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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Learning Styles

A style is defined as habitual patterns or preferred ways of doing something (e.g., thinking, learning, teaching, etc.) that are consistent over long periods of time and across many areas of activity” (Sternberg & Grigorenko: 2001, p. 2). Specifically, Honey & Mumford (1995, p.1) defines learning styles as the attitudes and behaviors which determine an individual’s preferred way of learning. Brown (2000, p.113) defines learning styles as the manner in which individuals perceive and process information in learning situations. Murcia (2001, p. 359) defines learning styles as the general approaches that students use in acquiring a new language or in learning any other subject.

Learning styles can initially be defined in a seemingly straightforward and intuitively convincing manner. (Coffield et al: 2004) According to the standard definition, learning styles refer to “an individual’s natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills” (Reid: 1995, p. viii).

In addition, Brown (2007, p.129) says that another dimension of learning style is the preference that learners show toward visual, auditory and/or kinaesthetic input. Skehan (1991, p.288) defined

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learning style as “a general predisposition, voluntary or not, toward processing information in a particular way.

From the definition above, it can be seen that learning styles bring important variables to the forefront. The researcher assumed that it was important for the students to know their own learning style. In this study, learning style was the way of how people learn.

a. Kinds of Learning Styles

There is a number of learning styles model, but Brown (2007, p 129) divides learning styles into auditory, visual, and kinaesthetic. Visual Learners tend to prefer reading and studying charts, drawings, and other graphics information. Auditory learners prefer listening to lectures and audiotapes, while kinaesthetic learners will show a preference for demonstrations and physical activity involving bodily movement.

In line, Dornyei (2005, pp.139-140) says that the learning style dimension that most language teachers, and even many language students, would be familiar with is the categorization of sensory preferences into visual, auditory, kinaesthetic, and sometimes ‘tactile’ types. This dimension concerns the perceptual modes or learning channels through which students take in information; certain aspects of this dimension are also covered by Riding’s ‘verbal-imagery’ style dimension. The characteristic of each learning styles can be seen as follows:

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1) Visual

- a) Oxford (1995) reported that visual learners absorb information most effectively if it is provided through the visual channel.
- b) Visual learners tend to prefer reading tasks and often use colourful highlighting schemes to make certain information visually more salient.
- c) As Kinsella (1995) pointed out, some visual learners may be overwhelmed by extensive printed material and require a less verbal presentation of information through media such as pictures, graphs, charts, and other graphic forms.
- d) In general, visual learners like visual stimulation such as films and videos, and if some large chunk of information is presented orally (e.g., in a lecture) their understanding is considerably enhanced by a handout and various visual aids, such as overhead transparencies, as well as by taking extensive notes.

2) Auditory

- a) Auditory use most effectively auditory input such as lectures or audiotapes.
- b) They also like to ‘talk the material through’ by engaging in discussions and group work.
- c) They benefit from written passages to be read out and they often find that reciting out loud what they want to remember (even telephone numbers or dates) is helpful.

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- d) Not surprisingly, they find teaching tapes very useful and, as Ehrman (1996) observed, they prefer oral practice without their books.
- 3) Kinaesthetic and tactile learners are often grouped together under the ‘haptic’ style category and this is understandable because the two style preferences are somewhat related although not identical. (Dornyei: 2005, p.157)
 - a) The kinaesthetic style refers to learning most effectively through complete body experience (e.g., whole-body movement) whereas tactile learners like a hands-on, touching learning approach. The key issue for the former group is movement, while for the latter the manipulation of objects.
 - b) Kinaesthetic learners thus require frequent breaks or else they become fidgety—sitting motionless for hours is a real challenge for them.
 - c) They often find that walking around while trying to memorize something helps. Tactile learners enjoy making posters, collages, and other types of visuals, building models, and they also happily engage in creating various forms of artwork. For them conducting a lab experiment may be a real treat.

In line with Dornyei, Fleming (2012, p. 49) says that students learn by their sensory preferences. Some of them learn better through



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seeing, while others are better when they are listening or learning by doing.

1. Visual learners

Fleming (2012, pp.51-53) claimed that students which more visual will have some characteristics such as learning enjoyable with pictures, diagrams and charts, usually taking notes with different colours, depending on teachers' gestures and body language, watching television and videos are really help them to learn, remembering people's faces but not their names.

