

CHAPTER I

INTRODUCTION

This chapter presents background of the research, formulation of the research problem, then objective of the research, formulation of hypothesis, significance of the research, also scope and limitation of the research, and finished by definition of key terms.

A. Background of the research

Some countries in the world have been shocked by the emergence of COVID-19 (Corona Virus Diseases-19). COVID-19 was confirmed to have spread to Indonesia on March 2020. It forces the government to lock down for push down the spread of Corona. This virus not only attack the human health but disturb many activities in various factors. Education is one of the factors that impacted by this virus. Based on W. Qiu et al (2016-2017) Closing school has often become the first non-medical intervention implemented in pandemic because students judged effective in spreading the virus. Most of teaching and learning process in Indonesia are full offline. Offline learning is impossible to do in a pandemic situation. The Education Ministry of Indonesia released strategy aimed at change teaching and learning system to be online.

Urdan & Weggen (2000) called online learning as web-based learning or internet-based learning. Online learning is a form of learning that there is the distance between teacher/lecturer and learner, they use

place named internet. To facilitate the education activity during pandemic, online platform is needed. The researcher found some studies which focus on the performance of online learning platform. Azzahara (2017) found that Edmodo Educational Website was effective to teaching writing narrative text. This platform is easy to be used because of having performance like social network which student usually use. This study is the kind of study that focus on using one online learning platform. Another study conducted by Cakrawati (2017) present that students who participated in the study use of online platforms show positive response. The students assume that online learning platform is a user-friendly learning tool which facilitate them to communicate with their teachers and friends outside the classroom. Bagata et al (2020) also showed that the EFL university students have a positive perception on using online learning platform in the COVID 19 pandemic.

In Indonesia, some schools were using online learning system, but there are some schools that are still using offline learning system because in their regional there is no emergency because of the covid-19 pandemic. SMKN 1 Boyolangu is one of the schools that apply the online learning system in all grades and all departments. SMKN 1 Boyolangu has their own website that used in online learning activities. All learning activities are conducted in that website, from giving material and giving assignment by teachers until submitting the assignment and doing an examination by students. Including English course, that is one of the courses in SMKN 1

Boyolangu that also made online using website of SMKN 1 Boyolangu. Another communication of teachers and students that may not made on the website are made in WhatsApp.

Student's learning style is one of the factors that should be noticed to make the learning activities effective. According to Dunn & Burke (2005-2006), learners have four basic perceptual learning styles, that are visual, auditory, kinesthetic, and tactile. Visual learners preferred on studying charts, reading, etc. Auditory learners like listening to lecturers, audiotapes, and other learning style focus on listening. Meanwhile kinesthetic learners preferred on experimental learning, total physical involvement with a learning situation. Also tactile learners preferred "hands on" learning, such as doing laboratory experiments. Kinesthetic and tactile, almost the same style because they preferred practice. Bidabadi and Yamat (2012) stated learning style preferences can be indicators for English listening proficiency levels, but Faridah (2014) rejected the theory that students' learning style is a factor that can affects students' listening achievement. While Ramadian et al (2019) stated that VAK (Visual, Auditory, Kinesthetic) learning model played a relevant role in strengthening of knowledge among students in writing descriptive texts. Those studies are focused on listening and writing skills only. Meanwhile, in this research, the researcher investigated student English achievement in all their studies in one semester, not only their listening, reading, or writing achievement.

Pongkendek and Ahmar (2020) described the students of Class XI Science 1 and Science 2 of SMAN 3 North Luwu learning styles. It is same with this research that search about learning style, but the difference is this research find about the correlation of learning styles and student achievement. In the other research, Banas (2018) also investigated students perceptual learning styles and the effect to their academic performance. Banas used learning styles questionnaire by Victoria Chislett & Alan Chapman (2005), while in this research, the researcher used Reid's (1987) questionnaire. Based on Reid's (1987) the students learning styles are visual, auditory, kinesthetic, group and individual, but in this research, the researcher just focuses on visual, auditory and kinesthetic learning styles because the English online learning in online business and marketing department of SMKN 1 Boyolangu there is no group task or project.

Vaishnav (2013) also investigated about learning styles and academic achievement of secondary school students that showed significant effect of different learning styles and academic achievement of students. The difference between Vaishnav's and this research is the academic achievement. This research investigated on online academic achievement in pandemic situation.

Idrizi et al (2019) showed no clear evidence of gender difference students and the VARK (Visual, Auditory, Read-Write, Kinesthetic) inventory affect their academic performance. And Muhtar (2018) also

investigated on learning style preferences of all female students at the university. That is different with this research because this research is universal on all genders.

It is important to know the correlation between students' learning style and their online learning achievement. It can be used as the reflection for teachers to adjust their teaching technique in online system to be an easy learning for students however their learning styles. From the background explanation above, the researcher would like to investigate the correlation between learning style and English online learning achievement of online business and marketing students at SMKN 1 Boyolangu.

B. Formulation of the research problem

Ary, et al (2010) stated that the research problem specifies the variable and population of interest. The form of research problem can be a declarative or a question form. The researcher formulated the research problem on question "Is there any significant correlation between learning style and English online learning achievement of online business and marketing students at SMKN 1 Boyolangu?".

C. Objective of the research

Objective of this research is to find out the significant correlation between learning style and English online learning achievement of online business and marketing students at SMKN 1 Boyolangu.

D. Formulation of hypothesis

There are two type of hypothesis, that are alternative hypothesis and null hypothesis. According to Ary et al (2010) alternative hypothesis is what the researcher predicts or expect, while null hypothesis is negation of alternative hypothesis. Hypothesis of this research are as follow:

1. Alternative Hypothesis (Ha): There is significant correlation between students' learning style and their English online learning achievement.
2. Null Hypothesis (Ho): There is no significant correlation between students' learning style and their English online learning achievement.

E. Significance of the research

The outcome of this study hopefully gives benefits both theoretically and practically for:

1. The lecturers and students

Theoretically, the lecturers able to know the students' learning style and the correlation with their achievement. Practically, this research is to find the effective way to do online learning during pandemic for all of students' learning style.

2. The researcher

For the researcher, the outcome of this study can be the knowledge in order to achieve the online learning become successful and effective.

3. The other researcher

For the other researcher, this study can be a reference. Also to guide for conduct the further research.

F. Scope and limitation of the research

The scope of this study will on the students' learning style. The researcher does not investigate all students of SMKN 1 Boyolangu. This study limited to observe online business and marketing department in twelfth grade.

G. Definition of key terms

To avoid the ambiguity, the researcher needs to define some key terms. The key terms are as follows:

1. Learning style

There are many theories about learning style. Learning style investigated in this research is from Reid's (1987). Based on Reid's (1987) the students learning styles are visual, auditory, kinesthetic, group and individual, but in this research, the researcher just focus on visual, auditory and kinesthetic learning styles because the

English online learning at online learning and business department of SMKN 1 Boyolangu there is no group task or project. The development of technology provides learning media, which include visualization and sound, that is video. There are many applications available for students to learn. And because of this innovation, the researcher added the learning style called “audio visual”. So there are four learning styles investigated in this research, that are visual, auditory, audio visual, and kinesthetic.

2. Online learning achievement

Online learning means the distance education. Online learning achievement here is the student achievement in the form of their semester score report during online learning at one semester. This research finds a correlation between learning style and student online learning achievement especially in English