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respond to the learning environment”. Dun et al (1989 as cited in Clinton, 2002:56) asserts that learning styles include variables such as “individual responses to sound, light, temperature, design, perception, intake, Chronological highs and lows, mobility needs, and persistence, motivation, responsibility (conformity) and need for structure”.

It can be seen the definitions provided above vary in terms of scope and depth. The definition provided by Keefe (1979) besides taking into account the difference between learning styles and cognitive styles, it also includes the three dimensions of behavior: cognitive, affective, and physiological. The last definition, particularly, is the broadest and deepest since it seems to be composed of environmental (light, sound, temperature), emotional (motivation, responsibility, persistence) and sociological (pairs, groups) stimuli. The involvement of such wide repertoire of dimensions while defining learning styles leads to confusion because it is difficult to control and focus on all of them at the same time. Therefore, in this study, the definition provided by Dunn and Dunn (1979, as cited in Reid, 1987) will be taken as a basis.

Therefore, according to Bonnie (2003). learning style or pattern of how individuals develop habitual ways of responding to experience and reflect an array of attitudes, emotional responses, preferences and habits. In addition Erica A. Wehrwein (2007:1) tells about “learning styles are a way to help improve your quality of learning” by understanding your own personal styles, you can adapt the learning process and techniques you use. This site is

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dedicated to help you better understand learning styles. As well as providing an easy way to discover your own styles.

However, according to Dr. Dunn (2011:12) learning styles are the ways people started to concentrate, absorb, process and accommodate new and difficult information. The difference of ideas, learning styles by Sarasin in her book learning styles, perspectives, an impact in the classroom (2011:13) learning styles is a specific behavior pattern in receiving new information and to develop new skills, as well as the process of storing information and new skill and learning style.

Furthermore, according to Pat Burke Guild (2009:22), all in learning style can be successful, but they also could become stumbling block when learning style applied inappropriately. This concept explains the success or failure of different learning approach with different tasks, especially as they relate to expectations in schools.

According to M.Rashid (2009), learning styles as the “composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment.

According to Essi Kanninen (2009:1), learning style are learners’ preferences in learning. There are many models of learning styles. The visual-Auditory-Kinesthetic (VAK) model is one of the simplest and is based an observation channel vision, hearing and feeling. More profound models are for example Kolb’s learning style model and felder-silvermen learning style model. They

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take into account more a complex aspect of learning. Almost every learning style model has its own assessment tool in the form of a questionnaire.

A. Learning Style Model

1. KOLB Learning Style Model

David Kolb developed his learning style model over year's base on the research. He published it in a book 'experimental learning: experience as the source of learning and development in 1984. Kolbs experimental learning theory (ELT) and Kolb's learning styles inventory (LSI).

Kolb's learning theory includes four different learning styles, which are based on a four-stage learning cycle. The learning cycle stages are:

1. Concrete Experience (CE)- Feeling
2. Reflective Observation (RO)- Watching
3. Abstract Conceptualization (AC)- thinking
4. Active Experimentation (AE)- doing

The purpose a variation to Kolb's position, establishing relationships among styles and the way information is dealt with:

- a. Active/ Reflective

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(Related to information processing)- Active people consider having understood a piece of information only if they discussed it, applied it or tried to explain it to other people. Reflexive people, on the other hand, prefer reflecting about the issue before assuming any practical posture.

b. Sensorial/ Intuitive

(Associated with Information Perception)- Sensorial people are meant to learn from tasks related to problems and facts that could be solved by well-behaved methods, with no surprises or unexpected effects. Besides, this style usually refers to students that are found of details and very good memorizers of facts and practical applications. Conversely, intuitive students are meant to discover alternate possibilities and relationships by themselves, working with abstractions and formula, which allows them to understand new concepts and to quickly and innovatively perform new tasks.

c. Visual/ Verbal

(Referring to Information Retaining)- Visual-driven people find no difficulties in interpreting, for an example, pictures, diagrams, timelines or movies. Distinctly, verbal students' personal learning processes are driven by written or spoken explanation- being the most widely used learning styles in formal education

d. Sequential/ Global

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(Connected to Information Organization)- Sequential people structure their learning process by logically, successively chained steps, each one of them related to the search for solutions. On the other hand, global students learning processes are distinguished by random jumps: they often are able to solve a complex problem, although they do not know how they arrived at the solution.

B. R. DUNN Learning Styles Model

R. Dunn (2002:89) has reported on perceptual learning styles, a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience. 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, audio tapes
3. Kinesthetic learning: experimental learning, that is, total physical involvement with a learning situation
4. Tactile learning : “hands-on” learning, such as building models or doing laboratory experiments.

C. Judie Haynes Learning Style Model

Judie Haynes (2009) tells about learning styles in teaching English language learners. There are kinds of English language learners may be highly literate in their own language, but experience difficulties when

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acquiring English because they are accustomed to learn through a different style. In any case, most English language learners are visual or kinesthetic learners when they first learn English. Most teachers, especially in the upper grades, teach to students with an auditory learning style. This can be very difficult for the English language learners in your class.

1. Auditory Learners

Students with this style will be able to recall what they hear and will prefer oral instructions. They learn by listening and speaking. These students enjoy talking and interviewing. They are phonetic readers who enjoy oral reading, choral reading, and listening to record books. They learn best by doing the following: interviewing, debating, participating on a panel, participating in oral discussions of written material.

2. Visual Learners

Visual learners will be able to recall what they see and will prefer written instructions. These students are sight readers who enjoy reading silently. Better yet, present information to them with a video. They will learn by observing and enjoy working with the following: a) computer graphics, b) maps, graphs, charts, c) cartoons, d) posters, e) diagrams, f) graphic organizers, g) text with a lot of pictures.

