

CHAPTER I

INTRODUCTION

A. **Research Background**

In the English language, four skills in English should be mastered by the students such as listening, speaking, reading, and writing. Among the four skills, students who master reading skills will be able to think critically, make logical decisions, and have high curiosity. Wati (2020:77) argue that reading is one representative of a critical skill in mastering English. Reading plays an essential skill because reading can expand knowledge, provide learning directly to the brain to thinking, and receive a lot of information, and an idea to be applied in speaking and writing. When students cannot comprehend reading or the content of the text, that means students do not have ability in reading.

Reading and comprehension are closely related because the purpose of reading is to understand what is read. Reading not just reading book, but it is also for comprehending written text. Saraswati *et al* (2021:34) states that reading comprehension is not merely a process of recognizing and understanding words and their meanings. It means, the students cannot achieve academic success without comprehending what students read. By reading the students can give their opinion about written text and also the students can understand by re-explaining the content, meaning, or information contained in written text.

Unfortunately, mastering reading skills is not easy because it is not only reading sentences but also having to understand the content of the text. Students got stuck because of some problems. In other words, the situation or condition where the student cannot learn because something that is an obstacle or disruptions in understand words. Reading difficulties is a common problem among students. Each student may face different difficulties in reading such as difficulties in determining main ideas, detailed information, lack of vocabulary, making inferences, and references. The cause of students'

difficulties in reading comprehension because there are different ways in the learning process. How students receive, process, and understand the material of learning. In comprehending a text, students have different learning styles. It is that affects students' achievement or characteristic in which what way understand something.

Therefore, learning styles related in influencing the ability in reading comprehension. Learning styles is the important in students' reading because the students will learn easily through their learning styles. Learning styles are the general approach or methods used by students to improve comprehension in learning a language or learning other subjects (Khademi *et al*, 2013:135). There are three characteristics of learning styles, such as visual learning styles, auditory learning styles, and kinesthetic learning styles. The various styles of students learning so that learning is not boring and can be enjoyed. That way, it is easy to accept lessons in other subjects.

The researcher got the information from the second-semester students of IKIP PGRI Pontianak through a short interview Via WhatsApp. The researcher found out that there are students who liked learning extensive reading subject by using media, visual learners prefer to read, some other students who focused on listening and make a sound when reading and also the students who demonstrated their knowledge with practice. In learning extensive reading subject, the students have difficulties in reading comprehension such as understanding the meaning of the text because unfamiliar vocabulary, therefore students have difficult in determining main idea. In addition, difficult in identifying detail information, identifying inference, and reference.

This research has been conducted by some researchers. Gilakjani, (2012) about Visual, Auditory, Kinesthetic Learning Styles and Their Impact on English Language Teaching. Where the learning styles can improve the quality of reading comprehension. In this journal. There are three learning styles is used to be visual, auditory, and kinesthetic. Frequently and serious learning styles used by students to better understand reading learning is a

visual learning style. Comprehending will easily understand from the text if the explanation is related to an interesting image or object. In the study by Saputri *et al* (2019), there are some students' difficulties viewed from each learning style. Difficulties in the aspect of reading inference. It is the difficulty of the students who have visual learning styles. While auditory and kinesthetic learning styles, there is the same difficulty in vocabulary.

In addition, Suaib (2017) the application of learning styles such as visual, auditory, kinesthetics can improve students' vocabulary mastery. That is one of knowledge improving in reading comprehension. The researcher states that students use learning styles in reading comprehension and even activities learning, but the researchers find out difficulties in increasing reading such as students' low motivation and factors of learning styles. Students have difficulty to determining main idea and answering question about supporting details because lack of concentration. Students like to study alone have difficulty to making inference. (Astri & Wahab, 2018; Yang, 2016).

Based on the explanation above about students' difficulties and students' learning styles, the researcher is determined to conducted this research entitled "An Analysis of Students' Difficulties in Reading Comprehension Viewed from Learning Styles". A Descriptive Study to the Second-Semester Students of English Education Study Program at IKIP PGRI PONTIANAK in the Academic Year of 2021/2022. This research is expected to be useful as a reference to learning materials related to learning styles and reading comprehension.

B. Research Question

What are the students' difficulties in reading comprehension viewed from the learning styles to the Second-Semester Students of English Education Study Program at IKIP PGRI PONTIANAK in the Academic Year of 2021/2022?

C. Research Purposes

To find out students' difficulties in reading comprehension viewed from learning styles to the Second-Semester Students of English Education Study Program at IKIP PGRI PONTIANAK in the Academic Year of 2021/2022.

D. Scope of Research

1. Research Variable

A research variable is an object of research. Variables are also known as a concept. Variable is characteristics of an individual that the varies among the member group. A variable is an important thing in the research. Kaur (2013:36) states that variable is a term frequently used in research projects and also variable is something that varies. An essential component in drawing the conclusion from research.

In other words, to succeed in research, the researcher needed to pay attention to an important thing, it is the research variable, where the variable is a component related to the research process. The purpose of the variable makes it easier for the researcher to determine and understand the problems raised in the research. The research used two variables, students' difficulties as dependent variables and learning styles as independent variables.

2. Research Terminology

In this research, there are some terms. The researcher explained these terms to avoid misunderstanding between the researcher and the readers.

- 1) Reading comprehension is making the students understand the meaning of the text or the understanding of what students read. In other words, comprehending is obtained through the text read. Oakhil *et al* (2015) state that reading comprehension is a thought process to find ideas in the text as well as expand knowledge. In comprehending text, it comes from the students' frame of mind or students' knowledge based on information that students get during the reading process.
- 2) Learning styles are the way that students understand the lesson. In other words, learning styles are the process of each student in getting knowledge, and how students can receive, process, and understand a lesson. Furthermore, students will be easier, more responsive, and also successful in the learning process (Awla, 2014:242).

E. Significance of Study

The research is expected to have both theoretical significance and practical significance.

1. Theoretical Significance

- a. This research can be useful for everyone who writes their research related to reading comprehension and learning styles.
- b. This research can be used as references for the researcher or the students who want to research reading comprehension and learning styles.
- c. This research can be useful to improve learning teaching in reading comprehension viewed from learning styles.

2. Practical Significance

a. For the students

This research a motivation the students to know their difficulties in reading comprehension. In addition, students can analyze their difficulties in learning. Moreover, students know about their learning styles in learning because it can improve learning competence.

b. For the lecturer

This research a reference for the lecturer to know students' learning styles in reading comprehension ability and also it can be to improve learning teaching in reading comprehension.

c. For the researcher

This research a motivation, information, and also as a reference for other researchers who want to conduct of research related to learning styles in reading comprehension. In addition, this research also is a great experience when becoming a teacher.