CHAPTER I

INTRODUCTION

A.   Background of study

Learning is one of the most important individual processes that occurs in organization, higher education, and training programs (Kimble & Garmezy 1963:2). Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. It means that the behavior that occurred after certain learning probably settled. Someone's capabilities will not be disappearing, but will keep developing even more when someone continues keep practicing.

There are some learning styles and every students the materials in different ways. The students are created differently. The teachers should know the types of the students learning style so the teacher know what the teaching strategy or teaching method each be applied in the teaching learning process in order to get the purpose of the teaching.

Based on the explanation above, it is important to educators or the teachers to understand the differences of the students' learning style, so they can implement best practice strategies into their daily activities, curriculum and assessments. The students will get interest and comprehend if the teacher knows the students' learning style.

In learning English language, there are four skills should be taught to the students. They are speaking, listening, reading and writing. Each has an important role to complete someone's ability in using language. Reading is one of the skills

that must be taught to the students. In fact the students' difficulties in reading comprehension are affected by many factors, such as lack a vocabulary, the concept of the words, unfamiliar syntactical grammar, etc. Beside that the students feel monotonous and are not interesting when they are and learning reading from their teacher..

The learning styles can apply from any subjects such as speaking, reading, listening. In this study the researcher only focused on reading comprehension. The purpose is to make the easy the researcher and get the data from the receive skill.

There are different learning styles in teaching learning process. Three of the most popular ones are visual, auditory, and kinesthetic in which studentstake in information. Some students are visual learners, while others are auditory or kinesthetic learners. While students use all of their senses to take in information, they seem to have preferences in how they learn best. In order to help students learn, teachers need to teach as many of these preferences as possible. Teachers can incorporate these learning styles in their curriculum activities so that students are able to succeed in their classes. Students learn in many different ways. Some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn visually by means of charts, graphs and pictures. Auditory learners learn by listeningto lecturesand reading. Kinesthetic learners learn by doing. Students can prefer one, two, or three learning styles. Because of these different learning styles, it is important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes. While we use all of our senses to take in

information, we each seem to have preferences in how we learn best. In order to help all students learn, we need to teach to as many of these preferences as possible (Curasma: 2008).

There are two factors that influence students' learning, namely internal and external factors. Internal factor is the factors which come from students themselves. Meanwhile, external factor is the factor which is outside of students. The examples of internal factors are the physical condition, skill, interest, intelligent and learning style. Meanwhile, the examples of external factors are family, friends, school, environment and learning strategy. The dominant factor that influences students' learning is learning style. It factor that determines the success of learning is to know and understand that every individual has unique style of learning, they are visual auditory, or kinesthetic are different each other. Those learning style are most common. According Kolb's (1984) experiential learning model (ELM) as a framework for understanding ways in which the learning process and individual learning styles can affect learning. Thus, the effective management of the learning process by faculties in institutions of higher education requires that they create environments that facilitate a productive learning climate. This chapter builds on this recent work by discussing the concept of learning, accepted principles of learning, and the importance of understanding individual learning differences in higher education. The chapter draws attention to what actually constitutes learning (that is, the learning process) and provides a brief discussion on adult learning theory and principles of learning. The chapter

also discusses the importance of understanding how people learn and examines a model of experiential learning and thinking and learning styles.

Learning style is important for many reasons; however, there are three vital ones. First of all, people's learning styles will vary because everyone is different from one another naturally. Secondly, it offers the opportunity to teach by using a wide range of methods in an effective way. Sticking to just one model unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson. In other words, learning and teaching will be just words and not rooted in reality. Thirdly, we can manage many things in education and communication if we really recognize the groups we are called to. Of course, we may not know every detail; however, being aware of our students' learning styles, psychological qualities and motivational differences will help us regulate our lessons appropriately and, according to the conditions (McCarthy, 1982; Felder, Silverman, 1988; Coffield et al., 2004).

