

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Previous Study

In this research, the researcher took four previous study. The first one is the study that had been done by Ihdayani Maghfiroh Agus (2010) with her research paper entitled *“Male and Female Students’ Learning Style at the Second Year of SMPN 21 Pekanbaru”* where the result of her study showed that male students percentage regarding to the result of learning styles was dominantly tend to auditory learning style. Meanwhile, the result of female students percentage regarding to the result of learning styles was dominantly tend to auditory learning style. In conclusion, there were no differences between male and female students at the second year of SMPN 21 Pekanbaru. Both of the male and female students were auditory learners regarding to the result that had been conducted by the researcher. It shown that male students’ percentage was 70,05% and female students’ percentage was 76,05%.

Second, the research that had been done by M. Ainul Yaqin (2015) with his research entitled *“The Correlation between Students’ Visual Learning Style Preference and Reading Comprehension at the Tenth Grade of MAN Kunir Wonodadi Blitar”* where the result of his study showed that there was a significant correlation between students’ visual learning style toward their reading comprehension based on the 21 students’ visual learning style preference at the tenth

Grade of MAN Kunir Wonodadi Blitar. It explained that low or high visual learning style preference related to low or high in students comprehend in reading. Moreover, the findings of the study were similar with some elaborated theories regarding to the experts that said that students' reading comprehension correlate to learning styles.

Third, the research that had been done by Eka Dewi Fithrotunnisa (2015) with her research paper entitled "*The Comparative Analysis of Students' Learning Style on Their Achievement in Reading Skill (A Survey Study at the Second Grade of MTs Muhammadiyah I Ciputat)*" where the result of her study showed that the majority learning style at the second grade of MTs Muhammadiyah I Ciputat was a visual learning style according to the result of questionnaire test that had been conducted by the researcher. Students whose visual learning style have an excellent achievement in English learning. Moreover, there is a significant influence between students' visual learning style toward students' English achievement. It can be concluded that the second grade of MTs Muhammadiyah I Ciputat are have visual learning style.

Fourth, the research that had been done by Qurnia Wiyasa Nugrahaeni (2016) with her research paper entitled "*A Descriptive Analysis of Students' English Learning Styles (A Case Study at Junior High Students of "HOMESCHOOLING KAK SETO SOLO" in Second Semester of Academic Year 2015/2016)*" where the result of her study showed that there are learning styles such visual style, auditory style, kinesthetic style, and multiple sensory styles at "HOMESCHOOLING KAK SETO SOLO" and visual learning style is more dominant than the others. The

students have same learning styles but each of them has different characteristic of their styles. In addition, students' English learning style also influenced by two aspects namely internal factors and external factors. It can be concluded that the students individually have their own characteristics and the dominant students' English learning style is visual style.

Based on the previous study above the researcher is also interested in conducting same field of study that focuses on students' learning style that is basically has same aspects from the studies above. Whereas this research focuses to know students' English learning style, to describe how do they use their learning styles, and to find the advantages and disadvantages of the learning styles used. This research also focuses on the eleventh grade students of social program of MAN 1 Bawu Jepara. The research can be concluded that each students in the classroom has different learning styles among each other in English language learning in the form of descriptive research. It is also will be shown the dominance of students' learning styles in learning English language.

2.2 Theoretical Review

2.2.1 General Concept of Learning

Learning is an individual transformation because of experience that had done before (Slavin in Brown, 2007: 7). In line with Slavin, Komalasari (2013: 1) stated that individual transformation of knowing the unknown is the result of learning

process. Seeing, observing, and understanding something is also known as the process of learning (Sudjana in Rusman, 2012: 1). It means that there are several changes caused by learning process to know the unknown. Learning is not only obtaining in the formal situation but learning also can be obtained from formal situation or experience that had happened.

Slamet in Komsiyah (2012: 2) stated that learning can be defined as a process of effort that is conducted by an individual to achieve the overall new transformation of behavior, as a result of its own experience in interacting with the environments. In addition, Komsiyah (2012: 2) stated that the behavioral transformation that meant in the definition are:

1. Change occurs consciously.
2. Change in learning are continuously and functionally.
3. Change in learning are positive and active.
4. Change in learning is not temporary.
5. Change in learning are aimed and directed.
6. Change includes all of the aspect of behavior.

