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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is the key to knowledge by which a lot of information can be obtained. Nevertheless, reading is not an activity where the students only read the written text. The students need to through some requirements of reading. DeBoer (1964, p. 17) says that reading requires recalling, reasoning, evaluation, imagining, organizing, applying and problem-solving. Considering those requirements, it is reasonable to say that reading is complex. Moreover, it cannot be denied that reading is very important, through reading, the students can find out new vocabularies, ideas, and facts.

In line with McDonough & Shaw (2013, p. 110), reading in a foreign language is the main goal of learning and the most important skill in a foreign language. As an important skill, students have to be good in reading. Becoming good readers, the students must reach the goal of reading. It is comprehension. According to Richard and Schmidt (2010, p. 108), comprehension is the identification of the intended meaning of written or spoken communication. Besides, Woolley (2011, p. 15) says that comprehension means gaining an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Successful comprehension enables readers to acquire information and to achieve academic success.



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Reading comprehension itself is the ability to read the text, process it, and understand its meaning (Kruidenier, 2002:77). In addition, Pressley (2000, p. 260) describes the development of reading comprehension has two stages of the process. The first stage begins with lower processes, it focuses on the word level—such as word recognition, fluency, and vocabulary (word meanings). The second stage of reading comprehension development focuses on higher order thinking—relating prior knowledge to text content, and consciously learning, selecting, and controlling the use of several cognitive strategies for remembering and learning from text.

The 2013 curriculum provides reading as one of the skills in English subject that must be taught and learned in the school because reading comprehension plays an important role in every level of institution, including Senior High School. State Senior High School 1 Kampar Timur is one of the schools in Riau which provides English lesson as a compulsory subject. At that school, English subject is taught 2 times in a week with time duration about 45 minutes. The minimum passing grade of State Senior High School 1 Kampar Timur in English subject is 65. Based on the syllabus of the tenth-grade students, reading in English subject also focuses on descriptive text, there are two competencies that must be achieved by the students: those are standard competence and basic competence. The standard competence is to understand the meaning of paragraph or short essay in form of descriptive text and to identify the social function based on the context. Thus, the basic competence shows that students are able to understand the short essay in form

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of descriptive text to describe characteristic of things, places, and person (BSNP, 2013:80). As statements above, it is clear that reading comprehension requires many aspects that must be mastered by the student; it means that if students are not able to master the aspects that are necessary for reading as what is required by the curriculum, so learning reading process is not effective.

Based on preliminary observation and interview with the teachers of English at the tenth-grade students of State Senior High School 1 Kampar Timur, it clearly proves that some of the students still face the difficulties and problems in English, especially in reading comprehension. Most of the students get difficulties and problems to understand the texts, especially descriptive text because they are difficult to understand the meaning of the text. Even though the students have read the text, some of the students are not able to identify information or knowledge needed. The teacher always uses the textbook to support the students in reading comprehension. However, students' reading comprehension is still less than the expectation that the teachers want from the curriculum.

The problem above may come from the external and internal factors. The internal factors come from the students themselves. The researcher expects one of the internal factors is students' learning styles. According to Honey & Mumford (1995, p. 15), learning styles refer to the attitudes and behaviors which determine an individual's preferred way of learning. Brown (2007, p. 129) classifies learning styles into visual, auditory, and kinesthetic

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styles. According to Oxford (2003, p. 1), learning styles is one of the main factors that help to determine how and how well students' skills comprehension, including reading comprehension. In term of comparison, Carbo (1983, p. 490) divides learning styles based on reading comprehension; poor readers have a stronger preference for tactile and kinesthetic learning, while good readers prefer to learn through their visual and auditory senses. In fact, most of the students had a low score in reading comprehension even though each of learning styles has different characteristic. Therefore, the researcher was interested to do a research on reading comprehension of descriptive text among visual, auditory, and kinesthetic students in reading comprehension at the tenth grade of State Senior High School 1 Kampar Timur.

In accordance with the preliminary observation which had been done by the researcher at the tenth grade in state senior high school 1 Kampar Timur, the researcher had found the following phenomenon:

1. Some of the students did not consider their own learning styles.
2. Some of the students were not interesting to read descriptive text.
3. Some of the students difficult to comprehend the meaning of the descriptive text.
4. Some of the students difficult to identify the information from descriptive text.
5. Some of the students difficult to answer the question of descriptive text.
6. Some of the students difficult to conclude the descriptive text.

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By considering the problems depicted above, it was clear that some of the students in the tenth grade at state senior high school 1 Kampar Timur still have the problems on their level of reading comprehension, especially in descriptive text. Therefore, the researcher would like to investigate the problems by comparing visual, auditory, and kinesthetic students' reading comprehension on descriptive text into a research entitled **“The Comparison Study on Learning Styles in Reading Comprehension at The Tenth Grade Students of State Senior High School 1 Kampar Timur”**

B. Problem

1. Identification of the Problem

- a. Why did the students not consider their own learning styles?
- b. Why were the students not interested in reading descriptive text?
- c. Why were the students difficult to comprehend the meaning of descriptive text?
- d. Why were the students difficult to identify the information from descriptive?
- e. Why were the students difficult to answer the question of descriptive text?
- f. Why were the students not able to conclude the descriptive text?

