

## CHAPTER I

### INTRODUCTION

This chapter provides a background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation and definition of key terms.

#### **A. Background of study**

In English learning, four English skills have to learn by students. It can be mentioned such as reading skill, listening skill, speaking skill and writing skill. All of the English skills are related one to another. The students' skill in one aspect will support their ability in mastering other skill. English skill is divided into receptive skill and productive skill. It divided based on the characteristic of every skill. Receptive skill is the ability to accept information from the sources or informant. It does not need to produce language to do these. Receptive skills are reading skill and listening skill. Different from receptive skill, productive skill means that the ability to produce language and ideas. The productive skills of English are speaking skill and writing skill. However, all English language skills are related to each other.

Reading is one of the language skills that cannot be separated from other language skills. Each aspect of English can support another aspect of English skill. It is an important educational goal, as without reading, the vocabulary of someone would not improve. The ability of students in reading is important because by having the ability to read, they would be able to improve general language skills in English. Nation (2009) stated that the source of learning and enjoyment is reading.

It means that reading can enlarge the students' English vocabulary and grammar master. It can help students to improve their writing and speaking abilities. Therefore, reading is one of the keys to success for everyone who wants to be an educated person.

Beside reading skill, listening skill is the other of receptive skills. It is studied by all over students of Department of English Language Education Faculty. Listening has an important role in language teaching. Teaching listening becomes an important task to achieve the curriculum objective. Nunan (1998) as cited in Sadighi and Zare (2006) stated that basic skill in language learning is listening skill. The effectiveness of communication will never achieve without listening acquisition. It means that English foreign language people have to pay attention to this one receptive skill in English. University entrance exams, school exams, and other examinations often include a listening component. It indicates that listening skill is one of the main components of second language proficiency.

Listening is a difficult skill for many students. They have to pay much attention and full concentration. Sometimes it makes them sleepy. It also needs a quiet situation without any noise to do. When there is a lot of noise, listening in English will be hard to do with some students. Hence, listening skill has to be given more attention to achieve the goal.

Teachers have to employ appropriate strategies to make students easy in the listening subject. The appropriate strategies in teaching can be decided based on understanding students' learning style. Many teachers do not pay attention to the learning styles of their students. Moreover, many students also do not pay attention

to their learning style. Even though, it can help them learn English easily. Chiya (2003) as cited in Jowkar (2012) pointed out that students' learning styles and students' learning strategies should be considered by the teacher for students' success in learning. Hence, knowing the learning style is substantial by every student and the teacher.

The students' success in learning listening and reading can be measured by their achievement in the subject. The achievement itself derives from students' comprehension, understanding, and mastery about certain information or skills. It is taken from some tests which are given to the students. In English learning, students certainly have different levels of achievements. Ellis (1985) as cited in Dede (2014) stated that the different achievements are affected by individual differences such as motivation, aptitude, personality, cognitive style, learning strategies, and preferred learning style. Moreover, Liao (1996) distinguished the following cognitive factors of second language acquisition as follows: (1) age, (2) aptitude/intelligence, (3) motivation, (4) learning/cognitive style, and (5) personality. Therefore, students' learning style can affect their achievement.

Learning style refers to the individuals' fastest and best way to learn. Every student has a different way of learning. They have their way of receiving information. Some students have the best learning by seeing; some students have the best learning by hearing and listening; some other students have the best learning by moving and touching. Students' learning styles are able to affect their performance in English learning. It means that learning styles have a relationship with English skills comprehension.

Visual learning style is the way of student in learning process by seeing books, and direction. They are better in learning process if they read the instruction. They usually take a notes to remember the information. Based on the explanation above, it can be conclude that students with visual learning style are better in reading ability.

Audio learning styles is the way of student in their learning process by hearing oral explanation. They are better in learning process if they listen their lecture. Based on the explanation above, it can be conclude that students with audio learning style are better in listening ability.

