approach: implies organized studying and good time management. This approach uses both of memorizing and understanding, have more purpose in high achievement.<sup>12</sup>
- b. Reading comprehension: skill to understand and explore information in reading text.<sup>13</sup> Reading comprehension here is reading 4 subject which taken by 4<sup>th</sup> semester student, the materials of reading 4 itself is reading journal article.
- c. Achievement: students' outcome after teaching learning process as a result of students' effort in class activities and exercises in duration of time.<sup>14</sup> Achievement here is students' cumulative score in reading 4 which is taken from exercises, midterm test and final test. The teacher measured it by giving some tasks and test in identifying, analyzing, understanding the text content, summarizing and criticizing.

<sup>&</sup>lt;sup>11</sup> Catherine Tang . "Assessment and Student Learning Effect of Modes of Assessment on Students' Preparation Strategies" Hongkong Polytechnic University

<sup>(</sup>http://teaching.polyu.edu.hk/datafiles/R126.pdf, accessed on March 25, 2014)

<sup>&</sup>lt;sup>12</sup> Catherine Tang . "Assessment and Student Learning Effect of Modes of Assessment on Students' Preparation Strategies" Hongkong Polytechnic University

<sup>(</sup>http://teaching.polyu.edu.hk/datafiles/R126.pdf, Accessed on March 25, 2014)

<sup>&</sup>lt;sup>13</sup> Rajini. Thesis: "Studi Korelasi Antara Vocabulary Mastery dan reading Comprehension dan Gaya Belajar Biologi Siswa kelas XI SMA Negeri 4 Surakarta Tahun Pelajaran 2010-2011" (Surakarta : Universitas Sebelas Maret, 2011), 21

<sup>&</sup>lt;sup>14</sup> Y.M Ganal "Comparative Study of Adjustment and Academic Achievement of College Students" *University of Kashmir India* (http://www.wynoacademicjournals.org/edu\_research.html, accessed on June 16, 2014)