

CHAPTER I

INTRODUCTION

A. Background

As cited in Riazi (2007) It has been learnt that students receive information in different way with each other. Some like to see and others like to hear. Some prefer to learn individually, independent of others, while others enjoy interaction and relationship with their peers. It is widely believed (Reid, 1987; Celcc-Murcia, 2001, as cited in Riazi, 2007) that the different ways of how a learner takes in and processes information are collectively referred to as learning styles or learning preferences (Felder, 1996, as cited Riazi, 2007).

Students' learning preferences have important role in deciding classroom methodologies and classroom activities. A teacher should not teach students with inappropriate learning style because it will influence the students' achievement in the class. The knowledge of students' learning style helps teacher in better teaching and modifying teaching strategies according to varied needs and preferences of students. (Keefe and Ferrell 1990, Sitt-Gohdes 2001, as cited in Eittah *ea al* 2013).

Not only learning preferences that have important role in English language teaching, but assessment technique also important. The Council of Chief State School Officers Model Core Standards state that an effective teacher

“understands and uses multiple methods of assessment to engage students in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making” (p. 9). Teachers need to be effective at assessing students because assessment is a major part of their job, but more importantly because effective assessment leads to increase student learning” (American Federation of Teachers, 1990 as cited in Anderson *et al*, 2014).

Griggs (1999) as cited in Choudary (2011) has stated that identification and interpretation of students' Learning Style provides valuable knowledge as how they respond to learning environment and teaching materials. This study is an attempt to find out the students' most preferred and least preferred Learning Style and Assessment Technique. This identification and interpretation will help the teachers to gain knowledge about learning preferences after having a clearer picture of their students' likes and dislikes regarding different classroom activities and assessment techniques.

B. Reason of Choosing the Topic

The writer choose the topic because of:

1. Students have their own preferred learning style and assessment technique.
2. Students’ learning style preferences are important for teacher to decide the best materials and classroom activities for students.
3. Effective assessment have an important role to make students achieve their goal in learning such as a good score.

C. Problems of The Study

Based on the background of the research and the reason for choosing the topic, this study investigated the following research questions:

1. What are English department students' perception of their preferred learning style?
2. What are English department students' perception of their preferred assessment techniques?

D. Objectives of The Study

The significant of this study covered some areas. First, the study is expected to be useful to the lecturer. Second, this study can be used to improve the lecture's knowledge about students' perception of their preferred learning style, so the lecturer will easily design the classroom activities, materials, etc based on the students' perception. Third, it will give knowledge to the other researchers who interested and arouse other researchers to do another research regarding this topic. Last, this study will give contribution to the teaching learning field.