Some researches on learning styles and language learning performance show that there is a relationship between students' learning styles and their achievement in language learning. Language learning includes English skills comprehension such as reading, writing, speaking, and listening. Jowkar (2012) found that there was a correlation between the types of learning styles and listening comprehension. Furthermore, Roswati and Novitasari (2018) found that there was a high association between learning styles and English learning achievement.

In contrast, Naning and Hayati (2011) found that students' learning styles were not related to their listening achievement. Moreover, Dede (2014) found that there was no significant relationship between students' learning style and their achievement in listening skill at the first grade of the SMA N 1 Pamijahan Bogor. Thus, it is interesting to look for a base on the students' condition in IAIN KEDIRI.

From the explanation above, this research investigates the students' learning styles and also the correlates with students' listening skill and reading skill

achievement. Thus, the title of this research is "The Correlation between Students' Learning Styles and Their Achievement in Listening Skill and Reading Skill.

### **B. Problems of the study**

Based on the background of the study above, the problem of study could be described as follows:

1. What types of students' learning styles that are more dominant?
2. Is there any correlation between students' learning styles and their achievement in listening skill?
3. Is there any correlation between students' learning styles and their achievement in reading skill?
4. Is there any correlation between students with visual learning style and their reading ability?
5. Is there any correlation between students with audio learning style and their listening ability?

### **C. Objectives of the study**

Based on the statement of the problem, the objectives of this study are:

1. To find out the types of students' learning styles that are more dominant.
2. To know the correlation between students' learning styles and their achievement in listening skill.
3. To find out the correlation between students' learning styles and their achievement in reading skill.

4. To find out the correlation between students with visual learning style and their reading ability.
5. To know the correlation between students with audio learning style and their listening ability.

#### **D. Hypothesis**

Creswell (2012) stated that hypotheses are statements in quantitative research which the writer predicts the outcome of the relationship among characteristics. It predicts whether the research has a relation with the outcome or not. Based on the explanation above, the hypotheses of this research are as follows:

Ha1: There is positive correlation between students' learning styles and their achievement in listening skill.

Ha2: There is positive correlation between students' learning styles and their achievement in reading skill.

Ha3: There is positive correlation between students with visual learning style and their reading ability.

Ha4: There is positive correlation between students with audio learning style and their listening ability.

Ho1: There is no significant correlation between students' learning styles and their achievement in listening skill.

Ho2: There is no significant correlation between students' learning styles and their achievement in reading skill.

Ho3: There is no significant correlation between students with visual learning style and their reading ability.

Ho4: There is no significant correlation between students with audio learning style and their listening ability.

### **E. Significance of the study**

There are some significances to the lecturer and also the next researcher in this research. To the lecturer, the result of this research is expected to be useful for knowing the dominant learning style of students. It also to know the correlation between learning style and their achievement in listening skill and reading skill. It can be applied to all degrees of English department faculty. To next of the researcher, the result of this result is expected to be useful as information in other research related to the topic.

### **F. Scope and limitation**

The scope of this research is students of Department of English Language Education Faculty at IAIN KEDIRI. This research focuses on the correlation between students' learning style and their achievement in listening skill and reading skill. It is also limited to the second semester of English department students at IAIN KEDIRI.

## **G. Definition of key terms**

To avoid misunderstanding and misinterpretation of the different term used, this research defines the following essential terms such as:

### **1. Learning style**

Learning style is one of the main factors that help determine how well the students learn a second language or foreign language. It can influence their comprehension in reading, writing, listening and speaking. Learning style refers to the choice of an individual way to learn.

### **2. Listening skill**

Listening skill is one of the main aspects of English skill. It is one of the receptive skills that require an analysis of sounds. Listening is not a passive process. It requires focus and effort. Sometimes, the phrase 'active listening' is used to describe the process of listening need full concentration. In this study, listening skill is obtained from the score of TOEFL test in the listening section.

### **3. Reading skill**

Reading skill is one of the general language skills. It also one of the receptive skills to understand and interpret the structure to get information from the reader. In this study, reading skill is obtain from the score of TOEFL test in the reading section.