CHAPTER TWO
LITERATURE REVIEW

2.1 Previous Studies

There have been several past studies that have looked into learning styles. To begin, Indrawati (2020) conducted research for a thesis titled "The Students' Learning Style for English Subject at SMAN 7 Kota Jambi." The goal of this study was to look into the learning styles of students in SMAN 7 Jambi in the 2019/2020 academic year. This research is qualitative, observational work research, interviews collecting data, and data analysis in this study is descriptive analysis, data reduction, data display, conclusion or verification, and triangulation. In the academic year 2019/2020, the results revealed that there were four types of student learning styles in the eleventh grade of SMAN 7 Jambi. They are visual, auditory, kinesthetic, and also diverging styles (feeling and observing). Researchers also found a way for teachers to accommodate student learning styles and different strategies in the English learning process to accommodate differences in student learning styles such as listening to audio, singing, discussions, and games. Teachers also accommodate students learning styles by using several media such as using pictures, songs, text, and English learning machine games. So, knowing student learning styles can help teachers to determine appropriate methods and media. In addition, it can make the class more interesting and be used to improve student motivation.

Secondly, Apriyana (2019) conducted research entitled "Classroom Interaction in English Class of the Eleventh Grade in Madrasah Aliyah Laboratorium Jambi City".

The goal of this study was to look into how English was used in class XI Madrasah Aliyah Laboratory in Jambi City. This study uses qualitative research, observations, and interviews to obtain data, and descriptive analysis is used in this study. The findings revealed that the teacher interacted with students in two ways. Firstly, the teacher prepared questions well from the time and help session and he also anticipated the answer if the students would ask him about the lesson and previous discussion, where the teacher had preparation about the type of text being taught; easy to use story there, and decide which stories are new. During the interaction, the teacher guides students to read the text aloud. Discuss new information, and then ask questions students to answer questions related to the reading text. He also asked students to read texts, translate and comprehend, look at dictionaries, practice dialogue, and storytelling and play word games for communication in daily life. These methods help students in interacting with teachers and their friends and are a more fun way to interact in class and their ability in English can get progress.

The third research is "An Analysis of the Students' Learning Styles in Speaking Skills at the Second Semester in Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung Academic Year 2016/2017" by Izzati (2018). The goal of this study is to figure out how pupils learn in terms of speaking skills. In this study, the researcher used qualitative research methods. To select the sample, the researcher employed the purposive sampling technique. The researcher selects a sample of 20 pupils from the tenth grade. Researchers employed three types of devices to gather data: questionnaires, observations, and interviews. Data reduction, data presentation, and deriving conclusions or verification were the three basic processes

of data analysis utilized by researchers. The researcher discovered that students have diverse perceptive learning methods as a result of the analysis. 85% of students are good and use assimilation (watch and think before speaking), 70% use the left brain, 60% use kinesthetic ambiguity and tolerance, and 40% use-values.

The next research is by Illahi (2020) entitled "Exploring Eight Graders' Learning Styles in English Classroom at SMPN 97 Jakarta". The purpose of this study is to explore learning styles and how learners learn in the eighth-grade English class at SMPN 97 Jakarta. This study used the descriptive qualitative method. Observations and interviews were used as instruments to collect data from 36 students. The results show that students learn English in class through several activities, namely using bullet points, writing in a descriptive style, using different pen colors to underline words, expressions, and sentences, using gestures to convey expressions, and reading a book silently (Visual), speaking in presentations, participating in group discussions and listening to the material presented by the teacher (Aural), writing material on his notes using bullet points, making a list of findings or keywords from group discussions, and searching a dictionary to find words (Read /Write), actively participates in group discussions by practicing expressions, sentences, and pronunciation (kinesthetic). Students may have different activities in learning English, but it shows their learning style is how they adapt to follow the class. Then other results also show that most of the learners are identified as Aural Learners and Visual Learners.

The last is by Mardiah (2021) entitled "The Comparative Analysis of Students Learning Styles at the Tenth Grade of Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara". The analysis of language learning styles in Madrasah Aliyah Al-Jiihad Buangin and SMKN 7 Luwu Utara tenth-grade students is discussed in this study. The problem is formulated as follows: What is the learning style of students at Madrasah Aliyah Al-Jihad Buangin and SMKN 7 North Luwu? The goal of this study is to compare the learning techniques of Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara tenth-grade students. This is a qualitative research project. All pupils in class X Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara were included in this study. Questionnaires and documentation are used by researchers to obtain data. Visual learning style is the most prevalent language learning style at SMKN 7 Luwu Utara, with 30% or 9 students using it. The percentage of students that prefer audio learning is 14% or four students. The kinesthetic learning technique received 27% of the vote or 8 students. Students that prefer audio-visual learning techniques account for 20% of the total or six students. The percentage of students that use the visual kinesthetic learning style is 6% or two students. With 1 learner, the kinesthetic audio-learning approach has a 3% success rate. Discard's visual learning approach is used by 40% of students at Madrasah Aliyah Al-Jihad or 8 students. Kinesthetic learning is used by 40% of 8 students. The audio learning approach is used by 25% of students or 4 students. Kinesthetic learning styles receive 40% of the vote, or 8 students, resulting in the greatest achievement score for viand kinesthetic learning styles.

