CHAPTER 1

INTRODUCTION

1.1 Background of The Study

Teacher strategies are instructional methods, student discipline, and other classroom-based practices of student assessment. There is sufficient proof that well-run classrooms improve students' performance feel responsible and encourage teachers to instill confidence and self-esteem in their students. Jepketer et al (2015: 63-64). In another statement, Sarode (2018: 58) refers to the strategies used to assist students in completing the desired course content as well as develop achievable goals in the future. Learning strategies identify there are numerous learning methods accessible to support them in developing strategies that work to address the target groups have been identified. According to Brown (2000:113), The term of strategy refers to a set specific method to approach a task or a difficulty, a achieve manner of operation particular goals, a planned control the design as well as modify information. These contextual "battle plans" may differ from time to time, from one day to the next, or from one year to the next. Intra-individual strategies differ; each of us has a variety of options for solving an issue, and we choose one or more sequentially to get a specific issue.

A student's learning style cannot stand alone, and it goes in conjunction with the teacher's teaching style because "teaching and learning styles are behaviors or actions shown by teachers and students in

the exchange of learning" (Brown, 2003, p.3). Tan Dingliang (1995) states that learning styles as preferences of several teaching stimuli. To meet the needs of students with various learning styles, teachers need to find ways that suit students' learning styles with their teaching strategies. In addition, the findings also found that if the teacher failed to match the teaching strategy with the student's learning style, several consequences would occur (Asba et al,2014) mention some potential effects of a mismatch between teaching and learning styles. According to Felder & Spurlin, as quoted in Asba et al. (2014), Students will be more weary, pay less attention, have lower test results, be unmotivated to attend classes, and possibly resign if there is a discrepancy in the classroom. Therefore, teachers need to find strategies in teaching that suit the needs of students and their learning styles.

Learning styles are more or less fixed, and changing one's learning style is difficult because a person's personality, habits, or cognitive style are difficult to change. In this case, understanding learning styles and recognizing students' learning types is more crucial for teachers. As teachers, we must keep in mind that our students' learning styles are unlikely to be identical. Teaching is tough because of the various learning styles in the classroom. On this foundation, we must adapt various teaching methods and develop a balanced teaching strategy. Several activities can encourage students' enthusiasm for learning with varying styles of learning .Interviews, debates, participation in panels, providing oral reports, and participating in oral discussions of written materials are

examples of activities for auditory learners. These exercises suggested computer graphics, maps, graphs, charts, cartoons, posters, diagrams, and text with a lot of pictures for Visual Learners. Drawing, playing board games, and modeling are some of the favorite activities for tactile learners. Full-body games, movement exercises, modeling, setting up experiments for global learners, choral reading, notebooks, narrative writing, computer applications, games, and group activities were all used by kinesthetic learners. Information is presented in sequential steps, with teacher guidance, goals, and specific requirements for analytic learners. Another implication is that one teaching method or approach may not be appropriate for all students in the class. Popular communication methods may not be appropriate for visual or analytical learners. If the assignment's design appeals to a wide range of students, task-based teaching approaches may be a good fit.

The above learning styles can help students learn English more efficiently. Learning style assessments can assist discover a student's personal presence as well as potential strengths and shortcomings in how they approach subject and learn. However, students' responses to assessment items may not be accurate. Teachers should avoid classifying students based on assessment scores, as this would go against ideologies that promote and support diversity. According to the preceding description, the researcher is interested in studying more about how teachers accommodate different learning styles when teaching English, because the researcher is a student who graduated from the school and

found several problems in the school. First, the teacher lack awareness in accommodating learning styles so that students do not know their learning styles, and the teacher lack awareness of teaching strategies in the classroom so that students do not easily master the lesson. Learning style is an important and inseparable part of learning English, a student requires a method that he believes that what he is experiencing during the learning process is appropriate or pleasant for him .Students believe convenience in learning to be a suitable learning method. Learning styles are important for improving performance at work, school, and in interpersonal situations. In the learning process so that the material delivered, especially English learning material can be fully understood by students, a teacher must consider the learning styles of his or her students, namely how to respond to and make use of the stimuli they encounter during the learning process. Each student must have their learning style, individually different in the way they learn. The teacher should know that there are different types of students. For a teacher, it is very important to know or understand how each student's learning style is so that learning can be following the expected goals.

Based on observations the researcher at SMP Negeri 1 Ujung Padang, students who were slow in the learning process, such as students who were unable to remember and did not understand the material presented during the English learning process by the teacher, and students who were less active in learning, did not do their job well. Some students preferred to read while on the move and some preferred to study by

changing seats such as group study. Then some students preferred to play while learning, for example when the teacher explained in front of the students, they are cool to play alone, and some look at the teacher seriously but are tested with the questions given. students can't even answer well. Teacher still often used the lecture method in the English learning process, due to inadequate learning media facilities and infrastructure.

Each student's learning styles must be known by the teacher, so the most important lies in the students themselves. Students do not only study at school or in class, but students also study at home or outside the classroom according to their wishes. Thus students can identify and apply learning styles that are considered effective for use in learning. Responding to the above problems, considering that the researcher is an English student, the researcher's goal in this situation is to look into the student's learning style with the title "Teacher's Strategy in Accommodating Learning Styles in Teaching English in Class VII SMP Negeri 1 Ujung Padang".

1.2 The Problem OfThe Study

The problem of this study is formulated as follows, based on the study's background:

1. What kinds of learning styles do students of SMP N 1 Ujung Padang have?

2. How is the teacher's strategy in accommodating students' learning styles in English teaching?

1.3 The Objective of The Study

The goal of this study, which is related to the topic indicated above, is as follows:

1. To find out the kinds of learning styles that students of SMP N 1 Ujung Padang have.

2. To describe the teacher's strategy in accommodating students' learning styles in English teaching.

1.4 The Scope of The Study

This study focuses on the analysis of teachers' strategies in accommodating learning styles VAK in English teaching by adjusting the material in seventh-grade students at SMPN 1 Ujung Padang.

1.5 The Significances of The Study

The findings of this study are expected to provide theoretically and practically benefits, including:

1. The development of the study would enrich and strengthen the knowledge of the theories on the accommodated teacher strategy in learning style.

2. Practically significances

   1) For the teacher

   The researcher expects that this study will provide teachers with some suggestions for accommodating students' learning styles in English classes.

   2) For the students

      a. Helping students to be active in class and can make it easy for students to learn English

b. Improve students' ability to be interested in learning

3) For the other research

Other researchers who desire to do research might use this study as a guide.