

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is a process carried by the teacher in the classroom, which is intended to transfer the knowledge and skill to the students. In teaching of a language, the skills can be in listening, speaking, reading and writing.¹ Penny Ur states that “teaching is an active to help, to guide, and to direct someone to get positive skill, idea, attitude and knowledge”. During the teaching learning process, the teacher and the learner interact in order to create a supporting atmosphere.

Teaching listening in the classroom is different with the real-life listening.² According to Penny Ur, a real-life listening fulfils some conditions such as: (1) We listen for a purpose and with certain information, (2) We make an immediate response to what we hear, (3) We see the person we are listening to, (4) There are some visual or environmental clues as the meaning of what is heard, Stretches of heard discourse come in short chunks, (5) Most heard discourse is spontaneous and therefore differ from formal spoken prose in the amount of redundancy noise and colloquialism, and its auditory character.

¹ Ur Penny, *Teaching Listening Comprehension* (Cambridge: Cambridge University Press,1995), 34

² Ur Penny, *Teaching Listening.....*, 36

Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, from meaning, from passages, and associate what they hear with existing knowledge.³ Coakley and Wolvin state that “listening comprehension in second language is the process of receiving, focusing attention on, and assigning meaning to aural stimuli. It includes a listener, who brings prior knowledge and cognitive process to listening task, the aural text, and the interaction between the two”.

Listening is an active skill because listeners do not only receive the things they hear but also do a great constructive work and interpretative work by integrating the information with the real world knowledge.⁴ According to Richards “There are two knowledge points of listening comprehension learning, namely knowledge of the syntax of the target language and the knowledge of the real world”.

Saricoban states that in listening to English as a foreign language the most important feature can be defined as: (1) Coping with the sound, (2) Understanding intonation and stress, (3) Coping with redundancy and noise, (4) Predicting, (5) Understanding colloquial vocabulary, (6) Fatigue, (7) Understanding different accents, (8) Using visual and environmental clues. This will bring us to the thought that, while planning exercises, listening materials, tasks and visual

³ Coakley, C. G. , & Wolvin, A. D, *Experiential listening* (New Orleans, LA: Spectra, 1989)

⁴ Richards, Jack C. *Teaching Listening and Speaking.*(New York: Cambridge University Press, 2008), 16

materials should be taken into consideration. A present purpose, ongoing learner response, motivation, success, simplicity, and feedback should be the thing considered while preparing the task. Visual materials are useful for contextualization. The goals of listening can be categorized as listening for enjoyment, for information, for perception, for comprehension and to solve the problems. He also added that listening for comprehension can be divided into three stages: (1) Listening and making no response (following a written text, informal teacher talk), (2) Listening and making short responses (obeying instructions physical movement, building models, picture dictation, etc.), (3) Listening and making longer responses (repetition and dictation, paraphrasing, answering question, answering comprehension question on texts, predictions, filling gaps, summarizing, etc).⁵

In vocational high school, English is learning as the first foreign language and it includes the four language skills. One of them is listening and it is one of necessary skills as a fact that people cannot communicate unless it is preceded by listening. In teaching listening, the writer found that the students have difficulties to comprehend the idea and paraphrase ideas into their own words. The learners are also difficult to focus their attention at the listening because there are several factors that contribute to ineffective listening such as physical distraction, mental distraction, factual distraction and semantic distraction.

⁵ Saricoban ,Arif.*The Teaching of Listening-The Internet TESL Journal* . (<http://iteslj.org/Articles/Saricoban-Listening.html>, accessed on June 23rd)

According to Douglas, learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.⁶ It means that the behavior occurred after certain learning probably settled. Someone's capabilities will not be disappearing, but it will continue to keep developing even more when someone continues practicing.