Based on the five studies that have been conducted, the researcher concludes that students use learning styles based on their needs to maximize learning activity. In

this study, the researcher will conduct research to find out the learning styles used by students in learning English and they can influence their English learning. The researcher will also investigate to find out which learning styles students prefer and how to apply them in class. The difference between this research and previous research lies in the problem formulation and data collection technique.

2.2 Theoretical Framework

Finding effective teaching and learning strategies approach that may enhance learning activities and improve student academic accomplishment is one of the challenges for teachers. A teacher must be able to influence his students' conduct or assist them to acquire good character skills to help them achieve their personal and community goals. The students will get more information, retains more knowledge, and works better when student learning styles align with teachers' teaching styles. Felder (1995) states that students understand and remember it is better if the teacher's teaching style matches the student's learning style. For this reason, the teacher continuously reviews students' teaching styles based on their preferred learning styles to ensure that students actively participate in class to improve their abilities both academic and non-academic achievement.

Good academic achievement can also be obtained based on student learning styles. Several recent studies suggest that students' learning styles affect their academic performance and about that, and to increase academic accomplishment, several additional authors stated that it is critical to understand individual learning patterns. Furthermore, one of the most important success aspects in learning activities is that students employ effective learning methods. Learning style is a learning strategy,

especially for each individual who is considered to allow that individual to learn well. Students learn in several ways, and each has their preferences or learning styles when it comes to how they process information.

2.2.1 Learning Styles

Learning styles are cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment (Green, 1995). The way a person absorbs, processes, understands, and stores knowledge is referred to as their learning style. Learning style, according to Agus (2010) is a conditional education condition in which a student is more likely to learn a learning style that is less concerned with what pupils learn and more concerned with how they want to learn. Learning styles can be classified, characterized, and distinguished in several ways. In general, circumstances, behaviors, and attitudes that assist learning for persons in situations of giving can be regarded as patterns that provide direction for learning and teaching methods (Arsyad, 2018). How students learn, how teachers teach, and how the two interact are all influenced by style.

Reid (1987) claims that whereas sensory mode is emphasized by many researchers, he concentrates on 'perceptual' and 'sociological' learning style preferences. There are six types of learning style instruments, according to Reid (1987), for visual, auditory, kinesthetic, tactile, group, and individual learning styles:

1. Preferences for Learning Style in the Visual Department

The greatest way for them to learn is to look at words in books, on chalkboards, and in workbooks. When they read information and instructions, they remember and understand it better. They do not require as much verbal instruction as auditory learners and can often learn independently.

2. Preferences for Learning Styles in the Auditory Department

They pick up information through spoken words and explanations. Reading aloud or moving their lips while reading might help them recall information, especially if they are studying new topics. Audio cassettes, lectures, and class discussions are beneficial to them. Making recordings to listen to, educating other kids, and conversing with the teacher are all beneficial to them.

3. Kinesthetic Department Learning Style Preference

They learn best by doing, by physically participating in the classroom experience. When students actively participate in classroom activities, field trips, and role-playing, they retain more information.

4. Tactile Preferences in Learning Styles

They learn best when they have the opportunity to work with new material "hands-on." Experiments in the lab, handling and making models, and touching and working with new material, to name a few, provide them with the most beneficial learning scenarios.

5. Learning Style Preference for Group Majors

They learn more quickly when they study with at least one other student, and they are more productive when they collaborate with others. They prefer group interactions and classwork with other students, and when they work with two or three peers, they remember information better.

6. Main Learning Style Preferences of Individuals

When they work alone, they learn the most. When kids study on their own, they think clearly and recall the knowledge they acquire. When students study information on their own, they gain a deeper understanding of it and make faster progress in learning.