3. Tactile Learners

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Students with this strength learn best by touching. They understand directions that they write and will learn best through manipulative. Try using the Language Experience Approach (LEA) when teaching these students to read. These students also benefit from whole language approaches to reading. They learn best by: a) drawing b) playing board games c) making dioramas d) making models e) following instructions to make something.

4. Kinesthetic

Kinesthetic learners also learn by touching or manipulating objects. They need to involve their whole body in learning. Total Physical Response is a good ESL method for them. They remember material best if they act it out. These students learn best by: a) playing games that involve their whole body b) movement activities c) making models d) following instructions to make something e) setting up experiments

5. Global learners

Global learners are spontaneous and intuitive. They do not like to be bored. Information needs to be presented in an interesting manner using attractive materials. Cooperative learning strategies and holistic reading methods work well with these learners. Global learners learn best through: a) choral reading b) recorded books c) story writing d) computer program e) games f) group activities

6. Analytical Learners

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Analytic learners plan and organize their work. They focus on details and are logical. They are phonetic readers and prefer to work individually on activity sheets. They learn best when: a) information is presented in sequential steps b) lessons are structured and teacher- directed c) goals are clear d) requirements are spelled out.

D. Sensory Learning Styles

a. Perceptual Learning Styles

Auditory learning style learn best through the ear (hearing), visual learn more effectively through the eyes (seeing), tactile learners learn more effectively through touch (hands-on), kinesthetic learners learn best through body experience (movement).

b. Environmental Learning Styles

Physical vs Sociological: Physical learners learn more effectively when variables such as temperature, sound, light, food, time, and classroom arrangement are considered.

Sociological learners, in contrast, learn more effectively when variables such as group, individual, pair, team work, and level of teacher authority are regarded.

E. Personality Learning Styles

a. Extroversion vs. Introversion

Extroverted learners are interested in concrete experience, contact with outside, and relationship with others. Introverted learners, on the other hand, are more interested in individual, independent situations.

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b. Sensing vs. Perception

Sensing learners learn best from reports of observable facts and happenings, and rely on their five senses. This is while, perception learners learn more effectively from meaningful experiences and relationship with others.

c. Thinking Vs Feeling

Thinking learners learn best from impersonal circumstances and logical consequences. On the other hand, feeling learners prefer personalized circumstances and social values.

d. Judging vs Perceiving

Judging learners learn by reflection, analysis, and processes that involve closure. Perceiving learners, in contrast, learn through negotiation, feeling, and inductive processed that postpone closure (Asian EFL journal, volume 9 numbers 1).

F. Fleming Learning Styles Model

According to Fleming .N.D (2007) said that many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well. Many people recognize that each person prefers

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There are:

1. Visual (spatial): you prefer using pictures, images, and spatial understanding
2. Aural (auditory-musical): you prefer using sound and music
3. Verbal (linguistic): you prefer using words, both in speech and writing
4. Physical (kinesthetic): you prefer using your body, hands and sense of touch
5. Logical (mathematical): you prefer using logic, reasoning and systems
6. Social (interpersonal): you prefer to learn in groups or with other people
7. Solitary (intrapersonal): you prefer to work alone and use self-study

One of the most widely used models of learning styles in the index of learning styles developed by Richard Felder and Linda Silverman in the late 1980s. According to this model(with Felder revised in 2002) there

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are four dimensions of learning styles. Think of these dimensions as a continuum with one learning preference on the far left and the other on the far right.

G. VAK Learning Styles Model

According to Essi Kanninen (2009:3) VAK learning styles divide into one three preferred style of learning. There are many different kinds of learning style models based on different aspects. One model concentrates on human observation channels; division hearing and feeling. It is called the Visual-Auditory-Kinesthetic (VAK) model.

According to Lujan (2007:14) students with a V preference learn best by seeing or observing (drawings, pictures, diagrams, demonstrations, etc). Learners that prefer are best suited to learn by listening or recording lectures, discussing the material and talking through material with themselves or others. K-style learners perform better by using physical experiences: touching, performing an activity, moving, lessons that emphasize doing, and manipulating of objects. Students' are capable of using all of these sensory modes of learning; however, each individual has a unique preference, or set of preferences, in which one mode is often dominant.

Table 2.I

VAK Learning Style

Learning style	Students Learn	Media
Visual	Seeing and reading	Diagram, Graphics, model, picture, video
Auditory	Listening and talking	Radio, music, discuss
Kinesthetic	Touching and doing	Games

H. The Visual of Learning Styles

According to Chisslet (2005), learners with *visual learning styles* learn best using their eye sight. Seeing and reading are described to be important for visual learners. For example, pictures, tables, demonstrations, handouts, and mind maps are very useful for them. Especially, lectures notes, textbooks and other written text is the most useful way of learning. It is easy to add those things in the learning environment and therefore it is easy to visually learning students to use and study in a virtual environment. Someone with a Visual learning style has a preference for seeing or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. these people will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

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According to Veenman (2003), visual learners are those who learn things best through seeing them. Visual learning students like to keep an eye on the teacher by sitting in the front of the class and watching the lecture closely. Often, visual learners find that information “clicks” when it is explained with the aid of a chart or picture. Have you ever drawn pictures of a biological process as you studied for a test? This may be a sign that you have instinctively practiced visual learning techniques. Look over the characteristics below to see if they sound familiar. Visual learners need to see the information. The whiteboard, text for reading, or information on the computer all help these students succeed in the classroom. It is important to distinguish that some visual students prefer the written form of the language, such as a book that explains grammar or vocabulary. This preference is similar to an analytical approach. Other visual students prefer diagrams or charts that illustrate grammar or vocabulary. This preference is similar to a global approach.

