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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the literature relevant to the present study that investigates the comparison on students' English achievement between visual and auditory learning style. This chapter discuss about the understanding of learning style and the understanding of achievement.

A. Theoretical Framework

1. The Nature of Visual Learning Style

Visual is related to sight or everything can see. According to Brown (2007, p. 129) says that visual students remember best what they see: students who tend to prefer reading and studying charts, drawings, and other graphic information. There are some characteristics of the students visual learning style; they can memorize the material when it is presented by using visual media such as power point, videos, pictures, diagrams and graphs. Visual students typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding.

Furthermore, Tutton (2013, p. 6) State that students learn best by seeing and they will find the information when it is explained by the aids of textbook, charts, pictures, course outlines and graphics. This is called the visual learning style. Visual students like to keep their eyes on their teacher by sitting in front of the class and watching the teacher closely. In addition, Becta (2005, p. 3) stated that Visual students learn best from either pictures.



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It can be comprehended that visual learning style is students' preference way to acquiring, using, thinking of knowledge on visual sense.

2. The Nature of Auditory Learning Style

Auditory students are those who prefer to hear materials as they are spoken, such as in a teacher format. According to Brown (2007, p. 129) auditory students prefer listening to lectures and audiotapes. They prefer the test type such as oral exam and writing responses to teachers. The worst test style for auditory students is reading comprehension (Ldpride, 2008, p. 11).

This term is used to identify the style of the students who prefer to learn through hearing something such as music, rhythm, melody, discussion, debates, lectures, audio and video record, memory chains and drills, rhymes Sabatova (2008, p. 34). Individuals with auditory learning style typically becomes talkative in classroom because they enjoy debates and discussions, learn most effectively through audio books, oral presentation and verbal instructions. Auditory students find out that information is usually has little relevance unless it is heard. They can follow verbal directions better than written ones. They tend to memorize names well and benefit from reading text aloud. Auditory students also enjoy music and can sing well.

3. The Nature of Students' English Achievement

The result of learning process is an important thing to know how well the learning process running. The result of learning process is students' achievement. It is a measurement for students to know how well they get

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knowledge from learning process in the class and also for teachers to know how well the students can absorb the materials from teaching process.

Sally Wehmeier et al (2005 in Rahmatullah 2011, p. 7) defines achievement is a thing that somebody has done successfully. it can be inferred that a thing and somebody based on the statement above stressed in learning for a thing and students for somebody.

To sum up the achievement definition, it can be concluded that the meaning of achievement is a result of activities that have been done. However, in learning activity, it means the mastering of knowledge or skill that is the progress toward English subject.

The successfulness in learning process can be visible from the reached achievement. If the achievement has fulfilled the targets, which have been determined previously, it can be told that the students are successful. Contrary to the fact, if the students have not fulfilled the target yet, it means that they have not yet success.

Thus, students' English achievement can be categorized into three domains; cognitive, affective and psychomotor. According to Wilson (2018) stated that learning achievement obtained by students is the knowledge (cognitive), attitude (affective) and skill (psychomotor).

- a. Knowledge (cognitive): Critical and creative power; analysis and evaluation capabilities.
- b. Attitude (affective): religiosity; consider the values of morality in seeing a problem; understanding and tolerant of dissent.

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c. Skills (psychomotor): communication; expert and skilled in the art.

Students' knowledge and students' skill can be measured based on their achievement of learning by doing the test. Therefore, in order to motivate and to guide the students to get good learning achievement especially in learning English they need to know how to learn as well as what to learn. In short word, they can be influenced by many factors and one of the factors is the way students initially receive information during lesson in class, in this area the writer called it with learning styles. Accoring to Keefe (1979, in Brown 2000, p.114) defines learning styles as a“cognitive, affective, and psychological traits that are relatively stable indicators of how students perceive, interact with, and respond to the learning environment.

The score may be taken from the average of daily test score, mid-test score, and final-test score of students learning result. There is alternative format of students' English achievement of measurement after teaching learning process; they are number scale of score from 0 to 100. Minimum standard of the score in this school for English subject is 65. And the students' English achievement in this research is final test result of tenth grade students in the first semester at State Senior High School 1 Bandar Petalangan.

So, the achievement in this area is the score of final test of English that was obtained by the students who had followed in teaching learning process for several times in State Senior High School 1 Bandar Petalangan.



4. The Comparison on Students' English Achievement Between Visual and Auditory Learning Style

Each students has a different ways to perceive or acquire information from learning process is their learning style. Enid Leonard (2005, p. 2), classified learning styles into visual, auditory and kinesthetic styles. Supported by Oxford (2003) learning style is one of main factors their help to determine how and how well students learn a second or foreign language which can influence their English achievement. Thus, it can be concluded that learning style relate to English skills comprehension.

