

CHAPTER I

INTRODUCTION

A. Background

The 21st century is the century of knowledge where knowledge will become the main foundation of all aspects of life. Age of knowledge is very influential on education, and employment. Education is one of the most important things to equip students for the future. For this reason, a meaningful learning process determines the realization of quality education. Students need guidance, encouragement and adequate opportunities to learn and learn things that will be needed in everyday life in society and the state. Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which states that "That the national education system must be able to ensure equal distribution of educational opportunities, quality improvement as well as the relevance and efficiency of education management to face challenges according to the changing demands of local, national and global life so that It is necessary to renew education in a planned, directed and sustainable manner. (sumberdaya.ristekdikti.2010).

Learning is an active process. Learning is the process of reacting to all situations that exist around the individual. Learning is a process that is directed to one goal, the process of doing through various experiences. Learning is a process of seeing, observing, understanding something that is

learned. When we talk about learning, we are talking about how to change the behavior of a person or individual through the various experiences they have. Learning is basically a stage of activities carried out by teachers and students in carrying out learning programs, namely activity plans that describe detailed basic abilities and basic theories according to time allocation, indicators of achievement of learning outcomes, and steps of learning activities for each subject subject matter. One of the goals of learning is to achieve learning outcomes in accordance with predetermined indicators (maskun, 2018).

According to Abdurrahman, learning achievements are abilities that are acquired after carrying out learning activities. Meanwhile, according to Juliah, learning achievements are something that belongs to students as a result of the learning activities they face. (jihad, 2010). . Learning outcomes are a measure of student success in learning the material presented by the teacher. Learning objectives are considered achieved when students obtain satisfactory learning outcomes. Learning achievements are closely related to individual achievement after going through a long process, namely the learning process in order to interact with the surrounding environment whose goal is to experience changes, both changes in knowledge, attitudes, and skills possessed by an individual. In this case, there is also the role of the teacher, namely preparing instruments that can collect and conclude about data on student learning success in accordance with previously planned objectives.

Through these data teachers can develop and improve learning programs. Therefore, learning outcomes are an important aspect to study.

However, high and low student learning achievements are influenced by 2 (two) factors, namely internal and external factors. Internal factors are factors that come from within the student, while external factors are factors that come from the student himself. One of the internal factors that need to be considered is the student's learning style. Learning style is an important factor in the success of learning that is carried out because it is included in the internal factors that influence learning outcomes. It was further explained that students' learning styles need to be considered in creating learning activities with the aim that learning can achieve high learning outcomes. Knowing the child's learning style and accepting it according to the ability of the child is one way parents can do so that their child has good achievements. In theory there are two categories of how individuals learn. First, is the way individuals can absorb information easily, this concept is called learning modality. The second is the individual's way of organizing and managing the information received, this concept is called brain dominance (widyawati, 2016).

Learning styles are the easiest way for individuals to absorb, understand and manage the information they receive. Learning styles can be defined in various ways, depending on one's perspective. Learning style is a combination of cognitive characteristics, affective, and physiological

factors that function as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment. (huliselan, 2016). Learning can be an unpleasant activity that is influenced by several things, the first is that students do not understand the correct learning process, the second is that these students have never studied, been taught, and taught the right way of learning, and the last is due to teaching style. the teacher does not match the student's learning style. Learning styles are key to developing performance and work, at school, and in interpersonal situations (subini, 2017). The suitability between the teacher's teaching style and the student's learning style is one of the factors that influence student learning outcomes.

According to Depoter and Hernacki, learning styles are a combination of absorbing and processing information. According to Sugihartono (2007) explains that learning styles are a collection of personal characteristics that make learning effective for some people and ineffective for others. So, learning style relates to the way children learn, as well as the preferred way of learning. Meanwhile, according to Nasution (2009) learning style is a consistent way that is done by a student in capturing stimulus or information, how to remember, think and solve problems. Learning style is the easiest way owned by individual in absorbing, organizing, and processing the information received. Appropriate learning style is the key to student success in learning. By realizing this, students are able to absorb and process information and

make learning easier with their own learning style. The term learning style refers to the view that everyone has a different way of receiving information. In recent decades, the concept of learning styles has continued to gain influence. In this article, it is illustrated that the interest in and deep discussion that the concept of learning styles has emerged among professional educators at all levels of the education system. In addition, the concept of learning styles seems to have wide acceptance, not only among educators, but also among parents and the public. This acceptance is not surprising since the idea of learning styles is actively promoted by vendors who offer many different tests, assessment tools, and online technologies to help educators identify the learning styles of their students and adapt their instructional approaches accordingly.

Basically every student have those learning styles but don't everything that develops balanced but there is one who dominates with his learning style. Matter it causes students to like a variety of learning that fits your learning style has. Visual learning style is a learning style that makes more use of vision. People with a visual learning style will see or imagine what is being said. In addition, he has a strong sensitivity to color, besides having sufficient understanding of artistic issues. it's just that he has problems having direct dialogue because he is too reactive to sound, making it difficult to follow recommendations verbally and often misinterpret words or utterances (hamzah, 2008).