In practice, information or ideas heard may not be retained as well as if the student had seen able to take notes. Visual learners should be allowed to write notes in the class, perhaps, the teacher will provide a minute or two after an explanation or presentation to take down the information. Longer recall times to activate the language will prove necessary if visual imagery does not accompany the explanations. Carbo (2001) suggested that the teacher should remember that:

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1. Listening skills are a primary component of oral communication. Extra opportunities should be given to build listening ability, with many opportunities for visual students to hear and process the information
2. Flashcards with pictures and/ or words are an excellent tool for visual learners. If flashcards are not available, then students can make their own. Alternatively, when encountering new words, students can picture the object in the heads.
3. Visual learners may struggle with pronunciation, intonation, tone, register, and other aural skills.
 - A. The Characteristic of Visual Learner are:
 1. Is good at spelling, but forgets names
 2. Need a quiet study time
 3. Has to think a while before understanding a speech or lecture
 4. Likes colors and fashion
 5. Dreams in color
 6. Understands/ likes charts
 7. Is good with sign language
 - B. Learning Techniques for Visual Learners
 1. Drawn a map of events in history or draw scientific process

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2. Make outlines of everything
3. Copy what's on the board
4. Ask the teacher to diagram
5. Diagram sentences
6. Take notes, make lists
7. Watch videos
8. Color code words, research notes
9. Outline reading
10. Use flash cards
11. Use highlighters, circle works, underline

C. Best Test Type for Visual Learners

Diagramming, reading maps, essays (if you use an outline), showing a process visual is preference learn best by seeing or observing (drawings, pictures, diagrams, demonstrations, etc). Then, visual learners have worst test type with listen and respond tests.

I. The Auditory of Learning Styles

According to Steward (2000), the students who learn best through hearing (auditory) can find virtual learning useful if there are video clips, virtual lectures, and video conferences because listening and speaking are important for auditory learners. The clips can also be easily added to the environment. The learners with auditory learning styles like to hear

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detailed directions. They learn things one at a time. Auditory learners benefit from listening to lectures and participating in discussions. Someone with an auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as “tell me”, “let’s talk it over “and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to that song they hear.

Therefore, according to Reinert (2003),the information written down has less meaning to auditory students also hear it. This affects overall comprehension and success, particularly with homework, tests, and other activities that don’t allow students to also aurally take in the information. In upper-level classes that regularly include newspaper and magazine articles, as well as other regalia, students may be less adept at pulling out and applying the information and ideas in the initial communicative activities and give suggestion to auditory students should:

1. Read information aloud, such as instructions. They can even read aloud articles from magazines and newspapers at home or in the class. Choral reading activities work very well with these students.
2. Listen to CDs, podcasts, and broadcasts for language study
3. Find opportunities to communicatively use English

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A. Auditory learner typically exhibitsthe following characteristic:

1. Likes to read to self out lend
2. Is not afraid to speak in class
3. Likes oral reports
4. Is good at explaining
5. Remembers names
6. Notices sound effects in movies
7. Enjoys music
8. Is good at grammar and foreign language
9. Reads slowly
10. Fallows spoken direction well
11. Can't keep quiet for long periods
12. Enjoys acting, being on stage
13. Is good in study groups

B. Auditory Learners can Benefit from:

1. Using word association to remember facts and lines
2. Recording lectures
3. Watching videos
4. Repeating facts with eyes closed
5. Participating in group discussions
6. Using audiotapes for language practices
7. Taping notes after writing them

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C. Best test type

Auditory learners are good at writing responses to lecture they have heard. They are also good at oral exams. Learners that prefer auditory are best suited to learn by listening to or recording lectures, discussing material, and talking through material with themselves or others. Then the auditor has the worst test type of reading passages and writing answers about them in a timed test.

J. The Kinesthetic of Learning Style

Coffield (2004) states in Kinesthetic of Learning Style. learners learn best through feeling and experimenting. They prefer laboratory sessions or field trips over classroom lectures. These learners like to be involved with physical experiences. Therefore the virtual learning environment brings a lot of challenge to their learning. In the learning process some kind of virtual models can be useful for them where one can see how things works. Someone with Kinesthetic learning style has a preference for physical experience- touching, feeling, holding, doing, and practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first.

The same opinions with Fischer (2002) the students who categorize kinesthetic learning style require whole body movement and real life

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experience to absorb and to retain materials to be learned. These students learn most easily when they are very involved in the learning process. Kinesthetic students tend to be touchier or feeler. They process information, though the sense of touch, such as by falling shapes and textures while they may take a lot of notes or noodle while attending lectures or even while simply thinking something through, often they will not refer to the notes again. When they are speaking with someone, they frequently have the tendency to touch the other person on the shoulder or arm. They may also quite close. Kinesthetic students also usually have tended to handle something or fidget with something.

Experiential and hands on learning activities are usually the best method for this type of students such as lab work, role playing and making models. In addition, kinesthetic students will usually need to take frequent study breaks in order to avoid becoming easily distracted or bored. Kinesthetic students also categorize as interactive learning, because these students tend to be distracted or bored very easily with lectures.

According to Walker (2004), the word kinesthetic refers to movement of the body. A person with kinesthetic intelligence, therefore, is one who is well coordinated, has adept physical and motor skills, and is able to use that coordination to communicate and to produce. People with kinesthetic intelligence usually succeed in careers that involve mobility, such as surgeons, athletes, architects, gardeners, and actors.

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There are tactics and routines people with kinesthetic intelligence can practice in order to become successful in studying and learning. He suggested:

First, it is important for those with high kinesthetic intelligence to be physically involved with learning. This can include participating in lab experiments and acting out scenarios. Kinesthetic learners should also use all five senses. For example: A kinesthetic learner could actually make a model of something he or she is studying.

