

CHAPTER I

INRODUCTION

A. Background of Study

Language plays important role in human life. Every human in the world needs and language is very usefull for human life. Instead for expressing thoughts and emotions, language also mentions in the Qur'an Surah Ar-Ruum verse 22 as follow:

وَمِنْ ءَايَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ السِّنِّكُمْ وَالْوَلَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَلَمِينَ

Based on the verse above, people have to know each other. The variation of language forces people to learn languages. Nowadays, to communicate with other countries is a must. Thus, learning a foreign language is not only a kind of obedience to Allah, but also necessity.

A language is needed in order to make understanding when communicating to each other. In this globalization era, languages socially influence people life, including English language. English is one of international language which are used by people in the world in many areas; moreover speaking English is the easiest way to communicate with people from other countries.

English has a very essential position in communication among people. The use of English is widely considered as an urgent need. English is used as an international language. English has the largest number of users over the world. In recent years, English not only used for communication but also to develop sciences, art, technology and culture (Holmes, 2008, p.80).

English as a Foreign language has four skills which should be developed by English of foreign language learner, such as listening, speaking, reading and writing. Today, people are demanded to have more than one language. (Brown, 2000, p.248) said that language is not only enable people to communicate with each other such as stating, requesting, responding, greeting, and etc, but also language is used to express their ideas and feeling, wish and activities and to influence others and also mirrors one's identity and is an integral part of culture.

The success of teaching-learning process is not only determined by how the teachers teach but also more importantly and principally is determined by how the students learn. Language learning styles is one of the main factors that help determine how the students learn a second or foreign language. Learning style is the way of the students learners. It is combination of absorb, organize and process the information. There are three types of learning style, namely visual, auditory, kinesthetic learning style (Purnamawati & Setiono, 2014). The Visual learning is learners who learn by sight, the auditory learning are learners who listen and learn and the kinesthetic learning is learners who learn when their body is active.

Every human has learning style each other and enhanced by experience of their life. Definitely, all of the human learning by some sense, such as vision, hearing and touch. These three things are key to every science.

In the Qur'an Surah An Nahl verse 78, God has told us to be grateful for the vision, hearing and touch which had been given Him.

وَاللَّهُ أَخْرَجَكُم مِّنْ بُطُونٍ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

The verse states that human are born not knowing anything. So that, God gave human some of sense like hearing, vision, touch and etcetera. Therefore, as His creatures to be grateful because of God gave a sense and using it as well as possible, one of human to learn. Such hearing, with the hearing a human can learn about sound, voice, and tone. While the vision, a human can see that there is a fine objects around, so can figure out how it forms and how the colors and others images.

According DePorter and Hernacki (2014), a combination of learning styles absorb, organize, and process information. They have five senses, only three of the five are used for the study, which is seeing (visual), listening (auditory), and touch (kinesthetic). If the media children learn best by hearing, they are called “auditory learning”. If most excellent learning media posted under read and see the pictures, they are called “visual learning style”, whereas if the media is a

learning exercise to get the best results, they are called “touching learning styles”. Knowing this, we will know how to help children learn more effectively.

However, the students have different personalities so they learn in many ways or styles. Moreover, the match between the students’ learning styles and the teachers teaching styles can enhance an effective teaching learning process. Thus, it is important for teachers to be aware of their students’ learning styles. It is clear then that one factor which can lead to the success of a language teaching-learning process is the match between students’ learning styles and the teaching methods used by the teachers. Due to the importance of knowing the students’ learning and limited number of studies done on identifying the students’ learning style difference.

The characteristics of learning style differs between one learner from another, such as visual, auditory, and kinesthetic. It will help learner to determine their strategies in learn certain subject. Strategies are general characteristic that differentiate one individual from another (Brown, 2000, p.122). It help learner to solve their problem in certain learning. Both learning style and strategies have strong influence in learning (Oxford, 2012, p.3). Based on the explanation above, learning style and strategies have correlation and influence by each other. Students, who understand their learning style, will find certain strategies in learning certain subject and use it in effective way. It help them to improve their achievement.

In this study, the researcher tries to observe Madrasah Tsanawiyah Negeri 2 Gambut. It is one of school which has religious background in distric Gambut. This school located in edge of the city which surrounded by resident houses. One goal of this school is to prepare students to be able to develop themselves in the line with the development of science, technology and art which are teachable taught of islam.

MTsN 2 Gambut is the school which has religious background in distric Gambut. With religious background does not makes this school becomes underdeveloped or not up to date in terms of technology, this school has facilities and infrastructure facilities are complete enough to be enjoyed by students who go to school here. MTsN 2 Gambut located on Jalan Ahmad Yani Km.15.200 No.52 Banjar Regency, South Kalimantan.