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2. Limitation of the Problem

In line with the identification of the problems above, the researcher needs to limit the problems of this research. The researcher only focuses to find out the difference on learning styles among visual, auditory, and kinesthetic students in their reading comprehension of descriptive text at State Senior High School at 1 Kampar Timur.

3. Formulation of the Problem

Based on the limitation of the problem above, thus, the problems of this research were formulated in the following research questions:

- a. How is the visual students' reading comprehension of descriptive text at the tenth grade of State Senior High School 1 Kampar Timur?
- b. How is the auditory students' reading comprehension of descriptive text at the tenth grade of State Senior High School 1 Kampar Timur?
- c. How is the kinesthetic students' reading comprehension of descriptive text at the tenth grade of State Senior High School 1 Kampar Timur?
- d. Is there any significant difference in learning styles among visual, auditory, and kinesthetic students in reading comprehension of descriptive text at the tenth grade of State Senior High School 1 Kampar Timur?

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C. Objective and Significance of the Research

1. The objective of the Research

- a. To know how the auditory students' reading comprehension of descriptive text at the tenth grade of State Senior High School 1 Kampar Timur is.
- b. To know how the auditory students' reading comprehension of descriptive text at the tenth grade of State Senior High School 1 Kampar Timur is.
- c. To know how the kinesthetic students' reading comprehension of descriptive text at the tenth grade of State Senior High School 1 Kampar Timur is.
- d. To know whether there is a significant difference in learning styles among visual, auditory, and kinesthetic students in reading comprehension of descriptive text at the tenth grade of State Senior High School 1 Kampar Timur

2. The significance of the Research

- a. To enlarge researcher's knowledge about the difference on visual, auditory, and kinesthetic students' reading comparison in the descriptive text at the tenth grade of State Senior High School 1 Kampar Timur.
- b. It can provide useful information for the readers in conducting a research.

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- c. Fulfilling one of the requirements to finish writer's study as a student of English Department in State Islamic University of Sultan Syarif Kasim Riau.
- d. Finally, comparing learning styles would encourage Senior High School teachers to adopt more style-specific reading activities into the curriculum.

D. Reasons for choosing the title

There are some reasons why the researcher is interested in carrying out this research as follows:

1. The title of this research is relevant to the researcher's status as a student of English education.
2. The problems of this research are not yet investigated by other previous researchers.
3. The location of the research facilitates the researcher in conducting the research.

E. Definition of the Term

There are so many terms involved in this research. Thus, to avoid misunderstanding and misinterpretation of the terms used in this research, it is necessarily defined as follows:

1. Comparison: The way to describe the similarities and differences between two sets of items (Richards, 2010:364). In this research, the term of comparative study refers to the comparison on reading comprehension in

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the descriptive text between visual, auditory, and kinesthetic students at the tenth grade of State Senior High School 1 Kampar Timur.

2. Reading comprehension: According to Harris and Graham (2007, p. 8), reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It means that to read the text or information requires the process could slow or fast process to understand the meaning or message of the text or information that we read and also involve some interaction to make easier to read. In this research, reading comprehension means that the students' comprehension in descriptive text or describing the text.
3. Descriptive text: a text which says what a person or a thing is like. Its purpose is to describe and to reveal a particular person, place, or thing. Descriptive text stretches out much information about certain people, things, and place clearly and detail (Bima M. et. al, 2005: 15). In this research, the descriptive text refers to functional text which has been learned by the students at tenth grade of State Senior High School 1 Kampar Timur.
4. Learning styles: According to Honey & Mumford (1995, p. 15), learning styles refer to "the attitudes and behaviors which determine an individual's preferred way of learning". In this research, the learning styles refer to the

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attitude and behaviors of students at the tenth grade of State Senior High School 1 Kampar Timur.

5. Visual learners: learners who tend to prefer reading and studying charts, drawings, and other graphics information (Brown, 2007:129). In this research, the visual learners refer to the students at the tenth grade of State Senior High School 1 Kampar Timur who tend to prefer reading and studying charts, drawings, and other graphics information.
6. Auditory learners: learners who prefer listening to lectures and audiotapes (Brown, 2007:129). In this research, the auditory learners refer to the students at the tenth grade of State Senior High School 1 Kampar Timur who tend to prefer who prefer listening to lectures and audiotapes.
7. Kinaesthetic learners: learners who will show a preference for demonstrations and physical activity involving bodily movement (Brown, 2007:129). In this research, the kinesthetic learners refer to the students at the tenth grade of State Senior High School 1 Kampar Timur who will show a preference for demonstrations and physical activity involving bodily movement.