

CHAPTER I

INTRODUCTION

In this chapter the writer presents the background of the study, problems of the study, objectives of the study, hypothesis, and definition of key terms.

1.1 Background of the Study

Language is a tool for communication which is used by people to interact with others. Chaer and Agustina (1995, cited in Rachmawati 2011, p.1) state, “Language has a social function as a tool to make connection between human beings. Without language, it seems imposible for people to interact with others in their daily life because language can express people’s feeling, willing, opinion, etc”.

English is an international language which is a medium language among people from different country. Cook (2003, p. 27) states that the Indian scholar, Kachru describes that English exists in three concentric circles: the inner circle of the predominatly English-speaking countries; the outer circle of the former colonies where English is an official language; and the expanding circle, in this circle, the role of English is as foreign language, such as in Indonesia.

In Indonesia, English is a compulsory subject for some levels of study, such as in junior high school and senior high school. The students in elementary school also get English subject as one of their lessons. In junior high school and senior high-school levels, English is one of the subjects in the national exam.

Thus, English is very important. People are expected to be able to apply English in oral and written.

Some people have different ways in learning something, and every person has his/her different ways. It also happens in learning language, such as English.

There are factors causing students to learn in different ways. According to Keefe (1979, cited in Yuningsih, 2005, p. 1), one of the factors is learning style, which is described as cognitive, affective, and physiological traits that are relatively stable of how learners perceive and respond to the learning environment. According to Dunn, Dunn and Price (1979), each individual learns through complex set of reactions to varied stimuli, feeling and previously established thought patterns that tend to present when an individual learns.

There are many factors affecting language learning, such as age, motivation, learning strategy, learning styles, and so forth. Learning is determined by learning style (LS), students who are able to employ multiple learning styles acquire a greater learning outcomes (Reid, 1987). In learning English, everyone has different way to understand and master the language. It is natural and sometimes a person does it unconsciously. According to Ellis (1985, cited in Sabatova 2008, p. 19) learning style is the more or less consistent way in which a person perceives, conceptualizes, organizes and recalls information. It is in line with Fleming (2001, cited in Yuningsih, 2005, p. 1) who defines learning style as “an individual characteristics and preferred ways of gathering, organizing, and thinking about information”. Another, explains that learning style refers to an individual’s natural, habitual, and preferred way (s) of absorbing, processing, and

retaining new information and skills (Kinsella, cited in Reid 1995). So, it can be concluded that learning style is the preferred way of an individual to get the information.

Reid (1995) divides the learning styles research into three major categories. The first learning style is cognitive learning style. There are four kinds of cognitive learning styles. The first is field-independent/ field-dependent learning styles which include field-independent learner and field-dependent (field-sensitive) learner. The second is analytic/global learning styles which include analytic learner and global (relational) learner. The third is reflective/impulse learning style which include reflective learners and impulsive learner. The last is Kolb experiential learning model which includes two models, perception and process. Then the models are categorized into four learners types, those are converger (common sense learner), diverger (innovative learner), assimilator (analytic learner), and accomodator (dynamic learner).

The second learning style is sensory learning styles which are divided into perceptual learning styles and environmental learning styles. Perceptual learning styles include auditory learners, visual learners, tactile learners, kinesthetic learners, and haptic learners. Environmental learning styles include Physical learners and sociological learners.

The last learning style is affective/temperament learning styles which are divided into three. The first is Myers-Briggs Temperament Styles (MBTI) which include extraversion-introversion, sensing-perception, thinking-feeling, and judging-perceiving. The second is tolerance of ambiguity styles which include

ambiguity-tolerant learners and ambiguity-intolerant learners. The last is right and left hemisphere learners which include left-brained learners and right-brained learners. In this study, the writer only analyzes one of the learning styles that is sensory learning styles which focus on perceptual learning styles because this learning style can be applied easily in classroom because the media is clear.

The writer chooses learning styles for her study because learning styles are very important in learning process. In classroom, when a teacher teaches the students by using the way which is not appropriate, the learning process will not run well. It means that the students will not get the information of the materials well, for example, a teacher teaches the students in visual style while the students can not learn in visual style, it causes the students can not get the information of the material well. So, the writer chooses this topic to help people realize that learning style is very important in learning process.

SMAN 1 Kauman Tulungagung is one of senior high schools in Tulungagung. This school has two study programs those are science and social programs. In this school, the writer wants to analyze the students' English learning style so that the students know what their English learning styles are because knowing the English learning style is important in English learning process. By knowing learning styles, people can determine what the learning strategies that they have to use. Rossi-Le (cited in Reid 1995, p. 121) states, "In general, the results of the SILL demonstrated that an individual's learning style preference influences the types of learning strategies that he or she will employ in acquiring a second language".

The writer analyzes the English learning styles of SMAN 1 Kauman Tulungagung' students because this school never informs the students about the learning styles. The writer gets the information by interviewing some teachers in this school. So, the writer interviews some students by informal interview to know whether they know about their learning styles or not. Most of the students that have been interviewed by the writer in this school do not know about learning styles and what their learning styles are. So, the writer wants to analyze their learning styles, especially in English.

