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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language that is used by almost all of the countries in the world. In many countries English is learned as a language, especially in Indonesia. Thus, English is viewed as the first foreign language so that it becomes a compulsory subject either at school or university. Therefore, the mastery of English is imperative for Indonesian students.

As a compulsory subject, learning English must be mastered by students. The success in learning English can be visible from the reached achievement after the students learning in a particular of time. If the achievement has fulfilled the targets, the students are success, if the students have not fulfilled the target yet: it means that they have not yet success.

State Senior High School 1 Bandar Petalangan is one of schools in Pelalawan Regency that implements curriculum 2013 (K13) as a guidance in teaching and learning. In this school, English is taught from the tenth grade until the twelfth grade. The process of teaching and learning of English subject in this school is taught twice a week with the time allocation 90 minutes for one meeting at the school. While the minimum standard of the score in this school for English subject is 65. Based on the syllabus of State Senior High School based on the latest curriculum (Kurikulum, 2013) of learning English targeted that students should have knowledge of factual, conceptual and procedural in science, technology, art, and culture with

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insight into humanity, national, state, and civilization-related phenomena and events that seem eye. Besides they should have a behavior that reflects the attitude of the faithful, noble, confident, and in charge of interacting effectively with the social and natural environment in a range of relationships and existence. It also must have the ability to think and act in an effective and creative both in the abstract and the concrete in accordance with the things they've learned in school or other learning resources similar to those obtained in the school. Then, some of the capabilities that must be mastered by students at a glance can be categorized as follows and examples:

- a. Knowledge (cognitive): Critical and creative power; analysis and evaluation capabilities.
- b. Attitude (affective): religiosity; consider the values of morality in seeing a problem; understanding and tolerant of dissent.
- c. Skills (psychomotor): communication; expert and skilled in the art.

As statements above, it is clear that learning English requires many aspects that must be mastered by the students; it means that if students are not able to master the aspects that are necessary for English as what is required by the curriculum, so learning English Process is not effective.

Based on preliminary observation and interview with the teachers of English at the tenth grade students of State Senior High School 1 Bandar Petalangan, it's clear that some the students are getting difficult in English subject. Some of the students get difficulties to understand when the teacher

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explains about the learning materials and some of the students are not able to identify information or knowledge needed. However, students' English achievement is still less than the expectation teachers want from the curriculum.

The problem may come from the external and internal factors. The internal factors come from the students themselves. The writer expects one of the internal factors is students' learning style. According to Tutton (2013, p. 6) learning styles are the ways an individual receives and processes information. Enid Leonard (2005, p. 2), classified learning styles into visual, auditory and kinesthetic styles. Supported by Oxford (2003, P. 1) learning style is one of main factors that help to determine how and how well students learn a second or foreign language which can influence their English achievement. In addition, Daouk (2013, p. 3) stated that students' academic achievement positively increases if they are aware of their learning style and how they learn best. Besides, Rohmatullah (2010, p. 27) state English achievement in visual learner is lower than English achievement in auditory learner. Therefore, the writer was interested to do a research on English achievement between visual and auditory learning style at the tenth grade of state of State Senior High School 1 Bandar Petalangan.

In accordance with the preliminary observation which had been done by the writer at the tenth grade of State Senior High School 1 Bandar Petalangan, the writer found some phenomena, such as:

1. Some of the students did not consider about their own learning styles.

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2. Some of the students still get difficulties to understand the materials.
3. Some of the students only hold visual style in learning English.
4. Some of the students only hold auditory style in learning English.
5. Some of the students get good and not good score in the examination or the test.

By considering the problems depicted above, it was clear that some of the students in the tenth grade at State Senior High School 1 Bandar Petalangan still have the problems in learning English. Therefore, the writer would like to investigate the problems by comparing students' English achievement between two major of learning style, they are visual learning style and auditory learning style. Furthermore, the writer choose "The Comparison on Students' English Achievement Between Visual and Auditory Learning Style at the Tenth Grade of State Senior High School 1 Bandar Petalangan" as the title of this research.

B. Problems of The Research

Based on some phenomena depicted in the background, it is clear that there are many students encounter problems in the classroom activities. To make the problem of this research clearer, thus, the problems of this research are identified as follows:

1. Identification of the problems

In accordance with the explanation above, the writer identifies the problems as follows:

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- a. What made some of the students did not consider about their own learning styles?
- b. What made some of the students get difficulties to understand the materials?
- c. What made some of the students only hold visual style in English?
- d. What made some of the students only hold auditory style in learning English?
- e. What made some of the students get good and not good score in the examination or the test?

