

CHAPTER I

INTRODUCTION

This chapter presents some issues related to the topic of the study. They are background of the study, the problem of study, the objectives of study, the significance of study, the limitation and scope of study, and the definition of key terms.

1.1. Background of the study

Nowadays, in the era of information, which is growing very rapidly, the ability to use English well is necessary. Because of the information is in English more as English as one of international languages in the international community. The result of the research, the progress of science and technology are spread out very fast among countries in the world. To absorb much information, the adequate ability in English is very much needed.

One of the ways is through English activity such education; people can get variety of general or hidden information and knowledge in books, electronic, and other printed media. Ironically, English matter is one of the major problems faced by the learners. The learners face some difficulties in English because English is not the mother tongue of the country, such as Indonesia. They only learn English as foreign language. It means that to gain this ability is a difficult for them.

Learner should find out the solution of this problem. The ways in which an individual characteristically acquires, retains, and retrieves information are

collectively termed the students' learning style and the effective students should decide which styles to use to reach their goals.

As learners, the students have many characteristics to decide which styles to use in learning process when they are joining in the English class. In addition, every class has many individuals who have the dominant brain. It means that their differences will convince their thinking and the students' thinking will influence their way to learn some matters, especially English, so the students can choose the way to learn this material. In the classroom, learner should join in a condition. It is possible the learners have some problems to accommodate it.

To make learning process successful, every student should know his or her style. If they do not know their learning style, serious mismatches may occur between the Learning styles of students when their study with unfortunate potential consequences. The students tend to be bored and inattentive in class, do poorly on tests, get discouraged about the course, and may conclude that they are no good at the subject of the course and give up.

Learning style is the way or approach to acquire knowledge taken by the learners or students to regulate their learning. It means, learning styles as action taken by learners to manage their learning not only in the school but also when they study at home.

Educational research found that an understanding of learners would improve significant when learners study in their best learning style. Rita

Dunn, a Professor in the John Hopkins University, states that a student who is taught in his best learning style has increased his academic achievement.¹

The professor found out some variables that it could influence learners' learning style. It consists of some factors, namely physic, emotional, sociologic, and environment.²

The visual-auditory-kinesthetic (VAK) learning styles model suggests that the most people can be divided into one of three preferred styles of learning. These are three kinds of learning styles, namely visual, auditory, and kinesthetic style. These characteristics are based on the simply different approaches or ways of learning.³

For example, some learners a with strong auditory orientation process information most efficiently through listening to instruction via lectures, tapes, or film; others may additionally require opportunities to process information aloud themselves through small group activities, class discussion, and individualized conferences or tutorial sessions.

There are equally important distinctions within visual learner. Some visuals learner absorb information most effectively by silent reading, and require a less verbal/visual presentation of information through media such as pictures, graphs, charts, and diagrams. Moreover, kinesthetic implies total physical involvement with a learning environment such practice the exercise.

¹ Barbara Prashnig. *The Power of Learning Styles* (Bandung: Mizan, 2007). 29.

² Bobbi DePorter and Mike Hernaki. *Quantum Learning* (Bandung: Kaira, 1999). 110.

³ <http://www.understanding-learning-styles-tactile-kinesthetic-learners.htm>. Accessed on April 5, 2009.

Students commonly have a main preferred learning style, but this will be part of blend of all three. Some people have very strong preference, others have a more even mixture of two or less commonly evenly balanced blend of the three styles. According to Richard Bandler, John Grinder, and Michael Grinder state that commonly, every one has a characteristic style in learning, namely visual, auditory, or kinesthetic learner. They and the others master conclude that kinesthetic learner or physic learner is the most disadvantages in the general school system. They are often named by hyperactive or study disorder study even though the fact is they only have differentiation in learning style.⁴

Correlated to the benefices of learning styles above, the learners are expected to able to learn fast, effective, and efficient in class and at home that is appropriate to them. The purpose is they can get fully information; message and knowledge without waste time and their enjoyable in English class when they receive it in the class and review in the home.

As follow as above, when learners have their characteristic of learning styles, lecturers, the transferors of comprehension have teaching style too. If they are more visual learners, the lecturers will be visual lecturer in the class. It is happened naturally. Nevertheless it is not took care to the learners. Some of them may be have similarity to style to the lecturer or they have not. For some learners who have similarity, they have much chance to understand the lesson in the classroom. Beside that, to others, literally they will process it via

⁴ Barbara Prashnig. *The Power of Learning Styles* (Bandung: Mizan. 2007). 19.

the differentiations language to the learner. To anticipate this moment, the lecturers should have many teaching styles to follow the learner that it will be enjoy when they teach in the classroom.

Lecturers should have a lesson plan to connect in learning style of their students' learning style in the process of teaching learning. When lecturers access to them aware, they had cooperation with their students that is needed in teaching learning process. They can improve it together so it can create relevancy between lecturer and learner and the process will be similar to real life learning.⁵

This process stated above can appropriate in the faculty of STAIN Kediri. Here, the writer focuses on the appropriate of learning styles in English Department Students who aware to their proper style. It is hoped that they discover what the best learning style for themselves when they must receive the knowledge or information in the classroom that it is same to their learning style or not and study at home by themselves.

