

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning style is a special or favourite way to learn something. Learning style is characteristics that someone has to receive a lesson. Learning style is the way in each individual learner begins to concentrate on, process, absorb, and retain new and difficult material.

Learning style influences the way people understand information and solve problem. Many people use a combination of learning styles, but sometimes many people tend to learn best by using just one learning style. Students have their own learning style. It may depend on the individuals' motivation, creativity and their ability. Students have a difference in characteristics. The differences of characteristics cause the differences on the students' learning styles.

The teacher sometimes does not understand that the students have different learning styles. Because of that, the teacher considers that the students are stupid and naughty. The teacher also considers that the students do not accept the material well. Actually, it is because of the difference in learning style between the student and the teacher. This mismatch makes some students does not accept the material because they have different learning styles.

In teaching process the teacher must understand the student learning style. The teacher should combine the learning styles because the teacher has lot of students with different learning styles. There are three major of learning styles. There are cognitive, sensory, and personality learning style. This study focuses on Sensory Learning Style. According to Oxford (2002:360) in (Fauziati 2015: 14), Sensory learning style is a physical, preceptual learning channels with which learner is most comfortable with. The writer used sensory learning style because realizing the phenomenon that every student has a sensory system. The sensory system needed a more stimulaion to learn something. There are five sensories needed by the students. Those are taste,

touch, smell, sight, and hearing. To give stimulation for the students, the teacher should understand the students' sensory learning style. Students in SMK Batik 1 Surakarta have a various learning style. Usually, the teacher taught their students with their own learning style. The style will be a parameter that teachers' learning style is the most effective style. In reality not all students have the same style. As a result many students who did not fit with the teaching style of their teacher. There are mismatch between the teacher and the students because of the different learning style.

Realizing the phenomena especially the term of sensory learning styles at the tenth grade students of SMK Batik 1 Surakarta, the writer was interested in observing their sensory learning style in learning English. The writer gives the title of the study **“THE STUDENTS’ SENSORY LEARNING STYLE IN LEARNING ESP AT THE TENTH GRADE OF SMK BATIK 1 SURAKARTA IN 2017/2018 ACADEMIC YEAR”**

B. Problem Statement

Based on the previous background of the study, the formulated problem statements are as follows:

1. What are the type of sensory learning styles of the students in learning English at the tenth grade of SMK Batik 1 Surakarta?
2. What is the most dominant types of students' sensory learning style in learning English at the tenth grade of SMK Batik 1 Surakarta?

C. Objective of the Study

Based on the previous background of the study, the research aims to describe:

1. To identify the type of students' sensory learning style at the tenth grade of SMK Batik 1 Surakarta.
2. To identify the most dominant type of students' sensory learning style at the tenth grade of SMK Batik 1 Surakarta.

D. Significance of the Study

Significances of the study are as follows:

1. Theoretically

This research results are expected to contribute to the development of education, especially in a learning style.

2. Practically

This study is expected to give advantage for:

- a. Students: By understanding learning styles and strategies, they will be able to improve their achievement in learning English.
- b. Teacher: It will give the teacher a real description about learning style and strategies of his students and also the importance of knowing his students' learning style to improve his students' achievement in learning English.
- c. Researcher: By knowing the finding of this study, the researcher will understand the importance of knowing learning style and strategies used by students in learning English.

E. Scope and Limitation of the Study

The study is conducted at SMK Batik 1. This research only covers sensory learning style in learning ESP. The study just discussed the dominant sensory learning style used by the student at the tenth grade of SMK Batik 1 Surakarta.

F. Research Paper Organization

Research paper organization will help the readers in understanding the substance of the study. Research paper organization in this study consists of five chapters.

Chapter I is an introduction. The content of this chapter is background of the study, problem statement, objective of the study, significance of the study, scope and limitatin of the study, and research paper organization.

Chapter II is review of related literature. The content is previous study, definition learning style, kind and the characteristics of sensory learning style.

Chapter III is research method. It contains seven points. There are type of the study, setting of the study, subject of the study, data and data source, method of collecting data, technique for analyzing data, and data validity/credibility data.

Chapter IV is research finding and discussion. The content of this chapter is divided into two; research finding and discussion of research finding.

Chapter V is conclusion, suggestion, and recommendation for the English teacher, students, and other researcher.