Slameto states that the factors which influence students' learning consist of internal and external factors. Internal factor is the factors, which come from students themselves. Meanwhile, external factor is the factors, which come from outside of themselves.⁷ The examples of internal factors are the physical condition, skill, interest, intelligent, and learning style. Meanwhile, the examples of external factors are family, friends, school, environment and learning strategy.⁸

The most common learning styles are visual, auditory, and kinesthetic (VAK). According to Dr. Rita Dunn and Dr. Kenneth Dunn in Dr. Lauren Bradway's article entitled "*How Boys and Girls Differ in the Way They Learn*", They identify the most common learning styles as Auditory, Visual and Tactile.⁹ VAK learning styles were developed in 1987 by Neil Fleming. These learning styles define the best way for a person to learn new information by filtering what

⁶ H.Douglas Brown, *Principle of Language Learning and Teaching*. (New York: San Fransisco State University, 2000), Fourth Edition,7

⁷ Slameto, *Belajar dan Faktor- Faktor Yang Mempengaruhinya* (Jakarta : Rineka Cipta, 2010), 54

⁸ Slameto, *Belajar...* , 54

⁹ Dr. Lauren Bradway. "*How Boys and Girls Differ in the Way They Learn*" (http://www.leapfrog.com/en/leapfrog_parents/infant/learning_for_life/article__how_boys.ht ml, accessed on June, 12 2013)

is to be learned.¹⁰ Visual learner prefers to learn by seeing, auditory learner prefers to learn by listening and kinesthetic learner prefers learn by doing. It means that students should know that learning style is the important factor that helps them to be success in learning certain subject. It also develops students' performance in work, school and personal situation. Therefore, the acknowledgment of students' learning style is important to be done in early age. Student who does not know the most potential way to raise their ability in life such as learning style, will lose the advantage of the power of the brain because brain influences students' learning style. Meanwhile, learning style influences success in learning.

The dominant factor that influences students' learning is learning style. By knowing and understanding that every individual has unique style of learning.¹¹ It can determine the success of learning. It is one of dominant factor because our brain influences learning style.¹² Certain part of the brain, which is frequently used, will have more capability to think more quickly than other part that is seldom used. It can access and response certain information related to accessible data according to the function of each brain part better. Based on the explanation above learning style is influenced by people's brain because it is a complex organ

¹⁰ James Withers. *VAK of Learning Style Theory*.(http://www.ehow.com/about_6612058_vark-learning-styles theory.html, accessed on June 13, 2013)

¹¹ Adi W. Gunawan." *Knowing and Understanding Learning Style*", (<http://www.cintyasantosa.cz.cc/2011/04/mengenal-dan-memahami-gaya-belajar.html>. Accessed on June 13,2013)

¹² Ir.Akhir Winardi." *Optimizing The Potential of Students Through Understanding Learning Styles*". (<http://ideguru.wordpress.com/2010/04/13/mengoptimalkan-potensi-anak-melalui-pemahaman-gaya-belajar/>. Accessed on June 13, 2013)

and has great capacity to learn. By knowing the learning style, we can create condition that more enjoyable and comfortable during learning certain subject. Some people have brains that are able to deal with a lot of information at once, but some are only capable of absorbing and processing of information gradually. While others are able to store and retrieve information in the brain quickly while others do so slowly.

Everyone has different learning style but each person is a unique. Students' learning style may be influenced by their reaction to personal life experiences, their approaches in learning and their previous learning habits. In fact, people usually have just one dominant style.¹³ It means everyone has different learning style from another, but only one style is dominant.

The characteristics of learning style differ one learner from another, such as visual auditory and kinesthetic. It will help learner to determine their strategies in learning certain subject. Strategies are general characteristics that differentiate one individual from another.¹⁴ It helps learner to solve their problem in certain learning. Both learning style and strategy have strong influence in learning.¹⁵ Based on the explanation above, learning style and strategy have correlation and influence each other. Students, who understand their learning style, will find

¹³ Bobbi Deporter, et.al., *Quantum Teaching : Mempraktikkan Quantum Learning di RuangRuang Kelas* (Bandung : Kaifa, 2000), 216

¹⁴ H.Douglas Brown, *Principle of Language Learning and Teaching...*, 122

¹⁵ Rebecca, L. Oxford. "Language Learning Style and Strategies". (web.ntpu.edu.tw/~language/.../read2.pdf , accessed on June 15, 2013)

certain strategies in learning certain subject and use it in effective way. It helps them to improve their capability in any aspect.