Based on the background explained above, it had been described that every student has different learning styles in English Department, especially learning styles that used by the sixth semester English Department student of STAIN Kediri. The writer wants to investigate the kinds of the students of English Department in using learning styles in English classroom and at home. The writer also will clarify how to the students use their characteristic in learning styles. After considering the theory and the object of the research, a

⁵ Robbi DePorter, Mark Reardon, & Sarah Nourie. *Quantum Teaching* (Bandung: Mizan, 1999), 84.

research entitled “**Learning Styles of the English Department Students of STAIN Kediri**” was proposed.

1.2. Problems of the Study

Based on the background of the study in previous discussion and the started problem above, the writer will look for the students learning style. To specify this problem, the problems of the study are formulated as follows:

“What are learning styles of the English Department Students of STAIN Kediri?”

1.3. The Objective of Study

From the problem above, the writer tries to get clear description about the problems through analysis and study that have been previously mentioned in the problems of the study. Those are:

“To identify the learning styles of the English Department Students of STAIN Kediri.”

1.4. Significance of The Study

The result of this study is expected to be of any theoretically and practically. Theoretically, the result of the study is expected to the development of English students, especially that use some learning styles. By describing the learning styles, it is expected to get useful ways of learning English by students that it can be used to support the development theory of learning

styles. In addition, the result of this study can be used as reference to the next writer who is interest in further development of this matter.

Practically, this study is expected to be of any use, for English lecturers, the students and the future writer.

a. The English Department students

Through learning style applied in this research, students would know the new best learning style that could be applied in class and at home. Beside that, the result of this study will give a simple description to find out their style that can motivate them to learn English which is comfortable and useful to them. Further, the students would know the advantages of their choosing among three learning styles.

b. English lecturers

Lecturer is an important figure in the process of English teaching. The result of this research could be an input for english lecturers to know the best learning styles of their students in the classroom. Because, every students has diferentations or similarities to the others that convey their enjoyable. Thus he or she could select the most suitable learning styles for that purposes and the lecturer can support and motivate the students to choose the best learning style for every individual.

c. The writer

The result was useful for the writer, this study is hoped to improve knowledge and experiences about the learning style among students. In the

future, as if the writer becomes educator, she can apply it to her students and show their learning style differently and correctly.

d. The future researchers

The result was useful for the other researchers as reference to conduct future researches dealing with similar problem by using research design or model on the learning styles. It will be perfect data in the future.

1.5. Scope and the Limitation of Study

The limitation is meant to make clear about what should be done by researcher for further activity dealing with the problem determined. As what has explained in the background of the study above, this research will take place at STAIN Kediri, learners' learning styles and thinking styles.

To conduct the investigation, the researcher will take place at STAIN Kediri, especially in the sixth semester class. The reason why the writer chooses this college is that because this college is the only one state college that is growing in Kediri. The writer takes the sixth semester class because of the learners who find out their learning styles in teaching learning process. Many of the students who are joining in the sixth semester class come from out of Kediri. According to Barbara Prashnig, everyone can learn anything if they do it by their preferred learning style and thinking styles anytime.⁶

This research, the researcher only investigates all of the English Department students who have learning style in the sixth semester at STAIN

⁶ Barbara Prashnig. *The Power of Learning Styles* (Bandung: Mizan. 2007), 29.

Kediri. There are many cases that must be studied in learning styles but in this study the scope of the problem is limited on the kind of learning styles that are used by the English Department Students in the sixth semester and their thinking styles to support their dominant learning styles.

1.6. The Definition of the Key Terms

Considering the theory and the object of the research, a research entitled "Learning Styles of the English Department Students of STAIN Kediri". To avoid misunderstanding about the title, the researcher explains some terms follows:

1.6.1. Learning

Learning is an enduring change in behaviour, or in the capacity to behave in a given fashion, which results from practice or other forms of experience.⁷ Beside that, there are two definitions of learning, they are:

- a. Etymology : knowledge that has been gained through studying.⁸
- b. Terminology : to observe, to read, to imitate, to try something themselves, to listen, to follow direction.⁹

1.6.2. Style

Style is something general way in which it is done or presented which often shows the attitudes of the people involved. If Someone's

⁷ Dale H. Schunk. *Learning Theories: An Educational Perspective* (New York: Macmillan, 1991), 2.

⁸ Collin Cobuild. *English Learner's Dictionary* (London: Harper Collin, 1994), 540.

⁹ Sardiman A.M. *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2003), 20.

style is all, their general attitudes and usual ways of behaving.¹⁰ Beside three definitions exceeding, style is manner of doing anything, way in which something is made shaped, design, and shape or make something in a particular.¹¹ From two definitions about learning and style, it can be concluded that learning styles are someone's general attitudes and usual ways of behaving to absorb, process, and retain new information and skills.

1.6.3. English Department students

There are two words to support this phrase; the words are English Department and students. To make understandable, the researcher defines these independently. For the first, English Department is one of several divisions of a government, business, shop, university, etc.¹²

Then, student is person who is studying at college or university, any person who studies.¹³ From the definitions above, the English Department Students are people who are studying at university. Here, the students Faculty of Education at STAIN Kediri who are joining in sixth semester.

¹⁰ Collin Cobuild. *English Learner's Dictionary* (London: Harper Collin. 1994), 968.

¹¹ A.S. Hornby. *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1994), 1279.

¹² Martin H. Manser. *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 1980), 138.

¹³ *Ibid*, 412.