2. Auditory learners

Students which are more auditory will learn by hearing or speaking such as discuss something with other students or teachers, become interested in the speaker and what is being said, take in complex instructions and directions easily, they prefer to have someone 'spell things out' in spoken words rather than in text, and rely on phone calls for information. The learner's preference for listening, understanding spoken directions, following the logic that is explained verbally, and addressing background sounds whether supportive or disruptive.

3. Kinaesthetic learners

Learners which are more kinaesthetic will learn using the practical opportunities in learning especially in those classes that have laboratories, practical sessions, clinics, tutorials, fieldwork, industry contacts, case studies, and problem-solving, hear about the examples



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before the theory, like to move around and respond physically to music or drama, they believe ‘practice makes perfect’, to get a sense of something they want to see, touch, taste, kick and smell it (Fleming, 2012, pp.68-70).

According to Fleming (2012, p.73), people usually have a clear preference for one learning styles, although most people use a combination of the three learning styles.

Based on the categories about learning styles above, the researcher will only focus on VAK (Visual, Auditory, and Kinaesthetic) model of learning styles based on Douglas H. Brown, Flemming, and Dorney theories on why the researcher does not need to focus on tactile style.

b. The Importance of Knowing Students’ Learning Styles

According to Stebbine in Gholami, et al. (2012, p. 449), students who know their learning style preferences are able to build their self-confidence that can reinforce their willingness to be risk-takers.

In addition, Dornyei (2005, p.157) claims that the most common and somewhat simplistic recommendation is that teachers can modify the learning tasks they use in their classes in a way that may bring the best out of particular learners with particular learning style preferences. Of course, the problem is that learners are not homogeneous in their style preferences, to which the common sense answer is that teachers should “strive for a balanced teaching style that



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does not excessively favour anyone learning style—or rather that tries to accommodate multiple learning styles” (Peacock: 2001, p. 15).

In addition, Oxford and Anderson (1995), in Brown (2007, p. 139) say that by getting students to take a learning style questionnaire and by discussing the results with them we can help them to identify their own learning styles and to recognize the power of understanding their language learning styles for making learning more effective.

Students and teachers need a starting place for thinking about, and understanding, how they learn. A learning style is, rather, a description of a process, or of preferences. Any inventory that encourages a learner to think about the way that he or she learns is a useful step towards understanding and hence improving, learning.

2. The Concept of Reading Comprehension

Patel and Jain (2014, p. 113) say that reading is the most useful and important skill for people. According to Elizabeth, et al (2000, p. 6), comprehension is the essence of reading and the active process of constructing meaning from text. Besides, Woolley (2011 p. 15) says that comprehension means gaining an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Reading comprehension itself is the ability to read the text, process it, and understand its meaning (Kruidenier: 2002:77).

According to Hasibuan and Ansyari (2007, p.114), reading is an interactive process that goes on between the reader and the text, resulting



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in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic competence, discourse competence, sociolinguistic competence and strategic competence. To read a text we must decide what the text literally says but at the same time we must bring our knowledge to the text to determine what the text actually means to us.

Furthermore, Dorn and Soffos (2005, p.1) said, comprehension is a cognitive process that we must move beyond teaching discrete skills to create problem-solving conditions that will prompt learners to process information at deeper levels. Comprehension is also a constructive process, personalized by the ideas and thoughts of the individual reader. That is why reading is closely related to comprehension because they both have a certain process.

Then, according to Anderson in Linse and Nunan (2005, pp.69-94), the aim of reading is comprehension. Some individual equates decoding with reading. Just because a learner knows how to pronounce written words correctly, does not mean that they can read.

In addition, Syahputra (2014, pp.87-88), reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text). So reading comprehension

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is how the reader can guide the text that they read with their understanding as they think in their mind.

According to Chesla (2001, p.1-10), there are four basic reading comprehension skills:

- a. How to be an active reader
- b. How to find the main idea of a passage
- c. How to figure out what words mean without a dictionary
- d. How to tell the difference between fact and opinion

Regarding with, the basic reading comprehension is some basic way where the reader can acquire the information that they find in the text.

In additional, Dorn and Soffos (2005, p.12) state that, there are some important concepts regarding reading comprehension, they are:

- a. The mind is structured to construct meaning to resolve conflict and restore order.
- b. The goal of all reading is to develop deep (reflective) comprehension.

Duke and Pearson (2002, pp.1-27) say that the process of reading comprehension is grounded in studies of good readers, they are:

- a. Good readers are active readers.
- b. From the outset, they have clear goals in mind for their reading
- c. Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals.