According to Bobbi De Porter and Mike Hernacki (Deporter, 2000) the characteristics of students with visual learning styles are neat and orderly, speaking quickly usually not disturbed by noise. Visual students are more likely to remember information by directly witnessing the source of the information. Kinesthetic learning style is learning by doing physical activity and direct involvement, which can be in the form of "handling", moving, touching, and feeling/experiencing it yourself. Students who have a kinesthetic learning style cannot stand sitting for too long while listening to lessons and feel they can learn better if the process is accompanied by physical activity. The characteristics of the kinesthetic learning style are touching everything he encounters, including when studying, having difficulty staying still or sitting still, always wanting to move, doing everything that allows his hands to be active, likes using real objects as learning aids, having difficulty mastering things abstract such as maps, symbols, and symbols, likes practice/experiments, likes games and physical activity.(Los, n.d.). According to (Hamalik, 2003) Learning style is apprentice factors that influences student learning achievement. Learning styles are also key to developing performance at work, school, and in interpersonal situations.

Learning English is to develop English language skills in a contextual and acceptable manner according to the context daily conditions and situations of students. English learning is divided 4 aspects in learning English, namely: listening: listening to conversations through

direct or indirect interaction, reading: namely reading or understanding the reading, writing: namely writing in ing language includes the ability to make structured sentences and have good grammar, speaking: namely the ability to communicate and interact in English understand what you hear and be able to respond to it

Then, researchers interviewed teachers and students to obtain in-depth data accuracy. The teacher said that students' abilities in learning still needed to be improved. Most students in class XI cannot achieve competency. For example, most of the students while studying are busy with their own business. There are students who listen, there are those who chat and there are those who don't feel comfortable in class. Each individual has a learning style that varies from one individual to another. Not everyone follows the same learning style. Learning style is influenced by nature, experience, education, and also the history of its development. Among the various learning styles are divided into 3, namely visual, auditory, and kinesthetic learning styles which all three have different characteristics from the others. Learning styles are related to how students prefer to learn rather than what they learn. No one style is better than another.

In addition, the researcher also interviewed several students of class XI MAN 1 Bengkulu City. They say that learning is boring, especially when the teacher just explains, fixated on the material. They also explained that they could not complete their assignment because they

were not good at learning. Then, the students said that they felt bored in class because they felt the lesson was boring. They just do the same activities every day, namely: listening to the teacher's explanation and doing exercises in the textbook.

Therefore, based on the main role and function of an educator, one thing that must be implemented is being able to act as an organizer or as an executor. In addition to building interactions with students, an educator must also determine the learning style that will be used in the teaching and learning process. This means that an educator will initiate and manage the atmosphere in the classroom. According to the journal Arylien Ludji Bire, et al. Visual and kinesthetic learning styles are a combination of how students absorb, organize, and process information which will ultimately affect student achievement. The results of the study show that visual learning styles and kinesthetic learning styles have a positive relationship with learning achievement. The visual learning style coefficient is 0.080 and the kinesthetic learning style is 0.079. That is, increasing the use of visual learning styles and kinesthetic learning styles will increase student achievement (bire, 2014).

In this case, this research was conducted to examine whether or not there were differences in the level of student learning outcomes based on learning styles between visual and kinesthetic learning styles in MAN 1 Bengkulu City students. In addition, with this research data was obtained about student learning styles that can be used as teachers in developing

teaching styles that suit student learning styles. Based on the problems above, the researcher is interested in conducting research with the title **"the effect of visual and kinesthetic learning style towards student's learning achievement in learning english at man 1 kota bengkulu"**

B. Identification Problems

Based on the background of the problems that can be identified as problems faced by students in the influence of learning styles on learning achievements are:

1. Students in the class have different learning styles and learning achievements

C. Limitation of the Problems

This research was conducted only to determine to see whether there is an effect of visual and kinesthetic learning styles on student achievement results.

D. Formulation of the Problems

Referring to the description of the background, the formulation of the problem in this study is there any effect of visual and kinesthetic learning styles on student achievement in learning English at MAN 1 Bengkulu City?

E. Research Objective

The objectives to achieved in this study are knowing there any effect of visual and kinesthetic learning styles on student achievement in learning English at MAN 1 Bengkulu City?

F. Significance of the Research

This research is expected to be useful for all parties. The benefits that can be taken are as follows:

1. Theoretically, this research is expected to be able to test theories about whether there are differences in student learning achievement between the visual and kinesthetic learning styles of MAN 1 Bengkulu City students.
2. Practically
 - a. For institutions For information about differences in learning achievement between visual and kinesthetic learning styles of MAN 1 Bengkulu City students
 - b. For schools or teachers As an insight into the differences in learning achievement between visual and kinesthetic learning styles of MAN 1 Bengkulu City students.