In this study, the writer analyzes the English learning styles of Science Program Students and Social Program Students. The writer chooses eleventh graders for the participants because they are in two programs, those are Science Program and Social Program and they still have one year to improve their English proficiency to prepare for their national exam by using their English learning styles. The writer does not choose tenth graders because they are not in specific class yet whereas the writer wants to know whether there is significant difference of English learning styles used by the students of science and social programs. It is based on the fact that most subjects in science program are natural science and the students are used to using equation in doing exercises so they are used to use numbers rather than words and they are used to do experiments in laboratory. On the other hand, the most subjects of social program are memorizing statements rather than numbers.

The writer adopts questionnaire to collect the data. The questionnaire is from Joy M. Reid (1984), it is Perceptual Learning Style Preference Questionnaire

(PLSPQ). The writer chooses this questionnaire because this questionnaire contains not only auditory, visual, kinesthetic, and tactile but also group and individual learning style. So, from this questionnaire the writer can understand the students are better work in group English learning style or in individual English learning style. Besides, this questionnaire is often used in some researches. This questionnaire contains thirty questions and each learning style has five questions.

In this questionnaire there are three categories, those are major learning style preference, minor learning style, and negligible learning style. So, this study analyzed those three categories of each program.

This study has some significance. The writer knows the students' English learning styles so that the writer can give information to the students about their English learning styles. This research can help the readers to understand that knowing their English learning styles is important because they can understand the ways they learn English appropriately. After knowing the students' English learning styles, the English teacher can teach the students in appropriate ways and by using appropriate media based on the students' English learning styles.

Knowing the English learning styles is also important for the students because the students can determine the appropriate ways in learning English to get the efficient learning process. If the students learn English based on their English learning styles, the students can get the information best.

This study is also very important for SMAN 1 Kauman Tulungagung because the writer is going to give the result of the study to the school and give some suggestions. The writer is going to explain the English learning styles used

by the students. The writer expects that the teachers will teach English based on the students' English learning styles. The school firstly can apply it in XI IPA 1 and XI IPS 1, where the study is done. So, the English teacher in these classes can choose the appropriate teaching styles based on the students' English learning style, if this way makes the learning process successful, it can be applied in all classes.

Knowing the students' English learning styles of this school is very important for the school because the teacher can teach the students in appropriate ways to make an efficient learning process. According to Rao (2002, cited in Chiya 2003, p. 8) , "Bridging the gap between teaching and learning styles can only be achieved when teachers are first of all, aware of their learners' needs, capacities, potentials, and learning style preferences in meeting these needs". Kinsella (1995, cited in Chiya 2003, p. 8) states, "Without a fundamental awareness of our own preferences, it is easy to believe that the way we study and learn is the most efficient way to bias our teaching in favor of students who approach learning in much the way we do".

Chiya (2003, p. 13) states that the lack of recognition about students' learning style causes the teacher to choose a style which the teacher has been taught or which is the teacher' preference. So, knowing the students' learning styles helps the successful in learning process. Teaching in students' English learning styles make the students get the information best so that the students will get the best achievement in English.

So far, the school never gives English learning styles' test to the students.

This case causes the teachers do not know the students' English learning styles, so the way the teachers teach the students may is not based on the students English learning styles. Based on the writer' observation, the teachers in this school usually teach English by using visual styles and auditory styles. After doing the study, the teachers are expected teach English to the students based on students' English learning styles in order to the students get the information well.

1.2 Problems of the Study

This study has two problems that are:

1. What are the English learning styles performed by 11th graders of science program and social program in SMAN 1 Kauman Tulungagung?
2. Is there any significance different for the English learning styles of the two programs?

1.3 Objectives of the Study

There are two objectives in this study, as follows:

1. To find out what the English learning styles performed by 11th graders of science program and social program in SMAN 1 Kauman Tulungagung.
2. To investigate whether any significance different for the English learning styles of the two programs or not.

1.4 Hypothesis

In this study, the writer has hypothesis for the second problem, that are:

Ho: There is no significance different for English learning styles of science

and social programs.

H1: There is significance different for English learning styles of science and

social programs.

1.5 Definition of Key Terms

To avoid misinterpretation, the writer defines the most important terms used in this research, as follows:

1. **Learning style** is an individual's natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills (Reid, 1995).
2. **Auditory Learner** is learner who learns more effectively through the ear / hearing (Reid, 1995).
3. **Visual Learner** is the learner who learns more effectively through the eyes / seeing (Reid, 1995).
4. **Tactile Learner** is the learner who learns more effectively through touch / hands-on (Reid, 1995).
5. **Kinesthetic Learner** is the learner who learns more effectively through concrete complete body experience / whole body movement (Reid, 1995).
6. **Group Learner** is the learner who learns more effectively when she/he works with other people (Reid, 1995).

7. **Individual Learner** is the learner who learns more effectively when she/he works alone (Reid, 1995).

8. **SMAN 1 Kauman** is a senior high school which is located in Tulungagung.

9. **Science Program** is a program which studies about theoretical knowledge gotten or arranged by using specific ways, such as observation, experimentation, drawing conclusion, theoretical arrangement, experimentation, observation, and so on interdependent. (Wasangkadi, 2011)

10. **Social Program** is a program which studies about society, such as geography, sociology, history, etc. (Wasangkadi, 2011)

11. **PLSPQ** is Perceptual English learning styles Preference Questionnaire made by Joy Reid, the questionnaire is to determine the preferred learning styles.