

CHAPTER I

INTRODUCTION

In this chapter, the writer presents background, research problem, aim of study, significance of study, implication and application as a guideline for this research.

1.1 Background

Learning is a process of individual behaviour changing through interaction to the all situation around the individual environment. It can be also called as process of guidance to the objectives and doing through experiences, those are seeing, observing, and comprehending about something. It means that learning is something that people did in their activity and in we have all participated. When learning, people do many things like trying, researching, experiment, trial and error, and others as learning activity.

In learning activity, students do many activities to achieve the learning objectives for example mastering subject as preparation for the test, memorizing new vocabularies and categorizing them, doing assignment, developing material or skill that we mastered ever. Moreover, in learning language, students try to use language and its use in other to communicate with speaker of the language. From that definition, writer can take statement that people need to learn language to express, create, and maintain social and interpersonal relationship in our daily activities.

Learning language activity is to direct students to express their feeling and communicate the feeling, ideas, and through by using of conventionalized sign, sounds, gestures, or marks having understood meaning (Brown, 1980 : 5). It can mean that students use language actively to communicate and interact with others both in speaking as well as writing.

Language that are most used by people in every country is English. In Indonesia, English rules as a compulsory foreign language that must be learned by students from elementary until senior high school. Besides that, mastering English for students is important, they can learn many knowledges and skill with English.

In learning English, some students perform more successfully than the others for some reasons; those are social, aptitude, effective, personality, biological and cognitive. All of them can effect the foreign language acquisition capability of learners. Besides that, the important variables in language learning are age, sex, motivation, attitude, aptitude, personality, learning strategies, and learning styles. Thus, some students perform different from the other in their learning process which decide their English learning outcomes.

Many teachers still do not realize that the ways students process and understand information are different. Teacher has to understand the importance of involving all of their students in learning process. They

many take account of learning differences and increase the possibilities of success for all learners.

Hamalik stated that there are several elements in learning process, such as : learning motivation, learning material, learning equipment/ aids, learning environment, challenging and exciting including to decide appropriate technique, strategy, or learning styles for processing learning materials.

Learning styles are different methods of learning or understanding new information, the way a person takes in, understands, expresses, and remembers information. It can be understood that learning styles influence the learning process which also influence students learning outcomes. Learning style can be used by students to learn language, including English. They can select learning style that is suitable for them to learn and practice English by themselves. So, the students will learn best if taught in a method or strategic appropriate for the students learning styles.

Jensen (2011) divide learner types into three parts, such as visual learner, kinesthetic learner and auditory learner. Each learner type displays several activities inside and outside classroom. Most of students may have some general idea about how to learn better. For example, they use visual guidance like short-card when they forget them. Another example they like listening English song and see the lyric of the song.

Each students has their own learning style. The use their learning style type to enhance their knowledge and skills in English learning

process. They learn through seeing hearing, or doing something. They do some learning activities in classroom which relate with their learning style, like making a group discussion, grouping for dialogue, and watching video or movie. In this case, students learning style types help teachers to develop their classroom activity. The teacher can improve a good learning environment; challenging and exciting include deciding appropriate technique, strategy, or learning styles for processing learning materials to overcome students different learning style in English learning process.

The author is interested in doing this research because the author want to made obsevation in elementary school, to be precise at SD Inpres Sanggaoen – Rote. The author wants to make observations how to learn English using games for children. Thus, the authors choose three games in English, namely : Simon says, Charades, and Dabble. From these three games, the author began to apply them in the school to help children learn English through games. Based on the above statement, the authors are interested in examining the title : A DESCRIPTIVE STUDY OF LEARNING STYLES THROUGH TEACHING ENGLISH FOR YOUNG LEARNERS SECOND GRADE USING THREE GAMES AMIDST PANDEMIC AT SD INPRES SANGGAOEN – ROTE.

1.2 Research problem

Based on the introduction of the study above, one problem that can be formulated as follows :What are the students learning styles of teaching games amidst pandemic at SD Inpres Sanggaoen - Rote ?

1.3 The aim of Study

The study is aim at to find out the students learning styles of teaching English using three games amidst pandemic at SD Inpres Sanggaoen - Rote.

1.4 Significance of Study

In relation to the context of the study (Cambodian context), this study would be significantly viewed as an evidence to the reasons why games are chosen to use in the language by the teachers. Furthermore, this study would also be considered as the driving force in the creation of professional development program or session in which teachers will be guided on how to choose appropriate games to use in their class as well as the creation of game assessment checklist for the teachers. Lastly, the findings in this study would act as proofs to convince other teachers (spesifically those who teach young children) who still adopt traditional style of teaching to start considering using games in their to fit with student's interets as well as improve student's learning.

1.4.1. Implication

The study support the theory by Berman (1998) described three different types of learning styles such as visual learners, auditory learners and kinesthetic learners. Furthmore, there are some teaching activities that can accommodate the three learning styles.

1.4.2. Application

This result of this study is expected to be useful for the writer, reader, and feature researchers.

1. The writer

The study is expected to give more knowledge to the writer about observation about, A Descriptive Study of Learning Styles Through Teaching English For Young Learners second grade Using Three Games Amidst Pandemic at SD Inpres Sanggaoen – Rote.

2. Readers

For the readers, this study is expected to provide information and methods about,

A Descriptive Study of Learning Styles Through Teaching English For Young Learners second grade Using Three Games Amidst Pandemicat at SD Inpres Sanggaoen – Rote.

3. Further

For the further researchers, this study is expected to be one of reference to conduct a deeper study about Learning Styles Through Teaching English For Young Learners Using Three Games Amidst Pandemic at SD Inpres Sanggaoen – Rote.