

# CHAPTER I

## INTRODUCTION

This chapter describes the background of the research, research questions, research purposes, research significances, rationale, hypothesis, and previous studies.

### **A. Background**

The focus of this research is to find out the correlation between students' learning styles and reading comprehension. This study is important because students' learning styles is one of the main factors that helps to determine how well students can learn a second or foreign language especially in reading skill. Supported by Rebecca (2003) learning style is one of the main factors that helps to determine how well students can learn a second or foreign language that can affect their comprehension in speaking, reading, writing and reading. It can be seen that learning style has a relation with the mastery of English skills.

Reading comprehension is “a meaningful way of understanding the structure itself by adding a specific analysis by the readers, as a result to create a meaning through the transmitted statement” (Akbayir, 2003). The reading comprehension also includes interaction, perception, experience, thinking, and learning process by the individual that are appreciated to be a complex process (Kent, 2002).

On the other hand, students proceed an information and learn in different ways. Fleming (1992) classified the style of learning as visual, readable/written, aural, and kinesthetic. Meanwhile, Felder and Silverman (1997) classified learning style into

activist/reflective, sensign/intuitive, visual/verbal, and sequential/global. Moreover, every student has a different way to acquire information from learning process.

Language learning is one of the most challenging activities one has to deal with. Such a lifelong learning process involves the professional and educational guidance as well as personal systematic, conscious and attentive engagements in an L2. From the observation in English Education Department students in the State Islamic University in Bandung. In the first semester, students have both high or low in their achievement in reading comprehension. The data of students score in first semester showed that 18% students had a high score, 43% students had a middle score, and 39% students had a low score. Therefore, this data showed that students' scores have both high or low in their reading comprehension achievement.

The previous studies carried out by by Fitrattunnisa (2015) was focusing on the relationship between learning style and students' speaking skill. The data was taken from senior high school in Bandung West Java. The result showed that visual learning give high influence towards students' speaking skill achievement. In addition, the research carried out by Zahed (2010) was taken in Payane Noor University (PNU) Iran. The data population involved all of students consist of 457 English language in Payane Noor University. From 457 students, 112 students are selected as the sample through random sampling. The technique of collecting data used the questionnaire for learning styles by Fleming and Mills (1992). The result showed that most of students used visual/verbal learning style in speaking skill. Ameri (2013) stated that learning style is influenced the students' achievement in

speaking skill. However, this present research is concerned with the theory of learning style by Felder and Silverman (1997), which classified the learning style into sensing/intuitive, active/reflective, visual/verbal, and sequential/global.

Therefore, this research aims to find out the relationship between students' learning style and their achievement in reading comprehension in English department student at State Islamic University in Bandung. Therefore, this research tries to find out the any significant correlation in reading comprehension based on students' learning style.

### **B. Research Questions**

From the background above, this research seeks to answer the following questions:

1. What kind of learning styles are used by EFL students of English Education Department?
2. How is the reading comprehension achievement of EFL students of English Education Department?
3. Is there any correlation between students' learning styles and their reading comprehension achievement of EFL students of English department?

### **C. Research Purposes**

Based on the background of research above, the research is supposed:

1. To find out kind of learning styles of EFL students of English department.
2. To find out the reading comprehension achievement of EFL students of English Education Department.

3. To find out the correlation between students' learning styles and their reading comprehension achievement of EFL students of English Education Department.

#### **D. Research Significances**

This research gives theoretical and practical significances. Theoretically, this research can be helpful to make better understanding about students' learning style and to give information about the relationship between students' learning styles and their achievement especially in reading comprehension. Practically, this research gives significances to:

1. Students

The result of this research is expected to help students recognize their learning style.

2. Teachers

This research could contribute to all teachers to consider students' learning style and determine the best strategy in teaching learning process to minimize students' gap and maximize their potential in learning English, especially in reading comprehension.

#### **E. Framework of Thinking**

This research aims to find out the relationship between students' learning style and their achievement in reading comprehension. Therefore, there are two variables in this research; the students' learning style as dependent variable and students' reading achievement as independent variable. The researcher explains those two variables as follow.

Similarly with the other English language skills, reading comprehension is also an important skill in English language teaching and learning process (Heoffler, 2010). In addition, reading comprehension often appears in some examinations such as in school examination, university entrance examination, TOEFL test and others. There is a factor which can influence students' achievement, especially in reading comprehension. It is the students' learning styles. Every student has different learning style. The students' ability in understanding and receiving information is certainly different from the others (Epcacan & Damoirel, 2011).

Additionally, Grabe (2002) stated that students' learning style affect their academic achievement. However, the effectiveness of the combination of learning style and academic achievement is highly dependent on such aspects as the form of visualization, the type of learning a task, the number of referential connections between text and pictures, and personal characteristics of the learner by Schnotz (2003) cited in Mayer (2014).

Furthermore, Nolting (2008) emphasized on Saadi (2012), that "Students' academic achievement increases more positive and higher if students are very aware of their learning style." Based on those statements above, it can be concluded that learning style has the critical role in the teaching and learning process especially related to academic achievement in the English learning process.

The students' learning styles in this research is focused on activist/reflector, sensign/intuitive, visual/verbal, sequential/global learning style by Felder and Silverman (1997) which is consists of.

## F. Hypothesis

According to Creswell (2012), hypotheses are statements in quantitative research in which the writer predict the outcome of the relationship among characteristics. It means in hypothesis, it predicts whether the research relations the outcome or not.

Based on the explanation above, the hypotheses of this research are as follows:

**Ha:** There is a positive relationship between students' learning styles and their achievement in reading comprehension.

**Ho:** There is no positive relationship between students' learning styles and their achievement in reading comprehension.

## G. Previous Studies

There are previous research about the correlation between learning style and reading comprehension. First, a research by Fitratunnisa (2015) was focusing on the relationship between learning style and students' speaking skill. The data was taken from senior high school in Bandung West Java. The result of this research showed there was a significant relationship between the students' learning style and their speaking skills. The learning style that most of the students used is visual learning style, and there was a high influence of learning style towards students' speaking skill achievement.

Second, the research undertaken by Zahed (2010) was conducted in Payane Noor University (PNU) Iran. This research aimed to find out the relationship between learning style and students achievement in their English speaking skill using a

quantitative method. This research showed that learning style is successfully influence students' achievement, especially in speaking skill.

Afterward, the research carried out by Dai (2012) this research intended to find out the relationship between the educational achievement of Turkis University students and their learning styles. The result from this research confirms that learning style of pre-university students doesn't affect to the student's academic achievement in foreign language education.

The research carried out by Yogurtcu (2012) this study focused on the relationship between students' learning style and their writing skill. This study used quantitative method. The result showed that students' learning style influence their writing skill, .

The last from Khademi (2013) this research purpose is to know the relationship between learning style and the students' academic performance who learned english as a second language in China. The researcher used the Kolb's learning styles inventory which there were four basic learning types: accommodating, diverging, assimilating, and converging. The test was conducted to identify the students' academic performance. The result showed there was a significant relationship between the different learning styles and the students' academic performance in English test.

From the above explanation, focus on learning styles by Fleming and Mills (1992) through students listening skill. Meanwhile, this research focuess on students learning styles by Felder and Silverman (1997) which is consists of activist/reflector,

sensign/intuitive, visual/verbal, sequential/global. It means that this research will focus on learning style and reading comprehension achievement.

