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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Learning Style

Many scholars have defined learning styles. According to Chris Kyriacou (1996):

“Students’ learning style as their general approach towards using particular types of learning activities, it is evidenced in

- 1) the students’ attitude towards and preferences for particular learning activities,
- 2) the particular choice of activities they use for learning when they are given some degree of control over the method they may employ, and
- 3) the way in which they approach the use of particular types of learning tasks demanded of them

In line with the statement above, Dunn & Dunn in Begam (2013) also stated that learning style is the way in which individuals begin to concentrate on, process, internalize and retain new and difficult academic information. Moreover, Honey and Mumford in Dornyei (2005) also believed that learning style is an individual preferred or habitual ways of processing and transferring knowledge.

On the other hand, Murcia (2001) defined learning style as the manner in which a learner perceives, interacts with, and responds to the learning environment. In the related literature, learning style is regarded as a way of learning. Learning styles consist of strategies such as superficial or deep processing of information, holistic and

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serial processing of knowledge, processing knowledge in details, retention and systematic recalling (Busato et al., in Ibrahimoglu (2013). Kefee as cited in Brown (2007) defined learning styles as the cognitive, affective, and psychological characters of someone that are relatively stable indicators of how someone perceive, interact with, and respond the environment of learning. It means that learning style is like the students' characteristics in learning which are able to differentiate one learner to another.

Pertaining with all the ideas above, the researcher concluded that learning style is the preferred way of students' receiving and processing knowledge. It becomes a habitual way in learning of the students.

## 2. Sensory Learning Style

As the researcher mentioned in previous chapter that there are three major categories of learning styles which are widely recognized and relevant to the field of foreign language learning: sensory learning styles, cognitive learning styles and affective/temperament learning styles (Reid, 1987). Sensory learning style is related to the physical environment in which students learn, and involves using their senses in order to perceive data while cognitive styles relate to thinking, problem solving abilities and the ability to organize information. In contrast, affective learning/temperament learning style takes students' emotions, values and feelings into consideration.

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One of the learning styles based on sensory preferences is VAK (visual, auditory, kinesthetic) learning style. This notion believe that some of students are learn better through seeing, while others are better when they are listening or learning by doing.

#### a. Visual learners

Fleming(2011) claimed that students which more visual will have some characteristics such as learning best with pictures, diagrams and charts, usually taking notes with different colors, listening to teachers who use gestures and picturesque language, watching television and videos are really help them to learn, remembering people's faces but not their names.

In language learning, visual learners learn best in particular subject. As Leaver (2005) pointed out that visual learners acquire new vocabulary through sight; they understand grammar better when they can read about it in a book. In addition, Murcia (2001) added that visual students like to read and obtain a great deal from visual stimulation. For them, lectures, conversations, and oral instructions without any backup can be very confusing.

Gass (2008) also proposed that visual learners are those who take information visually. Blackboard use or Power Points presentations are preferred to straight lectures. They might rewrite lecture notes use color coding or any other visual organizational schema.

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**b. 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 logic that is explained verbally, and addressing background sounds whether supportive or disruptive. (Fleming, 2011; Wilson, 2011).

Leaver (2005) also supported the ideas above. She said that auditory learners acquire new information through sound; they hear grammatical endings, and they associate new words with sounds they already know. Gass (2008) also added that auditory learners prefer listening to reading. Lectures are effective means of absorbing information. They also prefer to talk through material and even to have text read out loud.

**c. Kinesthetic learners**

According to Brown (2000), kinesthetic learners will show a preference for demonstration and physical activity involving bodily movement. Learners which are more kinesthetic will learn using the practical opportunities in learning especially in those classes that have laboratories, practical sessions, clinics, tutorials, fieldwork, industry

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contact, case studies, and problem solving, hear about the examples 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, 2011).

These kinds of learners acquire new information through movement and they use their entire body in learning. In language classes, role plays and total physical response activities (such as carrying out commands) help them learn and remember new vocabulary and grammar (Murcia, 2001). The characteristics of kinesthetic are also proposed by Gass (2008). He said that kinesthetic learners learn better when the whole body is involved or when objects can be manipulated, such as in lab work.

Everybody has and can use all of those sensory learning styles. But, most of the people show the preference to one of the styles over the other. Dunn and Dunn in Reid (1987) found that only 20-30% of school age children appear to be auditory learners, that 40% are visual, and that the remaining 20-30% is kinesthetic.

