

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the four important English skills to be taught in schools. The importance of this skill is because students need to acquire partially formed knowledge in writing. In other words, reading is an activity that first learns how to read texts literally or recognize words, then they can practice reading (Sustri Harida, 2017).

What makes reading very important is that in learning a language, especially English, the aim is to provide information, vocabulary and text structure that can improve other general language skills. The more someone reads, the more language skills and new information they get. Another advantage of being able to read is that reading makes it easier for people who want to read texts in English for pleasure, for study purposes or more so for careers. Furthermore, reading has a large number of positive effects on students' vocabulary knowledge, spelling accuracy and their writing skills (Jean Wallace, 2008).

Based on the explanation above, because the ability to read is important, to be able to read also requires effort. Reading is not just as simple as looking at the words written on the page. Learning to read involves several other processes. As defined by Thorndike in Judi Richardson(2006), reading is the same as a thought process, meaning understanding is not only knowing letters and words but also thinking about what these symbols mean. While saying the words, reading also needs to be proven by interpreting the meaning of the text. In other words, reading does not only get the exact meaning of written symbols but also the interpretation of what the writer wants to convey.

There are several aspects that can affect reading comprehension. Among them are learning styles, motivation, reading interest, teacher teaching techniques, practice frequency, and others. Because reading is influenced by many aspects mentioned above, such as reading is seeing, hearing, mouth, and brain, the writer is interested in investigating reading and learning styles. The

reason for choosing a learning style is because the four aspects seem similar or close to learning styles.

In addition, Rod Ellis (2003) stated that students' preferred way of learning influences the input and output of their second language learning, such as learning assignments or understanding the four English skills, both productive and receptive skills. As Armbruster, Lehr and Osbrn support, "reading is a complex process, and achievement in reading has been linked to learning styles." This means that reading comprehension which can be seen from their achievements is related to learning styles. It can be said that low or high reading achievement can be caused by differences in ways of learning among people depending on the way people prefer to receive or understand knowledge.

Furthermore, according to Joy M Reid in Widiyanto (2020), style learning as an individual's natural way and preferred habit of absorbing, processing, and retain new information. There are three learning styles. Students learn in many ways; visual, auditory and kinesthetic learning

styles (VAK). Some students learn primarily by their eyes, visual learners, or by their ears as auditory learners and some students prefer to learn by experience and practice as kinesthetic learners. It is assumed that learning styles and reading have a relationship in influencing students' reading achievement. Student achievement in reading involves the way students learn. However, according to several previous studies, some results show that learning styles have a relationship with one's reading comprehension or learning styles do not have an effect on students' reading comprehension.

Basically the character of one student is different from other students and the ability of each child to master and understand a subject matter is also different (Dimyati & Mudjiono, 2002). For this reason, it is necessary to apply learning with a learning style that suits the character of students. Tubić & Hamilođlu (2009) argues that the application of appropriate learning styles will improve the learning process, he even emphasized that if there is a match

between learning models and learning styles, a productive learning atmosphere will be created in the classroom. Therefore a teacher needs to understand the characteristics of students as conveyed by Dick and Carey (1996) which states that a teacher should be able to recognize and know the characteristics of students. Because with a good understanding of student characteristics, teachers will be able to adjust the learning methods they use which of course greatly affect the success of the student learning process. In following the teaching and learning process, each student has a different learning style from one student to another. Teachers in teaching must pay attention to student learning styles. Because in every teaching the effectiveness will depend heavily on the way or style of students learning, in addition to their personal characteristics and intellectual abilities.

Based on an interview with the English teacher, Mrs. Darma Ambarita in September 2022, the researchers obtained information that the English teacher at this school

applies it not only through lecture techniques but also through several other techniques. such as role playing, discussion, groups, singing songs and so on. Beside, the Tenth grade students of MAN 2 Lebong have different learning styles. There are some students who prefer their teacher to teach by writing everything on the whiteboard. That way they can read and then try to understand it. However, some other students prefer their teacher to teach by conveying it orally and they listen to understand it. Meanwhile, there are students who prefer to form groups small group to discuss questions related to the lesson. Another way that is also often liked by many students is the lecture learning model.

