

CHAPTER II

THEORETICAL FOUNDATION

A. Learning Styles

1. Definition of Learning Styles

An important area for teacher awareness is learning style variations, mainly in the ways that students perceive their world and in how they process and reflect on information.¹⁹ Dunn and Dunn stated that learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information.²⁰

Meanwhile Jordan States, “Learning style is the particular approach by which a student tries to learn.”²¹ Thus, it means that students have different ways in learning process which they need to concentrate and try to understand and remember new information when they are learning subject in the class, such as technique for learning new words in a foreign language and so on.

Wood says that:

We all have two eyes, two ears, a nose, but we each look unique. People aren't the same on the outside, and they're not the same inside either. You can find clues about how you learn best by looking for a similarity in

¹⁹ Richard I. Arends, p. 50

²⁰ Rita Dunn and Shirley A. Griggs, *Practical Approaches to Using Learning Styles in Higher Education*, (USA: Bergin & Garvey, 2000), p. 8

²¹ R. R. Jordan, p. 95

the things you like to do. You learn in many different ways, and you have your own learning styles. Usually, you're comfortable doing certain activities and you get more out of these activities because they match your learning styles.²²

It can be concluded based that learning style is the way learning done by student that appropriate with their loving to do in learning process. In sum, students will enjoy and feel comfortable in absorbing the information with their own way. Moreover, each student has different preferences learning way which used in learning process.

According to Pritchard, Learning style is defined variously as:²³

- a particular way in which an individual learns;
- a mode of learning – an individual's preferred or best manner(s) in which to think, process information and demonstrate learning;
- an individual's preferred means of acquiring knowledge and skills;
- Habits, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning that an individual displays.

Zhang and Stenberg in Santrock also define that students' learning style is students' preferred ways to use their abilities in

²² Gail Wood, *How To Study; Use Your Personal Learning Style to Help You Succeed When It Counts, 2nd Ed*, (New York: Learning Express, 2000), p. 10

²³ Alan Pritchard, p. 41

learning.²⁴ Meanwhile, Harmer stated that learning style is all students respond to various stimuli (such as picture, sound, music, movement, etc.) but for most of them, is more powerful than the others in enabling them to learn and remember what they have learnt.²⁵

Kolb defines that learning style is a method of personal choice to perceive and process information.²⁶ Each people have an exactly method for their self when they understand about information. Shuell explains that different ways used by individuals to process and organize information or to respond to environmental stimuli refer to their learning styles.²⁷

Thus, from definitions above, it can be conclude that learning style is students preference way to get, absorb and process the information about learning material in learning process. Therefore,

²⁴ John W. Santrock, *Educational Psychology*, 5th Ed, (New York: McGraw-Hill, 2011), p. 129.

²⁵ Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2007), p. 16

²⁶ David. A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development..* (Englewood Cliffs: Prentice Hall, 1984), p. 108

²⁷ Meryem and Buket, "The Effect Of Learning Styles On Achievement In Different Learning Environments", *The Turkish Online Journal of Educational Technology – TOJET*, Vol. VIII, October 2009 ISSN: 1303-652, 43.

learning style can have a key role to play in helping to consider the most effective learning environment for students with such needs.²⁸

2. The Types of Learning style

Reid stated that there are three learning styles. Some students learn primarily with their eyes as visual learners or with their hear as auditory learners and some students prefer to learn by experience or practice as kinesthetic learners.²⁹ Thus, types of learning style are visual, auditory and kinesthetic styles.

a) Visual Learners

Visual is related with sight or seeing. According to Pritchard:

Visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information.³⁰

²⁸ Gevin Reid, *Learning Styles and Inclusion*, (London: Paul Chapman Publishing, 2005), p. 16

²⁹ Joy M. Reid, *Understanding Learning Style in The second Language Classroom*, (New Jersey: Prentice Hall regents, 1998), p. 162

³⁰ Alan Pritchard, p. 44

Thus, it means that visual learners will get best comprehension in subject learning by using some object as media that they can see deeply by their eyes, like picture, power point displays, maps, etc.

Meanwhile, Reid stated that visual learners will be good at visualizing events and information and use the imagination to some advantage. They can use visual strategies for remembering information. They also get considerable pleasure from learning involving visual and creative skills.

