

**THE INFLUENCE OF STUDENTS' CREATIVE ATTITUDE AND
LEARNING STYLE TOWARD THEIR READING COMPREHENSION
AT GRADE XI OF SMK YPM ZAIN PAUH KAMBAR PADANG
PARIAMAN**

THESIS



By

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*Submitted as a partial fulfillment of the requirements
to obtain a degree in Master of Education*

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LANGUAGE EDUCATION STUDY PROGRAM
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ABSTRAK

Maharani Putri. 2016. Pengaruh Sikap Kreatif dan Gaya Belajar Siswa terhadap Pemahaman Membaca Siswa Kelas XI di SMK YPM Zain Pauh Kamar Padang Pariaman. Tesis. Program Pascasarjana Universitas Negeri Padang.

Tujuan penelitian ini untuk menemukan pengaruh dari sikap kreatif dan gaya belajar terhadap pemahaman membaca siswa di kelas XI SMK YPM Zain Pauh Kamar Padang Pariaman. Penelitian ini juga bertujuan untuk memaparkan penyebab rendah tingginya sikap kreatif siswa. Desain penelitian ini merupakan sequential explanatory yang menggunakan penelitian korelasi dengan pendekatan kuantitatif pada tahap pertama dan kemudian diikuti penelitian dengan pendekatan kualitatif pada tahap kedua untuk mendukung data yang diperoleh pada tahap pertama. Populasi pada penelitian ini adalah 75 siswa kelas XI di SMK YPM Zain Pauh Kamar Padang Pariaman pada tahun ajaran 2013/2014. Sampel penelitian ini berjumlah 62 siswa yang dipilih melalui teknik random sampling. Instrumen yang digunakan untuk mengumpulkan data adalah angket, observasi, wawancara dan tes membaca. Data kuantitatif dianalisis menggunakan regresi sederhana dan ganda dengan program SPSS versi 16.0. Sedangkan data kualitatif dianalisis secara deskriptif.

Hasil penelitian ini menunjukkan bahwa perilaku kreatif dan gaya belajar memberikan pengaruh terhadap pemahaman membaca siswa. Ini dibuktikan oleh hasil angket dan tes membaca yang menunjukkan bahwa adanya korelasi antara perilaku kreatif dan gaya belajar dengan pemahaman membaca siswa. Ini juga didukung oleh hasil observasi terhadap siswa. Kesimpulannya, perilaku kreatif dan gaya belajar merupakan beberapa faktor yang memberikan pengaruh terhadap pemahaman membaca siswa.

ABSTRACT

Maharani Putri. 2016. The Influence of Students' Creative Attitude and Learning Style toward Their Reading Comprehension at Grade XI of SMK YPM Zain Pauh Kamar Padang Pariaman. Thesis. Graduate Program. State University of Padang.

This research was aimed to find out the influence of students' creative attitude and learning style toward their reading comprehension for second year of SMK YPM Zain Pauh Kamar Padang Pariaman. The design of this research was sequential explanatory, which used correlation research with quantitative approach at the first phase and qualitative approach at the second phase. The population of this research was 75 students at grade XI of SMK YPM Zain Pauh Kamar Padang Pariaman in 2013/2014 academic year. The sample of this research was 62 students who were taken by using random sampling technique. The data were collected by using questionnaire, interview, observation, and reading comprehension test. Qualitative data was analyzed by using simple and multiple regression technique with SPSS version 16.0 for windows. Meanwhile, qualitative data was analyzed by descriptive analysis.

The research findings show that creative attitude and learning style gave influence toward students' reading comprehension. It was proven by the result of questionnaire and reading test which showed that there was correlation among creative attitude, learning style with reading comprehension. It was also supported by the result of observation to the students. In conclusion, creative attitude and learning style were several factors which gave influence in reading comprehension.

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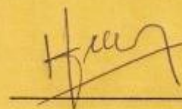
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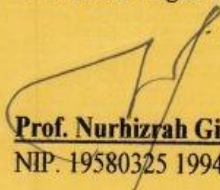
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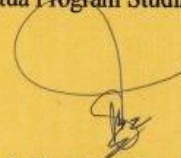
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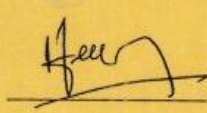
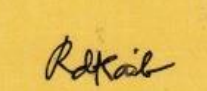
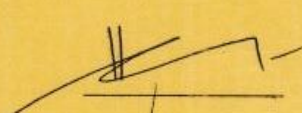
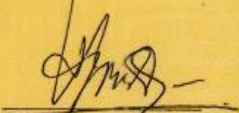
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Padang, 25 Oktober 2016

Saya yang menyatakan

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading as one of the English skills that is taught at school is not an easy thing for students because they should have good vocabulary, grammar, and strategies to understand the texts. Therefore, reading needs comprehension. It is the process of transferring the ideas from texts to readers' mind, or process in which students understand and get the message from the printed words. Reading without comprehension is useless. In reading, students need sufficient vocabulary, knowledge of grammar, and indicators of reading to help them comprehend a text.