Brown (2002) stated that everyone is born with a predisposition to a particular style, but these biological or in herited characteristics are influenced by culture, personal experience, maturity level, anddevelopment, whichcanbethoughtof as a "contextual" variable or constructed for what learners bring to learning experiences as part of their context is an important feature of the experience itself. The concept of style will first be put forward by cognitive psychologists (Brown, 2002). According to Brown's definition of style, a phrase that refers to an individual's constant and long-lasting habits or internal preferences. As a result, styleis a general property of intellectual function (as well as personality type) that is primarily tied to one individual and separates one individual from others (Arifin, 2016). That is, style makes another person better. Each learner has a unique and consistent style of perceiving, organizing, and remembering information. This learning style refers to cognitive, affective, and physiological traits that are reasonably good predictor so

fhow pupils perceive, interact with, and respond to the learning environment. Students learn in different ways, and it has been discovered that brain anatomy can influenc elanguage structure acquisition. Various perception circuit shave been discovered in differents of them ispheres. According to some researchers, some people's brains include differents orts of cells than other people's brains (Sison, 2017).

The importance of learning style in the language acquisition process has long been recognized in education. Stability and the potential to develop learning styles have been demonstrated in studies. A lot of studies have been done in this file because of the importance of acquiring language learning styles. Furthermore, different researchers have varied perspectives on learning styles, resulting in distinct learning style definitions.There are two primary categories of how a person learns, according to most experts. First, how to quickly absorb information, which is referred to as a learning modality, and then how to organize and process that knowledge, which is referred to as brain dominance. According to De Porter and Hernacki (in Mangunsong & Indianti, 2006), at the beginning of the learning experience, one of the first steps is to recognize the dominance of visual, auditory, orkinesthetic (V-A-K) modalities. Visual learners learn throughsight, auditory learners learn through sound, and kinesthetic learners learnt hrough movement and touch. To some degree, most people use all three types; but most peopleshow a tendency to dominate one of the three.

2.2.2 The Types of Learning Styles

A learning style is a collection of biological and experiential traits that, individually and collectively, contribute to concentration. It aids students in learning more quickly and easily by allowing them to select and use the appropriate lessons in their preferred learning style (Pritchard, 2009). According to other sources, learning styles refer to learning habits, techniques, or behaviors, particularly the deliberate educational learning displayed by the individual. Russel (2011) explains the VAK learning model, which is a learning model by utilizing the potential/learning styles possessed by training and develops optimal learning styles so that learning outcomes increase.

1. Visual (learning by seeing)

Glances up when talking, talking quickly. The eye/vision (visual) in this scenario plays a crucial role for pupils with a visual learning style, the teaching method used by the teacher should be more/emphasized in demonstrations/media, invite them to objects related to the lesson, or by showing the props directly to students or describing them on the board. Children who have a visual learning style must look at their teacher's body language and facial expressions to understand the subject matter. They tend to sit at the front so they can see clearly. They think using pictures in their brains and learn faster by using visual displays, such as diagrams, picture textbooks, and videos. In the classroom, visual children prefer to write down the details to get information.

The characteristics of a visual learning style are organized, paying attention to everything, maintaining appearance, remembering with pictures, preferring to read than be read, requiring an overarching description and goals, and capturing details:

Remembering what is seen. Strategies to simplify the visual learning process of children are many Creating symbols and pictures in their notes, tables, and graphs will help deepen their understanding of mathematics and science, using a mind map (mind map) as a learning aid, doing a quick overview of the lesson material before they dive into the details.

2. Auditory (learning by listening)

Auditory-type students rely on their success in learning through the ear (their hearing instrument). As a result, the teacher should pay close attention to their students' hearing aids. Children with an auditory learning style might learn more quickly by engaging in verbal dialogue and paying attention to what the teacher says. Auditory children can digest the meaning conveyed through voice tone, pitch (high and low), speaking speed, and other auditory matters. Written information sometimes has minimal meaning to the auditory child listening to it. Children like this usually can memorize faster by reading text aloud and listening to tapes. Auditory learning style characteristics are learned by listening and remembering rather than seeing what was discussed, moving their lips and pronouncing the writing on the page while reading, being better at spelling out loud than writing it down, having a problem with visual jobs, and can repeat back and mimic tone, rhythm, and tone of voice. Strategies to simplify the auditory children's learning process are encouraging children to participate in discussions both in class and in the family, encouraging children to read subject matter aloud, allowing the youngster to record the lesson material on a cassette tape, and encouraging him to listen to it before bed.

3. Kinesthetic (learning by moving, working, and touching)

Children who have kinesthetic learning styles learn through moving, touching, and doing. Because their need for movement and discovery is so intense, children like this find it difficult to sit still for long periods. Students who learn by motion and touch have this learning style.

