CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the two main discussions. They are review of related literature and review of previous studies.

A. Review of Related Literature

1. Definition of Learning Style

There are some of definitions come up from the scientist. They are:

- a. Kolb, Honey and Mumfrod describe learning style as an individual preferred in habitual ways of processing and transforming knowledge.¹
- b. According to Keefe, learning style is as cognitive, affective and psychological features that provide as quite stable indicators of how the learners recognize, interact with and respond to the learning environment.²
- c. Haar, Hall, Schoepp and Smith also define learning style as individuals' differences in which information is perceived, processed and communicated. ³

From those explanations above about the definition of learning style, the researcher concludes that learning style is students' different ways in

¹ D. A. Kolb, Experiential Learning: Experience as a Source of Learning and Development, 1984.

² Mohamad Jafre Zainol Abidin et al., "Learning Styles and Overall Academic Achievement in a Specific Educational System," Vol. 1 No. 10 Centre for Promoting Ideas, USA 1 (August 2011), www.iihssnet.com. 143

³ J. Haar et al., *How Teachers Teach to the Students with Different Learning Styles* (The Clearing House, 2002), 75 (3), 142–145.

learning, including the best and easiest way students learn about certain subject.

2. Various Learning Style Perspectives

There are some perspective theories about learning style. Each person has preferred ways of learning that is determined by their cultural and educational background and personalities.⁴

a. Information Processing

Learning style distinguishes between the way learners sense, think, solve problems, and remember information. According to Kolb's Learning Styles inventory in Tatyana Putintseva's article, entitled *The Importance of Learning Style in EFL/ ESL*, some kinds of learning style are:

1. Diverging (feeling and watching)

People with diverging styles are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tend to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints. Kolb called this style 'Diverging' because these people perform better in situations that require ideasgeneration, for example, brainstorming. They have broad cultural

⁴ Tataya Putinsteva, "The Importance of Learning Style in EFL/ESL," accessed December 3, 2014, (http://iteslj.org/Articles/Putintseva-LearningStyles.html.)

interests and like to gather information. They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. They prefer to work in groups, to listen with an open mind and to receive personal feedback.

2. Assimilating (watching and thinking)

The Assimilating learning preference is for a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanation rather than practical opportunity. They excel at understanding wide-14 ranging information and organizing it in a clear logical format. They are less focused on people and more interested in ideas. People with this style are more attracted to theories than practice. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think.

3. Converging (doing and thinking)

People with a Converging learning style use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people. They can solve problems and make decisions. A Converging learning style enables specialist and technology abilities. People with a Converging style like to experiment with new ideas, to simulate, and to work with practical applications.

4. Accommodating (doing and feeling)

The Accommodating learning style is 'hands-on', and relies on intuition rather than logic. These people use other people's analyses, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on ' good instinct rather than logical analysis. Also, they tend to rely on others for information. This learning style is prevalent and useful in roles requiring action and initiative. People with this learning style prefer to work in teams to complete tasks. They set targets and actively works in the field trying different ways to achieve an objective.⁵

b. Personality Pattern

This part is focused on attention, emotion, and values. Understanding these differences allows predicting the way learners react and feel about different situations. The Myers-Briggs Type Indicator and the Keirsey Temperament Sorter are two of the most well-known personality pattern evaluations. They are classified according to their preference for:

 Introversion (I) (Interest flowing mainly to the inner world of concepts and ideas)

⁵Tatyana Putintseva. "The Importance of Learning Style....,2.

- 2. Extroversion (E) (Interest flowing mainly to the outer world of actions, objects, and persons);
- 3. Sensing (S) (Tending to perceive immediate, real, practical facts of experience and life);
- 4. Intuition (N) (Tending to perceive possibilities, relationships, and meanings of experiences);
- 5. Thinking (T) (Tending to make judgments or decisions objectively and impersonally);
- 6. Feeling (F) (Tending to make judgments subjectively and personally);
- 7. Judging (J) (Tending to act in a planned and decisive way);
- 8. Perceiving (P) (Tending to act in a spontaneous and flexible way).

c. Perceptual Learning Style

Gardner's concept of multiple intelligences is commonly viewed as, in fact, a model of learning styles such as Visual, Auditory and Kinesthetic or also known as visual, auditory and kinesthetic VAK.

- *Visual learner* is people who are visual-linguistic like to learn through written language, such as reading and writing tasks. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual

obstructions. They may think in pictures and learn best from visual displays. They often prefer to take detailed notes to absorb the information.⁶ They remember what has been written down, even if they do not read it more than once.