Moreover, achievement standard requires some competencies that must be fulfilled by the students. The competencies include the ability to determine the main idea, explicit and implicit information, and reference. In every reading test, each indicator will be presented whether in daily test, mid test, semester test, and even in the national examination.

Based on researcher's interview with the English teacher of SMK YPM ZAIN Pauh Kamar at grade XI, students in this school still have problems in English. When the researcher asked about the students' ability in reading, the teacher said that the students had low competence, limited vocabulary knowledge, and difficulties in reading comprehension. Therefore, they also get low score in this subject. It can be seen from students' mean score which was gotten from mid semester test as in the table below:

Table 1.1 Mean Score of Students' Mid Semester Test

Class	Mean Score
XI secretary	56,5
XI marketing	60
XI network computer technique	61

Source: Teacher's book mark (2013)

Table 1.1 shows that the students' mean scores are lower than minimum standard of graduation mark, with the score 70. It means that there are many students who have to follow remedial examination and most of them are the students who get difficulties in reading comprehension. Actually, there are two factors that influence students' score in reading, namely; external and internal factors. External factor comes from social or their environment, such as: family, school, and society. Meanwhile, internal factor comes from students themselves such as; creativity and learning style.

Creativity is defined in term of person, product, and process. Creativity in aspect of person means that an imposing of an individual toward creative attitudes such as; independence, self confidence, brave, enthusiast, think fluently, imaginative, etc. Creativity in aspect of product means that the ability to bring something new or make new combination that is meaningful. Creativity in aspect of process means that the ability which is started from finding a problem until communicating the result of problem solving.

Meanwhile, learning style is a way of learning that tends to be used by students to absorb, understand, and analyze the information well. There are three

types of learning style based on sensory preference; visual, auditory, and kinesthetic. Visual learners study effectively by relying on sight. Auditory learners study effectively through listening. In addition, kinesthetic learners study effectively through physical activity or touching.

In preliminary research, the researcher did observation on 21 and 23 of May 2013. She found that students have various ways in English learning, especially in reading. It could be seen from their action when hearing teachers' explanation. There were students who listened to teacher while writing the information which was explained, listened while looking at teachers' performance, and paid attention to teacher while playing a pen. There were also students who memorized the lesson while looking or walking, learned through practicing, read loudly, and read by using a finger. It means that the students have different ways in absorbing the lesson although they have same goal to get an optimal result in learning. In short, it indicates that students have different learning styles in learning process.

In addition, most students who did not show creative personality in learning English reading. Most students were not brave to express their ideas in front of class. They were less in curiosity so they just kept silent when the teacher gave them a chance to ask about the lesson at that day. They felt reluctant to do assignments and homework by themselves. As the result, they did cheating each other. These cases indicate that students have a lack of creative attitude.

Based on the explanation above, it is assumed that creative attitudes and learning style as internal factors influence students' reading comprehension.

Therefore, the researcher wants to investigate the influence of students' creative attitudes and learning style towards reading comprehension. Besides, the researcher wants to know the reason why the students have low or high creative attitudes and the type of learning styles which is used dominantly by the students.

B. Identification of the Problem

Based on the background of the problems above, the low score of students' reading comprehension was caused by several problems. The problems were identified from the fact and it was from internal factors; (1) students' lack of creative attitude, which was identified from their action in learning. Most students do not have braveness in giving opinion in front of class, have less curiosity, and are not enthusiast in doing assignment or homework by themselves, so they do cheating to solve it; (2) students have different learning styles in reading comprehension. It was found that the students listen to teacher while writing the information which is explained, listen while looking at teachers' performance, and pay attention to teacher while playing a pen. It was also found that students memorize the lesson while looking or walking, learn through practicing, read loudly, and read by using a finger.

C. Limitation of the Problem

Based on the identification of the problem, the researcher considered that the problems that students faced in reading are because of their creative attitude and learning style that are not applied optimally. Therefore, the research is limited

to what extent students' creative attitude and learning style influence their reading comprehension.

D. Formulation of the Problem

Due to the limitation of the problem above, the problems of the research are formulated as follows:

1. Does students' creative attitude influence students' reading comprehension at Grade XI of SMK YPM ZAIN Pauh Kamar Padang Pariaman?
2. Does students' learning style influence students' reading comprehension at Grade XI of SMK YPM ZAIN Pauh Kamar Padang Pariaman?
3. Do students' creative attitude and learning style simultaneously influence their reading comprehension at Grade XI of SMK YPM ZAIN Pauh Kamar Padang Pariaman?
4. Which type of learning style is used dominantly by the students in reading comprehension at Grade XI of SMK YPM ZAIN Pauh Kamar Padang Pariaman?
5. Why do students have high or low creative attitude in reading comprehension at Grade XI of SMK YPM ZAIN Pauh Kamar Padang Pariaman?

