CHAPTER I
INTRODUCTION

This chapter presents and discusses background of the study, problem statements, objectives of the study, significance of the study, scope and limitation and definition of the key terms.

1.1 Background of Study

Knowing the phenomena that related to the difficulties in speaking learning and teaching in classroom, it is necessary to seek the causes of those difficulties. The mastery of English language itself maybe caused by many factors that related to the individual differences, such as beliefs, affective state, age, aptitude, learning style, motivation, and personality (Ellis, in Xu, 2011), in which, learning style may be the factors that need to be analyzed in English teaching and learning process, because learning styles is one of importance factors in explaining the teaching methods and strategies that must be selected by teacher in completing teaching process (Xu, 2011).

Further, Xu (2011) explained that learning styles is the favored or preferred way of learning for an individual learner and relatively stable for individual learner. Therefore, one way that can be taken in solving the learners' difficulties in speaking mastery is by analysing the students learning styles in order that teacher can determine the best methods and strategy in increasing students' speaking proficiency.

In optimizing students' speaking proficiency, it can be solved by considering the students' learning styles. The students' learning style may be classified based on the character of students' in learning process. As said by Kaufhold (2002:10) that"…the students learn in different way. Some students learn best by <u>listening</u> while other preferred mode of <u>reading</u>. There are those students who learn best by <u>watching</u> demonstration. At the same time, there are learners who must actively participate in <u>doing</u> activity."

Christison (cited in Ababneh, 2015) stated that there are three learning styles, they are cognitive style (field dependent versus field independent, analytic

versus global,reflective versus impulsive); sensory style (visual versus auditory versus tactile versus kinesthetic) andpersonality styles (tolerance of ambiguity, right brain versus left brain dominance). Kim & Kim (2014) stated that in sensory style, it can be explained that visual learning style leads students to rely on the sense of sight and visual aids to learn better. Auditorystyle refers to a preference for oraleaural learning channel and listening and speaking activities. As an example, while visuallearners need written directions from teachers, auditory learners need oral ones. Kinesthetic learners prefer to learnworking with objectsand moving around the room.

Further Haynes (cited by Xu, 2011) explained that in the implication in classroom, for auditory learners, they will be comfort to learn English by acttivities such as interviewing, debating, participating on a panel, giving oral reports, and participating in oral discussions of written material. For visual learners, they will prefer to learn English by activities such as computer graphic, maps, graphs, charts, cartoons, posters, diagrams, text with a lot of pictures. Whereas for kinesthetic learners, they will be comfort to learn English by playing games that involve the whole body, movement activities, making models, and setting up experiments.

Hence, in the class where teacher just implementing a teaching method for many students in classroom, it will cause the students may gain the various achievement in English speaking proficiency. Several studies claimed that there is significant relationship between students' learning style with students' English proficiency (Ababneh, 2015; Kim & Kim, 2014) and English achievement (Ababneh, 2015). Tabatabaei & Mashayekhi (2013) also revealed that the level of students' English proficiency are different among students based on students' learning styles.In which the visual learners is the most, then followed by auditory, and the least preferred learning style was kinesthetic.Kim & Kim (2014) revealed that for elementary and high school students, the most dominant learning style that can encourage English proficiency is visual style, followed by auditory and kinesthetic styles. For junior high school students, auditory style was the most preferred one, followed by visual style and kinesthetic styles.

Therefore, this study attempts to investigate the students' learning styles in supporting students' speaking proficiency at JAC School Surabaya. JAC School Surabaya is the school which designed to empower students to be academically competitive in a constantly changing world. Its curriculum is committed to helping our student discover talents, increase competence, develop imagination, and expand academic and personal horizons.Since established in 2007, JAC School's quality in education has been proven by consecutively year by year, achieving several prestigious awards held by national organizations in the field of education and school, which some of them were signed by the Minister of Education and Culture of the Republic Indonesia.

As International school, speaking in English is a must. Therefore, all students must be able to speak English fluently.Mastering in speaking Englishcan develop since elementary school through three learning styles (visual, auditory, and kinesthetic), Therefore, this study will investigate the students' learning styles and their English speaking proficiency at elementary class of JAC School Surabaya.

1.2 Problem Statements

Based on the description related to the students' learning styles and speaking proficiencies, the problems of this study are:

1. How doesthe visual learning style support students' speaking proficiency at JAC School Surabaya?
2. How does the auditory learning style support students' speaking proficiency at JAC School Surabaya?
3. How does the kinesthetic learning style support students' speaking proficiency at JAC School Surabaya?

1.3 Objective of the Study

The objectives of this study are:

1. To describe the visual learning style in supporting students' speaking proficiency at JAC School Surabaya.

2. To describe the auditory learning style in supporting students' speaking proficiency at JAC School Surabaya.

3. To describe the kinesthetic learning style in supporting students' speaking proficiency at JAC School Surabaya.

1.4 Significance of the Study

The significances of this study are:

1. Theoretically, this study can broaden and deepen the knowlege related to the English teaching-learning for non-English student by non-English teacher. Beside that, this study can encourage and support the future researcher as a reference for their study with the similar topic.

2. Practically, this study can help the non-native lecturer in improving their English teaching-learning, especially in improving speaking proficiency by applying the learning method based on students' learning style.

1.5 Scope and Limitation of the study

To avoid long and wide descriptions of this thesis, its discussion is limited to certain topics. It is only concerned in speaking proficiency at JAC School Surabaya. The topic of this study is to observe how visual, auditory, and kinesthetic learning style in supporting the students' speaking proficiency through several indicators. Those indicators are processing efficiency, speed fluency, repair fluency, accuracy, and syntactic complexity (Koizumi and Nami, 2013).Many students consider capable of speaking a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be. Speaking is fundamental to

human communication. As educator, a teacher should pay attention to these principles:

1) Fluency and accuracy
1) Pronounciation
2) Feedback and correction
3) Optimize natural link between listening and speaking
4) Conversational discourse
5) Affective factors

1.6 Definition of the key terms

This research uses several terms associated to the research undertaken. Some of the terms are as follows:

Visual learning, it is a way of learning that related to the use of images.

Auditory learning, it is a way of learning that related to the use of sounds through listening activities.

Kinesthetic learning, it is a way of learning that related to the use of activities that involves its learners.

Proficiency, it refers to the system of assessment which means to measure the ability, knowledge, or skills based on certain standards.