Price, Dunn, and Sanders in Reid (1987) found that very young children are the most kinesthetic, and there is a gradual development of visual strengths through the elementary grades, and that only in fifth or sixth grade can most youngsters learn and retain information through the auditory sense. Carbo in Reid (1983), he found that good

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readers prefer to learn through their visual and auditory senses, while poor readers have a stronger preference for kinesthetic learning.

### 3. Advantages of Understanding Students' Learning Style

There are many advantages of understanding learning style (Ldpride, 2008). The advantages of understanding learning styles can be seen as follows:

#### a. Academic Advantages

Understanding learning style can give some academic advantages to the students such as maximizing students' learning potential, being success on all educational levels, understanding how to best study and score better on examination and test, overcoming limitations in the classroom, reducing frustration and stress levels and also expanding students existing learning strategies.

#### b. Personal Advantages

For the students, learning style understanding gives personal advantages such as improving students' self-confidence and self-esteem, gaining insight into their own strengths as well as weaknesses, developing a motivation for learning, and maximizing students' natural abilities and skills.

### 4. Implication of Learning Styles for Language Learning

It is advantageous to teach and test students in their own preferred modalities. Brown (2000) stated that learning style is one of

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the uniqueness owned by individual. There is no good or bad learning styles, there can be a good or bad match between the way students learn best and the ways course is taught. Mismatches occur between the learning styles of students in a language class and instructor's teaching styles, which unfortunately, effects on the quality of students' learning and their attitudes toward the class and the subject. In accordance to this matter, Diaz and Cartnal (1999) said that:

“Knowledge of students learning style preferences can aid faculty in class preparation, designing class delivery method, choosing appropriate technologies, and developing sensitivity to differing students learning preferences within the distance education department”

It can be concluded that teachers need to help the students to be a life-long learner. If the students do not know how to use their innate potential and make their styles match to their learning, they may not be able to be taught and trained in a career that they choose. Understanding students' learning style especially in language learning is an important factor that contributes many advantages to the students and the teaching process. Teacher can choose and design the material presentation that match to the students' learning style preference and in turn, it will make faster progress and motivate the students in learning.

## 5. Teaching Style

As mentioned above that students learn in many ways—by seeing and hearing, or doing. Teaching style also vary. Some teachers lecture, others demonstrate or discuss; some focus on rules and others on examples; some emphasize memory and others understanding. The

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teacher teaching style is claimed as one of the factors that affect students' performance in learning. Pertaining with the ideas above, Felder (1995) pointed out that how much a given student learns in a class is governed in part by that student's native ability and prior preparation but also by the compatibility of his or her characteristic approach to learning and the instructor's characteristic approach to teaching.

Teaching style is often defined as the teacher's preferred way in the process of teaching and learning. According to Brown (2003), Teaching styles are the behaviors or actions that teachers exhibit in the learning exchange. In addition, Fischer and Fischer (1979) also pointed out that teaching style is refer to a classroom mode, a pervasive way of approaching learners that might be consistent with several methods of teaching.

Fischer and Fischer (1979) divided teaching styles into six types:

- a) *The Task Oriented* – these teachers prescribe the materials to be learned and demand specific performance on the part of the students.
- b) *The Cooperative Planner* – these teachers plan the means and ends of instruction with the students' cooperation.
- c) *The Child Centered*– the teachers provide a structure for students to pursue they want to do or interest them.

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- d) *The Subject Centered* –these teachers focused on organized content to the near exclusion of the learners.
- e) *The Learning Centered* – these teachers have equal concern for the students and for the curricular objectives, the material to be learned.
- f) *The Emotionally Exciting and Its Counterpart* – these teachers show their own intensive emotional involvement in teaching.

The term of teaching style is often correlated to learning style.

It is claimed that the mismatch between teachers' teaching style and students' learning style will give some effect in the process of teaching and learning. In line with the statements above, Felder (1995) said that when the learning styles of most students in class and the teaching style of the teacher are seriously mismatches, the students are likely to become uncomfortable, bored and inattentive in class, do poorly on test.

In contrast, the matched learning style and teaching style are claimed to be able to enhance students' achievement. In reference with the ideas above, Felder (1995) said that matching teaching styles to learning styles can significantly enhance academic achievement and students' attitudes. As Miller in Brown (2000) also pointed out that when students learning preferences match their instructor's teaching styles, student motivation and achievement usually improve.

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**a. Approach**

Approach is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. In accordance with the idea above, Brown (2000) defined approach of teaching as a set of assumptions dealing with the nature of language, learning, and teaching. Harmer (2001) also pointed out that approach in language teaching refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching.

