CHAPTER I

INTRODUCTION

This chapter presents the background to thesis study followed by the research questions. Next, formulating research questions, the purpose, the formulation of hypothesis and the significance of the study are stated and the scope and limitations to the study are presented along with the definitions of key terms.

A. Background of Study

In Indonesia English is not considered as a second language but English as a foreign language. English is being used in the modern world as a foreign language, for example in countries like Indonesia (Crystal, 2003, p: 109). Since in Indonesia, English is not used for communication in daily life, it is just used in Indonesian curriculum in the classroom teaching and learning. Simatupang, (1999: 64) states as follows:

> In Indonesia, although English has no wide use in society, is not used as a medium of communication in official domains like government, the law courts, and the education system, and is not accorded any special status in the country's language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught.

English is also called as the target language that has to be taught in schools in today's Indonesian curriculum. Therefore the student is expected to increase their ability in English.

Learning is in fact a personal journey of discovery (Muhundan, 2011, p.6). Actually people were born in different characteristic so People learn in many different ways. Every individual has a unique style of processing and digesting information. This is known as their learning style. We should realize that every learner has his/her own way of learning. EFL/ESL teachers or all other educators, have to bear in mind that people differ consistently from each other in their preferences for certain ways of processing information. The educators cannot generalize their students learning style because of the differences each other. These individual differences in learning styles are measurable. Unfortunately, most of teachers are ignoring the students learning styles, especially the students' perceptual learning style. The consideration of choosing perceptual learning style is because the information firstly got by the students through their sense included their hearing, sight and their hand.

It is possible to infer that the majority of the lecturers are not aware of their students learning styles. The problems arise when lecturers are unaware of the importance to establish and identify learning styles, therefore when such attitude persists unanticipated consequences are to be expected. Students learning styles have been ignored and have been considered as an insignificant component in the learning process. By knowing the students' learning style is very important since by recognizing and understanding the students' learning styles, the teachers or lecturers can use appropriate techniques better to the students. Matching or

mismatching students' learning styles with instructional techniques affect the result of learning significantly (Bedford, 2004).

The majority teachers or lectures do not always prepare to try matching their teaching styles with learning styles of their students. They do not always remember to cater to different learning styles. David Nunan argued that "at the very least, teacher should find out what their students think and feel about what they want to learn and how they want to learn and take this into consideration when planning their course"(Nunan, 1999, p.13).

Many researchers agree that learning styles play an important role in education. For example, Felder points out that "the learners with a strong preference for a specific learning style may have difficulties in learning if the teaching style does not match with their learning style" (Felder and Silverman, 1988; Felder and Spurlin, 2005).

Many people believe that certain learning styles are better suited to learning certain kinds of knowledge or subject content. That theory is what this study attempted to determine concerning the subject of English proficiency. There are many who believe that all students' of English Education Program like in STAIN Tulungagung should have good achievement in English proficiency as second language, at least better than ones who are not in this major. Isnawati as a lecture of English Education Program in STAIN Tulungagung state that students of English Education Program should have English proficiency because they major in English and specifically learn English. Badawi as students of English

Education Program added that of course students of English Education Program should have better English proficiency because they spend more time in learning English than others. Since very little attention has been paid to how learners learn and how teachers teach in this college, the researcher considers that investigating students' perceptual learning style and their English proficiency in STAIN Tulunagung is worth doing. The main problem this research attempts to identify learning styles of the students, and correlation between students perceptual learning styles of the students and their learning style. Researcher indicates that language learning may involve the use of several learning styles that may have different proficiency on English. Thus, the writer is interested in observing what students' perceptual learning style preferences in English Educational Program of STAIN Tulungagung is and there are any correlation between perceptual learning style and English proficiency.

B. Formulating of The Research Questions

The problems that the writer would discuss in this research are mentioned in the following question:

1. What are the students' perceptual learning style preferences of English Educational Program of STAIN Tulungagung?

2. How is English proficiency of students at English Educational Program of STAIN Tulungagung?

3. Is there any correlation between visual learning style preferences and English proficiency of students at English Educational Program of STAIN Tulungagung?

4. Is there any correlation between auditory learning style preferences and English proficiency of students at English Educational Program of STAIN Tulungagung?

5. Is there any correlation between kinesthetic learning style preferences and English proficiency of students at English Educational Program of STAIN Tulungagung?

C. Purpose of The Study

Based on the problems above, the researcher proposes to find out:

1. The students' perceptual learning style preferences of English Educational Program of STAIN Tulungagung.

2. The students' English proficiency of English Educational Program of STAIN Tulungagung.

3. The correlation between visual learning style preferences and English proficiency of students at English Educational Program of STAIN Tulungagung.