E. Purpose of the Research

In general, this research is aimed at identifying the students' creative attitude and learning style with their reading comprehension. In particular, the purposes of the research are to find out:

1. The influence of creative attitude towards students' reading comprehension at Grade XI of SMK YPM ZAIN Pauh Kamar Padang Pariaman.
2. The influence of learning style towards students' reading comprehension at Grade XI of SMK YPM ZAIN Pauh Kamar Padang Pariaman.
3. The influence of students' creative attitude and learning style simultaneously toward their reading comprehension at Grade XI of SMK YPM ZAIN Pauh Kamar Padang Pariaman.
4. Type of learning style which is used dominantly by the students in reading comprehension at Grade XI of SMK YPM ZAIN Pauh Kamar Padang Pariaman.
5. The reason why students have high or low creative attitude in reading comprehension at Grade XI of SMK YPM ZAIN Pauh Kamar Padang Pariaman

F. Significance of the Research

Actually, the findings of this research are expected to be beneficial for the English teachers as information in developing students' creative attitude in

learning English. Moreover, by knowing the learning style of students, English teachers can make teaching method based students' learning style. To the learners, they can improve their reading by optimizing their creative attitude and learning style. Besides, students' creative attitude and learning style will be useful for the researcher herself to teach the students in English subject when she will be a teacher in the future. In theoretical practice, this research can be as one of relevant studies for other researchers especially information about the students' creative attitude, learning style, and reading comprehension.

G. Definition of the Key Terms

In order to make the same interpretation about the terms used in this research, they are defined as follows:

1. Students' creative attitude : students' behavior which show creative personality.
2. Students' learning style : a way that tends to be selected by student to absorb and analyze the information in learning process.
3. Reading Comprehension : the ability to get an idea or meaning from awritten text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

Based on the research findings in the previous chapter, it can be concluded that:

1. Creative attitude can hasten the process of students' comprehension in reading. Students who learn creatively, which is shown through creative attitudes, such as curious to learn further, brave to face the risk, etc can improve their reading comprehension.
2. Students who know their type of learning styles whether it is visual, auditory, or kinesthetic can facilitate them to learn in enjoyable way. The implementation of the type of learning style which is owned optimally can improve students' reading comprehension.
3. Students who combine their creative attitude and type of learning style can optimize their capability in comprehending the text of reading. The implementation of creative attitude and learning style jointly can improve students' reading comprehension significantly.
4. In learning process, students have different types of learning style. They use types of visual, auditory and kinesthetic, but among them dominantly use kinesthetic type in reading comprehension.
5. Each student has potency to be creative. This potency can be seen through their personality. The students have low creative attitude

because they are afraid if they do mistakes and get bad response from teacher or friends, so makes them lose their chance to show creative attitudes. Meanwhile, the students tend to show their creative attitude because they have curiosity in studying and they do not care if they get bad responses or criticism from the teacher or friends.

B. Implication

The research result of learning style has implication that students have to know type of learning style which is owned. Each student has different way in absorbing the information from teachers or books. To get better comprehension in reading, students have to know and apply their type of learning style optimally. Reading is one of difficult skills for students. Therefore, teachers have to know their students' learning style and prefer teaching method that is suitable with students' learning style. Therefore, it can make students use their style optimally and get better result. Based on the research result, the students have kinesthetic type dominantly, so the teacher can teach by practicing or game to get students' attention. However, in certain time the teacher should use teaching method for visual and auditory such as discussion, speech, and modeling.

In addition, to get better reading comprehension, the students should have creative attitude. Based on the research result, most students who get low creativity did not behave creatively and get low score in reading comprehension. Therefore, to stimulate students' creative attitude, teacher should create enjoyable classroom. For example, teacher gives the students a freedom to express their

ideas and the solution or guidance if the students have problem not only judge them" wrong" or " fail".

Based on the result of research, it has implication that to get better reading comprehension, students have to know their type of learning style. Besides, they also have to develop their creativity by using their type of learning style optimally. In further, teachers have to use appropriate learning tools which are suitable with students' learning style and make comfortable class to stimulate students' creative attitude. So, the students can learn effectively and get optimal result, especially in reading comprehension.

C. Suggestion

Since creative attitude and learning style are two important factors that can increase student's ability in understanding English Text, the writer proposes some suggestions. They are:

1. It is suggested to English teachers to consider her or his students' uniqueness in learning, so they can develop their creative attitude. For example, get her students to make media of reading as a task around their live, and give them a chance to solve their problem with their own way which have been taught. Learning and evaluation which are given should be considered by convergent and divergent thinking. By understanding the students' learning style, teachers are hoped to be able to design a media or learning material that is relevant with students' learning style. Although learning style is not the only one as the factor

that influences students' success, by understanding learning style and suitable stimulus will improve the effectiveness of learning process.

2. It is suggested to students to develop their creative attitudes such as their curiosity, flexibility in thinking and bravery to face difficulties in reading comprehension. Besides, the students are hoped to know their learning style, so they will be able to develop their creative attitude and learning achievement.
3. It is suggested to the next researchers to conduct a further research on the area of creative attitude and learning style at SMK YPM Zain Pauh Kamar Padang Pariaman by involving all the students from all classes.

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