

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents an overview about background of the study, problem statement, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms which will be used in this study.

#### **1.1 Background of the Study**

In learning English in education program focuses on language skills and components. Brown (200: 232) explained that the language skills include of speaking, listening, reading, and writing, while for language components include of vocabulary, grammar, and pronunciation. In other hands, students should apply those language skills and components in their daily life.

For learning language, students will find their own model to learn. The model of learning is really needed to reach the goal of learning, especially in learning language. They will use their own model which they feel comfort to learn. Some of them, they like to feel and watch, feel and do, think and watch, and think and do during they learn. All of them are kinds of learning style which is used by the students. Those learning styles can be explained as behavior, attitudes, and factors.

Learning style can be defined as the way for giving stimuli and respond to the students during they learnt (Soghra, Ali, and Mohammad (2013)). In other hands, Ayu (2012) gave explanation that learning style is the way to the students

decide the effective and efficient way to sense, remember, process, and save what they have tried to learn. Based on Rajshree (2013) learning style includes of cognitive, affective, social, and psychological behaviors which can set as the indicators of how the students sense, how the students interact with, and how the students respond with their learning environment.

According to Willing (1987) there are four types of learning style. Those are: convergers, conformists, concrete learners, and communicative learners. Lorna (2013) gave the explanation that there are two kinds of approaches which can support students' learning. Those are acquisition learning and formalized learning. Acquisition learning can be called as the contained of learning. In this approach, the students learn something after they finish doing the task insensitively. In other hands, formalized learning can be said as the facilitator of learning. In this case, the students aware that what they have learnt is included in learning process and they will reach it later.

Mumtaz (2013) discovered that the students of college who emphasizes on learning style as their strategies in learning process, will get the high score for the test, prior knowledge, and efficiency than those who do not use learning style as their emphasize in learning. Therefore, learning style can be determined the students' academic achievement.

Most of the previous studies, took the score for English achievement from the score of students' test in the end of the semester. Such as some researches which has been brought by Dwi Gitawaty (2010) did study of learning motivation

and their achievement in English. In addition, Indyra Mahdiana (2015) also conducted study of academic self concept and English achievement.

Alireza, Rahil, Habibah, Shafee, and Jafar (2011) explained that there are some factors which can influence academic achievement, such as: behavioral characteristic, psychological factors, namely, attitudes, and self concept. Those factors can be achieved for reaching the academic achievement. In other hands, English achievement is equipped from the result of the language test. Its achievement can be described as communicative as well as linguistic competence. The students' English achievement (overall competence) can be achieved if the students obtained the English test which consists of language skill and components with different evaluation (David, 2011).

Relate to those theories above, learning style is one of important aspect that may determine how successful academic achievement is. However, the students of junior high school, especially at eighth grade, they have their own learning style to learn the language, but they have not known yet which learning style that can help them to achieve English achievement. In this case, there are four kinds of learning style, but, the researcher only chooses two kinds of learning style. Those are concrete learners and converger (analytical learners). Those two types of learning style are chosen, caused this study focused on students' English achievement in writing. The students who have concrete learning style, they like to learn the language in use as communication not the theory and work in group. Besides that, the students who have convergers style, they like to learn independently. They are more confident with their ability. They are more critical.

So that, the questionnaires are separated to decide the subject of the students who have concrete and converger learner learning style.

Moreover, the researcher simplifies the focus of students' academic achievement into English achievement because the researcher wants to simplify in specific subject. To know the students' English achievement, the students will get the test in specific skill. In this term, the researcher will give writing test to the students because writing skill can cover the skills in English. Richards and Rinandya (2002) stated that writing is the most difficult skill in learning language which should be mastered. However, Chastain (1988) believes that writing is a fundamental communication skill and a distinct asset in the process of language learning. So, learning language can achieve when we see the learner can compose simple writing text. Here, the researcher avoids getting the English score from teacher because the researcher does not know the validity of the test which is given by the teacher.

To support this study, the researcher uses Muhammadiyah junior high school 1 Gresik as the place of the study. This school is chosen because the school has an English program. That is English Habit School (EHS). This program will implicate the students to practice English orally. Specifically, this program requires the students to speak English during an hour for each week. It will accustom the students to speak English implicitly.

So far, from the previous study, the researcher has not found another researcher conducted the study to prove the correlation between students' converger and concrete learning style and English achievement yet. Here, in this

study the researcher tries to analyze between those two things. Those are students' converger and concrete learning style and English achievement. Whether there is relationship between students' converger and concrete learning style and English achievement at Muhammadiyah Junior High School 1 Gresik. Based on the explanation above, the researcher wants to carry out the study of the correlation between students' learning style and English achievement.

## **1.2 Problem Statement**

Based on statement above, the goal of this study is to answer the research questions below:

- Is there any correlation between students' converger learning style and English achievement at SMP Muhammadiyah 1 Gresik?
- Is there any correlation between students' concrete learning style and English achievement at SMP Muhammadiyah 1 Gresik?

## **1.3 Objective of the Study**

Based on the problem statements above, the objectives of this study are:

- To correlate between students' converger learning style and English achievement at SMP Muhammadiyah 1 Gresik.
- To correlate between students' concrete learning style and English achievement at SMP Muhammadiyah 1 Gresik.

#### **1.4 Hypothesis of the Study**

The hypothesis is a thinking to guess the result from the study whether it is true or false. It delivers the theory to know the result of the study. In this study, the researcher states theoretical hypothesis that:

H1: There is positive significant correlation between students' converger learning style and English achievement at SMP Muhammadiyah 1 Gresik.

H2 : There is positive significant correlation between students' concrete learning style and English achievement at SMP Muhammadiyah 1 Gresik.

#### **1.5 Significance of the study**

The result of this study is expected to get the correlation between students' learning style and English achievement. If this study gives significance correlation, it means that the types of learning style can influence English achievement.

##### **1.5.1 Theoretical Significance**

In theoretical significance, the researcher expects that this study provides implication toward giving an additional information and reference about students' learning style and English achievement theoretically.

### **1.5.2 Practical Significance**

This study gives purpose for students and teacher, such as:

1. For teachers, the result of this study can be used to know the characteristic for each student and predict which learning style can influence the students' English achievement well to decide the appropriate strategy during teaching and learning process.
2. For the students, it will make them know which type of learning style which is easier in learning English to achieve the successful of English achievement.

### **1.6 Scope and Limitation of the Study**

To limit the study into broader discussion, the researcher limits the independent and dependent variable. This study will limit learning style as the independent variable. There are four types of learning style. Those are: convergers, conformists, concrete, and communicative learners. Here, this study limits the types for learning style only for concrete and communicative learners. This limitation is meant to limit the subject.

In other hands, there are four skills in English, such as: speaking, listening, reading, and writing. Those are the scopes of the dependent variable. In this case, the researcher gives limitation in this study. This study is only focused on English achievement in speaking skill in narrative text. The researcher has identified several English skills, but this study is only concerned with their assessment of the ability in English using oral communication.

### 1.7 Definition of Key Terms

There are some key terms or words or phrases which describe the content to the reader. Those are:

**Learning Style** is the way the learners feel, remember, process, and keep about what they have tried to learn which is in this study applied for the students of Muhammadiyah junior high school 1 Gresik grade eight.

**English Achievement** is the measurement of the successful in teaching and learning English subject which is got by the students after doing the speaking test from the researcher which are examined in the term of writing test while in the last session will be given the score using number as the symbol.