A visual learner also has the ability to deep understanding in the relation between object and space. The ability in reflecting a fact image and then solve many problem due to this ability is a prominent thing for this visual aptness.³¹ Thus, it can be concluded that visual learners will get better understanding the learning subjects through object like the image or picture that they can focus to reach the information as well as their learning styles. Therefore visual learners prefer learning by using picture.³²

³¹ Hamzah B. Uno and Nurdin Mohamad, *Belajar dengan Pendekatan PAILKEM*, (Jakarta: PT. Bumi Aksara, 2011) P. 245

³² Anita Woolfolk, p. 183

Visual students are also neat and disciplinary.³³ They have neat handwriting and they usually learn with orderly books and pens. This type of students cannot bear if their room is in chaos with things. They also usually give attention to their appearance both in and outside school.³⁴

b) Auditory Learners

Auditory learners prefer to learn by listening. Deborah stated that when studying, auditory learner find themselves reciting aloud as they memorize. They may change their speaking pitch, or even sing to emphasize important point. When they read through they study material, they tend to remember the intonation of the teacher's voice. Articulated verbalizations, both theirs and others people, is a necessary component of their comprehension skills and memorization techniques.³⁵

Auditory learners have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for

³³ Bobbi DePorter and Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, Translated from *Quantum Learning: Unleashing the Genius in You* by Alwiyah Abdurrahman, (Bandung: Penerbit Kaifa, 1999), 4th Edition, p. 116.

³⁴ Gavin Reid, *Learning Style and Inclusion*, p. 93.

³⁵ Deborah D. Shain, p. 36

example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements.³⁶ Thus, it can be concluded that auditory learners will focus on their hearing and more pay attention to voice of speakers when they hear the explanations. They prefer to listen the voice than read the paper.³⁷

Furthermore, this type of students likes oral reports. They like to speak, discuss, and explain things. They prefer to get oral test or assignment than to get written test or assignment. In discussing activity, they are usually become vocalist and they usually master the conversation.

c) Kinesthetic Learners

According to Pritchard, kinesthetic learners prefer to learn by doing. In kinesthetic style, students have orientation to do trial-error activity. They are brave to take a risk.³⁸ In answering question, they prefer to just answer than to read the instruction before. They are good at recalling events and associate feelings or physical experiences with

³⁶ Alan Pritchard, p. 44

³⁷ Gail Wood, p. 10

³⁸ Gavin Reid, p.121.

memory. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. These students always have orientation to physics and movement.³⁹ They cannot stand still for a long time. Because of that these students need more time to do anything. In class, these students prefer to learn by playing games that incite themselves. In explaining information or talking, they usually gesticulate.

Meanwhile Deborah stated that kinesthetic learners will understand the information through some form of body motion. They often gesture when they speak and they recall the information from people's gesture. This student's style need to pace, move or gesture when they study, such as tap the pencil on the page while they think, snap the fingers and swing the arms when they recall the step of process, etc. In order to comprehend information, students need to place it physically within a context.⁴⁰

Mostly, the students with kinesthetic learning style Learning through physical activity.⁴¹ When they are reading a book, usually they point toward words that they read. Usually they also understand and

³⁹ Ronald R, Sims and Serbrenia J. Sims (ed.), *The Importance of Learning Styles*, (Westport: Greenwood Press, 1995), p. 53.

⁴⁰ Deborah D. Shain, p. 37

⁴¹ Joy M. Reid, P. 163

comprehend lesson easily by rewriting the material that they have learnt. The kinesthetic learners will enjoy active learning and this is useful for assembling and making products. They will be able to demonstrate to others how to do something and they will likely be able to enjoy the actual experience of learning.⁴²

Therefore, it can be conclude that kinesthetic learners will get better understanding by doing or using body motion. Thus, kinesthetic learners learn best when they keep bodies or hands moving.⁴³

B. Reading Skill

1. Definition Of Reading

Smith stated that reading is extracting information from print.⁴⁴ Meanwhile Nutall stated that reading means the communication process through decoding a message or information from the written words to get the meaning of the text.⁴⁵ Reading also make a meaning from print and from visual information, but it is not simple. Reading is

⁴² Gavin Reid, p. 93

⁴³ Gail Wood, p. 11

⁴⁴ Frank Smith, *Understanding Reading*, 6th Ed, (New Jersey: Lawrence Erlbaum Associates, Inc, 1928), p. 179

⁴⁵ Christine Nutall, *Teaching Reading Skills in a Foreign language*, (Oxford: Heinemann International, 1989), p. 4.

an active process that requires a great deal of practice and skill.”⁴⁶

Thus, it can be assumed that reading is comprehending meaning from the printed or written text to get some information.