According to Supriyadi, the description of learning style will be beneficial for a teacher in implementing teaching activities that is suitable for his students' learning style to improve their capability.¹⁶ Besides, the use of appropriate learning strategies often results in improving proficiency or capability overall or in specific skill areas.¹⁷ From those explanations above both the use of learning style and strategies, have beneficial for students to improve an achievement. They have an important role for students' because they make students learn more enjoyable, comfortable and easier.

Difficulties that arise during learning process are the way the teacher teaches English language that is not suitable with students' learning style. Furthermore, most students do not recognize their own learning styles and strategies. As a result, they get poor English achievement. The teacher just teaches by giving oral instruction. S/He does not keep the balance of instructional material by involving various kinds of students' learning style such as visual, auditory and kinesthetic.

Students with low auditory style tendency are difficult enough in following spoken directions and depend on visual cues, such as watching others,

¹⁶ Supriyadi. *Strategi Belajar Mengajar* (Surabaya: Cakrawala Ilmu, 2011), 175

¹⁷ Rebecca, L. Oxford. "*Learning Strategies: An Update*".
(<http://www.cal.org/resources/digest/oxford01.html>. accessed on June 3, 2013)

to understand what to do. Retaining multi-step directions is especially hard for them. They may also not be good in listening to a story. Visual schedules, which use simple icons or pictures to represent tasks and steps, are helpful for these students because they give visual stuff to be viewed, so it can guide them to do the certain task. Teachers can simply point to a picture to them to get attention rather than repeatedly calling out a student's name.

Students with low kinesthetic style tendency have trouble-learning things through sense of touch – for example, learning the meaning of rough by touching sand paper, or learning smooth from touching silk. Their ability to learn something by "doing it" physically is also weak. They may be disturbed by certain textures or conversely, they may want to touch everything they can get their hands on, in order to get some extra sensory input. Their sense of gravity is not good enough, which leads to balance and spatial problems. These students are most likely to benefit from language-based cues to guide their behavior, since many kids with kinesthetic problems also have visual/spatial weaknesses. Planning a sequence of steps verbally before doing them can be very helpful.¹⁸

Students with low visual style tendency may feel hard remembering locations and may look disorganized or disoriented when gathering or putting away materials. Just as the name suggests, they have trouble learning things

¹⁸ Education Team. *Learning Styles: Working With Strengths and Weaknesses*. (http://www.education.com/magazine/article/Ed_Learning_Working/,2013. Accessed on May 30, 2013)

visually, so they need to be guided through any lessons with charts, diagrams, graphs, or other visual arrays. For example, a teacher may need to tell them how different parts of a diagram relate to each other, and why they are different.

As noted by J. Harmer, best lesson is a lesson that the students have the longest speech time. Making the students to speak in the target language is the primary goals of the teacher.¹⁹ However, according to Ephraim, Kokorina, Ryzhov in their journal, they find relation between teachers and students speech time on employment in a foreign language: on average there, the students have to say 20-30% and the teacher 70-80% of the time studies.²⁰ Therefore, certain learning style will be benefit from this manner, such as auditory. Auditory learners discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.²¹ In addition, student who has auditory learning style will get more chance to be better than other learning styles. In contrast, the other learning style such as Visual and kinesthetic learner get less attention in foreign language class which it automatically influences student's English achievement.

¹⁹ Harmer J. *How to Teach English*. (Beijing: Foreign Language Research Press, 2000). 212 p

²⁰ Yefremova E.P., Kokorina S.V., Ruzhova S.V. *The Study Of Teacher Talk Time In The Foreign Language Classroom*. (<http://www.rae.ru/fs/pdf/2012/9-2/16.pdf>, 2012. Accessed on May 30, 2013)

²¹ LdPride, n.d. *What are learning styles?*. (<http://www.ldpride.net/learningstyles.MI.htm>, (2009). Accessed on May 30, 2013)

The researcher chooses SMK Raden Rahmat Mojosari as object to be studied because it has the greatest amount of student in Mojokerto city in two years earlier. In addition, the researcher chooses students of TKJ because they are in computer technique department that have high priority in learning English. They tend to use computer lab, therefore it is necessary for them to understand English well.