Learning is an interaction process between individual and environment that surrounding the individual. Learning also can be known as the process to achieve the aims through experience (Rusman, 2012: 1). It means that the role of environments are extremely influencing the individual. The role of experiences are also extremely influencing the individual because experiences are such activities that had been

conducted by the individual in the past and the individual will get new things such information that can improve their knowledge because those experiences.

Related to the general concept of learning. There are several characteristics of learning to support the general concept of learning. Characteristics of learning described by Komalasari (2013: 2) as follows:

1. Learning is an activity where can produces change of one's self, either in the form of actual or potential.
2. Changes that had been obtained are new ability and taken in a long period time.
3. Changes happen because there is effort in each individual.

It means that by conducting such learning activity, an individual can get a new experiences or new ability through learning activity that had been successfully conducted. As the result of learning activity, learner will get new experiences and abilities are also obtained for a long period time not in the short period time.

2.2.2 Principles of Learning

The major purpose of learning is knowing the unknown. Achieving the purpose of learning is the goal of every learning activity. In order to achieve the purpose of learning successfully, there are several principles of learning that should be known by everyone especially for the learners. Principles of learning is an important factor to

support the learning process to be more proper in order to achieve the purpose of learning activity.

Principles of learning described by Komsiyah (2012: 2) as follows:

1. Learning is an active process where there is a relation of feedback, influence each other between students and environments dynamically.
2. Learning must be purposed, aimed, and clear for the students.
3. The most effective of learn if based on the pure self-motivation encouragement and sourced from within itself.
4. Learning are always face obstacles. Students should be able to handle it properly because of it.
5. Learning needs guidance.
6. The major kind of learn is learn to think critically, better than developing mechanical behaviors.
7. The most effective way of learn is in solving such problem through work of group.
8. Learning needs understanding toward things that learnt in order to obtain understanding.
9. Learning needs practices and exercises in order to thing that had been obtained and learnt can be mastered.
10. Learning should be followed by want and strong desire in order to achieve the goal or result.

In addition, principles of learning described and categorized by Komalasari (2013: 3) as follows:

1. Readiness Principle

The level of successfulness of learning depends on the students' readiness. Does she/he able to concentrate their mind, or do their physical condition ready to learn.

2. Association Principle

The level of successfulness of learning also depends on the students' ability of associating or connecting what is being learned with things that had already in his/her mind: knowledge that had obtained, experiences, future assignments, problem that had faced etc.

3. Practice Principle

Basically, in learning something needs to do it over and over again or repeatedly, either in learning knowledge or skill, and also in the domain of affective. The more repeated the better the results.

4. Effect Principle

Emotional situation when learning will influence the result of learning. Emotional situation can be concluded as happy feeling and unhappy feeling during learning activity.

2.2.3 English Language Learning

Nowadays, learning English language is important since English language as an international language. People need to learn English language to be able to communicate and cooperate with other people from the other countries for several different purposes. Moreover, technology and communication in 21st century develop quickly. People all around the world have to learn about the knowledge of English language because of this situation.

Students in all around the world are learning about English language material either in primary or secondary classrooms because there is a material of English language in the curriculum that they should have followed and the others are learn English language because their own interest (Harmer, 2007: 11). It means that the reason why the students are learning about English language because English language has included in school's curriculum. It can be concluded that the curriculum that contains English language must be followed by the students.

Basically, English language learning is divided becomes three different contexts of learning. They are EFL (English as a Foreign Language), ESL (English as a Second Language), and ESOL (English for Speakers of Other Languages). Those three contexts of English language learning described by Harmer (2007: 12) as follows:

1. EFL (English as a Foreign Language)

Learners of EFL tend to learn English language in order to be able to use English when they are travelling abroad or to communicate with people from the different countries that also speak English language.

2. ESL (English as a Second Language)

On the other hand, learners of ESL that are usually living in the community which English language is the major language that used as communications. It means that English language in the community is a target-language. Different with EFL, ESL needs are specific to a particular time and place.

3. ESOL (English for Speakers of Other Language)

ESOL more like a combination between EFL and ESL. It means that learners of ESOL are learn English language in order to be able to understand English to communicate with target-language community. ESOL describes both situations of EFL and ESL.

2.2.4 General Concept of Learning Style

Everyone was born differently, each of them has different way in think and learn differently. It can be concluded everyone has their own learning styles (Wood, 2000: 10). Students' way in absorbing and understanding the information or idea that students' have got in learning process is learning style. It means that each students in the class has their own way to obtain information related to the lesson that taught.