In addition, Daouk (2013, p. 3) stated that students' academic achievement positively increases if they are aware of their learning style and how they learn best. Besides, Dunn et al (in Renou) found that making students aware of their learning style and helping them develop study skills compatible with their preferred learning style had a positive affect on academic performance. Hence, based on some statements above, it can be conclude that learning style has an important role in the learning process and influence students' English achievement because of learning style has relation with students way to acquire and comprehend information. they will learn easily through their own learning style.

A study done by Specific Diagnostic Studies proved that on average 29% of high school students learn more efficiently through the visual mode, 34% through the auditory mode (Willis & Hodson, in Daouk, 2013, p. 34).

Based on the statement above, it can be concluded that students' English achievement in visual learner is lower than English achievement in



auditory learner. Therefore, the writer was interested to do a research on English achievement between visual and auditory learning style at the tenth grade of state of State Senior High School 1 Bandar Petalangan.

B. Relevant Research

As a matter of fact, there are several studies as conducted by some researchers which are relevant to this research:

Firstly, a research by Eka Dewi Fithrotunnisa (2015) in her research entitled “*The Comparative Analysis of Students’ Learning Style on Their Achievement in Reading Skill*”. In the analysis of the data, she used the t-test formula. She found that there is significant influence of students’ learning styles and their English achievement in reading skill.

Secondly, a research by Too Shaw Warn (2009) in his research entitled “*Students’ Learning Style and Their Academic Achievement for Taxation Course*”. He concluded that There is no significant association observed between the learning style and the academic performance for both subjects.

Dealing with the explanation above, First, Eka Dewi Fithrotunnisa research entitled “*The Comparative Analysis of Students’ Learning Style on Their Achievement in Reading Skill*”. The X and Y variable in this research are same, because the X variable, students’ learning styles. Then, the Y variable, students’ English achievement in reading skill is same with Y variable in this research, but in this research not used reading skill. The location in her research at the second grade of MTs Muhammadiyah 1 Ciputatat. Moreover, in Eka’s research, the formulation of the problem was only one: Is there any



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significant difference of students' reading skill based on their visual, auditory and kinesthetic learning style? While the writer's formulation of the problem is three: 1. How is students' visual learning style on English achievement at the tenth grade of State Senior High School 1 Bandar Petalangan? 2. How is students' auditory learning style on English achievement at the tenth grade of State Senior High School 1 Bandar Petalangan? and 3. Is there any significant difference on the students' English achievement between visual and auditory learning styles at the tenth grade of State Senior High School 1 Bandar Petalangan?. Second, Too Shaw Warn research entitled "*Students' Learning Style and Their Academic Achievement for Taxation Course*". The X and Y variable in this research are same, but the formulation is different in Warn's research, the formulation of the problem was only two: (a) Do students employ different learning style towards subjects with different assessment orientation (i.e. theoretical versus computational basis)? (b) Are students' academic performances associated with their learning style? While the writer's formulation of the problem is three: 1. How is students' visual learning style on English achievement at the tenth grade of Senior High State School 1 Bandar Petalangan? 2. How is students' auditory learning style on English achievement at the tenth grade of State Senior High School 1 Bandar Petalangan? and 3. Is there any significant difference on the students' English achievement between visual and auditory learning styles at the tenth grade of State Senior High School 1 Bandar Petalangan?



C. Operational Concept

Operational concept is concepts used as a guidance to avoid misunderstanding in a scientific research. It should interpreted into 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 symbolized by Y. Thus research, independent variables were devided into two; X₁ (Visual Learning Style) and X₂ (Auditory Learning Style, and dependent variable was students' English Achievement. Therefore, the characteristics of visual and auditory learning style or variable X based on the theory of Enid Leonard (2005, p. 2), as follows:

Variable X (Learning Style)

1. Visual students need to see information.

- a. The students have strong visualization skills
- b. The students can remember objects, shapes, and picture
- c. The Students learn by reading
- d. The students learn better by watching films or videos
- e. The Students can see pictures in their mind

2. Auditory students need to hear information.

- a. The students enjoy reading aloud and listening to others reading
- b. The Students can remember what they hear in a teacher
- c. The Students can hear differences in tones and rhythm

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Variable Y (English Achievement)

Since the data about the students' achievement in learning English are obtained through the examination conducted by the school, the writer will interpret the student's score or achievement into some measurable categories as follows:

Table II. 1
The Category of Students' English Achievement

Score	Category
90-100	Very Good
78-89	Good
65-77	Sufficient
51-64	Less
0-50	Fail

Source from SMAN 1 Bandar Petalangan

The standard minimum score (KKM) for English lesson of the first year of State Senior High School 1 Bandar Petalangan is 65 point. The scores of dependent variable (Y) can be seen based on English achievement obtained from the teacher's documentation.

D. Assumption and Hypothesis

1. Assumption

The writer assumes that different varieties of learning style preference can give different in English achievement.

2. Hypothesis

Ha There is a significance difference on students' English achievement between visual and auditory learning styles at the the tenth grade of State Senior High School 1 Bandar Petalangan.

Ho There is no significant difference on students' English achievement between visual and auditory learning styles at the the tenth grade of State Senior High School 1 Bandar Petalangan.

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