**b. Method**

Method of language teaching is refer to an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach. In line with the statement above, Brown (2000) described method of teaching as an overall plan for systematic presentation of language based on a selected approach. Harmer (2001) also defined method as the practical realization of an approach.

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**c. Strategy**

The word strategy refers to someone behavior in learning that differentiates one and another. According to Brown (2003), strategy is procedures used in learning or thinking which serve as a way of reaching a goal.

**d. Technique**

Technique of teaching refers to particular trick, stratagem, or contrivance used to accomplish an immediate objective. According to Richards (2010), in teaching, technique is a specific procedure for carrying out a teaching activity, such as the ways a teacher corrects students' errors or sets up group activities.

**e. Style**

The word style is refers to general characteristics of intellectual functioning that pertain a student as an individual. Then, learning style is refer to an individual's natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills (Reid in Brown, 2000). Fischer and Fischer (1979) also said that style refers to pervasive quality in the behavior of an individual.

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## 6. Learning Achievement

Learning is a process which the objective is to make a change in attitude, knowledge, habits, abilities and other purposes as a result of personal's experience. In line with the statement above, Kimble and Garnezyin (Brown, 2000) stated that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.

A successful learning process can be seen from the students' achievement. Achievement is the result of efforts that is done by students in a certain time. Pertaining with the idea above, Hornby in Brown (2000) stated that achievement is an action of achieving something with effort and skill. Moreover, students' learning achievement can be seen from their scores that involve their efforts in the attainment of knowledge of the subjects they are studying.

English learning achievement can be described as the result of English learning process that students get from the teacher in form of scores. The score is getting through tests that teacher made or a kind of standardized test. In this study, the achievement scores can help the researcher to describe how far the students' ability in English. The achievement scores also come from the calculation of some test that teacher has made for their students. The achievement tests measure present proficiency, mastery, and understanding of general and specific areas of knowledge (Kerlinger, 1979)

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Based on the explanation above, the researcher concludes that achievement is outcomes of the students' learning in the form of knowledge, skill, and score in the certain period. The high achievement is not easy to be reached. It requires a process which involves the ability to reach it. In reaching the high achievement in learning, students need some factors such as matched learning styles and high motivation. So, achievement can be considered as measurable behavior in standardized series of tests in the form of scores that indicates whether a student has been successful or unsuccessful in mastering academic skills.

As the explanation above, the researcher has the understanding for this variable that students' English learning achievement is a result of students learning progress in English class. The achievement appears as the score that can be as description of students' success in learning.

## 7. Factors Influencing Students' English Achievement

Syah (2006) stated that there are three factors that influence students learning. The factors are as follows:

- a. *Internal factors*, which consists of physical and spiritual of the students.
- b. *External factor*, that is environmental conditions around students.
- c. *Approach to learning* that is the type of students' learning

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effort which includes strategies and methods that students used to conduct learning activities.

Besides, Mlambo (2011) stated that there are numerous factors affecting academic performance in various centers of learning. He found that students' effort, previous schooling, parents' education, family income, self motivation, age of student, learning preference, class attendance and entry qualifications as factors that have significant on the students' academic performance in various settings.

Based on the idea above, it is clear that one of the factors that influence students learning process is the students' learning preferences. The way students use their preferred way in learning is called as learning style. When students feel comfortable with the way they learn, it will be easier for them to understand the material that is being learned. Finally, when students understand the material, it will affect their achievement too.

### **8. The Correlation between Learning Style and Learning Achievement**

There have been many efforts made to enhance students' learning achievements. It has always been the main concern of the teachers and parents to make their students and children successful learners. That is why many teachers are convinced to make their students succeed academically.

Mostly, student's learning style is identified to determine the strengths for academic achievement. In line with the statements above,

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Oxford (2003) pointed out that language learning styles and strategies are among the main factors that help determine how—and how well students learn a second or foreign language. Besides, Dunn in Brown (2000) believed that the low and average achievers will get higher achievement when they are taught by using some ways that are matched with their learning style.

Pertaining with the ideas above, Dornyei (2005) also noted six types of mismatch between learning styles and other learning-generating factors that causes learning difficulties in practice; mismatch between teaching styles and learning styles, the syllabus, language tasks, learners' belief about learning, learning strategies, and learners' abilities.

