

CHAPTER I

INTRODUCTION

This chapter was covers the background of study, problem formulation, objectives of the research, significances of the research, and scope of the research.

A. Background of the Research

Language is one of the most important things in communication and that used as a communication link between individuals, groups and countries around the world as an international language, English is very important and has many relationships with various aspects of life that are humans have. In Indonesia, English is considered the first foreign language to be taught formally in schools.

Reading is one of the four important skills in learning English which is taught in schools besides Writing, Speaking and Listening. In the world of education, reading comprehension has a very important role. because when reading, a person is required to be able to understand the contents of the reading and be able to find the main idea in the reading, so that the reader will better know the intent and the purpose of the contents of a reading.

Learning reading comprehension in junior high school is not a separate lesson like learning reading in universities, especially language education, where each lesson is separate for each skill. However, learning English in junior high school cannot be separated from reading comprehension, this is intended because in the national exam (UN), reading skills are needed because the items in the question sheets are all in reading form and students are required to understand the

meaning of every reading available so that students have the potential to give the correct answer.

Based on the results of interviews at January until February with teachers who teach English subjects at SMPN 2 Tojo, that some grade IX students at the school are still having problems understanding a reading text. The problems referred to in this case are quite diverse, ranging from the condition of students who are lazy when given reading assignments, to situations where students have problems reading by themselves and prefer to read a text together with their classmates, other problems exist in the differences of each student in responding to a reading, there are students who respond casually, some respond by thinking first, some avoid being given a reading assignment. This is supported by statements from the results of interviews with researchers at SMPN 2 Tojo. Previously, there were some students who still had problems understanding the reading in English.

From the above statement, the researcher assumes that every problem faced by students in reading must have a cause in it. Judging from the problems faced by students, the factors that cause students' comprehension problems in reading such as differences in the way and behavior of each student in responding to reading assignments given by the teacher.

Learning style is a person's way or style or habit in responding to learning in class. For example, when the teacher gives assignments in class to be done, but there are some students who are serious about reading over and over again to

beable to understand the assignment, some others focus on asking friends around their seats, and there are also some who are still lazing about doing Assigned job.



From this statement, the researcher is interested in connecting the student learning style and student achievement in reading comprehension with the aim of seeing whether the student learning style has a positive or negative relationship on student achievement in reading comprehension so that the teacher can deal with a problem that will be found when teaching. Based on the existing statements, the researcher was interested in conducting a study with the title "Correlation between students' learning styles and students' achievement in reading comprehension at SMPN2 Tojo".

B. Problems Of The Research

The problems of the research of this study are,

1. Is there significant correlation between students' Visual learning style and students' achievement in reading comprehension on students on grade IX at SMPN 2 Tojo?
2. Is there significant correlation between students' Auditory learning style and students' achievement in reading comprehension on students on grade IX at SMPN 2 Tojo?
3. Is there significant correlation between students' Kinesthetic learning style and students' achievement in reading comprehension on students on grade IX at SMPN 2 Tojo?
4. Is there significant correlation between students' learning styles and students' achievement in reading comprehension on students on grade IX at SMPN 2 Tojo?

C. Objectives of the Research

The objectives of this study are,

1. To find out the significant correlation between students' Visual learning style and students' achievement in reading comprehension on students on grade IX at SMPN 2 Tojo.
2. To find out the significant correlation between students' Auditory learning style and students' achievement in reading comprehension on students on grade IX at SMPN 2 Tojo.
3. To find out the significant correlation between students' Kinesthetic learning style and students' achievement in reading comprehension on students on grade IX at SMPN 2 Tojo.
4. To find out the significant correlation between students' learning styles and students' achievement in reading comprehension on students on grade IX at SMPN 2 Tojo.

D. Significances of the Research

The significances of this research are

1. Teacher

As an information that is used by the teacher to find out more about the learning styles that students have when received or studied.

2. The next researcher

It is expected to increase knowledge about the relationship between students' learning styles and students' achievement by obtaining useful information for conducting research.

E. Scope of the Research

The scope of this research focuses on grade IX students academic year 2019/2020 at SMPN 2 Tojo, with the focus of the research to see if there is a correlation between students learning style and student achievement in reading comprehension using questionnaires and reading tests to collecting data.

