

CHAPTER I

INTRODUCTION

This chapter presents an overview of the background to the problem, research questions, operational definitions, objectives and research uses. That explains why this research is important to be studied relating to the topics in research fields.

1.1 Background of the Study

In the English-speaking class, which is considered as a difficult skill to some students, exploring the students' learning styles used also be beneficial (Nazara, 2011). The benefit of recognizing the students' learning styles is finding the appropriate methods in teaching speaking to reduce their negative perspective on the difficulty in speaking. This notion is relevant to the study conducted by Zhang (2009) which argues that speaking remains the most difficult skill to master for most English learners, and they are still incompetent in communicating in English. In addition, Bashir, et al (2011) report that the difficulty in speaking English started from a feeling of shame to express it. Shyness makes it difficult for students to develop a speaking skill which causes students to not get the opportunity to speak English, both inside and outside the classroom. Therefore, understanding how students learn which learning styles they prefer are useful steps to reduce their shyness and improve their speaking competence.

Among the influential factors that contribute to the students' success in studying the English language is their styles of learning because one student and another have diverse learning styles. Many students feel that they do not feel comfortable with one of the learning styles when they learn English speaking. So, knowing what learning style they are interested in is important. In addition, for the teacher also, knowing the concepts of implementing learning style in class is very necessary. This notion is in line with the statement of Phantharakphong (2010) mentioning that learning style is one way of implying that different people learn in different ways and that it is important to understand their own preferred

learning style to improve the learning abilities as well as achieve successful learning goals. Therefore, recognizing the students' learning styles can provide benefits for teachers in preparing the appropriate teaching methods. Payaprom & Payaprom (2020) argue that knowing the students' learning styles is a good place to start when designing effective instruction. This implies that to achieve the successful teaching and learning objectives, teachers must consider students' learning style as the factor that supports the process.

Contextually, there is one junior high school in Pangandaran whom the researcher has access to investigate the situation. In this school, the researcher found that the students performed various behaviors while studying speaking. For example, when I was instructed to learn to speak English with a discussion learning style, some students seemed very interested in participating in the lesson and some students did not like and were less interested in the discussion learning style, and when I changed my learning style to speak English by showing In the video, some students seem quite active and enjoy learning to speak English with this learning style. Therefore, the teacher sometimes had difficulties in handling some students who did not pay attention, while in some other times, the students were happy that some students could engage actively in learning speaking. As a result, those students produced their speech differently. This is what made me interested in researching what learning styles are in demand and how these learning styles affect the ability to speak English students, especially in the ninth grade in one of the junior high schools in Pangandaran. Understanding the various behaviors performed by the students and its relation to the speaking performance, the researcher is interested in conducting a study to scrutinize students' learning styles in the speaking class since one of the factors that influences the success of foreign language learning is students' learning styles Ahmed (2012). Learning styles can help students easily receive information with the modalities they have. In general, White (2004) wrote in an article that every child has three learning modalities, namely visual, auditory, and kinesthetic.

A previous study carried out by Nuraini (2019) reports that every student has their learning style and strategy. Learning strategies that an individual uses in

the process of education are closely related to his/her learning style, while learning strategies can be learned and changed, learning styles remain stable and unchanged characteristics of the person. Nuraini was interested in analyzing the most employed learning style and strategy in the bilingual class. However, in this study, the researcher only focused on examining learning styles in learning speaking and the participants were not from the bilingual class. This study aims to analyze the learning styles of English learners in speaking class, mainly in the ninth-grade students at a junior high school in Pangandaran. This research is expected to be useful for teachers, students, readers, and researcher to consider the speaking needs of their language learners, learning styles in the context of teaching and learning English in speaking lessons.

1.2 Formulation of the Problems

The researcher intends to focus on how to find out the answer to the following questions:

1. What kind of learning styles of speaking are employed by the ninth-grade students in Junior High School?
2. How do their learning styles contribute to their speaking skill?

1.3 Operational Definitions

Learning style is a learning preference shown by students which refers to the way students study English speaking based on their characteristics, strengths, and ways to receive and process information. In this context, there are three main learning styles, namely visual, auditory, and kinesthetic.

Speaking is the most difficult and important skill to communicate in various aspects of life. Speaking practice is the most reliable route for authentic communication in developing students' speaking skill and there are many different styles that students use to become active speaking.

1.4 Aims of the Research

The research formulated the objectives of the study:

1. To know what kind of learning style of speaking is employed by the ninth grade in Junior High School.
2. To know how students' learning styles contribute to their speaking skill.

1.5 Significance of the Study

1.5.1 Theoretical Uses

- a) This research expanded knowledge about students' learning styles and how these learning styles contribute to their speaking skill.
- b) For the completeness of knowledge, skills and their application of the knowledge that has been obtained in learning to speak English.
- c) To be able to find out what and how students' learning styles affect the English Speaking skills of human resources students good, true and appropriate so that it can improve the quality of education in one of the junior high schools in Pangandaran.

1.5.2 Practical Uses

- a) This research is expected to be useful for reference and knowledge that occurs in learning to speak English at the school.
- b) For the school to prepare resources for a good human being and always develops a learning style in learning to speak English.
- c) This research can be useful to teachers, students, readers, and other researcher to consider language learners' speaking needs, learning styles in the English language teaching

1.5.3 Empirical Uses

This study provided empirical insight into what and how students use learning styles for speaking skill.