Castro and Peck in Brahmakasikara (2013) also studied about learning styles and learning difficulties of foreign language students. The result of their study is that the preferred learning style of students will be a help for them in the success of the student in the foreign language classroom. Abidin et al. (2011) implied that the students in their study possessed multiple learning styles or a combination of different learning styles, thus, they are able to learn effectively. They also indicated that learning styles make an impact of students' overall achievement.

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In line with the statements above, Dunn et al. in Brown (2000) also argued that students who are taught with matched learning style did better than those who learning styles were not matched with the teaching methodologies. Besides, Brown (2000) stated that successful language learners are those who know how to manipulate style (as well as strategy) levels in their day-to-day encounters with the language.

In the same case, Cassidy (2004) also stated one concept in particular which has provided some valuable insights into learning in both academic and other settings is learning style. There is general acceptance that the manners in which individuals choose an approach in learning has an impact on performance and achievement of learning outcomes.

Based on the experts' explanation above, the researcher concludes that one of the most affected factors which influence students' achievements is learning style.

## B. Relevant Research

As a matter of fact, there are a lot of previous researchers regarding this topic, one of which was conducted by Mumtaz Begam Binti Abdul Kadir. The design of his research was a correlational research. The title of his research was "The Relationship between Students' Learning Style and Academic Performance in Mara Professional College, Malaysia". The research was conducted in 2013 at MARA Professional College. In his research, he found that there is a relationship between the five dimension

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measured environment, emotional sociological, physiological, and psychological. Emotional contributed the most which is 28.3%, followed by psychological (9.4%), sociological (1.9%), physiological (1%) and environment does not contribute towards educational performance. At the end of his paper, he recommended that the teachers can address each learning style at least some of the time in their teaching.

The second research was conducted by Meryem Yilmaz-Soylu and Buket Akkoynulu. The design of their research was an experimental research. The title of their research was "The Effect of Learning Styles on Achievement in Different Learning Environments ". The research was conducted in 2002 at the Department of Computer Education and Instructional Technology, Faculty of Education, Hacettepe University. In their research, they found that learning styles do not have effects on the achievement of students in different learning environments. At the end of his paper, he recommended that the time and place of using a certain type of media is more important than the type of media used for the design of learning environments.

The difference between the relevant research above and this research is that this research conducted in order to know whether students' learning style based on their sensory preferences have relationship to their English learning achievement or not.

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### C. Operational Concept

According to Syafi'i (2015) operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing-a research paper. The writer would like to explain briefly about variables in this research. It is important to clarify the theories used in this research. This research is correlational research which is focuses on correlation between students' learning styles and their English learning achievement. Therefore, in analyzing the problem in this research, there are two variables:

The indicators of variable X (students' learning styles) according to (Fleming, 2011.) are as follows:

1. Visual learners
  - a) The students enjoy looking at maps, charts, and pictures
  - b) The students depend on teachers's 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. Auditory learners
  - a) The students discover information through llistening
  - 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;

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- d) The students learn best through verbal lectures, discussions, talking things through and listening to what others have to say
  - e) The students have auditory skills demonstrated in listening, speaking, writing, storytelling, explaining, teaching, using humour, understanding the syntax and meaning of words, remembering information, and arguing their point of view.
3. Kinesthetic learners
- 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.

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The indicators of variable Y (students' learning achievement) are as follows:

Based on School Based Curriculum (SBC), the indicators of students' English learning achievement:

- a) The students achieve their standard minimum score of 75.
- b) The students have an ability on identifying title of the monologue text listened accurately.
- c) The students have an ability on identifying the communicative purpose of the monologue text listened accurately.
- d) The students have an ability in making inference of the monologue text listened accurately.
- e) The students have an ability on identifying the meaning of the descriptive text.
- f) The students have an ability on identifying simple present of the descriptive text.
- g) The students answer oral question spontaneously.
- h) The students have an ability on arranging the sentences.

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**D. The Assumption and the Hypothesis****1. The Assumption**

In this research, after looking at the theories and the possibilities described in the theoretical framework and operational concept, the researcher is going to presents an assumption as follow:

- a. Learning style is the important factor which influences students' English learning achievement.

**2. The Hypothesis**

- a.  $H_a$  (alternative hypothesis)

“There is a significant correlation between students' learning styles and their English learning achievement at the seventh grade students of State Junior High School 5 Tapung”

- b.  $H_o$  (null hypothesis)

“There is no significant correlation between students learning styles and their English learning achievement at the seventh grade students of State Junior High School 5 Tapung”.