Second, because kinesthetic learners generally have great hand-eye coordination, technology is a great interactive tool to use while studying. Games and stimulators allow the learner to be physically involved in the learning process by practicing the subject in a variety of scenarios and situations.

Third, writing information down helps kinesthetic learners study. Making lists, taking notes, writing down examples, using concept maps, and collecting photographs are all ways people with kinesthetic intelligence will learn, understand, process, and organize information.

Fourth, when studying for an exam, kinesthetic learners should approach him studying process as they would approach practicing for a big game. For example, a kinesthetic learner can make up practice exams to help review the material. The student can also discuss with the teacher an optional testing method to traditional written exams, such writing and acting out a scene from a play or presenting a project.

Finally, kinesthetic learner should try to find an academic “coach” for help and support. The coach is not only responsible for providing a support system to the learner, but the coach can help the learner set goals, help to make sure the learner is on track, and provide both encouragement and helpful criticism.

a. Kinesthetic Learner often exhibits the following characteristics:

1. Is good at sports
2. Cannot sit still for long
3. Is not great at spelling
4. Does not have great handwriting
5. Likes science lab
6. Studies with loud music on
7. Like adventure books, movies
8. Likes role playing
9. Takes breaks when studying
10. Builds models
11. Is involved in martial arts, dance
12. Is fidgety during lectures

b. Kinesthetic Learners can benefit from:

1. Studying in short blocks
2. Taking lab classes
3. Role playing

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K. Learning Styles and English Achievement

There have been a number of researchers conducted to show the influence between learning styles and English achievement, and which show that matching teaching styles to learning styles can significantly enhance English achievement of students (Griggs & Dunn 1984; Smith & Renzully 1984).

Dedicated teachers have made attempts to enhance their students' English achievements (Abidin et al., 2011) in many ways. One of these ways, according to Abidin (2011) is to identify each students' learning styles to determine strengths for academic achievement. In a study of Castro and Peck (2005) on learning styles and learning difficulties of foreign language students, they claimed that the preferred learning styles of the student can be a help 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, learning styles or a combination of different learning styles, thus, they are able to learn effectively. They indicated that learning styles make an impact on students' overall achievement. Dunn et al (1995) argued that students who were taught by an approach compatible with their learning styles did better than those whose learning styles were not matched with the teaching methodologies.

A students' styles of learning, if accommodated, can result in improved attitudes toward learning and an increase in thinking skill, academic achievement, and creativity (Irvine & York, 1995). Some past

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research on learning styles attempted to categorize learners by ability has produced some convincing results.

II.2. The Concept of Language Learning Strategies

Many variables are involved in making teaching and learning successful. Students are expected to understand and reach the goal in learning. One of these variables is the use of strategy in learning, especially language learning. An appropriate strategy is needed for teacher and students. Strategy becomes well depend on the context of its use. Oxford (2000) states that a strategy is useful if the following conditions are presented:

1. The strategy related well to the L2 task at hand. The teacher in choosing the strategy should consider which strategy relates to the task in language learning in order the target of the task is achieved
2. The strategy fits in particular students' learning style preferences to one degree or another. The teacher also should pay attention to students learning style in choosing a strategy.
3. The students employ the strategy effectively and link it with other strategies. The teacher can encourage students in using the strategy effectively and also in linking it with other strategies.

When the conditions are fulfilled, the language learning will be easier, faster and effective. Regarding to language learning strategies. O'Malley and Chamot (1990) defined that learning strategies are "the special thought

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or behaviors that individuals use to help them comprehend, learn, or retain new information. Furthermore, language learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations (Oxford, 1990).

II.2.1. Features of Language Learning Strategies

Oxford (1990) introduced twelve features of language learning strategies as follows:

1. Contribute to the main goal, communicative competence

All appropriate language learning strategies are oriented toward the broad goal of communicative competence and strategic competence. The development of communicative competence requires realistic interaction among learners using meaningful, contextualized language. Learning strategies help learners participate actively in such authentic communication.

2. Allow learners to become more self- directed

Language learning strategies encourage greater overall self – direction for learners. Being self directed students are important since the teacher can guide them all the time and students need to use the language outside the classroom. Moreover, self- directed is essential to the active development of ability in a new language.

3. Expand the role of teachers

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Traditionally, the teachers' roles are like parents, instructor, director, manager, judge, leader, evaluator, controller, and even a doctor who must "cure" the ignorance of the student. Such roles may make the communication in the classroom become unable to succeed. In contrast, the new role of teachers is as a facilitator, helper, guide, consultant, adviser, coordinator, idea person, diagnostician, and co-communicator. Teaching capacities also include identifying students' learning strategies, conducting training on learning strategies, and helping learners become more independent. These changes strengthen teachers' role, making them more varied and more creative. When the students take more responsibility, more learning occurs, and both teachers and students feel more successful

4. Problem- Oriented

Language learning strategies are tools. They are used because there is a problem to solve, a task to accomplish, an objective to meet, or goal to attain.

5. Specific actions taken by learners

Language learning strategies are specific actions or behaviors accomplished by students to enhance their learning. These actions are naturally influenced by the learner's more general characteristics or traits such as learning style, motivation, and aptitude.

6. Involve many aspects of the learner, not just the cognitive

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Language learning strategies are not just about cognitive functions such as those dealing with mental processing and manipulating of the new language, but also include metacognitive functions such as planning, evaluating, and arranging one's own learning; and emotional (affective), social and other functions.

7. Support learning both directly and indirectly

Some learning strategies involve direct learning and the use of the subject matter, in this case a new language. These are called as direct strategies. Others, including metacognitive, affective, and social strategies contribute indirectly but powerfully to learn. These are known as indirect strategies. Direct and indirect strategies are equally important and serve to support each other in many ways.

