

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Learning is an activity of human changing to be better than before that occur in the overall behavior of an organism as a result of experience. Learning is an everlasting process to achieve something in every aspect in life including in education. Learning is an activity that proceeds and is a very fundamental element in the operation of every type and level of education. This means that the success or failure of educational achievement was highly dependent on the learning process experienced by students, both while in school or home environment or his/her own family. According to Syah (2003:65) that learning is relatively permanent changes that occur in the overall behavior of an organism as a result of experience. Thus, it can be interpreted that learning is a process of one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in the interaction with the environment.

Deals with learning, someone's ability in understanding and absorbing the lessons are different. Some are easy to understand or quick learners and some are slow to understand or slow learners, and because of that there are different ways that taken to understand about the same topic of study. Some students like it more if the teacher teaching by writes it on the white board so they can read it and try to understand it fully. But some of the students like it more if the teacher teaching by explains it all like a speaker, who explains the lessons with some illustrations, while the students try to draw it in their mind with their own understanding, meanwhile; some of the students are more like to make a small group to discuss the questions about the lessons.

The differences in absorbing the lessons to be fully understood deal with learning styles, where learning styles are various approaches or ways of learning. Stewart and

Felicetti (1992) define learning styles as those educational conditions under which a student is most likely to learn. Thus, learning styles are not really concerned with what learners learn, but rather how the students prefer to learn, and of course the students' learning styles affect on their result of study, whether the students success or not in their study.

There are some phenomena which are interesting to be observed. In one education community, researcher seen that some students are more like if the lessons deliver with pictures or diagrams, some students are more like if the lessons explain by the teacher, and some of the students are more like if the learning activity is move around, they want to be active and not only sit on the chair.

MAN 2 Tanjung Pura is one of schools in the suburb of Sumatera Utara with a vision to be the best in study and *Akhlakul Karimah*. This school is also facilitating the students with dormitory for those who want to live in dormitory. Barnhart and Barnhart (1983) mentioned that a dormitory is a building with many rooms for living and sleeping and each room consist of several beds. As in Webster New Collegiate Dictionary (1975) defined dormitory as: - A room for sleeping; a large room containing numerous beds. - A residence hall providing rooms for individuals or for groups usually without private baths. - A residential community from which the inhabitants commute to their places of employment. In dormitory, a good study environment is a highly individualized matter. What's right for one student may not be right for others or roommate. As much as possible, the student should designate a special place to study and the place should be uncluttered and should provide few distractions to allow for maximum concentration.

Dormitory also has rules that must be obeyed by the students. As the matron in MAN 2 Tanjung Pura, Amah (2012) stated that there are some rules that must be

obeyed by the students who live in the dormitory, such as:

1. Alcohols, fire, and any sharp weapons are highly forbidden.
2. The lateness to back to dormitory from school or course is at 6 p.m., night lateness must ask for permission from the matron.
3. The door closed at 10 p.m.
4. Lights out at 12.00 p.m.
5. Wake up at 5.00 a.m. for praying and preparing to go to school.
6. Social visit only on holidays or every Sundays.
7. The 2nd grade's students are allowed sleeping over outside of dormitory every Saturday night (weekend), but with permission from the matron and report about where he or she will stay for the weekend, and must be back to dorm at least on Sunday's evening.
8. Take turn to clean the dorm by grades (weekly).
9. No outsiders stay at night without permission from the matron.

To achieve the goal of the vision, of course it is needed to create conducive teaching-learning activity. Based on the researcher observation in MAN 2 Tanjung Pura, researcher found that many students faced difficulties in following the lessons which is end bad to their result of study. The students are also difficult to adapt their learning style with the teacher's way of teaching at school. At home, sometimes the students also have to study with rules that made by their parents. As stated by Desforges & Abouchaar (2003:91), what parents do with their children at home through the age range, is much more significant than any other factors open to educational influence.

For the students who live in dorm also have to face different thing to be adapted with, between their learning style and their dorm environments such as friends, noise,

and appropriate place to study. Faye (2001) stated that students who live in dorm should make zones – a study zone, a socializing zone, a sleeping zone. The students should design a quiet area for studying and if it's possible, hang a “DO NOT DISTURB” sign on the door to minimize the distractions from the dorm-mates.

