

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Learning is the effort put forth by an individual to achieve a new change in overall behavior as a result of his interactions with his surroundings (Slameto, 2003). According to Mandasari & Oktaviani (2018) Learning English as a foreign language, especially in a formal context, leads the students to have their strategy to achieve the objective of learning. In Indonesia learning is considered a foreign language since is not spoken in daily communication (Ambarwati & Mandasari, 2020). Learning is the product of the interaction between stimuli and reactions (Slavin, 2019). If a person can demonstrate a behavior change, he or she is said to have learned something. Learning is a processing activity that is a critical component of all types and levels of education. In the education aspect, technology plays an important role (Mandasari & Aminatun, 2020). This involves demonstrating that the success or failure of pupils in accomplishing educational goals is dependent on the learning process they encounter at school and home or in their families. As a result, educators, particularly instructors, must have a thorough understanding of the meaning of learning in all of its dimensions, forms, and expressions. Students' poor learning outcomes might be caused by errors or incomplete perceptions of the learning process and related issues.

Khairani (2014) says that learning is an activity of interaction between

individuals and their environment which aims to make changes in a person including changes in behavior, attitudes, habits, knowledge, skills, and so on that are constant. According to Ihsana (2017), learning is the process of going from not knowing to know, from not understanding to comprehending, and from not being able to get ideal results to being able to do so. According to Handayani & Aminatun (2020), English skill is important for everyone living in this globalization era to compete with others since English is used as a tool of communication internationally. English is the most widely used communication tool in the world, with people from all over the world using it to communicate their ideas, messages, aims, sentiments, and opinions. (Septiyana, et al, 2021) state that English is an international language that is learned by many people to catch up with the development of the world, especially in education, science, and technology. One of the tools that can help with learning and teaching is technology (Choirunnisa & Mandasari, 2021). English is taught as a foreign language in Indonesia, and it is studied from elementary school to university level. As a result, English is crucial, particularly in terms of education. Furthermore, through English, we can showcase the diversity of this nation's culture and language to people who are interested in learning more about it. According to Sari & Aminatun (2021), the position of English nowadays is important because many job sectors are looking for employees who are good at English. English is very much needed in the national and international arena.

According to Brown (2002), motivation and environment are two aspects that influence the learning process of English. To acquire English as a foreign language, motivation is crucial (Noviana & Ayu, 2022). Students who choose to learn on their own will learn more quickly than students who are forced to study by their parents. Therefore, parents must arouse students' interest or motivation first, then if students live in an environment where the majority of them speak English, it will usually be easier to learn this language. The more students use English, the easier it is for pupils to learn this language, and the better. Teachers must teach their students four language skills and linguistic components when studying English: listening, speaking, reading, writing, pronunciation, vocabulary, and grammar. Skills are a crucial component in the development of language competence. If the motivation and environment are supportive, then students will more easily understand the four skills and students should be able to use English in real terms.

To master these skills and components, although students have good treatment and facilities in teaching and learning activities, they have different learning styles and ways to achieve learning competencies. According to DePorter and Hernacki (2006), there are two categories of individual ways of learning. First, the way individuals can absorb information easily, this concept is called learning modalities. Second, is how individuals organize and manage that information, this concept called dominance absorbs, organizes, and manages information.

One of the most important aspects in determining how and how successfully students learn a second or foreign language is their learning style, which can affect their comprehension in reading, writing, listening, and speaking. This means that learning styles have an impact on how well you understand English. According to Ariastuti & Wahyudin (2022), the students' learning style preferences can be the insight for the teachers in managing classroom practice. Several studies on learning styles and language acquisition have been conducted. English demonstrates that there is a link between students' learning styles and their language acquisition success. Language learning includes understanding English skills such as reading, writing, talking, and listening.

Many variables or factors influence student learning styles, including physical factors, emotional factors, sociological factors, and environmental factors. Knowing student learning styles is important because it allows teachers to select teaching techniques and educational resources that are appropriate for their pupils. Teachers' inventiveness is required in this scenario when it comes to modifying instructional techniques and picking educational media. It is believed that the teaching practice must be relevant to the condition of the learners and provide them with wider opportunities to engage with the learning process (Wahyudin & Sari, 2018). Aminatun & Oktaviani (2019) state that teachers need to encourage their students to utilize technology for their studies. As a result,

it is envisaged that variances in learning styles among students will be effectively addressed. The success of the teaching and learning process is influenced not only by how the teacher teaches, but also, more importantly, by how pupils learn. According to Ayu & Zuraida (2020), students must find out how to spot, analyze, and develop ideas. Because learning styles are an aspect of a student's personality, they are significant in the teaching-learning process, and each student brings their learning style to the classroom. According to Wahyudin & Wahyuni (2022), Learning styles are not only aspects of processing information, seeing, hearing, writing, and speaking but also aspects of sequential, analytic, left-brain, and right-brain information processing. Learning styles are important in the learning process and the final results to be achieved; each student has a different learning style (Wahyudin & Rido, 2020). For that, a teacher must be able to identify student learning styles to provide the right teaching methodology for each student. Learning style refers to how students learn and comprehend information from their teachers in class. Learning style, according to Fleming and Mills (1992) is the inclination of students to embrace specific techniques in their learning as a type of responsibility to obtain a learning approach that is influenced by the demands of learning in class/school as well as the demands of the subject.

Slameto (1991) defines learning as a process through which a person changes his behavior as a result of the experiences he has had in his life's encounters. The eyes and ears are physical tools that are beneficial for

receiving visual and linguistic information, whereas thinking is a human psychological potential in the form of a complex mental system to absorb, process, store, and replicate information and knowledge. According to Hoque (2008) who investigated students' strategies and preferences in studying EFL, most students found learning English because of curriculum requirements, and that they studied English only for examination purposes. Many students have an impact on how they learn and how they apply the learning pattern is different from their classmates. This shows that it is very important for students to be aware of their learning styles to make the learning process more meaningful and effective so that optimal results from teaching can be achieved.

This research was conducted at SMKN 8 Bandar Lampung which is located at Imam Bonjol street no. 52 Kemiling, Bandar Lampung. The subjects in this study will be tenth-grade students majoring in office administration. The reason the researcher chooses this school is that in vocational school there are various majors so the process of learning English will be different from that in high school. Because there are some different materials in English between senior high school and vocational high school, the learning style will also be adjusted. Besides that, the researcher is also interested in knowing more about the learning styles applied by students because according to the observation, the student interest in learning English in vocational schools is low.

Based on the background above, the researcher will conduct a study titled **"A Study on the Tenth Grade Students' Learning Style in Learning English at SMKN 8 Bandar Lampung"** to examine the learning styles used by vocational high school students' in learning English and to find what are the learning style strategies used by the student in learning English.

1.2 Research Questions

Based on the explanation in the background above, the researcher formulates the research question:

1. What are the types of learning styles applied by the tenth-grade students' at SMKN 8 Bandar Lampung in learning English?
2. What are the students' learning style strategies in learning English?

1.3 Research Objectives

The objectives of the research are:

1. To find out what types of learning styles are applied by the tenth-grade students' of SMKN 8 Bandar Lampung in learning English.
2. To find out the students' learning style strategies in learning English.

1.4 Uses of the Study

The results of this study aimed to determine student learning style preferences. There are also many variables and various factors that determine the success of students including physical factors, emotional factors, sociological factors, and environmental factors.

1. Theoretically

This study provides new findings for teachers in understanding students' learning styles, styles to be applied according to students' needs.

2. Practically

Practically, this study is expected to have contributions for:

a. For the lecturer or teacher

The findings of this study should aid teachers in identifying students' learning styles and needs to help them overcome their weaknesses.

b. For the researcher

The researcher hopes that this research will provide new knowledge to the researcher herself about the strategies carried out by students in learning styles for English subjects. The author will do this study as one of the prerequisites for acquiring a bachelor's degree in English Education from the Faculty of Arts and Education, Universitas Teknokrat Indonesia.

c. For others

The researcher hopes that this research can be useful as a reference guide for further research to improve students' reading strategies and contributions that benefit society.

1.5 Scope of the Study

It is almost impossible to research to answer all difficulties; therefore, the researcher of this study limited the research study. In the academic year 2021/2022, the researcher focused on students' learning style and their learning strategies according to their learning styles in studying English in tenth-grade students at SMKN 8 Bandar Lampung.