8. Not always be observed

Some learning strategies are not observable. Some of them are dealing with mental associations that are not seen by human eyes. The strategies are also used by the students outside the classroom that are unobservable by the teachers.

9. Often be conscious

Many modern uses of their learning strategies reflect conscious efforts by learners to take control of their learning, and some researchers seem to suggest that are always conscious actions. However, some of learning strategies become automatic or in other words become unconscious.

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10. Can be taught

Learning strategies are easier to teach and to modify. This can be done through strategy training, which essential part of language education. Even the best learners can improve their strategy use through such training. Strategy training helps guide learners to become more conscious of strategy use and more adapt at employing appropriate strategies.

11. Be flexible

Language learning strategies are flexible; that is, they are not always found in predictable sequences on in precise patterns. There is a great deal of individuality in the way learners choose, combine, and sequence strategies.

12. Be influenced by a variety of factors

Many factors affect the choice of strategies; degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality, general learning style, personality traits, motivation , level and purpose for learning the language

II.2.2. O'Malley's Classification of Language Learning Strategies

O'Malley et al (1985:582-584) in Jhaish (2010) devide language-learning strategies into three main subcategories: metacognitive strategies, cognitive strategies, and socio-affective strategies. It can be stated that metacognitive strategy is a term which refers to the metacognitive skills, strategies which require planning for learning,

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thinking about the learning processes that are taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Strategies such as self-monitoring, self-evaluation, advance organizers, self-management, and selective attention can be placed among the main metacognitive strategies.

When compared to metacognitive strategies, it can be stated cognitive strategies are not only more limited to specific learning tasks, but they also involve more direct manipulation of the learning material itself. Among the most important cognitive strategies are repetition, elaboration, contextualization, auditory representation, transfer, etc. Regarding the social, affective strategies, it can be stated that they involve interaction with another person. They are generally considered to be applicable to various tasks. Questioning for clarification, cooperation with others to solve a problem, rephrasing, and self-talk are some examples of social-affective strategies.

II.2.3. Six Categories of Language Learning Styles

Six major categories of language learning styles have been grouped by Oxford (1990). Actually, language learning strategies are divided into two main parts; direct and indirect strategies. Direct strategies are those behaviors that directly involve the use of the target language, which directly facilitates language learning. Oxford (1990) resembles the direct strategies to the performers in a stage play, whereas she takes after indirect strategies to the director of the same play.

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Direct strategies are subcategorized into memory strategies, cognitive strategies and compensation strategies. In the other hand, indirect strategies are subcategorized into metacognitive strategies, effective strategies and social strategies. Below is the further explanation of all strategies. (Oxford in Murcia (2001).

a. Direct strategies

1. **Memory strategies:** Memory strategies are the techniques enable learners to store the new information and retrieve it later. It will help learners to link one L2 item or concept with another, but do not necessarily involve deep understanding. The learning and retrieval can be via sounds (e.g., rhyming), images (e.g., a mental picture of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., Total physical Response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard), etc.
2. **Cognitive Strategies:** Cognitive strategies enable the learner to manipulate the language material in direct ways. E.g, through reasoning, note taking, summarizing, synthesizing, outlining, recognizing information to develop stronger schemas, practicing structures and sounds formally.
3. **Compensation Strategies:** compensation strategies help learners to use the target language either comprehension or production, although they do not have a complete knowledge

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about it. The strategies can be guessed from context in listening and reading; using synonyms and talking around the missing word to aid speaking and writing – strictly for speaking- using gestures or pause words. These strategies enable them to make up missing knowledge.

b. Indirect Strategies

1. **Metacognitive Strategies:** metacognitive strategies are employed for managing the learning process overall (arranging, planning and evaluating the learning). The strategies can be identified one's learning style preferences and needs, planning for L2 tasks, gathering and organizing materials, arranging a study pace and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy.
2. **Affective Strategies:** affective strategies enable learners to control their emotions, attitudes and motivations related to language learning by identifying one's mood and anxiety level, taking about feelings, rewarding oneself for good performance, and using deep breathing or positive self- talk. Knowing how to control one's emotions and attitudes about learning may influence the language learning process positively since it will make the learning more effective and enjoyable. It is also known

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that negative feelings can hinder progress. The control over such factors is gained through the manipulation of affective strategies.

3. **Social Strategies:** Social strategies help learners work with others and understand the target culture as well as the language. The strategies might be asking questions to get verification, asking for clarification of confusing point, asking for help in doing a language task, talking with native-speaking conversation partner and exploring cultural and social norms.

II.2.3.2 Language Learning Strategies and English Achievement

Rubin (1975) started doing research focusing on strategies of successful learners and stated that, once identified; such strategies could be made available to less successful learners so that they could increase their success rate. Chamot and El- Dinary (1999) conducted research with respect to children's learning strategies in immersion classrooms.

II.3. Related Studies

To avoid plagiarism toward the designs and findings of previous researchers, the writer provides some relevant studies which also support this title. The first research was conducted Fang- Mei Tai with the title "Adult EFL students' preferred learning styles and motivation". The main aim of this research was to examine what learning styles of adult EFL

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students (School of Continuing Education) prefer in order to better understand what impact and shape the language learning process and to help determine to design curriculum and instruction for classroom practice for higher achievement and increased motivation for learning and also to explore if there was a significant relationship adult EFL students' preferred learning styles and their motivation in learning English. Innovated perceptual learning styles questionnaire with two additional items to measure motivation was assigned to 165 adult students from three randomly selected schools as the instrument to gather the data.

