

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of literature related to the study. The review of literature includes learning styles, listening skill, reading skill and previous studies.

A. Learning Style

Educational research has recognized some factors for several differences of how students learn. One of the factors is learning styles. It is the major interest in the education side. Learning style is one of factors that influence second language acquisition. To understand more about the learning style, it is better to know the definition of learning style, the general approach in classifying learning style, and the types of learning style.

1. Definition of Learning Style

According to Cassidy (2004) defining learning style is not an easy concept. It is commonly referred as ‘a learning mode’ and ‘a learning preference’. For example, someone may feel more comfortable when working independently rather than with others, another would enjoy watching a movie or even reading the corresponding novel. Hartley (1998) defines “learning styles as ways in which individuals typically approach learning activities”. Thus, learning style is necessary to know by every learners.

Furthermore, according to Dunn (2000) learning styles denote “the way(s) students begin to concentrate on, process, internalize, and remember new academic

information”. In addition, according to Reid (1995) learning styles are internally-based features for the processing of new information. In contrast, Pritchard (2009) believes that learners have not fix characteristic and they can have different styles in different contexts. Therefore, learning style is not an easy concept because it can change based on the differently context.

2. The General Approach in Classifying Learning Style

According to Gunawan (2003) in his book “Genius Learning Strategy”, there are seven general approaches in classifying types and characteristics of learning style they are: First, The approach based on information processing. It determines a different way in processing new information. This approach is developed by Kagan, Kolb, Honey and Umford Gregorc, Butler, and McCharty.

Second, The approach based on personality. It determines different types of personal characters. This approach is developed by Myer-Briggs, Lawrence, Keirsey & Bartes, Simon & Byram, Singer-Loomis, Grey-Whellright, Holland, and Geering. Third, The approach based on perceptual modality. It determines dependency level through certain sensory perception. The approach is developed by Bandler and Grinder and Messick.

Fourth, The approach based on environment. It determines different response through physical, psychological, and social condition, and instructional. This approach is developed by Witkin and Eison Canfield. Fifth, The approach based on social interaction. It determines different ways in connecting with others.

This approach is developed by Grasha-Reichman, Perry, Mann, Furmann-Jacobs, dan Merrill.

Sixth, The approach based on intelligence. It determines different talent. This approach is developed by Gardner and Handy. Seventh, The approach based on cerebral area. It determines relative domination of cerebral area, such as left hemisphere and right hemisphere. This approach is developed by Sperry, Bogen, Edwards, and Herman.

The most common approach to classify learning style is the approach based on perceptual modality. According to this approach there are six types of learning styles such as auditory, visual, kinesthetic, tactile, group and individual learning styles.

3. The Types of Learning Style

There are six main types of learning styles based on Reid (1984) namely visual, auditory, kinesthetic, tactile, group, and individual. The best learning style of most students through a combination of the six types of learning styles, but everybody is different. Other students may enjoy learning with their dominant learning style. According to Reid (1984) there are six types of learning style as follow:

a. Visual Learning Style

Visual learners favor presented information visually. They are easy to remember what they see or read. They typically learn using images, pictures, colors, video, diagram, overhead transparencies, handouts, and maps to structure

information and communicate with others. They can easily visualize objects, plans, and outcomes in their mind's eye. They also have a good sense, which gives them a good sense of direction. They can easily find their way using maps, and rarely get lost. The whiteboard is a best item for them. They love drawing, scribbling, and doodling, especially with colors.

Visual learning style students' need to see the teacher's body language and facial expression to fully understand the content of a lesson. They prefer sitting at the front of the classroom to avoid obstruction (e.g. people's head). They may think in pictures and learn best from visual displays. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

b. Auditory Learning Style

Auditory learners learn better by listening. They have ability to memorize what they hear effortlessly. They like to work with sound and music. They have a good sense of pitch and rhythm. They can sing, play a musical instrument, or identify the sounds of different instruments. Certain music create strong emotion. They also notice the music playing in the background movie, TV shows and other media.

In addition, the auditory students will learn well in lecture settings, discussion, talking things through listening to what others have to say. Auditory students interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Written information may have little meaning until

it is heard. These students often benefit from reading text aloud using tape recorder.

c. Kinesthetic Learning Style

Kinesthetic students' prefer in physical, it is likely that they use their body and sense of touch to learn and understand the world around them. It is likely they like sports, exercise, and other physical activities such as gardening. They like to think issues, ideas, and problems while the teachers are giving exercises. They would rather go for run or walk if something is bothering them, rather than sitting at home. These students are more sensitive to the physical world around them. They also like learning by using models and jigsaws.

Commonly, kinesthetic learners' use hand gestures and other body language to communicate. When they are learning a new skill or topic, they would prefer to the physical parts as soon as possible rather than reading or looking at diagrams about how it works. They learn best with physical activities. It is hard for them to sit for a long periods. It may become distract to their activity and exploration. They want to get up and move around.

d. Tactile Learning Style

Students of tactile learning style learn well when they have the opportunity to do "hands-on" experiences with materials. For example, working on experiments in a laboratory, handling and building models, and touching. They work with materials that provide them to get the successful learning situation. Writing notes

or instructions can help them in remember information, and physical involvement in class related activities may help them understand new information.

e. Group Learning Style

Students with group learning style learn more easily when they study with at least one other student. They will be more successful completing work well when they work with others. They value group interaction and class work with other students. They remember information better when they work with two or three classmates. The stimulation that they receive from group work helps them in the learning process and understanding new information.

f. Individual Learning Style

Student with individual learning style learn best when they work alone. They are better when they study alone. They remember information when they learn by their own self. They understand well the new material when they learn it alone. They make better progress in learning when they work by their own self.

