

CHAPTER I

INTRODUCTION

This chapter focuses on general description of this study. It consists of seven parts, background of study, research problem, objective of the study, significance of study, hypothesis of study, scope and limitation of study and definition of key terms.

1.1 Background of Study

The educational system is an appropriate predictor of educational quality. The educational system of a country can be used to determine its education. Regularly evaluating a student's educational success over the course of their academic cycle is extremely beneficial to the educational system's improvement. According to dictionary of education by Carter (1959), it is stated that academic achievement is defined as the information gained or abilities acquired in academic topics, as measured by test results, teacher grades, or both. In addition, Academic success of students is an outcome of their learning process. Additionally, it has a direct impact on their future potential to acquire employment and seize business chances as well as their next stage of study. As a secondary school student, to attain good academic success, especially in the English language, there are a number of fundamental abilities that must be learned. Reading, writing, speaking, and listening are the four key English language abilities. Reading becomes the most crucial English language ability since it is an increasingly significant

factor in the development of other students' abilities (speaking and writing). Reading is one of the most crucial methods of education, according to Nacer (Nacer Bouhedjam, 2015), as it is linked to both literacy and the advancement of civilization. In addition, reading is a crucial component of language learning since it helps in the improvement of abilities including grammar, vocabulary, and writing. Understanding the students' reading achievement will help us evaluate and comprehend the students' English language proficiency. Student reading achievement will be a key consideration in this situation since it has the potential to assess students' competence and performance in comprehending and applying lessons and English language especially.

The factors on students' academic achievement are the focus of numerous research. Three groups of these variables are possible. such as control, objective, and subjective factors. Additionally, it has been found that learning preferences and self-regulation play significant subjective roles in achieving academic success, particularly in reading. The purpose of this study is to investigate the correlation between learning style, self regulation and reading achievement.

The process of reading comprehension is complex. In order to comprehend it well, there are various elements to consider. Students' learning styles are one of the factors. According to Ellis (1985), language learners differ in terms of age, motivation, ability, and learning styles. These distinctions are considered to represent a big part in whether someone learns

English successfully or not. Additionally, learning style describes a person's regular and preferred method of taking in, processing, and retraining new knowledge and abilities (Wang, 2007). Furthermore, according to Barbe and Milone (1981), each person has their own optimal approach to learn, determining the best way they want to receive and process the knowledge. Some students may benefit from hands-on learning activities (kinesthetic), visual images or presentations (visual), and listening to music as they learn (auditory). In a previous research it was stated that learning styles have been found as indicators of academic success and curriculum design guidelines (İlçin et al., 2018). According to the statement, the learning style of a student has a substantial influence on academic success. Every kid has a unique learning style. It's because people have different areas of interest, perceptions, and styles of learning the subject. Furthermore, each learning style has its own activities and characteristics, but they all have the same purpose. That is to get students' understanding. In addition, Kolb (Kolb & Kolb, n.d.) defines learning as the process by which knowledge is formed via the transformation of experience. He also explains that learning is a complete collection of continuous processes with a decreased emphasis on outcomes. Generalized distinctions in learning orientation depending on the degree to which people prioritize the four modes of the learning process. Additionally, Richard Felder and Linda Silverman classifies students's learning style into three dimensions. Such as sensing, visual, active and sequential (Felder & Spurlin,

2019). As a result, we may say that students' learning style takes an important part on academic performance, especially junior high school school students.

It is because adolescent children have behavior difficulties and find it difficult to stay engaged in learning, this problem occurred in junior high school students who are still in the adolescent stage. Therefore, this problem will cause pupils to lose interest in learning and will have a substantial impact on their academic performance.