This school has accreditation by the National Accreditation Board (BAN) with (A) accreditation, teachers and the facilities here also must has good quality for students. Has (A) accreditation does not guarantee that the school there did not has difficulties in teaching learning process. Students has many way to improve their ability in learning, especially in learning English. Many of teachers understand about that. However, that the school have obstacle about learning English. In the learning English the teachers using traditional teaching methods that simply teach by communicative and one way that teachers talk while students just listen. so, the students confused to understand a material about English and make the students bored in process learning English. In addition, the teachers

must to understand the students' learning styles and use some learning strategies that suit their learning styles.

As previous study held by Imamah, in 2015 who conducted research entitled “Students’ learning styles in learning speaking employed by the acceleration students at SMAN 03 Malang”. The result showed that there were three learning style employed by the acceleration students, namely visual, auditory, and kinesthetic learning styles. And also two problems that the students faced in employing their learning style, namely crowded class and teacher’s monotonous way in explaining the text.

The second previous study held by Yuliyani, in 2012 who conducted researcher entitled “An analysis of students’ VAK (Visual, Auditory, and Kinesthetic) learning style and strategies in English speaking of second grade at SMA Unggala Sidoarjo”. The result showed that the visual learner more dominant than kinesthetic and auditory learner in second grade. Meanwhile, students strategies based on their learning style were visual learner often do not remember information given orally without being able to see it. They memorize using visual clues.

The researcher has some similarities and differences with the both of previous researchers, the similarities are equally uses qualitative research, has same methodology in collecting data both of previous researchers uses observation, questionnaire and interview. And the differences is the first previous study focus on the problem and the second previous study the result combaind between learning style and learning strategies, and the researcher only focus on

the students' strategies in relation with their learning style in learning English as foreign language.

In the teaching and learning process, teachers get difficulty to identify students' learning styles. Because of all students are not able to show and improving their learning style in learning process. Since, learning style has an important role in learning process, it will be important for educators or teachers to know the variation kind of learning styles because the information about variation of students learning style can help the teachers become aware to students differences brought to the classroom. It is important for teachers to accomodate students' learning style. Thus, all students are able to success in their learning process by their own learning process.

Based on the pre observation the researcher interest in doing the research at Madrasah Tsanawiyah Negeri 2 Gambut. The researcher is interest in knowing what is the students' learning styles and the researcher want to explore that learning styles by conduct a research entitled "STUDENTS' LEARNING STYLES IN LEARNING ENGLISH AS FOREIGN LANGUAGE AT MTsN 2 GAMBUT, SOUTH KALIMANTAN".

This research is focused to find out students' learning styles in learning English as foreign language, especially which related to visual, auditory, and kinesthetic. And the students' strategies in relation with their learning style in learning English as a Foreign Language.

B. Statement of Problem

Based on the background above, the problems which are in the research will formulate, such as:

1. What are the students' learning styles in learning English as a Foreign Language at MTsN 2 Gambut, South Kalimantan?
2. How are the students' strategies in relation with their learning style in learning English as Foreign Language at MTsN 2 Gambut, South Kalimantan?

C. Objective of Study

Based on the statement of problem, the objective of this research is to describe:

1. The students' learning styles in learning English as a Foreign Language at MTsN 2 Gambut, South Kalimantan.
2. The students' strategies in relation with their learning style in learning English as Foreign Language at MTsN 2 Gambut, South Kalimantan.

D. Significant of Study

The benefits expected from the result of this research terms of both theoretical and practical are:

1. Enriching the researcher knowledge and experience in this specific research.

2. Giving information and knowledge about students' learning styles in learning English
3. Sharing the field research experience to the next researcher especially to whom wants to continue and develop the similar research.

E. Definition of Key Terms

There are some terms including in this research and to avoid misinterpretation of the title above the researcher needs to explain them as follows:

1. Students' learning styles are preferred ways of learning, approaches that work best for students. Learning reflect students' preferred manner of acquiring, using and thinking about knowledge (Feldman, 2005, p.57).
The learning styles which the researcher means in this research are visual learner, auditory learner and kinesthetic in the learning English as a Foreign Language at MTsN 2 Gambut.
2. English as a Foreign Language (EFL) can be defined as the study of English by people who live in places in which English is not used as a means of first language communication (Gebhard, 2006 in Santoso, 2010, p.24). The English as a Foreign Language which the researcher means in this research is a language not used as a communication tool in MTsN 2 Gambut, where the language is taught.
3. MTsN 2 Gambut has many classrooms. However, there are excellent classes which consists of class VII/A, VIII/B and IX/C academic

2016/2017 in MTsN 2 Gambut, South Kalimantan. The MTsN 2 Gambut is Islamic school that have excellent class, which the researcher means in this research is excellent class.