Learning via manipulation and practice, finding it difficult to write but excellent at telling stories, enjoying books, reflecting action with body movements while reading, and touching others to grab their attention using action words are all hallmarks of the kinesthetic learning style. Strategies to simplify the learning process of kinesthetic children is do not to force the child to study for hours, and to empower kids to learn while they are exploring their surroundings (for example: invite them to read while using real objects to learn new concepts).

Besides that, Kolb (1984) stated that there are four kinds of learning styles, namely:

a. Diverging (feeling and observing)

People with divergent styles can see things from a different perspectives, they are sensitive. They like to observe rather than participate, acquire knowledge, and solve issues with their imagination. They're great for looking at real-life problems from a variety of perspectives. This personality type is known as 'Diverging,' since it performs better in circumstances that need idea production, such as brainstorming.

They enjoy gathering knowledge and have a diverse range of cultural interests. They have strong hearts and are drawn to people. They are imaginative and emotional. They prefer to collaborate in groups, listen with an open mind, and accept individual ideas.

b. Assimilation (watching and thinking)

A simple, logical approach to assimilation learning is preferred. Prioritizing ideas and concepts over people. These people need a clear and good explanation rather than a practical opportunity. They understand extensive information and organize it in a logical format. They are less concerned with people and more concerned with ideas. This personality type is more interested in theory than practice. According to Intan (2017), persons with this learning style prefer to read, research, investigate analytical models, and have time to ponder in informal learning environments.

c. Convergent (doing and thinking)

People with Convergent learning styles apply what they've learned to solve real-world situations. They are more interested in technical problems and are unconcerned about people. They can solve problems and make judgments. Convergent learning styles allow specialist and technological capabilities. People with a Convergent style experiment extensively, simulate and work practices.

d. Accommodating (doing and feeling)

The accommodating learning style is 'hands-on,' relying more on intuition than logic. These individuals tend to use other people's analyses and prefer to adopt a

practical and experiential approach to new difficulties and experiences, as well as to put plans into action. They usually act as good instincts and illogical analyses. Also, they tend to ask other people for information. This learning approach is common and useful in jobs that involve initiative and activity. When it comes to finishing assignments, people with this learning style prefer to work in groups. They define goals and actively work in the sector, experimenting with various methods to reach them (Intan, 2017).

Moreover, Reid (1998) mentioned that learning styles are divided into five categories: cognitive learning style, sensory learning style, environmental learning style, personality learning style, and reflective vs. impulsive.

1. Cognitive Learning Style

a. Field Independent vs Field Dependent

Students who categorize this learning style learn more effectively step by step, starting with analyzing the facts and moving on to ideas. In contrast focus of field dependency learners are in context and holistic.

b. Analytics vs Global

Analytical learners prefer to learn individually and tend to set goals. Learners around the world learn more effectively through concrete experiences and inter with others. They spend time thinking and tend to react slowly.

2. Reflective vs. Impulsive

Reflective people learn more effectively when they have time to consider options before responding to them. In contrast, the impulsive learns to respond immediately and take risks.

3. Sensory Learning Style

Auditory learning styles learn best by ear (hearing), visual learning more effectively through the eyes (seeing), tactile students learn through touch (hands-on), and Kinesthetic learners learn best through bodily experiences (movements).

4. Environmental Learning Style

Physical learners learn more effectively when variables such as sound, temperature, light, food, time, and setting, take into account in the classroom. Meanwhile, sociological students learn more effectively when variables such as groups, individuals, pairs, and team work and the teacher's level of authority are considered.

5. Personality Learning Style

a. Extroversion vs Introversion

Extroverted students are attracted to concrete experiences, side fewer contacts, and relationships with others. Introverted learners are more interested in individual situations and are independent.

b. Sensing vs Perception

Sensory learners learn more effectively from reports of facts and observable events and rely on the five senses. Meanwhile, students' perceptions learn best from meaningful experiences and relationships.

c. Thinking vs. Feeling

A person with a learning style thinks best from impersonal circumstances and logical consequences. In contrast, students' feelings prefer the values of personal and social situations.

d. Judging vs. Perceiving

Judging students' best learning by reflection, analysis, and a process involving closure. Perceives students learn best through negotiation, and feeling.

2.2.3 The Role of Teachers in Students' Learning Styles

Every teacher must be aware of his or her students' learning styles, as well as have an attitude that corresponds to each student's learning style. White (2004) describes that a teacher must understand the modalities learned by students. One understanding can be said to be different because it is influenced by the way of conveying information from educators and the learning style modalities of each individual. Everyone has a different learning style and can learn better in different ways. Understanding each student's learning style is the best way to maximize the learning process in class. After students know the best learning styles and methods, to help in their learning, it can be seen that students' abilities to understand something will develop rapidly in class, even in subjects that were previously considered complicated.