- *Auditory learner* is people often do better talking to a colleague or a tape recorder and hearing what was said. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements.⁷
- *Kinesthetic learner* is people who do the best while touching and moving. They tend to lose concentration if there is little or no external stimulation or movement. They may find it hard to sit still for long periods and may become distracted.⁸

d. Social Interaction

This part is focused on student attitudes toward learning, classroom activities, teachers, and peers. This model identifies the following types and their characteristics:

- **Avoidant students** tend to be at the lower end of the grade distribution. They tend to have high absenteeism; they organize their work poorly, and take little responsibility for their learning.

⁷ Pritchard Alan, Ways Of Learning Second Edition (New York: Routledge, 2009), 43.

⁸ Tatyana Putintseva. "The Importance of Learning Style...., 3

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⁶ Tatyana Putintseva. "The Importance of Learning Style...., 3

- Participative students are characterized as willing to accept responsibility for self-learning and relate well to their peers.
- Competitive students are described as suspicious of their peers leading to competition for rewards and recognition.
- Collaborative students enjoy working in harmony with their peers.
- **Dependent students** typically become frustrated when facing new challenges not directly addressed in the classroom.
- **Independent students,** as the name implies, prefer to work alone and require little direction from the teacher. 9

3. Students' Achievement

In today's education era, students' achievement is almost everything. Academic achievement or (academic) performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. 10 Students' achievement here means the academic achievement that students can reach after attending the course. How the teacher measure the ability or the understanding of the students about what they have learned.

According to Cizek academic achievement is defined as "Knowledge gained or skills developed in the school subjects, usually designated by

⁹ Tatyana Putintseva. "*The Importance of Learning Style*…., 4 http://en.wikipedia.org/wiki/Academic_achievement, (n.d.), accessed December 22, 2014.

test scores or by marks assigned by teachers, or by both. ¹¹ In addition, Nurhidayah also states that academic achievement is the students' result that has been achieved after following certain subject at school. ¹² Furthermore, Cizek takes the definition of achievement from the Dictionary of Education which is defined as "Accomplishment or proficiency of performance in a given skill or body of knowledge, and progress in school." ¹³

In this research the students' achievement is students' accomplishment in teaching and learning in critical reading class during one semester which is in the fourth semester 2014/2015 academic year. It is investigated the students' midterm test score.

4. Critical Reading Class

According to Smith, there are four levels of reading comprehension such as:

a. Literal level

At this level, the basic facts and details are understood. Literal level of comprehension involves what the author is actually saying. The readers need to understand the ideas or information that is

¹ Cizek Gregory J, Learning, Achievement, and Assessment: Construct at a Crossroads". In Gary D. Phye (Ed.). Handbook of Classroom Assessment: Learning, Achievement, and Adjustment (California: Academic Press, 1997). 4.

¹² Afit Nurhidayah, "The Influence of Students' Attitude to English Teaching on Their English Achievement at SMPN 1 Bancak of Semarang Regency" (Muhammadiyah University of Surakarta, 2008).

¹³ Gregory J. Cizek, "Learning, Achievement, and Assessment..... 4

explicitly stated in the reading text. Basic questions on literal comprehension involve who, what, when and where. Dates, names and descriptions are all literal information easily understandable from a text.

b. Inferential level

At this level, the readers are able to go beyond what is written on the page and add meaning or drawing a conclusion. In addition, in this level, the readers are attempting to read between the lines. A reader is demanded to understand what the author means (implied) not just what authors say in the written words.

c. Critical level

The purpose of this level is the reader can asses the good sense of what they are reading, its clarity, accuracy and truthfulness.

d. Creative level

The last, at this level the readers can take the information or ideas from what have been read. The creative level stimulates the readers to new and original thinking. It involves making personal responses based on full of understanding of the expressed messages.¹⁴

¹⁴ Westwood, P. Learning and Reading Difficulties: Approaches to Teaching and Assessment. The Australian Council for Educational Research Ltd. 2001, 21.

From those four levels, English teacher education department requires the student to take the linier courses such as literal reading, interpretive reading and the last is critical reading.

Critical reading is also called as academic reading because it is very different from everyday reading. Academic reading introduces the new ideas and enables thinking about them in a different way and because it is all about being selective, there is no need to read every text on a subject. In addition, critical reading is a more active way of reading. It is a deeper and more complex engagement with a text. Critical reading is a process of analyzing, interpreting and, sometimes, evaluating. When we read critically, we use our critical thinking skills to question both the text and our own reading of it. Different disciplines may have distinctive modes of critical reading (scientific, philosophical, literary, etc). So that, critical reading can be defined as an analytical activity because the readers have to reread the text to find information, values, assumptions, and language usage as the patterns of elements.

