CHAPTER I
INTRODUCTION

A. Background

Reading is the one of the important skill for senior high school. Through reading students can get new ideas, can obtain needed information, can support for their ideas, can help to complete their assignments and their motivation to know all of the world, not only as an important skill for the student in their life but also as an important aspect in the national final exam. The student know that an important of reading but for many students, reading is a tedious job, especially in English reading because they are consider that english is complicated , they are can not understand the meaning of the text, and in Indonesia English as a foreign language (Damayanti, 2018:76).

Reading is one of English skills which help people finding an information from what they read in order to be able to reach the comprehension. Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build

meaning. Some of people argue that reading some articles or textbook is easy but reading with comprehension is more difficult. Actually, reading skill is very important for students such as; the students can get information from they read, the students can add their knowledge and can enlarge the way of their thinking by reading any text. So the students should have skill in reading to add their information and enrich their knowledge.

Reading comprehension is a developmental skill in describing idea beginning at the word level and proceeding to attaching meaning to an entire reading selection. In addition, (Nisa & Helmanda, 2019:137) mention that reading comprehension is decoding and understanding written text. It means that decoding requires translating the symbols of writing system. This definition relates that reading is not only about reading a text, but also sign or symbol such body language and road sign. Readers are asked to interpret meaning from the symbol by relating to the situation.

Based on the previous observation result at second grade students of SMAN 3 Kota Bengkulu, the researcher

found some obstacles existing. The first obstacle is students still can not understand the text properly and lack vocabulary when reading text, so it is difficult to determine the meaning with only once reading. Then, students are often out of focus or concentration when they are reading a text, so it is still difficult to determine the meaning of the text and the main idea of a text, the student is still confused conclude conclusion and make a prediction of a teks. The last, student still confused when they are need to develop a mind of their own and develop ideas when reading a text.

To resolve these problems, the teacher must find reading strategy suitable and that the learning process becomes more effective, but among the many reading strategy that can be used are not all effective and appropriate to the needs of students. it is exactly what encourages teachers to seek an accurate strategy and develop it to the fullest in order to improve students' reading comprehension, one of effective strategy that can be used to selove this problem is Visual Auditory Read Kinesthetic.

Visual Auditory Kinesthetic strategy or VARK is three modalities of learning that is first developed by Fleming (1987:23) to show individual preference in the learning process. The VARK learning style model includes a questionnaire that identifies a person's sensory modality preference in learning. This model classifies students into four different learning modes; visual (V), aural (A), read/write (R), and kinesthetic (K).. According to the VARK theorists, we need to present information using all three styles. This allows all learners the opportunity to become involved, no matter what their preferred style may be. Huda in (Ramadian et al., 2020:143) states that VARK learning model is multisensory learning style that engages three learning style namely seeing, listening, reading, and moving. Teacher should encourage students not only use one modality but also combine three modalities to increase their achievement and cover up their weakness in the study. Moreover, Rambe & Zainuddin in Ramadian (2019:143) VARK learning model consist of a combination of motivation, engagement, and cognitive processing habits,

which then influence the use of metacognitive skills such as situation analysis, selfpacing, and self-evaluation to produce a learning outcome based on the difference of students" learning style.

Based on the description above, the researcher tries to find out whether the effect of Visual Auditory Read/Write Kinesthetic (VARK) strategy in reading comprehension. The researcher choose this study entitled "The Effect of VARK (Visual Auditory Read/Write Kinesthetic) Strategy Toward Students' Reading Comprehension (A Quasi Experimental at Second Gradeb Students' Of SMAN 3 Kota Bengkulu)".

B. Identification of Problem

Based on the background above, the problems can be identified as follows;

1. Based on the result of final test on December 2023, the students' reading comprehension was still low with the standard score is 77. It could be seen from the students' achievement reading score, there are 55% of students

from 26 students got score 50, then 20% students got 55, and 25% students got 60 in reading test score.

2. The students still can not understand the text properly and lack vocabulary when reading text, therefore it is difficult to determine the meaning with only once reading.

3. Students are often out of focus or concentration when they are reading a text, therefore it is still difficult to determine the meaning of the text and the main idea of a text, the student is still confused conclude conclusion and make a prediction of a teks.

4. Students still confused when they are need to develop a mind of their own and develop ideas when reading a text.

5. Students' interest of reading was still low.

C. Limitation of Problem

In order to focus on the topic of research in this thesis, the researcher limits the scope of this study. The researcher limits the problem of this study on the students'

reading comprehension that was still low at second grade students of SMAN 3 Kota Bengkulu. Therefore to solve the problem, the researcher will conduct a research about implemention of VARK Strategy in teaching reading at grade eighth students of SMAN 3 Kota Bengkulu.

D. Research Question

The research question is fomulated as follows: " Is there any effect of VARK (Visual Auditory Read Kinesthetic) strategy on students' reading comprehension at second grade of SMAN Kota Bengkulu?"

E. Research Objective

To find out whether there is an effect or not of VARK (Visual Auditory Read/Write Kinesthetic) strategy on students' reading comprehension at second grade of SMAN 3 Kota Bengkulu.

F. Significance of Study

1. Theoritically

To help the researcher to find out the alternative way of teaching reading, especially descriptive and to produce the relevant and valid knowledge for their class to

improve their teching. Students get the case of organizing ideas or the information they have a coherent into a text and in accordance with the generic structure of the text. Teachers know exactly the needs and problem faced by English lnguage learning by students. Futhermore, they can provide appropriate measures to overcome them.

2. Practically

It can be used as a model to improve the students' ability in reading comprehension, and it may guide, help and encourage students to express their ideas, opinion, and thought into paper.

3. Further Research

It can be used as a reference for further research who wants to conduct similar field of research related to the use of VARK strategy in teaching reading.

G. Definition of Key Terms

1. Reading Comprehension

Reading Comprehension is one of five skill that must be owned by a student, because by reading it will get a lot of information, with a lot of

information will be able to develop ideas that are owned and more reading will be more and more science.

2. VARK (Visual Auditory Read/Write Kinesthetic) Strategy

VARK learning model is learning style that combine three sensory modalities to absorb information, lesson and knowledge by seeing, hearing, reading, and moving, which helps students to learn through more than one the senses and they can learn easily, faster to improve their achievement in the teaching learning process.