2. Limitation of The Problem

Based on identification of the problem, the writer needs to limit and focus the problem of her research on the comparison on students' English achievement between visual and auditory learning style at the tenth grade of State Senior High School 1 Bandar Petalangan.

3. Formulation of the Problems

The writer specifies the problems discussed in the following formulated questions:

- a. How is students' visual learning style on English achievement at the tenth grade of State Senior High School 1 Bandar Petalangan?
- b. How is students' auditory learning style on English achievement at the tenth grade of State Senior High School 1 Bandar Petalangan?

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- c. Is there any significant difference on the students' English achievement between visual and auditory learning styles at the tenth grade of State Senior High School 1 Bandar Petalangan?

C. Reason for Choosing the Title

There were some reasons why the writer was interested in carrying out this research based on the following reason:

1. The title of this research was relevant with the writer's status as a student of English education department.
2. The title of this research was not yet investigated by other previous writers.
3. The location of this research facilitated the writer in conducting this research.

D. The Objective and Significance of the Research

1. The Objective of The Research

The objective of the research

- a. To find out visual students' English achievement at the tenth grade of State Senior High School 1 Bandar Petalangan.
- b. To find out auditory students' English achievement at the tenth grade of State Senior High School 1 Bandar Petalangan.
- c. To find out the significant difference of students' English achievement between visual and auditory learning style at the tenth grade of State Senior High School 1 Bandar Petalangan.

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2. Significance of the Research

- a. To enlarge writer's knowledge about the difference on students' English achievement between visual and auditory learning style at the tenth grade of State Senior High School 1 Bandar Petalangan.
- b. It can provide useful information for the readers in conducting a research.
- c. Fulfilling one of the requirements to finish writer's study as a student of English Department in State Islamic University of Sultan Syarif Kasim Riau.

E. Definition of the Term

The topic of this research is the comparison on students' English achievement between visual and auditory learning style at the tenth grade of State Senior High School 1 Bandar Petalangan. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research, they are:

1. Learning styles : Keefe (1979, in Brown 2000, p.114) defines learning styles as a "cognitive, affective, and psychological traits that are relatively stable indicators of how students perceive, interact with, and respond to the learning environment. Moussa (2014, p. 19) says that learning styles is how students interact with their learning environment. In this research, learning style refers to ways of how a students perceives the information during learning and teaching process at the tenth grade of State Senior High School 1 Bandar Petalangan . The

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sensoryb styles in this term will be categorized as visual and auditory which seem to be the most popular and easiest model nowadays.

- a. Visual students : According to Brown (2007, p. 129) said that visual students remember best what they see: students who tend to prefer reading and studying charts, drawings, and other graphic information. In this research, the visual students refer to the students at the tenth grade of State Senior High School 1 Bandar Petalangan who tend to prefer reading and studying charts, drawings, and other graphics information.
 - b. Auditory students : This term is used to identify the style of the students who prefer to learn through hearing something such as lectures and (Brown, 2007, p. 129). In this research, the auditory students refer to the students at the tenth grade of State Senior High School 1 Bandar Petalangan who tend to prefer hearing something.
2. Comparison: the way to search for similarity and variance of two sets of items (Mills et al, 2006, p. 621). In this research, the term of comparative study refers to the comparison on students' English achievement between visual and auditory learning style at the Tenth Grade of State Senior High School 1 Bandar Petalangan.
 3. Students' achievement: The result of learning process is an important thing to know how well the learning process running. The result of learning process is students' achievement. It is a measurement for students to know how well they get knowledge from learning process in

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the class and also for teachers to know how well the students can absorb the materials from teaching process. According to Sally Wehmeier et al (2005 in Rahmatullah 2011, p. 7) achievement is a thing that somebody has done successfully. It can be inferred that *a thing* and *somebody* based on the statement above stressed in *learning* for a thing and *students* for somebody. Achievement in this research refers to the students' accomplishment on a final test of their knowledge and their skills in English.

Students' knowledge and students' skill can be measured based on their achievement of learning by doing the test. The score may be taken from the average of daily test score, mid-test score, and final-test score of students learning result.

So, the achievement in this area is the score of final test of English that was obtained by the students who had followed the teaching learning process for several times in State Senior High School 1 Bandar Petalangan.