According to McNamara, “Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.”⁴⁷ Meanwhile, Bartoli and Botel in Weaver as quoted by Ilzamudin Ma’mur define:

Reading is a process that involves the orchestration of the reader’s prior experiences and knowledge about the world and about the language. It involves such interrelated strategies as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one’s own comprehension and reflecting. The process also involves such affective factors as motivation, ownership, purpose, and self-esteem.⁴⁸

Thus, reading requires the readers to relate their ability with many strategies that should be mastered such as predicting, questioning, summarizing, and so on. It also involves affective factors such as motivation, purpose and self-esteem. Therefore, mastering reading

⁴⁶ Judi Moreillon, *Collaborative Strategies For Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 10

⁴⁷ Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions and Technologies*, (New York: Lawrence Erlbaum Associates, 2006), p. 3

⁴⁸ Costance Weaver, *Reading Process and Practice*, 2nd Ed in Ilzamudin Ma’mur, *Pijar-Pijar Pemikiran Bahasa & Budaya*, (Jakarta: Diadit Media, 2006) p. 44

strategies and its component is extraordinary achievement for the students.

Reading is useful especially for language acquisition. As stated by Walsted, reading is an effective process in which students think, reason, and apply strategies to construct meaning.⁴⁹ So, reading can make students learn thinking systematically because they are used to be read a text which has a general to specific explanation.

Meanwhile Grabe & Stoller stated that reading is the ability to draw meaning from the printed page and interpret information appropriately.⁵⁰ So reading can make active brain because reading is need an imagination to draw symbols or words so that it is easier to be comprehend.

Allen and Valette stated that reading is developmental process, its first stage is recognizing sound symbol whether directly or reading aloud sentences and words orally.⁵¹ Therefore, it can be said that reading has two main processes within; firstly, recognizing the symbols or word and then it will be processed in the humans brain to interpret

⁴⁹ Teresa Walsted, *Teaching English Language Learners*, (New York: Longman, 2004), p. 49.

⁵⁰ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (Harlow: Longman, 2002), p. 11.

⁵¹ Edward David Allen and Rebecca M. Valette, *Classroom Techniques: Foreign Languages and English as a Second Language*, (New York: Harcourt Brace Jovanovich, Inc, 1977), p. 249.

the symbols. Further, the result of the interpretation will be comprehended by people and they can get the idea, information of textual things.

Harmer claimed that reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.⁵²

Therefore, from the explanation above about various definitions of reading, it can take a simple conclusion that reading is a process, activities or ability on purpose to comprehend the meaning or information whether from printed page or not.

2. Purpose of Reading

Everything we do, it must being purpose. Reading is an activity with a purpose. Whatever the materials which people read, definitely they have an objective in reading. People may read to get a new information every day. Meanwhile, some people read in order to get further information, facts or idea to verifying an existing knowledge. In addition, people read to enlarge their knowledge. However, there are

⁵² Jeremy Harmer, *The Practice of English Language Teaching*, p. 190.

some people think that reading is their hobby. They used to read to get pleasure or enjoyment and hobby.

Even though people read only for spending time, it is still a purpose or objective. In term of reading for pleasure, it is different than reading textbooks or recipe, they read it for information. However, for term of reading for pleasure, they read to get the information that exists in the source which they like.

As Harmer has divided the purpose of reading, he divided the purpose into two general objectives. The first is reading for pleasure. People read because they get interesting to the material which they read, such as, reading comics, novels or magazines. The second is reading for general language improvement. People read for they need information contained in the text, like, textbook, newspaper, encyclopedia, etc.⁵³

Meanwhile based on Williams cited in Jo Mc Donough & Christopher Shaw, he classified the purpose of reading into three; getting general information from the text, getting specific information from the text and pleasure or for interest.⁵⁴

⁵³ Jeremy Harmer, *op.cit.*, p. 182

⁵⁴ Rivers and Temperly in Jo Mc Donough & Christopher Shaw, *Materials & Method in ELT*, (Oxford: Blackwell Publishers, 1993), p. 90.

Also, Rivers and Temperly elaborated more detail about the purpose of reading as cited in *Materials & