

CHAPTER 1

INTRODUCTION

The first chapter emphasizes the explanation of why the research conducted this study. It is discussed through some subchapters including the background of study, limitation of study, research question, objectives of study, and benefits of study.

A. Background of the Study

English is an important lesson at school. Students study English language more than 10 years in the school, but there are many students who can not understand and practice english better. The success of teaching learning process is not only determined by how the teachers teach the students but how the students learn. Learning style is the ways of the students learn. According to Clark (2008) there are three types of learning style, namely visual, auditory, and kinesthetic learning style or (VAK) learning style. Visual learning style is learning by seeing, auditory learning style is learning by hearing and kinesthetic learning style is learning by doing.

Every student has different learning style. Students' ability to understand and absorb lessons is certainly a different level. There are students who understand lesson fast and very slowly. Students' success is not just dependent on how well they learn, but on how they learn. By using the learning styles, the students can study more effectively, because they can know about the ways that make them feel easy, enjoy and enthusiastic when they learn. 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 (Madika, 2008). 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.

Based on the background information above, the writer conducted research to know the most dominant learning style of tenth grade students in SMK N 1 Banyudono and to know whether the teachers' technique can accommodate students various learning style in SMK N 1 Banyudono. The researcher is interested in conducting research entitled **“A STUDY OF STUDENTS' LEARNING STYLE IN LEARNING ENGLISH AT THE TENTH GRADE STUDENTS OF SMK N 1 BANYUDONO”**

B. Limitation of the Study

The writer would like to limit the research on the preferred learning style of the students in SMK N 1 Banyudono and to know whether the teachers' technique can accommodate students various learning style in SMK N 1 Banyudono. Therefore, this study focused on X PM2 grade students' learning style in SMK N 1 Banyudono.

C. Research Questions

According to the title of this study, the writer presents the research questions as follows:

1. How are the students in SMK N 1 Banyudono distributed according to learning style ?
2. Do the teaching techniques used by the teacher accommodate students various learning style?

D. Objectives of the study

There are some objectives of the study according the research question as follows:

1. To find out the most dominant learning style of students in SMK N 1 Banyudono.

2. To know whether the teachers' technique can accommodate students various learning style in SMK N 1 Banyudono.

E. Significance of the Study

1. For English teachers

Through this study, the writer hopes that it can help the teacher understands about students' learning style. So, the teacher knows how the information or lesson is easy to understand by the students.

2. For the Students

The students can know what their learning styles, so they can study more effectively and easy to understand the lesson of the teacher.

3. For the writer

This study of this research can give explanation to the researcher about students' learning style.

4. For the reader

This research can inform to the readers about learning style and how the students applies it to learn.

F. Research Paper Organization

This research is divided into five chapters:

Chapter one is introduction which consists of background of the study, limitation of the study, research questions, objectives of the study, benefits of the study, and research paper organization. Chapter two describes theoretical review in this research, such as definition of learning style, mode of learning style, principles of teaching, the important of learning style, theory about techniques for teaching English, techniques in teaching English, media of visual, auditory and kinesthetic learning style, the previous study and theoretical framework. Chapter three is research method which displays the type of research, object of the study, data and data source, method for collecting data, and technique for analyzing data and credibility of data.

Chapter four contains finding and discussion of the research. Chapter five is conclusion and suggestion.