From the phenomenon above, we can conclude that the English teacher at MAN 2 Lebong school has applied techniques in conveying learning material, especially reading comprehension. However, it was found that there were still many students who had difficulty understanding a text and were confused about choosing a learning style that suited

them. This problem arises partly because the teacher does not know the different learning styles of students, especially in reading comprehension which focuses on understanding which relates students' difficulties in obtaining meaning or information from complex readings. The following are the results of English daily tests that are still low.

Table 1. 1
The Data of English Daily Test Results
Class X MAN 2 Lebong Academic Year 2022/2023

Score	Class		The Number Of Students	KKM	Percentage
	X1	X2			
80->	3	2	5	75	11,1%
75-79	2	4	6		13,3%
70-74	5	7	12		26,6%
65-69	5	7	12		26,6%
50-64	3	2	5		11,1%
45-49	4	1	5		11,1%
0-44	-	-	0		-
Total	22	23	45		100%

(Data from MAN 2 Lebong)

Based on the specified Minimum Completeness Criteria (KKM). by the education unit for English subjects, namely

75. Judging from the table above, students who have not completed English subjects in class XI and X2 reach 75.4% while only 24.4% complete. It can be concluded that there are more students who do not complete.

In addition, the application of teacher pedagogic skills is not yet optimal in understanding student learning styles in delivering English material that is appropriate to student learning styles. This has an impact on students' low reading ability and results in less achievement of planned learning objectives. the researcher tries to link reading skills with especially recount text which is considered close to human real life. Moreover, the curriculum in this country puts some objectives of giving recount. Beside, the researcher chose recount text because recount text is on Syllabus that mentions in SK (Standar Kompetensi) Competence Standard and KD (Kompetensi Dasar) Basic Competence. Recount text is a text that retells past events in which the place and occur events flow smoothly based on the sequence of time. Therefore, the students can explore the interesting or

unforgettable experiences in reading. recount text is also an important material at the tenth grade students MAN 2 Lebong have a lot of assignments regarding this material text in English subject. The structure of recount text is about human life.

The generic structure of recount text consists of: Orientation: tells about background information about who, where, when the incident or events occurred. Event: tells an event that happened after being told chronologically. Reorientation: contains a summary or conclusion of all events. Therefore, this research can be said to be feasible because there are several aspects of teaching techniques in this school related to reading theories and learning styles.

Based on the explanation above, the writer would like to present a study entitled "The Correlation Between Students' Learning Style and Their Reading Comprehension of Personal Recount Text (A Correlational Study on the Tenth Grade of MAN 2 Lebong Academic Year 2022/2023)".

B. Identification of the problem

Based on the background above, the problem can be identified as:

1. students get difficulties in understanding material about reading cause of mismatch of techniques by the teacher
2. Because of the wrong style in teaching techniques, sometimes students feel bored and find difficulties in acquiring the lesson.

C. Limitation of The Research

This research focused on students' learning styles and their English achievement from recount texts. The learning styles investigated are visual, auditory and kinesthetic while the area of achievement in English is reading skills. In this study, researchers examined two classes, namely class tenth MAN 2 Lebong in academic year 2022/2023.

D. Formulation of Problem

The formulation of the problem in this research is formulated as follow: “Is there any correlation between

students' learning style and their reading comprehension of recount text?"

E. Research Objective

Study Based on the formulation of the problem above, the objective of this study is to find out the correlation between students' learning style and their reading comprehension of recount text

F. Significance of Research

The result of this study is expected to give some benefits not only theoretically but also practically to:

1. Teacher

The teacher can enrich the concepts and knowledge about learning style and reading comprehension in order to create a comfortable learning situation. It is believed that a comfortable situation can help students to feel relaxed when they study in the classroom.

2. Other researchers

The other researchers can use this research as a reference for further research which is similar in the case of study.

3. Readers

The reader can make this research as a source of reading to add their knowledge about learning style and reading comprehension.

