

CHAPTER I

INTRODUCTION

A. Background of the Study

English has been an important part in human life in Indonesia. To learn English is very important, not only for its role as an international language but also its wide use in a range of fields, such as education, science and technology. Most people assume that language is one of important thing for facilitate the human in every activity. By language, people can understand each other, and can ease to become a part of society even world. There are many languages in the world, such as English, Arabic, Japanese and many others. English has been one of important language to be studied.

Most people have known about Psychology, that is branch of science known since years ago. One of the most famous discussion in the science of psychology is personality. According to Leibnitz, personality referred to “a substance gifted with understanding”.¹ For a moment, that should look into the history of Philosophy who said that personality has been associated with what people call thinking or reasoning.

In the class teacher has been found students with each personality. Some students they learn by keeping quite is not because they are not able to learning, but they are worried to make a mistake and feel nervous to became the focus center in the class. Some student, they are learn in very active way

¹ Robert W. Ludin, *Personality, A Behavioral Analysis* (London: The acmillan Company, Collier-Macmillan Limited, 1969), 3.

they will not think too much on making a mistake, they have full of confidence. Psychology called it a personality.

According to Hippocrates, there are four kinds of personality. They are choleric, Sanguine, Melancholic and phlegmatic . The choleric is the personality with good leadership and good in speaking, the sanguine is the cheerful and can adapt to any social environment, phlegmatic person is known for the consistency of doing something until it's done, melancholic is tend to do things passively and thoughtfully.² According to the researcher's experience when she was practicing her educational field experience at MTs Malnu Pusat Menes, it was clearly seen that both type that is sanguine and phlegmatic personality were found in one class. In teaching-learning process, the student with sanguine personality showed their confident more than the students with phlegmatic personality. For this case, the researcher would try to observe about it in different school.

English is not our first language, it is a foreign language. As a foreign language, Indonesian students have to make a lot of acquisition in English mastery. Krashen classifies the nature of language mastery into two main activities; acquiring and learning. He explains about the importance of language input to the process of language acquisition. He said that the input should be comprehensible by the student at their language level.³ Every student has his or her own acquisition, which is called style of learning. Learning style is one of the main factors that help determine how students learn a foreign language. Learning style are the general approaches for example, global or analytic, auditory or visual that students use in acquiring

² Jacques Jouanna, *Greek medicine from Hippocrates to Galen: Selected Papers*, (Netherland: Koninklijke Brill NV, 2012), 340.

³ Stephen D. Krashen, *Second Language Acquisition and Second Language Learning*. (Prentice-Hall International, 1988) 5.

a new language or in learning any other subject. These styles are “the overall patterns that give general direction to learning behavior”.⁴

Therefore, teachers must know that every students has a different learning style. Because learning style strongly influence student’s ability to understanding information given by teacher. Davis states that if student’s learning style and teachers teaching style line up, so many positive things can be achieved optimally, like a fun learning environment, motivation and interest in student is increasing, and educational outcomes are increasing. Whereas, if the teaching style and the student learning style are incompatible, there is disappointment and stress in both.⁵ On this consideration, student’s English learning style must be an important part of consideration for a teacher. Consequently, learners confidence will increase and teachers control over learners will lessen. At this point, learners became the center of the learning process and control their learning process while teachers act like a facilitator. Research with U.S. school children has demonstrated that learners have four basic perceptual learning channels (or modalities): 1) Visual learning: reading, studying charts, 2) Auditory learning: listening to lectures, audiotapes, 3) Kinesthetic learning: experimental learning, that is, total physical involvement with a learning situation, 4) Tactile learning: “hand-on” learning, such as building models or doing laboratory experiment.⁶

Based on that explanation above, it needs to know and learn student’s English learning style on teacher perception, but on this occasion the

⁴ C.Cornett, *What You Should Know about Teaching and Learning Style* (Bloomington, IN: Phi Delta Kappa, 1983), 9.

⁵ F.D Davis, *Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology* (MIS Quarterly, 1989), 13.

⁶ Rita Dunn, *Learning style and its relation to exceptionality at both ends of the spectrum*.*Exceptional Children* (1983). Vol. 49, 496-506.

research just for student who have sanguine and phlegmatic personality. Researcher choose sanguine and phlegmatic for research, because sanguine and phlegmatic clearly look contradictory consist structure, process that reflect innate features and experience. So it is interesting to know and study sanguine and phlegmatic learning style on teacher perception. It would be interesting to know what kind learning style they have, whether they have different or same learning style. Based on that reason, the researcher tries to make a research. The writer carries out the study under the title “ *Teachers’ Perception Toward Student with Sanguine and Phlegmatic Personality on Their English Learning Style (A Case Study of Teacher at MTs Masyariqul Anwar Caringin)*”

B. Identification of The Problem

Problem clearly appear because students with different personality are in one class and each student personality have different English learning style, there are visual, auditory and kinesthetic. The active student named by sanguine personality and the passive belong to phlegmatic personality.

The problems that can be identified are such the example below:

1. There is sanguine and phlegmatic personality and unknown teacher’s perception of their English learning style.
2. Some teacher do not really put attention about student’s English learning style.
3. Some teacher do not really attention about student’s personality.

C. Focus of the Study

Based on the identification of problems, the writer limits them as follows:

1. The researcher will focus on Teacher Perception towards English learning style student with sanguine and phlegmatic personality.
2. The object of this research is English teacher and student with sanguine and student with phlegmatic personality.

D. Research Questions

Based on the background of the above research, the research question can be formulated as follows:

"How is teacher perception towards English learning style student with sanguine and phlegmatic personality?"

