

CHAPTER 1

INTRODUCTION

1.1 Background

Language learning styles and strategies are among the main factors that help determine how – and how well – our students learn a second or foreign language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted. (Oxford, 2003). When students learn a second language or a foreign language, they must feel completely comfortable with learning in the classroom. with student styles and strategies that are fulfilled, they can follow the class well.

Understanding learning styles can be considered one of the key components of managing classroom teaching strategies (Jaeger et al., 2007). The VARK learning style enables teachers to expand their repertoire and strategies in teaching and learning processes. Most English teachers in secondary schools focus on linguistics and logistics when teaching in the classroom (Kartiah, 2014). There is teachers need to understand student's learning styles, don't focus too much on linguistics and logistics when teaching in the classroom.

The acronym “VARK” stands for Visual, Auditory, Reading/writing, and Kinaesthetic - and refers to the different learning styles we as humans have when learning new information. Individuals are identified by the style they identify with the most when learning. People think and learn in different ways, but some of us learn better in some ways than others. Learning styles involve ways in which people learn. Each of us has a variety of learning styles. Some people may use a learning style less than other styles. Other people may use different styles in different environments. The ability for less dominant styles may be developed as well as styles that have already been effectively used. students with a learning style preference will learn more effectively if the learning process is guided according to their preferred style. Success in our life style much depends on the learning styles, which are very

important to be known by educators (Myftiu, 2015).

The VARK model of students' learning styles, developed by Neil Fleming, is commonly used by most researchers. VARK stands for Visual, Auditory, Reading/Writing Preference, and Kinesthetic. Students have different approaches to how they interpret information, which is referred to as "preferred learning modes" in the model. (Cabual, 2021)

The study by Jenny et al, (2019). This study investigated the learning styles of the students, the study showed that it is necessary to study other variables, such as motivation, study habits, environments for learning, etc., to know if the variables mentioned related to learning styles help improve academic performance. With the technique of collecting the data is questionnaires were distributed to the students via online (Google Forms).

The phenomenon that occurs in the practice of learning English is that when learning using images or interesting media such as videos, illustrated PPT, learning with movement students look interested and focused while learning. However, if learning only uses sound without any media, sometimes students do not pay too much attention when learning. Hence, they are not interested in learning it by conducting a pre-interview with 1 of 5 students to ensure that this research is appropriately on target by using questions about learning styles and learning English.

The urgency of this research focuses on students' difficulty in practising English. Even though a previous study has investigated the students' learning styles when English language learning activities, scrutinizing the students' learning styles amid English language learning practices viewed from the VARK perspective in a Junior High School is under-research. Therefore, this study aims to fill the GAP. In Indonesia, rarely research on students' learning styles amid English learning practice.

1.2 Formulation of the problem

The research question in this study is “What are learning styles represented by the students’ amid English language learning practices in the classroom viewed from the VARK perspective?”

1.3 Operational definitions

To avoid misunderstanding, the terms set out in this study are defined, the researcher provides the definition related to this study as follows:

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| 1.3.1 Students’ Learning Styles | The learning styles of the students in the classroom are different, making students become a several characters, some are very excited if given a picture when learning, and there are also those who are less interested if they learn only using textbooks or just listen to the teacher’s explanation. |
| 1.3.2 English Language Learning Practices | Learning Practices English in schools aims to develop four language skills, namely reading, listening, writing and speaking. In other words, English learning is given so that students are able to communicate and discourse in a certain level of literacy. |
| 1.3.3 VARK Perspective | These different student learning styles make some students like learning using visual, auditory, reading/writing and kinesthetic. That way from here it can be seen that the learning style of students |

can be seen from the perspective of VARK.

1.4 Aim of the research

This study aims at learning styles represented by the students amid English language learning practices in the classroom viewed from the VARK perspective.

1.5 Significance of the study

This research is expected to generate beneficial results in three ways.

1.5.1 Theoretical contributions

This research will expand the contribution of existing theories about using students' learning styles in learning English practices in Junior High School with a VARK perspective.

1.5.2 Practical contributions

This study helps teachers include two learning strategies tailored to each students' learning styles. Because some students learn more quickly through writing and reading, some even prefer learning through movement; employing two different teaching methods also makes it easier for students to absorb the presented information. We make every effort to ensure that all students can participate in class effectively and comprehend by being aware of their individual learning preferences. This research will also make teachers pay more attention to students and make it easier for

teachers to teach lessons. And students can also focus more during class.

1.5.3 Empirical contribution

Considering that previous research shows that not all teachers are always aware of the variations in their students learning styles and cannot be equated, this research looks at how to identify children's learning styles using the VARK theory. This study expands on research dealing with student learning styles amid English learning practices in junior high school.