CHAPTER I
INTRODUCTION

1.1 Background of the study

Nowadays, not only Indonesia but some countries in the world use English as the international language. English becomes an important language and mostly people start to think how being advance like their first language. The need for being advance in English makes them in focusing learning English. Many ways of mostly people do to gain the best ways in learning English. One of the ways is the people prefer to choose private course to be more concentration in learning English. Bennett (1968 : 71) says, “In most teaching situations, teachers and students face one another. Efficiency of teaching demands that communication be one-way.”

Nunan (2003) said that a language teaching method is a single set of procedures in which teachers are to follow in the classroom. Methods are also usually based on a set of beliefs about the nature of language and learning. For many years, the goal of language pedagogy was to find the right method, a methodological magic formula that would work for all learners at all times. Methods contrast with approaches, which are more general that can include a different procedures in teaching English. In determining a method, we can use curriculum development, includes all of the planned learning in educational setting. Curriculum has three main subcomponents : syllabus design, methodology and evaluation. Syllabus design has to do with selecting, sequencing and justifying content. Methodology has to do with selecting, sequencing and justifying learning tasks. At last, evaluation has to do with how well students have mastered the objectives of the course and how effectively the course has met their needs.
As a teacher, must understand how to teach the student in a good way by selecting a suitable method. A suitable method in teaching English will make students easily to understand the subjects. A suitable method is hoped to be one of the effective ways to create an active situation and condition in the teaching-learning process in classroom and the last purpose between teacher and students in teaching-learning process can be achieved the goals during in classroom.

We know, there are many and varying methods in English teaching. But before the writer teaches, there is one better way to evaluate the students by using VARK questionnaire to know what the best method will use for the students based on their learning style. It has a purpose that does not causes the error learning style taught by the teacher to students because the wrong methods will cause confusion in understanding learning English. Actually, VARK tells something about ourselves that we may or may not know. It can be used to understand the boss, the colleagues, the client, the parents, the workmates, the partner, the customers, the teacher and the relatives. In this thesis, the writer focuses on the use of VARK to investigate the preferences of learning style. In here, VARK questionnaire is a questionnaire consists of sixteen questions that helps and suggests the writer to survey the kind of strategies in language teaching method that the writer will do for the writer’s student. VARK divided into 4 categories of learning style, those are: Visual, Aural, Read/write and Kinesthetic. Or adding of that, there is multi-modal for those who can learn in more than one style. VARK questionnaire is the kind of psychological test that divided the person into four types of learning style depends on the answer of each person. Bennett (1968 : 56) says, “Psychology has hitherto played little part in the study of language and its use.”
As educators, we hear the most about the perceptual learning style include Visual, Aural, Read/write and Kinesthetic, however, perceptual learning styles are only one piece of much larger learning style picture. It is important to see the learning styles as connected how the learning style influenced the learning outcomes. This can lead to help the teacher in solving the conflict during teaching learning process when the problem of learning style is happened. It is happened when the teacher does not understand the relationship between the student’s learning style and his/her own teaching methods. On this matter, teaching-learning process will be not efficient and not effective because the mistake appears from the teacher that use the wrong method that does not based from understanding the learner’s learning style.

Teaching method should appropriate with the types of student’s learning style. In order to give the information related teaching method in this thesis, the writer must gain a basic knowledge with to do: (1) specify the result of learning style’s learner, (2) recognize different styles in teacher and learners and (3) create lesson plans and classroom activities that address these varied styles.

In this research, the writer focused on the use of VARK questionnaire in determining teaching English applied in one private course student, Haddist Cherya, a junior high school student who studies at Private Junior High School Al-Musabbihin live at Tasbih Residential block YY no. 56 Setiabudi as suit as the writer thesis “An Effectiveness of VARK Questionnaire in Determining The Most Suitable Teaching Method for Private Course Student” that classified the student into one of four types in learning style based on VARK. The writer proved that VARK questionnaire is reliable and applicable in determining the most suitable teaching methods that classified the student into one of four types in learning style.
1.2 Problems of the study

From the background of the study above, the problem of this thesis are:

1. What is the result of student’s VARK questionnaire?
2. What is the most suitable teaching method related student’s learning style?
3. What is the impact of VARK questionnaire towards student’s learning outcomes scores?

1.3 Objectives of the study

The objectives of the study concern with the problem of the study. The objectives of study are:

1. To find the result of student’s VARK questionnaire.
2. To find the most suitable teaching method that related student’s learning style.
3. To find out the impact of VARK questionnaire towards student’s learning outcomes scores after pre test and post test.

1.4 Scope of the study

The writer made a scope of analysis which focused on the use of VARK questionnaire in determining teaching English applied in one private course student that classified the student into one of four the learning style by the result of VARK questionnaire. The sample is the writer’s private course student, Haddist Cherya, a junior high school student who studies at Private Junior High School Al-Musabbihin live at Tasbih Residential block YY no. 56 Setiabudi. The writer observed whether the student can learn English as a visual, aural, read/write and kinesthetic or multi-
modal (more than one learning style) as suited from the student’s result of VARK questionnaire then the writer designed the most suitable teaching methods and last, comparing the result of the student’s learning outcomes before and after applying the most suitable teaching methods based on VARK with the tests. The writer spent one week to do the research.

1.5 Significance of the study

The significance of this research are:

- Theoretically, this research will prove about the relation between psychology testing and learning style during the teaching process.

- Practically, VARK questionnaire will give contribution and reference to help the teacher to guide and apply some kind of techniques and principles in Language Teaching before the teaching-learning process will be held by knowing the student’s learning style at first so that does not causes the error learning style taught by the teacher to students because the wrong methods will cause confusion in understanding learning English.