The second research was carried out by AshourJhaish (2010) entitled “ *The relationship among learning styles, language learning strategies, and the academic achievement*” This thesis aimed to identify the learning styles and learning strategies of students, to check whether there were significant differences in the learning style and strategy preferences between male and female learners, and investigate whether there was a relationship between students' learning style, strategy preferences and the academic achievement among the third year English majors at Al Aqsa University. A total of 60 students were asked to complete two questionnaires. One was used to identify students' perceptual learning style preferences and the other was used to identify students' learning strategies. In addition, an achievement test was held to determine the students' level, and then correlate results with the learning style preferences, language learning strategies and the academic achievement. When the responses that

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the participants gave to the questionnaire mentioned above were analyzed, it seemed that only the mean scores of two learning style preference categories, kinesthetic being 22.567 with percent weight 90.27 and tactile learning, 20.567 with percent weight 82.27 respectively, fall into the major learning style preference category. The third rank was occupied by the group learning style with percent weight 79.80. The fourth rank was the visual style (minor learning style) with percent weighs 78.80. The fifth rank was in the auditory style (minor learning style) with percent weight 78.60. The sixth rank which is the (negligible learning style) preferences was for the individual learners with percent weight 54.73.

The third relevant research was investigated by Ching-Chun Shih entitled “*Analyzed the relationships between student achievement and the following variables attitude, motivation, learning styles, and selected demographics*”. The aim of this research was to find the relationship between student attitudes, motivation, and learning styles in student’s academic achievement. This population of the study included 99 students taking two web-based courses offered by the college of agriculture at a land grant university. Seventy-four (75%) students completed a learning style test, an online questionnaire, and received a grade by the end of the semester.

The fourth research was conducted by Maurine entitled *Teaching styles and learners’ achievement in Kiswahili language in secondary school*. The aim of this study was to determine the influence of

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teaching styles on learners' achievement in Kiswahili language in secondary schools in Hamisi District, Kenya, Effective use of learning strategies could greatly improve learners' achievement. The simple random sampling technique was used to select a sample of 25 teachers of Kiswahili language while Krejcie and Morgan formula was used to select 317 Form 4 students. Descriptive survey and correlational study designs were adopted for the study. Data was collected by use of lesson observation schedule, questionnaire and document analysis guide. Achievement was seen to increase with more learner-centered teaching styles. The study, therefore recommended that teachers should be trained to adopt and practice more learner-centered teaching approaches in Kiswahili language classrooms so as to improve learners' academic achievement.

The fifth research was conducted by Mutua (2015). The title was '*A correlational study between learning styles and academic achievement among secondary school students in Kenya*'. The aim of this research was to identify the learning style preference among secondary school students, determine the academic achievement levels of the students, and determine the relationship between learning style and academic achievement of the students by gender. The sampling applied was purposive. The data collection instrument was the Barsch Learning Style Inventory (BLSI). This was used to identify the learning style preference among the students based on Visual (V), Auditory (A) and Kinesthetic (K) modalities. The least preferred learning

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style is the single kinesthetic modality which was preferred by only 2 female students.

The sixth moreover the research was conducted by Fayombo Grace (2015) entitled "*Learning styles, Teaching strategies and Academic achievement among some Psychology undergraduates in Barbados*" the aim of this research was to investigate the learning preferences (visual, auditory, kinaesthetic), the teaching strategies (videos, games, role-play, discussion, group work, clarification pauses, five minute- paper, discussion forum and glossary activity) and their influence on the academic achievement. The participants completed three self-report instruments: a) Active Learning Strategies Questionnaire, b) Learning Style Survey (VAK) and c) Academic Achievement Scale. These findings discussed the importance of utilising different teaching strategies to accommodate different learning styles and promote students' academic achievement in Psychology.

The seventh related study conducted by Tao Lina (2011) entitled "*Learning Styles: Predictors of foreign language proficiency*" the aim of this research was to predict English achievement of Chinese students using the Productivity Environmental Preference Survey (PEPS), a broadly focused learning style instrument. The participants consisted of 300 university students with non-English majors aged from 18 to 23 in the second year. Foreign language achievement was measured using the students' final grades in their English course. Results showed that only Seating design (.04), Responsibility (.00), Authority orientation (.00), Kinesthetic (.01), and Mobility (.00) were significant predictors

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of English achievement ($p < .05$), which account for 19% of variance in English Achievement ($R^2 = .19$, Adjusted $R^2 = .15$).

The eighth, a research conducted by RohSeoungyun (2013) entitled “The Relationship of Learning Strategies and Styles on Language Learning”. The aim of this research was to investigate the relationship of learning strategies and styles on language learning and shows how different learning materials according to students’ adoptions of them. It especially focuses on analyzing and understanding how M.I. (Multiple Intelligences), as a strategy, influences on language learning. For research method, this study adopted the observations of the classroom teachings and interviews with the students. As a result, the findings showed that first, there were not enough clear explanation on relationship of strategies and styles, but overall, certain factors as verbal linguistic and interpersonal intelligences helped language learners improve their language ability. Second, the use of learning strategies had a positive effect on language learning.

The ninth, the research conducted by Nakano Yukako (2012) entitled is “*Relationship of Achievement Goals to use of Learning Strategies of English in Japanese College Students*”. The aim of this research was to find out the relationships among achievement goals and used of learning strategies. The instrument of this research was questionnaire, included the items which measured participants’ achievement goals, self efficacy, beliefs about English learning and used the language learning strategies. The findings showed the positive influence between the mastery goals and the use language learning strategies.