B. Listening Skill

Kitao (1999) stated an active process of receiving, interpreting and responding the messages is defines of listening skill. Students of English Department have different listening skills depending on whether their goal is to understand the information, analyze and evaluative messages, or show sympathy for the feeling expressed by others in appreciating a performance. Rost (1991)

stated that listening can be broken down into three skills such as perception, analysis and synthesis skills.

Willis (1981) cited in Yagang (1999) stated that listening consists of some micro skills: (a) predicting what people are going to talk about, (b) guessing at unknown words or phrases without panicking, (c) using one's knowledge of the subject to help one understand, (d) identifying relevant points and rejecting irrelevant information, (e) retaining relevant points (note taking, summarizing), (f) recognizing discourse makers e.g. now, finally etc, (g) recognizing cohesive devices such as which, who etc, (h) understanding different intonation patterns and uses of stress, which give clues to meaning and social setting, and (i) understanding inferred information.

According to Hornby (1998), something achieved, something done successfully with effort and skill. Moreover, Arikunto (1994) stated that achievement is an ability or vivid capability which has been owned by individual after going through a certain experience or when it is applied by individual in certain condition. Thus, everybody has different achievement based on their experience.

According to Suryabrata (1998) there are two factors affecting listening achievement, they are intern and extern factors; (1) Intern factor is a factor that come from the individual itself including physiological and psychological factor. Physiological factor usually includes physical condition of the individual such as health and others whereas psychological factor usually connected with physiological condition such as motivation, interest, aptitude, and cognitive ability.

(2) Extern factor is factor that comes from the outside including social and nonsocial factor. Social factor is related to social interaction between people whereas non-social factor includes learning place, the instrument used to learn, weather, and others.

Besides those two factors, there is another factor that affects achievement; that is learning style. According to Kolb in Bhatti and Bart (2013), learning style is influential through achievement. Learning style is the easiest and fastest ability of individual to absorb, manage, and process any information, to understand material given, to solve a difficulty faced.

C. Reading Skill

According to Nation (2009), “reading is a source of learning and a source of enjoyment”. Reading increase the students’ knowledge. Reading can establish vocabulary and grammar that is learned previously. It can help the learners learn new vocabulary and grammar. It can encourage learners to learn more and continue with their language study. Reading can be a source of enjoyment and a way of gaining knowledge of the world. Learners can broaden their knowledge of economy, science, technology, culture, or reading to get the pleasure. In addition, the readers also get the message that the writer had expressed. It can be said that reading is a bridge which connects between the writer and the readers.

Pang (2003) stated that “reading is about understanding written text. It is a complex activity that involves both perception and thought”. Reading consists of

two related processes such as word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension refers to the understanding what is being said or read. It is a process that should be developed if a learner to become a proficient reader.

There are some factors that influence reading achievement. Snow, Burns, and Griffins (1998) mentioned there are four aspects that influence it, they are (1) Intellectual and sensory capacities (2) positive expectations about and experience with literacy from an early age, (3) support for reading-related activities and attitudes (4) instructional environments conducive to learn. Thus, reading achievement is the result of students' understanding of text that can be affected by some factors. Good achievement in comprehending the passage will be indicated by getting higher scores or good results.

D. Previous Studies

Previous study is very important to guide in conducting this research. There are some previous studies that related to this research. Eska (2017) investigated the relationship between learning style and listening comprehension achievement of twelfth grade students of SMA Pusri Palembang. The aim of this study was to describe the relationship between students' learning style and their achievement in listening skill. There are 86 students as the population in this research. Furthermore there were two variables in this research. The first was students' learning style (variable X) and the second was students' achievement in listening skill (variable

Y). The students' learning style score was taken from the questionnaire and the students' achievement in listening was taken from scoring. From the research finding, it can be concluded that there was no significant relationship between students' learning style and their achievement in listening skill.

Furthermore, Santy (2012) investigated the correlation between learning style and students' reading comprehension. The purpose of conducting this research was to examine whether there is a significant correlation or not between learning style and students' reading comprehension on the fourth semester students of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012. There were 45 students from two classes as the population of this research. The data collected by using learning style questionnaire and reading comprehension test. The result show there is no significant correlation between learning style and students' reading comprehension on the fourth semester students of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012.

In addition, Roswati and Diah (2018) investigated the correlation between students' learning style and English learning achievement. The purpose of this research to find out whether there is correlation between students' learning style and English learning achievement at seventh grade students of State Junior High School 5 Tapung. The instruments used in this research were questionnaire for students' learning style and documentation for English learning achievement. The total population was 51 students. The result show there is a high association between learning style and English learning achievement.

Based on discusses the literature of review above, this research investigates the correlation between students' learning style and their achievement in listening skill and reading skill. It is believed students who have good understanding and using auditory learning style effectively would get good achievement in listening skill. Furthermore, students who have good understanding and using visual learning style effectively would get good achievement in reading skill.