Dunn and Griggs (1995: 14) stated that learning style is the way in which each person begins to concentrate on, process, and retain new and difficult information. Meanwhile Brown (2007: 120) stated that learning styles might be thought of as cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.

Furthermore, students has different learning method that they used in understanding new information that can be defined as learning styles (Mubarok and Nina, 2017: 22). Moreover, Alharbi (2015: 1259) stated that students of varied learning styles may respond to aural and visual messages in their own distinctive ways. In addition, learning style is a particular way of an individual's preferred means in order to acquire knowledge or skills (Pritchard, 2009: 41).

In addition, learning styles is can be variously defined by Pritchard (2009: 41) as follows:

1. A particular way in which an individual learns.
2. A mode of learning – and individual's preferred or best manner(s) in which to think, process information and demonstrate learning.
3. An individual's preferred means of acquiring knowledge and skills.
4. Habit, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning, that an individual displays.

Based on the descriptions of the general concept of learning style above it can be concluded that learning style means the way how the students use their own ability or their own method of learning style in order to obtain new information related to material that being taught by the teachers especially to learn English language.

2.2.5 The Types of Learning Style

There are three types of learning styles. They are visual, auditory, and kinesthetic style or simply known as VAK. Visual learners are the students that primarily learn use their eyes or the students that primarily learn using their ears are known as auditory learners and there some students that known as kinesthetic learners because they prefer to learn by experiences and practices (Reid in Fithrotunnisa, 2015: 9). Moreover, there are three types of learning styles namely visual, auditory, and kinesthetic style (DePorter in Siwi and Yuhendri, 2016: 439). In addition, students show that the learning styles that salient in the formal classroom are visual, auditory, and kinesthetic learning style (Brown, 2007: 129).

Based on the descriptions above it can be concluded that there are three types of students' learning style. They are visual style, auditory style, and kinesthetic style. The descriptions of each learning styles will be explained as follows:

1. Visual Style

Students whose learning style is visual style are prefer to learn by seeing.

The material or information that is obtained by learners of visual style is

prefer to be presented visually in the form of diagrams, graph, maps, posters, and displays (Pritchard, 2009: 44). Moreover, visual learners are prefer to learn by reading texts, drawing, and things that related to the graphic information (Brown, 2007: 129).

Everything that has been read or observed can be recalled by the learners of visual preferences easily and they usually close their eyes when asked for information from printed or diagrammatic material (Sims and Serbrenia, 1995: 53). In addition, according to Siwi and Yuhendri (2016: 439) students' of visual learner possibly characterized as follows:

- a. Regularly, pay attention to everything, to keep up appearances
- b. In view of the image, rather read than read out
- c. Requires thorough overview and objectives, capturing detail and remember what they saw.

2. Auditory Style

Students whose learning style is auditory style are prefer to learn by listening. The material or information that is obtained by learners of auditory style is prefer to be presented in the form audio such lectures, discussion, interviewing, audio tapes and hearing stories (Pritchard, 2009: 44). In line with Pritchard, Brown (2007: 129) stated that visual learners are prefer to learn by listening to lectures and audiotapes.

Learners of auditory preference describes that they can learn the best by listening to various verbal instructions such recording, lectures and discussion

(Sims and Serbrenia, 1995: 53). In addition, according to Siwi and Yuhendri (2016: 439) students' of visual learner possibly characterized as follows:

- a. Attention is split.
- b. Talk to the rhythmic pattern.
- c. Learning by listening and moving the lips / voice while reading.
- d. Dialogue internally and externally.

3. Kinesthetic Style

Students whose learning style is visual style are prefer to learn by doing. Learners are prefer to learn using their physical activity (Pritchard, 2009: 45). In addition, the use of physical activity such body movements will be involved and demonstrated by kinesthetic learners (Brown, 2007: 129).

Kinesthetic preferences are totally suitable with the learners that require to learn using body movement or real life experiences in order to obtain related material and they always involved in several learning activities such acting, puppetry, drama (Sims and Serbrenia, 1995: 53). In addition, according to Siwi and Yuhendri (2016: 439) students' of kinesthetic learner possibly characterized as follows:

- a. Touching people, stand close together and a lot of moves.
- b. Learning by doing, pointing writing while reading, responding physically.
- c. Given the go and see.