The characteristics of learning style differs one learner from another, such as visual auditory and kinesthetic. It will helps learner to determine their strategies in learn certain subject. Strategies are general characteristics that differentiate one individual from another. It help learner to solve their problem in certain learning. Both learning style and strategies have strong influence in learning. Based on the explanation above, learning style and strategies have correlation and influence by each other. Students, who understand their learning style, will find certain

strategies in learning certain subject and use it in effective way. It helps them to improve their achievement.

According to Sims (1993: 5), learning may not take place if the teaching is not structured to facilitate learning, even when the teaching mode is appropriate. Learning factors (principle) that will affect the learning of students and the success of teaching efforts are : setting the stage providing clear instructions and modeling appropriate behavior when emphasizing particular skills or competencies, increasing learning during teaching, providing active participation, increasing self-efficacy, matching teaching techniques to students' self-efficacy, providing opportunities for inactive mastery, ensuring specific, timely diagnostic, and practical feedback, and providing opportunities for students to practice new behavior, and maintaining basic knowledge in particular areas-developing learning point to assist in knowledge retention, setting specific goals, identifying appropriate reinforce teaching students how to reinforce their learning and teaching students how to take responsibility for their own learning. These factors indicate that the instructor must ensure that the environment is made ready learning.

The purpose of learning style analysis is to identify student strategies for learning and to well them with instructional or training material, experiences, instruction, and methods that foster a high rate of return efficient, lasting achievement within a logical amount of time (Corbett & smith, 1984).

Reading is a part of language skills that needs to be increased by the students. Directed Reading Thinking Activity Strategy is used. The students have

to be able to master the four basic skills of English which consists of speaking, listening, reading and writing. Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing.

Comprehension is the main goal of reading skill is very important, the reader attempts to help the students to able to read and comprehend the text. The learners have to able to discover the meaning which is as the purpose of the text. The learner read to construct the meaning of the text by analyzing, learning and organization the information that is logic to the learners.

Reading comprehension is the ability to read text, process it, and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

It is observed that the ability of students are so low that it caused by several factors. First, it is very difficult to understand by the students to get the word, phrase and sentence. Second, finding the main idea of the text becomes the hard activity of the student because of the lack of vocabulary. Third, students are not accustomed to practice reading in the classroom every day. Lastly, teacher does not identify her students learning style. Teacher just give the text to the students, ask them to translate and answer the questions related to the text. On the

other hand, it is found that teacher feel so hard to find out the students learning. In finding students' learning style, teacher

The reality is the teachers feel so hard to teach their students based on the learning style. There are some ways that teacher must prepare such as material that support teaching learning process, the way she applies the material and how it could be the good entertainer to her students to provide the material. Whereas, if she provides the learning styles of the students, it will make teacher easily to provide the method for learning reading. Based on the factor mentioned above, the biggest problem are what are the types of students' learning style of SMK Harapan Stabat, and what are the types of students' learning style of XI grade in SMK Harapan Stabat.

Based on the explanation above, the researcher conducts the research that is title students' learning styles in learning reading comprehension.

B. The problem of the study

1. What are the types of students' learning styles of XI grade in SMK Swasta Harapan Stabat?

2. What are the types of students' learning styles which has higher achievement in reading comprehension?

C. The objective of study

1. To describe the types of students' learning styles of XI grade in SMK Swasta Harapan Stabat

2. To explain of students' learning styles which has higher achievement in reading comprehension.

D. The scope of study

The scope of study will be focused on students' skill in reading comprehension by applying VAK (visual, auditory, and kinesthetic

E. The significance of the study

The study is expected to have both theoretical and practical perspectives :

1. Theoretical Perspectives

a. The result of the research will be useful to improve the teaching learning process, especially in learning reading comprehension.

b. The result of this research can be used a reference for those who want to conduct a research about learning reading comprehension.

2. Practical Perspective

a. For the teacher

The writer hopes that this research will be inspiring for English teacher to know student's learning styles in learning reading comprehension.

b. For the students

This study also expected to encourage the students to know their learning style, especially in learning reading comprehension.