

Chapter I

Introduction

The introduction contained of background of this research conducted, research question and research objective, and then research significance about the benefit of conducted this research and also the scope of study.

Background of the research

Simplifying the material to be delivered in the classroom in order to be understood by students requires teacher's learning style. According to Pritchard (2009, p. 41) "learning style is a preferred way of learning and studying; for example, using pictures instead of text; working in groups as opposed to working alone; or learning in a structured rather than an unstructured manner". It is clear that learning style does not focus on text but it can be adjusted to teacher's way in designing the class. Hence, learning style has a major function in organizing the class' atmosphere either students or the outcome.

The learning style has a function to influence the learners' motivation in learning English. According to Gibbs, Fielding, and FEDA (as cited in Husain, 2011, p.31) "Educationists believe that awareness of learning styles on the part of instructors would help develop a common language of teaching and learning in addition to improving the quality of student learning. It is clear that learning style has a main role for teacher in evaluating and also in measuring the students' knowledge through this learning style. Hence, to know the students' knowledge; it requires some processes in identifying the learning style.

Generally, the application of learning style has its own method or process depending on the type of learning style used by teachers in the classroom. In teaching English, teachers tend to use the images in the learning process; it is called as learning style visual. Whereas, for auditory learning style, teachers tend to use to explain the material so that the students easier memorizing and remembering the material. On the other hand, for kinesthetic learning style, teachers usually use props directly in the classroom. It is supported by Barsch (as cited in Husain, 2011, p.34) there are 3 kinds of learning style that teacher uses in the class, namely visual (teaching style that focus on demonstration / media, invite students to objects related to the lesson, or show props directly to the student or describe on the board), auditory style (The teacher should have to pay attention to students up to their hearing aids. Because the students can learn more quickly by using verbal discussions and listening to what the teacher says), and the kinesthetic style (teachers should encourage children to learn while exploring their environment. Therefore, Teaching style can determine student achievement. If the provision strategy related to the student's learning style, so it will affect on cultivating students' interest in the learning process. Teaching style depends on the people who teach. it means that everyone has different teaching styles.

Nowdays, there are some teachers explain the material regardless of learning style. As a result, students feel bored with the delivery of the material. Based on the researcher's experience in Junior high school, teacher only focused on the deadline of the material in class. Hence, teacher did not use learning styles to deliver the material in the classroom.

Based on the preliminary observation that is done in SD Lab UNG, the researcher provided the teacher the questionnaire sheet about learning style. After distributed it, it showed that the teacher learning style in SD Lab UNG is visual style.

Through this study, the researcher described the teacher's visual learning style in delivering the material in the classroom. Therefore the study entitled *an analysis on teacher's English learning style in elementary school was conducted*.

Research problems

Based on the background of research, the research problem' how is the teacher's visual learning style in teaching English?

Research aim

The main purposes of this study is to describe the teacher's visual learning style in teaching English.

Research significances

Theoretical significance

In theoretically, this research result will aware the reader the importance of teacher's visual learning style in teaching English. The fact showed that only a few teachers in Indonesia are aware the importance of learning style in teaching English, then teacher's will be able to empower learners to be much better.

Practicallity significance

The result of this research will be useful as a references in how is the teacher's visual learning stylein teaching English. And for researchers in the field of

teacher's learning style can use this study as reading materials to broaden this research.

Scope of study

This study focused on describing the teacher's learning style in delivering the material during learning process.