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¹⁵ Karland, Dan. *Reading and Writing Ideas As Well As Words* (http://www.criticalreading.com/ accessed on March 22, 2015)

Table 2.1 There are some differences between reading and critical reading ${\bf according\ to\ Karland.}^{16}$

	Reading	Critical reading
Purpose	To get a basic grasp of	To form judgments about
	the text.	HOW a text works.
Activity	Absorbing /	Analyzing / Interpreting /
	Understanding	Evaluating
Focus	What a text SAYS	What a text DOES and
		MEANS
Questions	What is the text saying?	How does the text work?
	What information can I	How is it argued?
	get out of it?	What are the choices made?
		The patterns that result?
		What kinds of reasoning and
		evidence are used?
		What are the underlying
		assumptions?
		What does the text mean?
Directions	WITH the text (taking	AGAINST the text

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¹⁶ Karland, Dan. Reading and Writing Ideas... 1

	for granted it is right)	(questioning its assumptions
		and argument, interpreting
		meaning in context
Response	Restatement, Summary	Description, Interpretation,
		Evaluation

From the differences above we know that usual reading and critical reading are different as well. Students need more preparations to practice critical reading inside or outside the class in order to understand the text and also to get good achievement. There are two steps to preparing to read critically:

- 1. Self-Reflect: What experiences, assumptions, knowledge and perspectives do you bring to the text? What the biases might you have?
 Are you able to keep and open mind and consider other point of view?
- 2. Read to understand:
 - a. Examine the text and context:

Who is the author? Who is the publisher? Where and when was it written? What kind of text is it?

- b. Skim the text: What is the topic? What are the main ideas?
- c. Resolve confusion:

Look up unfamiliar words or terms in dictionaries or glossaries.

Go over difficult passages to clarify them.¹⁷

5. Correlation between learning style and achievement

The research on the students' learning styles and their achievement has been widely studied. Learning styles are found to affect the students' learning behaviors. Students who have different learning style preferences would behave differently in the way they perceive, interact with, and respond to the learning environment. Since the learners differ in their preferences to the certain learning styles, it will be important for an educator to know the variations of students on the features of their learning styles because the information about students' learning style preference can help the teachers or lecturers become aware of the students' differences bring to the classroom.¹⁸

According to Barbe and Swassing, the reading process is primarily visual because a student must look at a word and understand all of the meanings within the use of that word. ¹⁹ So, when comparing learning style and the students' achievement in some courses, the result indicated that there was relationship between VAK learning style and the achievement of students in some courses especially in reading. Here, the research will

¹⁸ L Wang, "Variation in Learning Styles in a Group of Chinese English as a Foreign Language Learners." 8 (2007).

¹⁷ Karland, Dan. Reading and Writing Ideas...1

Judy Williams, "Doctoral Dissertation: "Reading Comprehension, Learning Styles, and Seventh Grade Students" (Liberty University, 2010), 56.

focus on critical reading to find specific result that there will an effect of different learning style to their achievement.

B. Review of Previous Studies

In this part the researcher wants to show about the previous studies to find the difference with this research.

• The Relationship among Learning Styles, Language Learning Strategies and the Academic Achievement among the English Majors at Al-Aqsa University.

This research was conducted by Ashour Jhaish to identify the learning styles and learning strategies of students, to check whether there are significant differences in the learning style, and strategy preferences between male and female learners and to investigate whether there is a relationship between students' learning style, strategy preference, and the academic achievement among the third year English major at Al Aqsa University. From the analysis of the results of the achievement test and their correlation with the students' learning styles, it was found that there are statistically significant correlation coefficient between achievement and auditory and total degree of style, but there are no statistically

significant correlation coefficient between achievement and visual, kinesthetic, tactile, group learning, and individual learning. ²⁰

 Learning Styles and Overall Academic Achievement in A Specific Educational System.

Zainol Abidin also did the research dealing with learning styles. He employed the research to investigate the relationship between learning styles and overall academic achievement. The analysis of the data indicated a significant relationship between overall academic achievements and learning styles. It was also found that the high, moderate and low achievers have a similar preference pattern of learning in all learning styles.²¹

• An Analysis of Students' VAK (Visual, Auditory, and Kinesthetic)

Learning Style and Strategies in English Speaking of Second Grade At

SMA Unggalan Sidoarjo

This research was dealt by Yuliyani. The research discussed two major concerns. First, to find out students' learning style, they are visual, auditory, and kinesthetic. Second, to find out strategies used students who have visual, auditory, and kinesthetic learners in English Speaking. The method that is used in this research was Questionnaire, Observation, and

²⁰ Ashour Jhaish. Mohamed, Thesis: "The Relationship among Learning Styles, Language Learning Strategies, and the Academic Achievement among the English Majors at Al-Aqsa University" (Al-Aqsa University, 2009).