E. Objectives of The Study

The objective of the study are:

“ To know teacher perception towards English learning style student with sanguine and phlegmatic personality.”

F. Significance of The Study

There are some reason why writer take this topic, and focusing in teacher's perception towards students English learning style. Writer hope that this research can provide some benefits:

1. The result of this study will give necessary benefits to the crowd in particular readers especially make contributions to the world of education about student with sanguine and phlegmatic personality. Moreover, added knowledge about teacher perception through student with sanguine and phlegmatic personality and their English learning style.

2. For the researcher, the process of this study is given a direct experience in doing that research while the result of this research are expected to give insight about teacher perception through student with sanguine and phlegmatic personality on their English learning style. Also the writer can know how to solve the problem that connect with this research and got many knowledge about this study.
3. For the teacher, the result can used as a teacher reference in handle student with sanguine and phlegmatic personality based on their English learning style. So the teacher can know student English learning style and make teacher easily to decide the methodology of teaching.
4. For the parent who have children with sanguine and phlegmatic personality, the result of this research hoped can became advice for the parent who have children with sanguine and phlegmatic personality. Furthermore, can used as a knowledge parent in educate and lead their children who experiencing sanguine and phlegmatic personality.
5. For the next researcher, this result can used as a next researcher reference for doing research about teacher perception through student with sanguine and phlegmatic personality on their English learning style or similar study.

G. Previous of Study

In conducting this research, the researcher has read the following previous researcher as follows:

1. *A Comparative Analysis on Sanguine and Phlegmatic Students Concerning their English Speaking Skill (A Comparative Study at the*

Second Year Students of SMP Wijayakusuma).⁷ By Muhammad Yusuf Department of English Education, Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University Jakarta 2015. This research focus on comparative analysis English speaking skill student with sanguine and phlegmatic personality. This research purposeful to know whether student sanguine achieve English score better than student phlegmatic. The results of the study states that the students' personality difference has no statically significant difference to the students' English speaking competence. The similarity to this research is using both sanguine and phlegmatic personality and the difference is the researcher not using comparative analysis or speaking skill.

2. *Teachers' Perception on Student's Learning Style and Their Teaching*.⁸ By Agustrianita Department of English Education, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia 2019. The research focus on investigate teachers' perception about learning style student, their teaching, and applied method in the classroom. The difference from this research is using student with sanguine personality and student with phlegmatic personality.
3. *The English Learning Styles of Students of SMA 1 Mejobo*.⁹ By Lisna Mayna Wulandari English Education Departmen, Teacher Training

⁷ Muchamad Yusup, "A Comparative Analysis On Sanguine And Phlegmatic Students Concerning And Phlegmatic Students Concerning" (Thesis, Syarif Hidayatullah State Islamic University Jakarta, 2013).

⁸ Agustrianita Agustrianita, Didi Suherdi, and Pupung Purnawarman, "Teachers' Perception on Students' Learning Style and Their Teaching," *Indonesian Journal of Curriculum and Educational Technology Studies* Vol. 7, No. 1 (2019): 11–19.

⁹ Lisna Mayna Wulandari, "The English Learning Styles of the Students of SMA I Mejobo" (Thesis, Universitas Muria Kudus, 2018).

and Education Faculty Universitas Muria Kudus 2018. Focus on the research is to knowing students learning style and whether the student learning style is one of factor to make teaching and learning process successful. From the result, the English learning style of male students of eleventh grade of SMA 1 Mejobo in academic year 2018/2019 is visual as major learning style preference. The English learning style of male student is auditory. The similarities of male and female students are tactile, kinesthetic, individual, and group learning style as negligible learning style preference. The similarity with this research is using English learning style. The difference are teacher perception and student with sanguine and phlegmatic personality.

4. *Learning Style and Their Relation to Teaching Styles.*¹⁰ By Hawkar Aram Awla, The University of Koya, faculty of Humanities and Social Science, English Department, Koya, Iraq. This research focus to defined and classify the concept of learning style. To give account of the significance of identifying and understanding learners' learning style. The study takes a theoretical approach to review relevant literature on the topic and present various view point on matching and/or mismatching learning styles with teaching style.
5. *Teacher's Perception of Student Learning Style and Their English Teaching at University of Economic – Technology for industries, Vietnam.*¹¹ By Nguyen Thu Ha, M.A Do Thi Tieu Yen This research involves investigating the teachers' perception of students' learning

¹⁰ Hawkar Akram Awla, "Learning Styles and Their Relation to Teaching Styles," *International Journal of Language and Linguistics* Vol. 2, No. 3 (2014): 241.

¹¹ Nguyen Thu Ha and Do Thi Teu Yen, "Teachers' Perception of Students' Learning Style and Their English Teaching at University of Economic-Technology for Industries, Vietnam," *International Journal of English Language Teaching* Vol. 7, No. 9 (2019): 32–47.

style preferences and their English teaching at University of Economic- Technology for Industries, Vietnam. 45 English teachers at UNETI, Vietnam selected as respondents to answer the questionnaire and take part in interview.

H. The Organization of Writing

In this study, the researcher organizer this paper as follow.

Chapter I is introduction which consist of the background of the study, identification of problem, statement of the problem, objectives of the study, signification of the problem, and the previous study.

Chapter II is theoretical foundation, definition of personality, types of personality, concept of learning style, the kinds of learning style.

Chapter III is methodology of the research which consist are research method, time and place, sample, instrument of research, techniques of data collection, technique of data analyzing.

Chapter IV is the result and discussion of which consist are description of the data and discussion of finding.

Chapter V is conclusions and suggestions.