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The tenth, a research conducted by Gokalp Murat (2013) entitled “The effect of students’ Learning styles to the Academic Success”, and the aim was to evaluate the learning styles of education faculty, students and to determine the effect of their success and relationship between their learning styles and academic success. 19 May University and the sample include 140: 68 art, 72 pre-school teacher department students. Depending on the results obtained from pre-test, it was aimed to improve students’ knowledge and skills in studying. There was a significant difference between the scores of pre- and post-tests. The significant relationship between the scores of post-test and the student success revealed that they learned how to study effectively

Those ten relevant researchers had similarities and differences with the study, which was conducted by the writer. The similarities and differences lied on the variables of this research. Firstly, the related studies always have similarity with the present study in investigating learning styles in language learning as one of the variables of those researchers. The second researcher investigated about the relationship between learning styles, language learning strategies and academic achievement, it was almost the same as the present study, but the researcher focused on all of students not between male and female. The third related studies focused on attitude, motivation, learning styles in academic achievement, the third and the dependent variable was the same as the present study but the kind of learning was different from the present study. The research was conducted by Maurine investigated about teaching style and academic achievement, teaching strategies could give the influence on the student’s academic achievement while

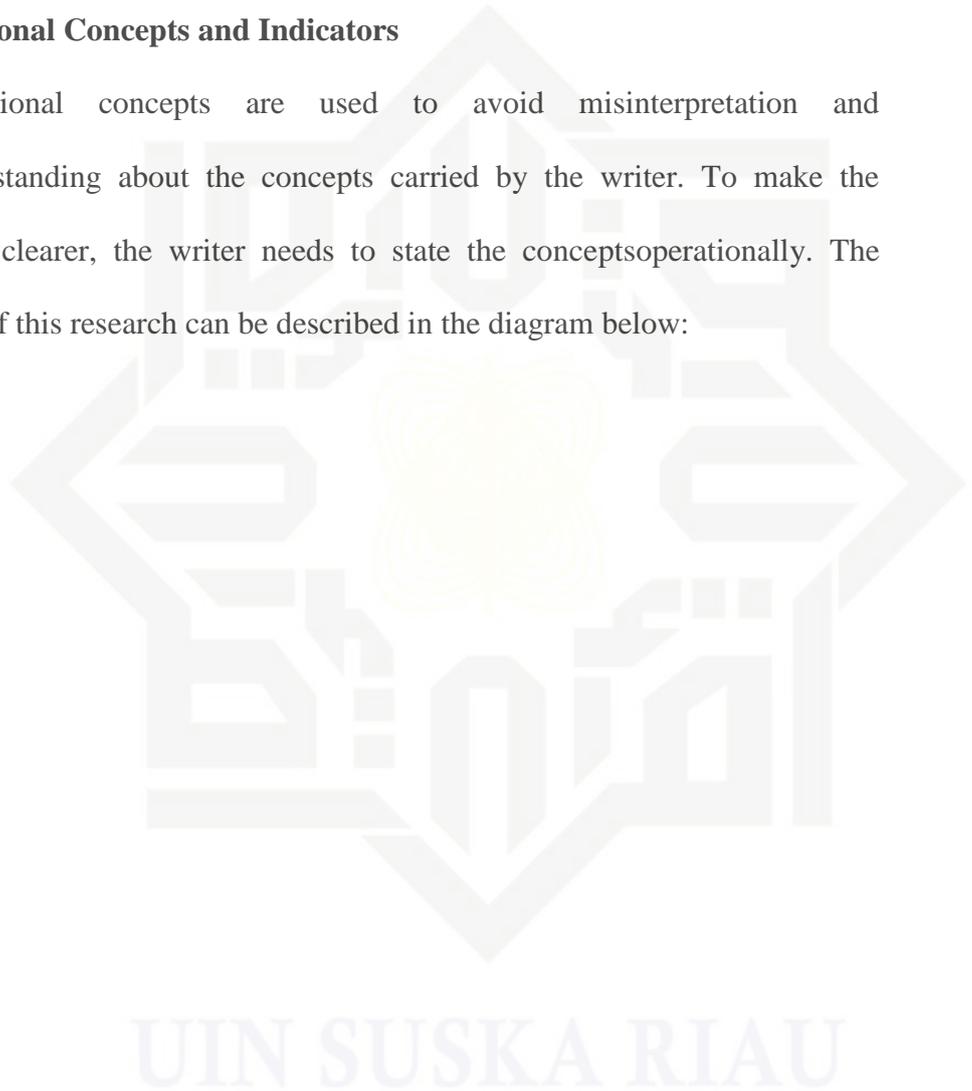
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the present study was about learning strategies and academic achievement. In conclusion, this study explored about the influence among learning styles, language learning strategies, and students English achievement in SMAN 2 Rambah Hilir.

II.4. Operational Concepts and Indicators

Operational concepts are used to avoid misinterpretation and misunderstanding about the concepts carried by the writer. To make the concepts clearer, the writer needs to state the concepts operationally. The concept of this research can be described in the diagram below:

