CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Foundation

1. Learning Approach

a. Definition of Learning Approach

Biggs says that the students approach to learning is a composite of motives for learning and an appropriate strategy.[1] Learning approach here is about students' motives for learning and their accompanying strategies.[2] Learning approach emerges when the students use their own tactic to achieve the purpose of learning, included how students go about learning. It was carried out about what students usually do while learning and studying. It means that learning approach here is included of motives and strategy. Motives and strategy here are two parts of approach which have unity.

Smechk says that learning approach is part of learning style, but it is different. Learning style is used in general way to apply to any fairly

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[1]J.B Biggs, *Study Process Questionnaire Manual (*Melbourne *:* Australian Council for Education and Research, 1987), 9.
[2] J.B Biggs, *Study Process Questionnaire Manual (*Melbourne *:* Australian Council for Education and Research, 1987), 7.

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consistent set of study behaviour including approach to learning[3]. It means that learning approach is included in part of learning style. Learning approach as part of learning style is a behaviour in students' learning way.

Learning Approach according to Malton and Saljo is originally used to describe only the specific form of study activity provoke by students' perception of a task instruction on a particular occasion.[4] It means that task instruction and occasion can emerge different learning approach, which is an activity in teaching learning process.

Based on some definitions above, it can be concluded that learning approach is the way of students learning or strategy which students use to achieve the purpose of studying or learning. Learning approach is different with learning style but it is integrated on it, and learning approach can be seen in teaching learning process activity.

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[3] R.R Smechk, "Learning Strategy and Learning Style" *New York Planum* . (http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/FLAnnals.pdf, accessed on April 15, 20014)

[4] F.Malton – R.Saljo, *Approach to Learning (1976).* In David.G, G.V. de Watering, F.Dochy, P.V. de Bossche, "The Relationship between Students' Approach to Learning and the Assesment of Learning Outcomes". *European Journal of Psychology of Education*. Vol.XX. no.4, 2005, 328.

b. Type of Learning Approach

Based on JB.Biggs's, Marton and Saljo's learning approach theory, learning approach are categorized into three big general concepts, those are:

1). Deep Approach

Students engaging deep approach have intrinsic motivation of feel need based on interest in task. This approach is focused on understanding the materials which is adopted from specific task and have aim at seeking and understanding the meaning of what is being learnt. Students with deep approach seek meaning in material, interest in ideas, relate new ideas to previous knowledge, and use evidence critically.

2). Surface Approach

This approach aims at avoiding failure but with investing minimum effort. Surface approach includes memorizing without understanding, restriction to the syllabus, without recognizing the wider context or reflecting on the process or purpose of the study. Students' certain activities which characterized in this approach are like focus on what appear to be the most important topic in reading and try to produce them accurately, isolated element of the text, copying original text and underlining, paraphrasing, questioning vocabulary,etc.

3). Strategic Approach

This approach implies organized studying and good time management and is driven by the desire for high achievement. In another words, students who categorized into strategic approach use both strategy which are memorizing and understanding, but remember that their main purpose of learning is to get better and best scores. Students with strategic approach keep clear notes, plan optimal in time, and have good time management in doing exercise.

b. Learning Approach and Achievement.

Base on John Biggs, there are two factors may affect students' outcomes directly, those are personal factors those belonging to students such as IQ, home background, personal characteristic, and situational factor such as the situational context, subject content, method of teaching and evaluation, course structure, etc.[5] Personal characteristic which included in personal factor above means their approach to learning that they used.

Prosser and Trigwell are classified three elements which affect learning outcome. Those are students' prior experience, perception

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[5] [5]J.B Biggs, *Study Process Questionnaire Manual (*Melbourne *:* Australian Council for Education and Research, 1987), 9.

of the learning situation and the chosen of approach to learning.[6] Talking about outcomes or achievement can not separate from learning or studying because one of the purposes of learning is to get achievement or score, exactly high achievement or high score. When the students want to get high achievement, they should have good approach to learning. Good approach to learning help the students to learn well and get high achievement.

Learning and studying will be more difficult when the material is not written in the student's native language.[7] So, if the students have good approach to learning, they will be easier to learn materials which are written in other language, for example in second language like English. If they have already used effective strategies, they will know and understand how to learn well.