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- d. As they read, good readers frequently make predictions about what is to come.
- e. They read selectively, continually making decisions about their reading—what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- f. Good readers construct, revise, and question the meanings they make as they read.
- g. Good readers try to determine the meaning of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed.
- h. They evaluate the text's quality and value, and react to the text in a range of ways, both intellectually and emotionally.
- i. Good readers read different kinds of text differently.

In addition, according to Debbie Miller (2006, p.8), proficient readers construct meaning by using the following strategies:

- a. Activating relevant, prior knowledge (schema) before, during, and after reading the text (Anderson and Pearson: 1984).
- b. Creating visual and other sensory images from text during and after reading (Pressley: 1976).
- c. Drawing inferences from text to form conclusions, make critical judgments, and create unique interpretations (Hansen: 1981).
- d. Asking questions of themselves, the authors, and the texts they read (Raphael: 1984).



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- e. Determining the most important ideas and themes in a text (Palinscar and Brown: 1984).
- f. Synthesizing what they read (Brown, Day, and Jones: 1983).

Based on the explanation above, that process can be concluded that reading is an activity which needs more thinking to develop the ideas and gaining the information of the text. The process of reading comprehension is important to learn because we can get what we want to find from it.

a. The Purpose of Reading

According to Linse and Nunan (2005, pp.68-94), There are two main reasons that people read they are:

1) Reading for pleasure

Think about how much fun it is to read or listen to a good story.

Stories provide enjoyment for readers of all ages.

2) Reading for information

It can be as simple as reading this research and the reader can get the information.

Then, Idham (2014) said, the following skills are classified according to the purpose of the reader, they are reading to find the main idea and to answer the question.

1) Reading to find the main idea

According to Dallmann, et al in Idham (2014), that might be used to help the students to find the main idea of a passage:

a) Matching a series of pictures with the paragraphs they illustrate

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- b) Stating the main idea of a selection
- c) The from a list selecting the best expresses the main idea of the paragraph
- d) Following direction, such as: find the sentences that give the main idea of the article, draw a line under the words in the second paragraph that give the topic of the paragraph, draw a line under the words that best describe the character discussed in the selection
- e) Skimming a series or a group of trade books decided which one to read, either for pleasure or some purpose
- f) Matching a picture that illustrates the main idea with a paragraph that it illustrates
- g) Locating topic sentence in paragraphs that contain topic sentences.

2) Reading to answer the question

The following activities might be also to be used to develop learner's skill in answering the question. These are:

- a) Reading to answer the question stated by the teacher.
- b) Indicating which of a series of questions listed by the teacher are likely to be answered in a given selection and then checking the responses after reading the selection.

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- c) Starting questions the reader would expect to find answered in a given selection and then check the responses after reading the selection
- d) Indicating which of a series of question that may possibly be answered in a given selection are formulated clearly, and rewording those that are not.

In addition, Hurford, Heasley and Smith (2007, p.26), one of the purposes of the reading is for a reference.

According to Hurford, Heasley and Smith (2007, p.26), reference is any expression used an utterance to refer to something or someone (or a clearly delimited collection of things or people). In addition, reference is a speaker indicates which things in the world (including persons) are being talked about. In fact, there is very constancy of reference in language. In everyday discourse, almost all of the fixing of reference comes from the context of reference. At first sight, the notion of reference as a relation between expressions used in utterance and people and object in the world seems straightforward enough. But stating simple generalization about when an expression is actually a referring expression and when it is not, is, to say the least, difficult.

In short, the following skills are classified according to the purpose of the reader. Study the discussion of each classification carefully. Reading cannot be separated with comprehension, because if the readers want to understand about the information, the reader must read.



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b. The Importance of Reading Comprehension in Learning English as a Foreign Language

According to Tierney (as cited in Karbalaei, 2010) reading is specifically the basic goal for ESL/EFL students to gain an understanding of the world and of themselves, enabling them to think about and react to what they read. In accordance with this statement, Grabe (1991) pointed out that reading is an essential skill and probably the most important skill for second language learners to master in academic contexts.

Anderson (2003, pp. 68-69) also stated that the mastery of reading skill could help ESL/EFL learners achieve success not only in English learning but also in other content-based classes where English reading proficiency was required. Reading is an important skill to update knowledge. Learners will get any information needed by reading and understanding book, magazine, newspaper and other reading materials.