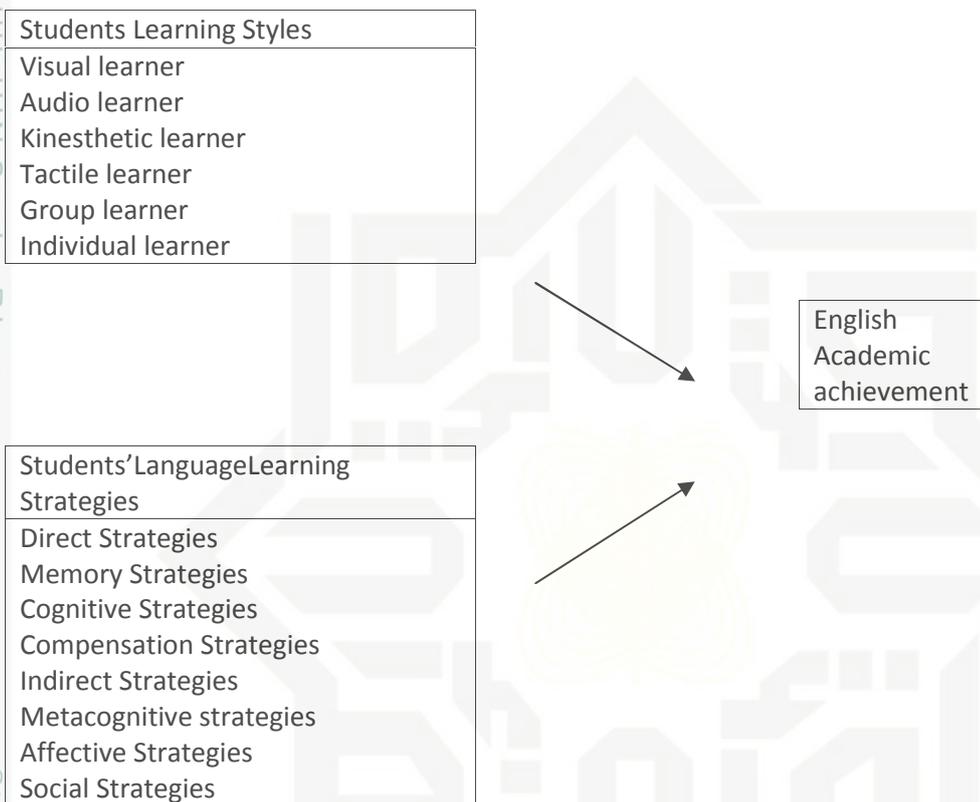


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Diagram 2.1

The Conceptual Framework



According to the diagram 2.1, there are three variables in this present study.

The first is learning style, the second is language learning strategies, and the third is a student English achievement. Learning style and language learning strategies as independent variable, while students' English achievement as the dependent variable. In operating the research on all variables, the writer works based on the following indicators:

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1. Independent variable (X)

a. The indicators of learning styles (X_1)

The students' learning styles are measured based on perceptual learning strategy by Reid (1987) that consist of six learning styles; visual, auditory, kinesthetic, tactile, group learners and individual learners. The indicators of perceptual learning styles are;

Table 2.2

The Construct of Perceptual Learning Styles

No	Constructs	Indicators
1	Visual	The learners are most comfortable with picture, images and graphs while studying and retaining information
2	Auditory	The learners are best when hearing the information and perhaps, listening to the lecture
3	Kinesthetic	The learner prefers active participation experiences, for example drama, role-play or moving around
4	Tactile	The learners learn best from experiments in a laboratory, handling and building models
5	Group Learner	The learners learn more effectively through working with other students
6	Individual Learner	The learners learn more effectively through working alone

b. The Indicators of Language Learning Strategies (X_2)

Students' learning styles are measured based on Oxford (1990) [taxonomy. There are two constructs of LLS; direct and indirect strategies. For each construct is divided into some sub-constructs. There are six types of language learning strategies; memory, cognitive,

compensation, metacognitive, affective and social strategies. The indicators are presented below:

Constructs and Indicators of Language Learning Strategies.

Table 2.3

The Constructs of Language Learning Strategies

No	Sub construct	Indicators
1	Memory (store new information and retrieve it later)	Students create mental mental linkages by associating, grouping, etc Students apply images and sounds Students review the structure well Students employ action, such as physical response or sensation
2	Cognitive (manipulate the language material in direct ways)	Students practice the target language such as sounds and writing systems, formula and pattern Students receive and send the message Students do analysis and reasoning deductively, contrastively Students create a structure for input and output such as taking notes, summarizing, etc.
3	Compensation (help learner to complete the missing knowledge)	Students use guessing strategies Students overcome the limitations in speaking and writing such as switching to mother tongue, using gestures or mime, etc.
4	Metacognitive (manage the language learning)	Students center their learning by overviewing and linking with already known material, paying attention, etc Students arrange and plan

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		the learning such as organizing, setting the goals, etc Students evaluate the learning by using self monitoring and self evaluating
5	Affective (identify one's mood and anxiety and control emotion)	Students lower the anxiety by taking deep breathing, using music, etc Students encourage themselves by positive statements, etc Students take their emotional temperature by writing a language learning diary, discussion about feeling, etc.
6	Social (help students work with the target culture as well as the language)	Students ask questions for verification and correction Students cooperate with others or proficient users' new language Students emphasize with others culture, thought and feeling

2. Dependent Variable (Y) Students English Achievement

In English achievement, it uses test such as four skills in English such speaking, listening, writing and reading.

II.5. Assumption and Hypotheses**II.5.1. The Assumption**

Based on this study, the problems faced by the students were lower academic achievement in learning English. By having good English achievement in learning English, the students gave effort to reach the

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desired goal. Every learner had their own style of learning, especially in learning English. The learning styles could be visual, audio, kinesthetic, tactile, individual or group styles (Reid, 1987). In learning English, there are some strategies that can be applied to help students to gain the new knowledge easier, faster, more enjoyable, effective, and self directed (Oxford, 1990). Previous study also revealed that there was a correlation between these three variables. In line to this, it was assumed that the problem faced by students of the second year in SMAN 2 Rambah Hilir was related to learning styles and language learning strategies in English achievement.

II.5.2. The Hypotheses

Ha1: There is a significant influence of students learning styles toward students English achievement in SMAN 2 Rambah Hilir

Ha2: There is a significant influence of language learning strategies toward students English achievement in SMAN 2 Rambah Hilir

Ha3: there is a significant influence of students learning styles and language learning strategies toward students English achievement in SMAN 2 Rambah Hilir