Mohamad Jafre Zainol Abidin et al., "Learning Styles and Overall Academic Achievement... 143.

Interview.²² It is different with this research because the researcher focuses on the student's achievement in critical reading class.

• An analysis of English teachers' strategies in accommodating the seventh graders' learning styles at MTsN 1 Munjungan, Trenggalek.

The research was conducted to find out some major goals. The first is the students' VAK learning style. The second goal from this research was going to find out the strategies applied by teacher in order to accommodate the students' visual, auditory and kinesthetic and the third reveals the students' responses toward the English teachers' strategies. In this research the researcher collected the data to find out about the correlation between students' learning styles and their achievement. Descriptive qualitative was applied by the researcher.²³ This is different with this study because the researcher uses descriptive quantitative as the design of research.

Strategies of Learning Vocabulary for Students with Different Learning
 Styles At SMP Bangsa Surabaya

The researcher wanted to know kind of strategies used by teacher in teaching vocabulary, reason of the teacher in using certain strategies, and

²² Hajar Yuliani, Thesis: "An Analysis of Students' VAK (Visual, Auditory, and Kinesthetic) Learning Style and Strategies in English Speaking of Second Grade at SMA Unggalan Sidoarjo." (Surabaya: State Institute of Islamic Studies Sunan Ampel, 2012).

Rufaidah Kusumawati, "Thesis: "An Analysis of English Teachers' Strategies in Accommodating the Seventh Graders' Learning Styles at MTsN 1 Munjungan, Trenggalek" (Surabaya: State Institute of Islamic Studies Sunan Ampel, 2013).

response of the students when their teacher used those strategies. This research used descriptive design to analyze the result.²⁴

 A Study Relationship between Interest in Watching English Films and English Achievement of The Second Year Students' At SMK Gondang Legi Malang 2006

This thesis was done by Larasati. The result of this research shows that there is a correlation between interests in watching English movie with students' achievement in English subject. It can be seen from the result of computation of the student' score on interest in watching English films. Concerning the main purpose of this study, it was concluded that there is low correlation between interest in watching English films and English achievement of the second year students" at SMK NU Gondang Legi of Malang.²⁵

• The Students' Learning Style and Their Problems Faced in The Process of English Listening Activity at SMK Raden Rahmat Mojosari-Mojokerto

In accordance with students' learning style, this research discussed four major concerns. Accomplished by Tamjis, This research shown the positive payoff. Students' have different types of learning styles; those are visual, auditory and kinesthetic. And visual learners are more

²⁵ Tri Ayu Larasati, "A Study Relationship between Interest in Watching English Films and English Achievement of The Second Year Students' At SMK Gondang Legi Malang 2006" (Unpublished Thesis, Universitas Islam Malang, 2006).

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Nadlifah Hidayatun, Thesis: "Strategies of Learning Vocabulary for Students with Different Learning Styles at SMP Bangsa Surabaya" (Surabaya: IAIN Sunan Ampel, 2012).

dominant than auditory and kinesthetic learners. The researcher used some method to find out the strategies of students; learning style in English speaking. The result of this research shows some problem that students are faced in English listening activity based on their own preference learning style. ²⁶

• The correlation between interest in watching English movie and students' speaking achievement at the fourth semester of English Department of Islamic University of Malang

This research is taken from Najahah. In this study, the instrument used by the researcher was questionnaire to measure students" interest in watching English movie. Based on the instrument used, the result of this research indicates that there is a significant correlation between students' interest in watching English movie and student speaking achievement. The computation of the data was 0, 56. It means that the interest of students' in watching English movie is not too high. Finally it can be conclude that there is positive correlation between students' interest in watching English movie and student speaking achievement.²⁷

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²⁶ Akhmada Qadafi Tamjis, "The Students' Learning Style And Their Problems Faced In The Process Of English Listening Activity At Smk Raden Rahmat Mojosari-Mojokerto" (Sunan Ampel State Islamic UniversitySurabaya, 2014).

Nailatun Najahah, "The Correlation between Interest in Watching English Movie and Students' Speaking Achievement at the Fourth Semester of English Department of Islamic University of Malang" (Unpublished Thesis, Universitas Islam Malang, 2010).

Those examples of previous study above are different with this research. There are some researchers who correlate students' learning style and teacher creativity as independent variables. Besides, here are a lot of methods that other researchers used correlation, analysis, and also the role many kinds of variables, such as strategies and students' overall achievement. However, in this research the researcher only focuses on students' VAK (Visual, Auditory and Kinesthetic) learning style and its correlation to achievement in critical reading class.