So here, the researcher tends to find out the problem of certain learning style and then showing how the teacher solves the problem.

B. Statement of the Problem

Based on the background of the study presented earlier, the researcher tries to answer following questions:

1. How are the TKJ (*Tehnik Komputer dan Jaringan*) students' VAK learning styles at SMK Raden Rahmat Mojosari-Mojokerto?
2. What are the problems faced by TKJ students in learning English listening according to their learning style at SMK Raden Rahmat Mojosari-Mojokerto?
3. What are the problems faced by the teacher in teaching TKJ students according to students' VAK learning style?

C. Objective of Study

1. To know the TKJ (*Tehnik Komputer dan Jaringan*) students' VAK learning styles at SMK Raden Rahmat Mojosari-Mojokerto.
2. To know the problems faced by TKJ students in learning English listening according to their learning style at SMK Raden Rahmat Mojosari-Mojokerto.
3. To know the problems faced by the teacher in teaching TKJ students according to students' VAK learning style.

D. Significance of the Study

This study is expected to have two benefits. They are:

1. Theoretically, this research results are expected to contribute to the development of education, especially in a learning style and the problem faced in English learning process.
2. Practically, This study is expected to give benefit for :
 - a. Students: By understanding learning styles, the problem faced and the solution to deal with the problem, they will be able to improve their achievement in English language subject.
 - b. Teacher: It will give a teacher real description about learning style and the problem faced by students. The importance of knowing his students' learning style is to improve his students' achievement in English.

- c. Researcher: By knowing the finding of this thesis, he will know the importance of knowing problem faced by students in learning English and the way the teacher solves the problem.

E. Scope and Limitation of the Study

In order to avoid misunderstanding discussion, it is important for the writer to limit the topic of the discussion. The scope of this research is problem faced by the students of TKJ with different learning style in English learning at SMK Raden Rahmat Mojosari. The learning style that researched here is VAK (visual, auditory, kinesthetic) learning style. This research limited on the students' learning style and their problem in English learning. The researcher not only finds out the students' problem, but also the teacher's problem in teaching the student with different learning style.

The participants in this research are decided from the students of TKJ who has the highest score in each different learning style. The score of their learning style can be known after they have done the learning style test by using learning style inventory questionnaire. Therefore, each learning style has the representative participants that the researcher will observe their problem.

F. Definition of key term

1. Problem: a situation, person, or thing that needs attention and needs to be dealt with or solved.²² The problem is also decided as difficulty, disability, weakness, and issue of each learning style.
2. English Learning: The alteration of behavior as a result of individual experience in English language acquisition.
3. Learning style: It is habit, strategies, or regular behaviors concerning learning, particularly deliberate educational learning that an individual displays. In this study, learning style is the best way how students enjoy learning certain subject, based on their preference, whether visual, auditory or kinesthetic.²³
4. VAK (visual, auditory, kinesthetic) learning style is learning style theory that was developed in 1987 by Neil Fleming.²⁴ Visual learner prefers to learn by seeing, auditory learner prefers to learn by listening and kinesthetic learner prefers learn by doing. In different author, the term “kinesthetic learning style” is also called “tactile learning style”.

²²Cambridge University Press. *Cambridge Dictionary Online*. (<http://dictionary.cambridge.org/dictionary/british/problem?q=problem>,2013. Accessed on July 7,2013)

²³ Alan Pritchard. *Ways Of Learning Second Edition* (New York : Routledge, 2009), 41

²⁴ Dianna L. Van Blerkom. *Orientation to College Learning, 7th ed.*(Johnstown University of Pittsburgh, 2007) p 30