Those all situation, home or dorm, gave impact on the students' learning styles. The students find a comfortable way for them to learn such as; learning and listening the music, learning and watching, learning by reading, learning by rewrite, learning by eat or drink, learning by say it out loud, or learning by discussion, etc. It is along with Experiential Learning Theory by Kolb (1984) that the ideal learning process engages all four of these modes in response to situational demands. In order for learning to be effective, all four of these approaches must be incorporated. As individuals attempt to use all four approaches, however, they tend to develop strengths in one experience-grasping approach and one experience-transforming approach. The resulting learning styles are combinations of the individual's preferred approaches. These learning styles are as follows:

- a. *Convergers* are characterized by abstract conceptualization and active experimentation. They are good at making practical applications of ideas and using deductive reasoning to solve problems.
- b. *Divergers* tend toward concrete experience and reflective observation. They are imaginative and are good at coming up with ideas and seeing things from different perspectives.
- c. *Assimilators* are characterized by abstract conceptualization and reflective observation. They are capable of creating theoretical models by means of inductive reasoning.

d. *Accommodators* use concrete experience and active experimentation. They are good at actively engaging with the world and actually doing things instead of merely reading about and studying them.

Kolb theorized that the four combinations of perceiving and processing determine one of four learning styles of how people prefer to learn. Kolb believes that learning styles are not fixed personality traits, but relatively stable patterns of behavior that is based on their background and experiences. In time, Kolb's learning styles was adapted and developed by Honey & Mumford (1992), and also Fleming & Mills (1992). Based on those four learning styles by Kolb, Honey & Mumford, and Neil Fleming created their own learning styles models.

Honey and Mumford's learning styles are: Activist (Having an experience), Reflector (Reviewing the experience), Theorist (Concluding from the experience), and Pragmatist (Planning the next steps). Neil Fleming VAK/VARK styles are: Visual, Auditory, and Kinesthetic. Fleming claimed that visual learners have a preference for seeing (think in pictures; visual aids such as overhead slides, diagrams, handouts, etc.). Auditory learners' best learn through listening (lectures, discussions, tapes, etc.). Tactile/kinesthetic learners prefer to learn via experience—moving, touching, and doing (active exploration of the world; science projects; experiments, etc.). Its use in pedagogy allows teachers to prepare classes that address each of these areas. Students can also use the model to identify their preferred learning style and maximize their educational experience by focusing on what benefits them the most.

Based on all of the background above, the researcher thought that learning styles and place of living have a great impact on someone's result of study. Although it's not proved yet, but theoretically learning styles and place of learning have important role in the relationship with result of study. Researcher is interested to do a research about the

students' learning styles and their places of living to the students of MAN 2 Tanjung Pura's result of study.

1.2 The Problems of the Study

In line with all explanations above, there are questions to be answered:

1. What learning styles are dominantly used by the students who live with their parents?
2. What learning styles are dominantly used by the students who live in dormitory?
3. To what extend does places of living affect on students' English learning result?
4. Why do the students practice the learning style the way they do?

1.3 The Objective of the Study

As the purposes of this study that wants to be reached by the researcher are:

1. To know what learning styles are dominantly used by the students in MAN 2 Tanjung Pura who live with their parents.
2. To know what learning styles are dominantly used by the students in MAN 2 Tanjung Pura who live with dormitory
3. To analyze in what extend does places of living affect on students' English learning result.
4. To describe why the students' learning styles appears so.

1.4 The Scope of the Study

Based on the background above, so this study limited on the Students' learning styles and students' results of study between students living in dormitory and the not-

living in a dormitory grade ten, eleven and twelve. The students' results of study will be seen from their report book.

1.5 The Significances of the Study

Theoretically, the impacts of this study are:

1. To add information for readers, matron, schools, and staff especially teachers about the difference result of study of students with different learning styles and different places of living.
2. As the input to the teachers, if the teacher wants to make group of study and discussion, so the teacher needs to make a good portion in each groups between the students who lives in dormitory and the students who lives with their parents, and the students from different learning styles.
3. As information for parents and matron about the students' daily learning activities and result of study.

Practically, the impacts of this study are:

1. The teachers to apply suitable way of teaching to make the students with different types of learning styles understand about the lesson.
2. The matron and parents support the students fairly in their study according to the students' learning styles.
3. The students can understand their own learning style and learn appropriately, so the students can dig their potential more to be better in learning and in result of study.