Learning styles are variations in the ways a person has to accumulate and assimilate information. Learning style is a cognitive, emotional, and psychomotor behavior trait that works as a reasonably steady indicator for learners to feel linked to and react to the learning environment (Gobai, 2005). The way we choose to think,

process, and understand information is defined by our learning styles (Gunawan, 2006). Essentially, the learning style is the most effective way of acquiring and applying certain knowledge. When students are familiar with their learning styles, students can use good and appropriate learning styles to maximize academic and non-academic learning achievement. In the learning process, no way is considered right or wrong because everyone has different learning styles and provides their advantages and disadvantages. When students can understand their learning styles, the student learning process will be more efficient and effective. Everyone has a predisposition to one modality. Teachers also tend to have the same teaching modalities as their learning styles. A student will gradually easily absorb information according to his learning style.

Thus, the teacher must be able to become an impressive teacher for his students and become a figure who is always present in the classroom, which must have V-A-K (Visual, Auditory, Kinesthetic). 1. Maintaining appearance, 2. Clear words and voice with attractive intonation, 3. Good movement.

2.2.4 Students' Learning Style Preferences Based on Gender

Men and women are classified as gender based on socio-cultural and psychological factors. Gender is distinguished from sex, which refers to the biological aspects of being male or female. Santrock (2009) defines gender roles as social expectations that determine how men and women should think, behave, and feel. Santrock (2007) explains that one of the causes of male and female variance is their sex chromosomes. He went on to say that boys and girls have different sex hormones

at different stages of embryonic development. According to him, this results in structural and functional disparities between male and female brains.

In short, learning methods preferences based on gender are simply one area where men and women differ. Men prefer rational and logical evaluation, whereas women prefer elaborative processing, in which they look for personal relevance or individual relationships with the material being taught. Women are more concerned with tangible practical life problems, according to Ekawati (2011), whereas men are more interested in abstract aspects. Furthermore, men are more goal-oriented, whereas women are more social and performance-oriented. Blakemore & Berenbaum in Santrock (2009) said that since the first gross motor movements, boys are more active than girls. In the classroom, boys are more likely than girls to fidget and roam around the room, and they are less likely to pay attention. This shows that men are more externally focused, whereas women are more introspective and critical of themselves. Arends (2007) said that the differences between men and women do exist, although the proportion is only small. Girls performed better in language arts, reading comprehension, and written and spoken communication, while boys appeared to be slightly superior in math and mathematical reasoning. Gurian (2010) says that the differences between men and women are due to differences in their brains, the differences between personality and physical forms between men and women are more real and more consistent. Men are more assertive and have higher self-esteem than women. So, it can be concluded that the differences that have been found through various studies can

only be assumed that it occurs in most or the average of boys or girls and it cannot be said that the difference applies absolutely to all boys or girls.

2.2.5 Factors Affecting Students' Learning Styles

According to Sugihartono (2007), pioneers in other learning styles have discovered a variety of factors that influence student learning styles, including physical, emotional, sociological, and environmental factors. Some people learn better in bright light, while others learn better in dim light. Some people like to do their study assignments in groups, while others prefer to study alone because it is more beneficial for them. Some people prefer to study with music playing in the background, while others can only study in silence. Some people prefer an uncluttered work environment, but others always roll things out so that everything is visible. Halim (2012) claims that both internal and external influences might have an impact on a student's learning style.

1. Internal factors that affect student learning styles

a. Physical factors

Physical elements are divided into two categories: health and disability. Learning activities are influenced by health factors.

b. Psychological factors

There are at least seven elements that affect learning that is classed as psychological factors. Intelligence, attention, interests, talents, reasons, maturity, and readiness are some of these characteristics.

c. The fatigue factors

Human fatigue can be split into two sorts, physical exhaustion, and spiritual exhaustion, although being difficult to distinguish (psychological).

2. External factors that affect student learning styles

a. Family factor

The way parents educate, the interaction between family members, the household climate, and the family's economic status will all have an impact on how a person learns.

b. School factor

Teaching methods, curriculum, teacher-student interactions, student-student relationships, school discipline or rules, learning atmosphere, lesson standards, building conditions, school location, and other school elements will affect student learning methods or styles.

c. Community factor

External factors such as society have an impact on students' learning methods. The activities of pupils in society, the mass media, social friends, and forms of community life are all communal elements that influence how or how well students learn.