4. The correlation between auditory learning style preferences and English proficiency of students at English Educational Program of STAIN Tulungagung.

5. The correlation between kinesthetic learning style preferences and English proficiency of students at English Educational Program of STAIN Tulungagung.

D. Formulation of Hypothesis

The hypotheses are as follow:

1. Hypothesis Alternative (Ha)

   a. Ha1: There is correlation between visual learning style preference and English proficiency at English Educational Program of STAIN Tulungagung.

   b. Ha2: There is correlation between auditory learning style preference and English proficiency at English Educational Program of STAIN Tulungagung.

   c. Ha3: There is correlation between kinesthetic learning style preference and English proficiency at English Educational Program of STAIN Tulungagung.

2. Null Hypothesis (Ho)

   a. Ho1: There is no correlation between visual learning style preference and English proficiency at English Educational Program of STAIN Tulungagung.

b. Ho2: There is no correlation between auditory learning style preference and English proficiency at English Educational Program of STAIN Tulungagung.

c. Ho3: There is no correlation between kinesthetic learning style preference and English proficiency at English Educational Program of STAIN Tulungagung.

E. Significance of The Study

This research is expected to get the result that will be useful for:

1. Student

    Raising students' awareness regarding their learning styles and English proficiency might make them not only more prepared for learning but also more analytic about their learning styles and the strategies they make use. Reid (1995) states that developing an understanding of learning environments and styles "will enable students to take control of their learning and to maximize their potential for learning" (p. xiv). Realize the importance of getting good English proficiency; students need to understand their learning style to improve their speed and quality of learning.

2. English lecturers or educators

    Raising teachers' awareness concerning their teaching strategies and styles might make their teaching better than used to. Teachers should know the general learning style profiles of the whole class, which will enable them

to organize and employ instructional materials accordingly. The researcher wish English lecturers to be able to mix and match the students' learning style and teaching techniques in order to improve the students' learning quality and get the best English proficiency.

3. Curriculum Developers

    This study might also useful to the curriculum developers and material producers. Because teachers need to have enough time in the curriculum dedicated to both identify of learners' learning styles and strategies and learner activities, curriculum developers will be able to allocate sufficient time for the training sessions. Similarly, knowing students' general preference might make material developers to produce materials that both match students' learning styles and help them manipulate beneficial strategies.

4. Other Researcher

    It is hoped that this study will contribute or would be of any value to other researcher in conducting further research of the similar topic. This research might contribute some references that might useful for further research.

F. Scope and Limitation of the Study

    There are many theories explain about kinds and models of learning styles. This research limited learning styles to Perceptual Learning Styles by

Joy M. Reid that focus on visual, auditory and kinesthetic learning style. The consideration of choosing perceptual learning style is because the information firstly got by the students through their sense included their hearing, sight and their hand.

G. Definition of Key Terms

To give clear clarification and to loss misunderstanding or interpretation between the researcher and the reader, the researcher clarifies the terms are used in this study as follow:

1. Students

   Student is used for anyone who is learning or someone who attends an educational institution.

2. Perceptual

   Perceptual means the way in understanding information through the physical sense. Information firstly got by the students through their sense included their hearing, sight and their hand.

3. Learning

   Learning here means acquiring new, modifying existing knowledge, behaviors, skills, values, or preference and may involve synthesizing different types of information.

4. Learning Style

   Learning styles are various approaches or ways of learning. A learning style

could be described as a student's consistent way of responding to and using stimuli in the context of learning. Learning style here includes auditory, visual and kinesthetic.

5. Preference

Preference is a greater liking for one alternative over another.

6. English proficiency

English language is the language of the people of England and the United States and many areas now or formerly under British control. English proficiency is the ability of an individual to speak or perform in an acquired language. This person's language ability irrespective of how this ability has come about. English proficiency include speaking, listening, reading and writing.

7. Auditory Learners

Auditory learners are students who enjoy the oral-aural learning channel. Thus they want to engage in discussions, conversations, and group work. These students typically require only oral directions.

8. Visual Learners

Visual learners are learners who prefer to learn via the visual channel. Therefore they like to read a lot, which requires concentration and time spent alone. Visual students need the visual stimulation of bulletin boards, videos and movies. They must have written directions if they are to function well in the classroom.

9. Kinesthetic Learners

   Kinesthetic learning implies total physical involvement with a learning environment such as taking a field trip, dramatizing, pantomiming, or interviewing. They learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted.