

CHAPTER I

INTRODUCTION

This chapter presents the background, the statement of problem, the purpose of study, the significance of study, the limitation of study, and the definition of key term.

1.1 Background of Study

In teaching process understanding the way people learn is an important thing or it can be the key of educational improvement. There is no doubt that many students have different learning styles. For examples, Some prefer to seeing than hearing, others interested in joining the group than working individually interested in joining the groups than working individually, another like to learn by using audio, picture and light which suitable. These learners is using language learning style. It is widely believed Celcc-Murcia 2001 (as cited in Reid 1987) that "learning style is a various ways of how a leaners take in and processes." When the teacher teaching strategy and the student learning style are mismatch, the student may become bore and passive in class, may also don't do the best for their tests. Teachers should provide teaching activities that are appropriate with how learners like to learn the language to achieve a desire learning outcome. Learning preferences is how a learner like to learn the language when the learning environment considered. For example, some prefer to learn by watching a video than hearing to their teacher explanation. " Learning preferences are kinds of learning environment such us sound, light, seating pattern as required emotional support" (Zayed 2007).

There are teachers who pay a little and attention to their students learning style preferences, but there also many teachers that not aware of them. Although most teacher knowing that their student come to English classroom with different preferences and interests, they are still rarely consult to their student in conducting language learning activities. So that they can't meet the learning needs of individual student. Therefore, teacher needs to find their student language learning style preferences.

Based on the phenomenon above, the writer curious about teachers awareness of their student language learning style preferences . Schools took place for the study deal with writers' needs was school that claimed as the most chosen destination schools in years, in other hand it called as favourite school. These kind of schools has a good English programs and activities such us debate class, telling story, English camp and students exchange.

Schools that met the writers needs was SMA Muhammadiyah 1 Gresik. Tenth grade students selected as the participant because as earlier as the student knows their language learning style preferences, it would be better. Students would have their own strategy to learn and master the language.

1.2 Problem Statement

This study is aimed at investigating students language learning style preferences and teachers awareness of them at SMA Muhammadiyah 1 Gresik. So this study should answer the following questions :

1. How do teacher aware of their students learning style preferences in learning English ?
2. What are the language learning style preferences of students at SMA Muhammadiyah 1 Gresik?

1.3 Purpose of Study

Based on the problem statement, the general objective was to describe what are the students language learning style preferences at SMA Muhammadiyah 1 Gresik. The purpose of the study was to find the teacher awareness of their students language learning style preferences.

1.4 Limitation of Study

In this research, the writer want to limit the topic and the discussion focus on what was the language learning style preferences of seventh and tenth grade students who are studying in SMA Muhammadiyah 1 Gresik and were their teachers aware of them. The scope of this study is at SMA Muhammadiyah 1 Gresik.

1.5 Significance of Study

The writer hoped that this research would have some significance in the educational improvement. There were two kinds of significance of the study in this research; theoretical and practical.

1. Theoretical Significance
 - a. For teacher, the result of research can be used as an input in improving students achievement by conducting students language learning style preferences with material and syllabus.
 - b. For other researcher, the result of research can be used as the

reference for those who want to conduct a research of language learning styles preferences in learning process.

2. Practical Significance

- a. For teacher, the result will help the teacher in improving the student achievement by conducting the students language learning style preferences with classroom activities.
- b. For students, they can increase their learning technique by indicating their language learning style preferences.

1.6 Definition of Key Term

To guide this study more easily to investigate, it is necessary to explain the key term :

1. Learning style is the way of how students at SMA Muhammadiyah 1 Gresik like to learn English.
2. Learning preferences is how are students at SMA Muhammadiyah 1 Gresik preferred learning environment such us sound, light, and seating pattern.
3. Teacher awareness is how are teacher at SMA Muhammadiyah 1 Gresik pay attention of their students language learning style preferences.