By considering the fact that EFL learners need reading comprehension skill in their academic studies, Indonesian education curriculum also provides reading as one skill that should be mastered by students. Widiati & Cahyono (2006, pp 36-38) pointed out that EFL reading skill become an important element of the establishment of English curriculum of secondary and tertiary schools (both English and non-English departments) in Indonesia. For instance, in English formative test, most schools provide reading comprehension test to



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measure students' achievement. "For most Indonesian students who have limited exposure to oral English communication-reading becomes the first stepping stone to develop proficiency in the language" (Hadi, 2006). Thus, reading comprehension is the most important skill for EFL learners. By having good reading comprehension skills, learners will be able to achieve success in all academic studies and develop proficiency in the language.

c. The Concept of Reading Comprehension in Descriptive Text

According to Hartono in Zakiah (2011 pp. 20-22), descriptive text has a social function is to describe a particular person, place, or thing. Then, Syafi'i, Ansyari, Kasdi (2011, pp. 21) said, details in descriptive text are organized spatially to give the reader a clear picture of the scene being described.

a. Generic Structure

According to Hammond in Mursyid (2012, pp. 4-16), there are two generic structures of descriptive text, they are:

- 1) Identification: Identifies phenomenon to be described.
- 2) Description: Describes parts, qualities, characteristics, etc.

In reference to, both of them is identification part identifies the phenomenon (person, place or thing) to be described while the description is described qualities and characteristics of the phenomenon being described.

b. Language Features



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Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described does not exist anymore. According to Hartono in Zakiah (2011, pp. 15-16), Significant Grammatical or language Features are:

- 1) Focus on specific participants.
- 2) Use of Simple Present Tense
- 3) Use of Action Verb
- 4) Use of Adjective
- 5) Use of linking verb

This is an example of descriptive paragraph:

The Old Rocking Chair

Identification

In the corner of our living room sits an old wooden rocking chair.

Description

The chair is made of solid maple. Varnished and trimmed in gold. The arms are worn smooth, as if someone had used the finest of sandpaper on the wood. On the edges of its arms, I can see indentations in the wood where little tykes did their teething. As I rock back and forth, the old chair squeaks and creaks; but the sounds are soothing. This rocking chair has served several purposes. It has helped to console our three children, countless nieces, nephews, and children of friends. It has rocked babies to sleep for naps and bedtime. With its soothing rhythm, it has comforted and quieted them when they were restless or sick. Now



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that the children have grown older, the old chair is seldom used.

Yes it sits patiently, waiting the years when it will hold our grandchildren.

Adopted from Dietsch (2006)

3. Learning Styles and Reading Comprehension

According to Oxford (2003, p.1), learning styles is one of main factors that help to determine how and how well students' skills comprehension, including reading comprehension. Moreover, Carbo (1983, p. 490) divides learning styles based on reading comprehension; poor readers have a stronger preference for tactile and kinaesthetic learning, while good readers prefer to learn through their visual and auditory senses.

Rod Ellis (2003, p.3) stated that students' preferred ways of learning affect their second language learning input and output, such as learning task or comprehension of four English skills whether productive or receptive skills. Furthermore, Wilhelm (2004), in Thompson (2008, p.71) stated that being able to create images and mental models is an essential element of reading comprehension. Thus, Barbe & Swassing (1979), in Sukrawan (2012, p.12) say that the need to create images and mental models puts auditory, kinaesthetic, and tactile learners at a disadvantage.

In addition, Stahl on Abu Ibrahim Saadi (2012, p.3) says that teachers need different approaches to teach students to read, because



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learning styles indicate that different children differ in their phonemic abilities, in their ability recognizing words, and ability to comprehend and learn from the text, and their motivation and appreciation of literature.

From the explanation above, it can be seen that students' learning styles influence students' reading comprehension.

B. Relevant Research

The writer finds several researchers that are relevant to this research.

There are some previous studies which relate to a comparison between learning style and reading comprehension.

Firstly, the research was conducted by Ozgul Balci. The title of his research was "The Effects of Learning-Style Based Activities on Students' Reading Comprehension Skills and Self-Efficacy Perceptions in English Foreign Language Classes". The design of his research was a quasi-experimental research. The research was conducted with freshmen university students majoring in Elementary Mathematics Education at Necmettin Erbakan University in the fall semester of the academic year 2012-2013. In his research, he found that Both the Reading Comprehension post-test scores and the Self-Efficacy Scale for English post-test scores were significantly different in favor of the experimental group. Also, a significant moderate positive correlation was found between English reading comprehension achievement and English self-efficacy. He concluded that learning-style based activities enhanced reading comprehension skills and English self-efficacy



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perceptions.