From all types of learning Approach above, the concept of deep approach is associated with students' intentions to understand and construct the meaning of the content to be learned, whereas the concept of surface approach refers to students' intentions to learn

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[6] R.R Smechk, "Learning Strategy and Learning Style" *New York Planum* . (http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/FLAnnals.pdf, accessed on April 15, 20014)

[7] [7] Thomas Harboe & Rikke Von Mullen, 2009, "*Learning Approach for International Students*", The Educational Centre of Social Sciences, University of Copenhagen. P. 13

by memorizing and reproducing the factual contents of the study materials.[8]

The use of deep approach is associated with higher quality learning outcomes and surface approach with lower quality learning outcomes.[9] It means that students who included in deep approach can achieve better than surface students.

Biggs and Marton & Saljo also state that students with high language proficiency generally process a reading text at a deep level while students with low language proficiency generally tackle a text at a surface level.[10] In addition, it can be states that the students will success in their academic achievement if they use deep approach in their learning process and conversely with surface approach. So, choosing approach to learning effectively is important in learning.

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[8] F.Malton – R.Saljo, *Approach to Learning (1976).* In David.G, G.V. de Watering, F.Dochy, P.V. de Bossche, "The Relationship between Students' Approach to Learning and the Assesment of Learning Outcomes". *European Journal of Psychology of Education*. Vol.XX. no.4, 2005, 312.

[9] Julian Hermida, *Strategies to Promote a Deep Approach to Reading* (Algoma University, 2000), 1

[10] F.Malton – R.Saljo, *Approach to Learning (1976).* In David.G, G.V. de Watering, F.Dochy, P.V. de Bossche, "The Relationship between Students' Approach to Learning and the Assesment of Learning Outcomes". *European Journal of Psychology of Education*. Vol.XX. no.4, 2005, 319.

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading is interacting with language that has been coded into print.[11] In other word, it is like the communication or interaction between writer and reader by printed or written letters using language and need to be understood the content.

There is also defined that reading is an activity to read letters and words in order to get some information in printed language.[12] Letters and word which are combined as language in printed or electronic book or paper. And the reader activity is finding the information from those.

Andersen defines reading as an interaction between reader and text.[13] It means that reading involves the reader, the writing materials, and the interaction and communication between reader and that written materials.

Comprehension is the ability of getting the meaning and understanding from printed language[14]. Comprehension here is the purpose of reader which is not only to know the meaning of each words

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[11] Athur.W.Heilman, *Principle and Practice in Teaching Reading* (Combulus: Charles.E.Merill, Publishing 1981. Co.) p: 4

[12] Athur.W.Heilman, *Principle and Practice in Teaching Reading* (Combulus: Charles.E.Merill, Publishing. Co) p:4

[13] Andersen.JCharles, *Assesing Reading* (Cambridge University Press, 2000), 3

[14] Svge John.V – Mooney.F.Jean, *Teaching Reading for Children With Special Need (*Boston, 1979) , 29

and sentence in every line in a text but also to understand the content of the text.

Another definition is also stated by Gerrald Wallace that comprehension is a mental process which will be found in readers' mind who read the written text[15]. It means that comprehension is a process of thinking while reading process is going on. The process of those is readers' think about what they read and their decipherment of written materials.

Based on some definitions above, it can be concluded that reading process relates to the language form and comprehension relates to the language content and the end of purpose. Interaction with language in written materials by looking at written symbol to get the meaning and understanding the content in thinking process that is called reading comprehension.

b. Basic Comprehension Skill

There are three basic comprehension skills based on Gerrald Wallace theory, those are:

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[15] Gerald Walace and James M.Kauffman, *Teaching Children with Learning Problems 2ⁿᵈ Edition* (London: Merril Publishing Company,1978), 189 in Atikah, Strata 1 Degree: "Analysis on the Students' Linguistic Problems in Reading Comprehension" (Jakarta: UIN Syarif Hidayatullah Jakarta, 2009), 19.

1). Reading to get the main idea

One of reading activity is getting the main idea. This activity is included in comprehension skill. In reading text sometimes reader needs to find the main idea to be understand more about what exactly the writer's explain in the text. Main idea sometimes can be gotten from having the key words of the text. Knowing and making sense of the word meaning in written materials and understand well about the content is a key to get the main idea.

2). Remembering specific details

In exercises reading, sometimes there is instruction or question about specific details from part of the text. It can be gotten by remembering or memorizing those important information.

3). Evaluating and Making Judgement

Evaluating and making judgement here is make conclusion about the main context of the reading text. Evaluating and making judgement usually done after reading the whole of the text and after understanding the purpose of the text. It is like giving comment or opinion about what the reader have just read.

