

CHAPTER I

INTRODUCTION

A. Background of the Research

Students learn in many different ways. Each of them has their own different styles or preferences in recognizing and processing information (Gappi, 2008:70). Students learn best by using learning style that fits them. Learning style is the way students concentrate on, gain, process, and remember new and difficult information (Dunn, 2000: 8). Students use their senses to take information. Based on how students use their physical sense to learn, some students are visual learners, while others are auditory and kinaesthetic learners. Visual learners learn by seeing charts, graphs, and pictures. Auditory learners learn by listening to information. Kinaesthetic learners learn by doing. In order to help all students learn, teachers need to teach to as many of these preferences as possible. Because there are different learning styles and learning styles affect teaching learning process in the classroom, it is important for teachers to include activities related to the students' learning styles in teaching learning process so that students can learn best (Gilakjani, 2012:105).

In 2013 Indonesia started to apply the curriculum 2013 as the demand in 21st century. In curriculum 2013, scientific approach is applied in the teaching learning process. Students are trained to observe, ask, associate, and communicate. Curriculum 2013 encourages students to be more active in the teaching learning process (Kementerian Pendidikan dan Kebudayaan, 2014:1).

One of the main cores of curriculum 2013 is a new approach called scientific approach. The purpose of implementing scientific approach is to give students understanding that information comes from everywhere and information does not depend on the teacher (Kementerian Pendidikan dan Kebudayaan, 2013:200a). Scientific approach exists in main activity, and it consists of learning phases constructed from observing, questioning, collecting information/experimenting, associating, and communicating (Kementerian Pendidikan dan Kebudayaan, 2013:205a). Therefore, learning activities in scientific approach aim at boosting all students to have good skills, attitude, and knowledge. Implementing those five steps means giving so many chances for students to take a part in teaching learning process with many different ways. Scientific approach is one of approach in which students-centered learning is implemented. Students' participation is very important in the implementation of scientific Approach.

With five steps implemented in scientific approach, it is very possible for all students having different learning styles to participate in teaching learning process. There are many activities that teachers can create to make students participate in teaching learning process. In observation stage, students belonging to visual learners can learn best by seeing media like pictures, video, or realia. It is also possible for students belonging auditory learners to listen to an audio model. In associating stage and experiment, students belonging to kinaesthetic learners can learn best by making something, completing task, or sometimes playing games. While in networking stage, student belonging to kinaesthetic learners can learn best by doing demonstration or playing role play in the presentation. In thus,

all students with different learning styles can take a part in scientific approach implementation.

Participation usually means students answer and ask questions, make comments, and discuss. Students who do not participate by doing those ways are passive students (Lee, 2005: 2). Participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance (Dancer & Kamvounias, 2005:448). In short, participation is an active involvement in the teaching learning process.

During teaching practice at one of senior high schools in Purwokerto from August until November 2014, pre-observation on how students learned in teaching learning process was conducted by the researcher. Most students were visual and kinaesthetic learners. They easily understood the information from videos and pictures given by the teacher. It could be seen from their opinion and statement responding the information given. They were also very enthusiastic when they played game, simulation, or demonstration used by the teacher in teaching learning process. In conclusion, most of students are visual and kinaesthetic learners.

This research is expected to give benefits and contribution for both curriculum and pedagogy. The first contribution is for curriculum; students' participation will be one of aspects of assessment in teaching learning process and consideration to create syllabus. Then the second contribution is for pedagogy; teachers should be aware that students learn differently and they should be aware

that they have to approach teaching from different perspectives. The more teachers know about their students' learning style, the more they know how their students learn best.

B. Reasons of Choosing the Topic

Students have their own style to learn. In the classroom they also use their own style to process information given. With their own style, the way they participate in teaching learning process will be different. Meanwhile scientific approach is an approach implemented in curriculum 2013, and scientific approach is students-centered learning where students' participation is very important. In scientific approach, students have many chances to take a part in teaching learning process. There are many activities that teacher can create in scientific approach, for example, observing model, watching video, discussion, presentation, demonstration, simulation, and game. Students with different learning style can take a part in many different ways, for example, students with kinaesthetic style will participate most in game, demonstration, or simulation activities.

C. Research Questions

Based on the background of the research, the problems of the study are stated as follows:

1. What learning style is used the most by EFL students?
2. Is there any significant correlation between learning styles and students' participation?

D. The Purpose of the Study

Based on the research questions, this research is conducted to find out:

1. Learning styles used the most by EFL students.
2. Correlation between learning styles and students' participation.