Likewise, a number of recent studies have discovered that motivational factors are associated with the success and accomplishment of students' educational life, particularly reading comprehension. This is in relation to another efficient method for enhancing reading comprehension and reading achievement (Khajavi & Abbasian, 2013). Therefore, increasing reading comprehension may be achieved by understanding the factors that motivate students. Additionally, one of the motivational variables that has recently received increasing attention is self-regulation. Self-regulation, according to Zimmerman (2000), is the capacity to develop thoughts, feelings, and behaviors that result in achieving one's goals using knowledge that has been gained through prior performances. Furthermore, because they have a variety of learning and metacognitive strategies at their option, self-regulated learners excel at applying the learning materials. Self-regulated learners are recognized for making wise decisions and having a broad variety of goals to pursue (De Bilde, Vansteen Kiste & Lens, 2011). Meanwhile, Self-regulation is a key predictor of resilience and academic performance of

adolescents from low-income rural homes in Tamil Nadu, according to Annalakshmi (2019) (El-Adl & Alkharusi, 2020) in a research journal. Self-regulated learning, based on the earlier statement, has a major impact on students' academic achievement. Despite this, most students, particularly in junior high school, lack effective self-regulated learning skills, and most teachers do not consider learning styles as a predictor of students' academic performance as well.

The purpose of this study is to examine the relationship between learning styles, self-regulation, and reading achievement in consideration of the significance of learning styles and self-regulation as characteristics that facilitate reading skills. Hopefully, the finding of this research will assist both teachers and students in developing and improving their learning styles and self-regulation in order to improve students' reading academic performance.

1.2 Research Question

The study's problems are stated as follows, based on the research background:

- 1.2.1 Is there any significant correlation between Student's Learning Styles and Reading Achievement of junior high school students?
- 1.2.2 Is there any significant correlation between Self-regulation and Reading Achievement of junior high school students?
- 1.2.3 Is there any significant correlation among Student's Learning Style and Self-regulation of junior high school students?

1.3 Objective of The Study

Based on the problem stated above, the goal of this study is to discover:

- 1.3.1 The correlation between Student's Learning Style and Reading Achievement of junior high school students
- 1.3.2 The correlation between Self-regulation and Reading Achievement of junior high school students
- 1.3.3 The correlation between Student's Learning Style and Self-regulation of junior high school students

1.4 Significance of The Study

Hopefully, this study can be useful not only for researchers but also for those who are related to this study:

1.4.1. For Institution

Hopefully, this research will be valuable as a literature for the state islamic institute of Kediri's library, as well as a contribution to other researchers working on similar topics.

1.4.2. For Practical education

It will inform readers about the relationship among teaching strategy, self-regulation, and junior high school students' academic performance. Besides, this research will be useful for teachers because it explains about types of students' learning and their self regulated performance, in order to encourage students easily to get the goal of learning.

1.5 Hypothesis of The Study

The researcher formulates the following hypothesis based on the research problem:

- 1.5.1. There is a positive and significant correlation between Student's Learning Styles and Reading Achievement of junior high school students
- 1.5.2. There is a positive and significant correlation between Self-regulation and Reading Achievement of junior high school students
- 1.5.3. There is a positive and significant correlation between Student's Learning Styles and Self-regulation of junior high school students

1.6 Scope and Limitation

It is critical to use the scope and limitations of a study in order to be more focused. The researcher limits the study in this study as follows:

- 1.6.1. The scope of this research is on junior high school students' Self-Regulation and students' learning styles
- 1.6.2. The object of this study is MtsN 1 Kediri
- 1.6.3. The researcher employs questionnaires as the instrument

1.7 Definition of Key Term

1.7.1. Correlation

Correlation is a method for determining how closely two variables are related. Finding out the relationship between two or

more variables is the purpose of this kind of research. The correlation in this study refers to whether there is a link or relationship between teaching strategy, self-regulated learning, and junior high school students' academic performance.

1.7.2. Student's Learning Styles

Learning style is student's preference or students' way in learning. It is based their interest and they can understand the subject by doing it. In addition, it is also defined as the process by which knowledge is formed via the transformation of experience.

1.7.3. Self-regulation

Self-regulation is an ability to recognize and control one's learning environment, it consists of goal planning, self monitoring, self-instruction and self-reinforcement. It becomes another predictor to improve students' academic performance. According to a prior study, students with high cognitive self-regulation can improve their educational performance by managing their emotions and controlling their motivation to learn.

1.7.4. Reading Achievement

Reading Achievement is a term that assesses a student's ability in reading skill. Standardized test results are all used by educators to assess students' achievement. In most cases, a student's Reading Achievement is measured by a score assigned by the teacher in their reading skill ability.