2. Review of Previous Studies

There are many previous researches about learning approach. In Thailand, Pimparyon and Caleer examined the relationship among students' approaches to

learning, their perceptions of educational environment, and their academic achievement. And the result the students who scored high on learning environment had higher scores on recommended approaches to learning.[16]

Another research by Zenhu Rao, in Singapore also observed about approach to learning and reading strategy used by bilingual primary school pupil. It stated that the results of these studies suggest that good readers are more able to monitor their comprehension, have a greater awareness of the strategies they use, and use strategies more flexibly than poor readers.[17]

Next previous research comes from John.T.E.Richardson. He investigated students' perception of academic quality and approach to studying in distance education, and he proofed that students' perception about their academic quality of distance education are strongly associated with the learning approach that they adopt on those courses.[18] Rick Shoup from Indiana University measuring deep approach to learnt using the national survey of students' engagement, and the result of his study suggested NSEE deep learning scale reliably addresses several aspects   important to active learner centred education environmental.[19]

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[16] P.Primparyon – S.M.Caleer, "Student Approach to Learning and Academic Achievement in Thai Nurshing School". *Educational Environment*, Vol 22, no.4, 2000

[17] Zenhu Rao, "Approach to Learning and Reading Strategy Use of Bilingual Primary School Pupils" *Nationale Institute Technology Nanyang Technological University Post* (https://www.academia.edu/2689502/Approaches_to_learning_and_reading_strategy_use_of_bilingual_primary_school_pupils, Accessed on Mach 25, 2014)

[18] John.T.E.Richardson, "Students Perception of Academic Quality and Approach to Studying in Distance Education". *British Education Research Journal* . vol.31. issue 1. 2005, 2

[19] Rick Shoup, "Measuring Deep Approaches to Learning Using National Survey of Students Engagement" *Indiana University Center of Postsecondary Research,*

D.Gijebel, G.Van De Watering, F.Dochy, and P. Van Den Bossche analyzed the relationship between students' approach to learning and assessment of learning outcomes and they showed that students approach to learning are sensitive to the learning context, as well as students' age and gender and the value of deep and surface learning approach may be related to academic outcomes.[20] Next study is by John.R.Kirby investigated about learning strategy and study approach of postsecondary students with dyslexia, and the result indicated that students without dyslexia achieve significant higher scores than students with dyslexia in their reported use of selecting main idea and test taking strategy.[21]

Another research also done by Michael.K.Tanenhaus and Greg.N.Carlson from USA. They studied about Comprehension of deep and surface verb phrase anaphor. Then the result provided qualified support to the hypothesis that deep and surface anaphors access different type of representation during comprehension.[22] Another research by Tan Po Li about approach to learning and learning value (an investigation of adult learners in Malaysia). By this

(http://nsse.iub.edu/pdf/conference_presentations/2006/air2006deeplearningfinal.pdf, Accessed on March 24, 2014)

[20] D. Gijebel – Van De Watering.G- Dochy.F – Van den Bossche.P, "The Relationship Between Studets Approach to Learning and Assesment of Learning Outcomes*". European Journal of Psycology of Education*, Vol xx. No.4, 2005

[21] John.R.Kirby, "Learning Strategies and Study Approach of Postsecondary Students with Dyslexia". *Journal of Learning Disability*, Vol.41. No.1,2008,

[22] K.Michael Tanenhaus, "Comprehension of Deep and Surface Verbphrase Anaphor". *Department of Psychology University of Rochester,*
(http://ling.rochester.edu/people/faculty/carlson_greg/assets/pdf/exp_psycholing/TCVPLCP90.pdf , accessed on April 17, 2014)

research he found that culture can influence learning approach that they used for example like Chinese and Malay have different principle in learning.[23] Simon Hamm, in his master thesis also studied digital audio video assessment: surface or deep learning investigation and from the data result showed a strong deep learning style preference will be examined.[24]

From those previous researches, there are positive and negative impact about learning approach in different context, this research focuses on analyzing learning approach that most used by 4th semester students in English Teacher Education Department UINSA especially in their reading comprehension. The correlation of those learning approaches and the students' reading achievement is also investigated, hopefully it gives positive result.

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[23] Tan Po Li, Degree of Doctor Philosophy : "*Approach to Learning and Learning Value an Investigation of Adult Learner in Malaysia*" . Quensland: Quensland University of Technology, 2005, 3.

[24] Simon Hamm, *Digital Audio Video Assessment : Surface or Deep Learning Investigation* (RMIT University, 2009),(http://researchbank.rmit.edu.au/eserv/rmit:7893/Hamm.pdf, Accessed on April 17, 2014)