

Chapter One

Introduction

In chapter one, the researcher will offer background on the research, identification of the problem, limitation of the problem, research question, objective of the research, and significance of the research. The researcher will explain it one by one in the following parts.

Background of the Research

Learning styles can play an important role in helping students' academic ability in the teaching and learning process. Learning styles are important, but why do many people not know and apply them? In the past, when the researcher was in senior school, the researcher did not hold a learning style test. The researcher knew that the learning style was only at the course. It can be seen from the way the tutors teach there, using colorful markers, using symbols that make it easier for students when reading notes, and then giving formulas that are easy to memorize. From there, the researcher knows that different learning styles also have different ways of teaching. Higerson - Volk (1987, as cited Bakri, et al., 2019) The effect that will be very visible is that students are slow to improve their education. According to Dunn and Honigsfeld (2013), to avoid academic failure, the recognition of students' learning styles strengths can lead to the use of personalized instruction by capitalizing on diverse learning needs. For students with varying learning styles, educators may also want to consider ways to include

alternate tools for teaching the material differently. Compatibility between the learning style and the teaching style can improve student learning and motivation. If it is not suitable, it will usually have a negative impact on students, such as being lazy, not interested in learning, and so on. It is the effect of the mismatch between teaching and learning styles (Ahmad, 2011).

There are many kinds of learning styles, depending on other researchers. Kolb, A. Y. and Kolb, D. A. (2017) divide learning styles into four types, namely, accommodating, assimilating, converging, and diverging. Additionally, Kolb (2017) discerned nine more types, such as initiating style, experiencing style, imagining style, reflecting style, analyzing style, thinking style, deciding style, acting style, and balancing style. The researcher discussed it in chapter two. Reid (1995, as cited by Ahmad, 2011) divides learning styles into several categories commonly known by people, namely, visual, auditory, kinesthetic, tactile, group, and individual. Flemming (2019) also divides learning styles into VARK, which stands for visual, aural, read-write, and kinesthetic. Many researchers have found their own type of learning style. According to the researcher's own experience in the English Language Education Department (ELED), many students still did not know what type of learning style they should use. Research about this learning style has not been very researched. Therefore, the researcher wants to research this learning style. This research examined students' preferred learning styles in the English Language Education Department, batch 2018, and find out the differences in preferences between genders. By choosing Flemming's (2019)

learning style, the researcher interested in conducting research on the students' preferred learning styles at one of the Islamic private universities in Yogyakarta.

Identification of the Problem

Based on informal observations with English Language Education Department (ELED) students, there are some students who already know their own ways of learning. However, many of them are still confused about what type of learning style suits them. Many students are overwhelmed by the way they learn and have trouble catching up with other students because they do not use the right learning style for themselves. Due to students' personal differences, they use different learning styles. Students who use a learning style that is in accordance with their personality tend to have good learning achievement (Bakri, R. A., et al., 2019).

There are some types of learning styles, namely VARK (visual, auditory, read / write and kinesthetic) with the variation of learning styles, it is known that each student used different learning styles. For example, students who have a kinesthetic learning style cannot use learning styles that require activities such as those commonly used in ELED to make role play (plays) or other activities if the teacher does not provide these kinds of activities. There are also students who can learn only by listening to sounds (auditory), even though they do not pay attention to the teacher who is explaining the learning material. However, there are students who must see (visually) the teacher explain the lesson in class and students who

use reading / writing need to write or read notes or books to help them understand the subject matter.

Delimitation of the Problem

In this section, the researcher focused on ELED students' batch 2018 preferred learning style at one of the Islamic private universities in Yogyakarta. The language style that the researcher used is Flemming (2019) which has four types of learning styles. Those learning styles are visual, auditory, read/write and kinesthetic. Moreover, this research also focused on the gender difference in preferred learning styles to give obvious information about what learning styles males and females use. This study excluded any elements such as personality features, teaching methods, and students' personal backgrounds. Hopefully, this study will provide the institution with information about the learning style of the English Language Department of a private university in Yogyakarta to help improve their learning by using the proper language style.

Research Question

From this research, researcher has two kinds of question to discuss in this research:

1. What is the preferred learning style among ELED batch 2018?
2. What is the difference of students' preferred learning style based on gender?

Purpose of the Research

The objective of the research is to discover the most preferred learning style in the English language education batch of 2018 at one of the Islamic universities in Yogyakarta and the different preferences of learning styles based on gender.

Significance of the Research

This research is aimed to deliver benefits to these parties:

Students

Students are supposed to learn their own learning style from reading this research. Meanwhile, the students will know how to use their learning style to help them and know what types of learning styles exist.

Lecturers

The researcher hopes that lecturers who read the current study will be able to assist them in creating more variety in the educational and learning process to arouse all the students in the class. The researcher hopes that the lecturers who read the current study can help them in creating more variety in the education and learning process to arouse all students in the class. and have more awareness of the importance of student learning styles.

Other researchers

The researcher hopes that the findings of this research can be referenced by other researchers in writing their research about learning styles and gender differences. This research can be used by other researchers as a previous related study of learning styles, determining the preferred learning style based on gender difference.

The Organization of the Chapter

In this research, there are five chapters that discussed by the researcher. The first chapter will be the research's background, identification of the problem, limitations of the problem, research questions, objectives of the research, and significance of the research. Chapter two will discuss learning styles, their definitions, kinds of learning styles, gender and learning styles, their differences, related reviews, and hypotheses. Chapter three will discuss research design, research setting, research population and sample, research instrument, validity, reliability, data collection, and data analysis. Chapter four will discuss findings and discussions based on SPSS to analyze the data that was taken from the respondents. Chapter five will discuss the conclusion and recommendation, which is the whole of this research, from the initial introduction to the findings. Everything is discussed in outline in this chapter.