Secondly, the research was conducted by Jimmi Tampubolon. The title of his research was “The Correlation of Learning Styles, Language Learning Strategies and Reading Comprehension of the Students of SMP Negeri 1 Laguboti.”. The design of this research was correlational design. The research was conducted in 2013 at SMP Negeri 1 Laguboti. In his research, he found that; there was a significant correlation between learner autonomy and students’ reading achievement, there was a significant correlation between learning style and students’ reading achievement and there was a significant correlation between learning style and language learning strategy. It was also found that visual learning styles together with memory strategies had a significant correlation with reading comprehension. Based on the findings, he suggested the importance of learning style and language learning strategies in learning English, especially in learning reading.

Thirdly, the research was conducted by Rijalul Husni. The title of his research was “The Influence of Learner Autonomy and Learning Style toward Students’ Reading Achievement”. The design of this research was correlational design. The research was conducted in 2016 at Senior High School level in Rokan Hulu regency. In his research, he found that; there was a significant correlation between learner autonomy and students’ reading achievement, there was a significant correlation between learning style and students’ reading achievement and there was a significant influence of learner autonomy and learning styles toward students’ reading achievement.



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The last related previous research was conducted by Diah Ayu Novitasari. The title of her research was "The Relationship between Students' Learning Style and Their English Achievement at State Junior High School 5 Tapung". The design of her research was a correlational research. In her research, she found that there is a relationship between learning styles and English learning achievement on seventh-grade students of SMPN 5 Tapung, the three styles measured; visual, auditory and kinaesthetic styles. The sample of her research was 52 students. Their learning styles were dominated by visual learners with percentage 41% (21 students). 37% (19 students) of the population are auditory learners and the last place is kinaesthetic learners with only 22% (11 students). In the last of her paper, she recommended that students should know their learning styles especially based on their sensory learning styles. She also wrote that teachers should help students discover their own learning styles.

The main difference between the relevant research above and this research is that this research conducted in order to know whether there is significant difference among learning styles (visual, auditory, and kinaesthetic) in reading comprehension of descriptive text.

C. Operational Concept

Operational concept is concepts used as a guide to avoid misunderstanding in a scientific research. It should be interpreted in particular words in order to make easy to measure. There are two variables in this research; they are independent variable is symbolized by X, meanwhile, dependent variable is



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symbolized by Y. Independent variable (X) is learning the style of the students (visual, audio, and kinaesthetic students), while dependent variable (Y) is the students' reading comprehension in descriptive text. The indicators of visual, audio and kinaesthetic students' reading comprehension based on Fleming (2012) are:

Variable X (Learning Styles)

1. X1 (Visual)

- a. The students enjoy looking at maps, charts, and pictures
- b. The students depend on teachers' body language to help with understanding.
- c. The students remember peoples' faces but not their names
- d. The students learn better through TV or video
- e. The students usually take notes with color coding

2. X2 (Auditory)

- a. The students discover information through listening
- b. The students have highly developed auditory skills and are generally good at speaking and presenting;
- c. The students think in words rather than pictures;
- d. The students learn best through verbal lectures, discussions, talking things through and listening to what others have to say
- e. The students addressing background sounds whether supportive or disruptive.

3. X3 (Kinaesthetic)



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- a. The students learn through moving, doing and touching;
- b. The students express themselves through movement;
- c. The students remember and process information through interacting with the space around them;
- d. The students find it hard to sit still for long periods and may become distracted by their need for activity and exploration;
- e. The students have skills demonstrated in physical coordination, athletic ability, hands-on experimentation, using body language, crafts, acting, miming, using their hands to create or build, dancing, and expressing emotions through the body.

The indicators of Reading comprehension of descriptive text (Variable Y) based on Chesla (2001, pp.1-10) and the syllabus of the tenth-grade students at State Senior High School 1 Kampar Timur can be seen as follows:

- a. The students are able to identify the specific information of the text.
- b. The students are able to find out main idea in reading descriptive text.
- c. The students are able to identify the generic structure of descriptive text.
- d. The students are able to identify language feature of descriptive text.
- e. The students are able to identify the reference of descriptive text.

D. Assumption and Hypothesis

1. The Assumption

In this research, after looking the theories and phenomena the writer had a strong assumption that visual, auditory, and kinaesthetic learners have different reading comprehension in descriptive text.



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2. The Hypothesis

H₀: There is no significant difference among learning styles (visual, auditory, and kinaesthetic) in reading comprehension of descriptive text

H_a: There is a significant difference among learning styles (visual, auditory, and kinaesthetic) in reading comprehension of descriptive text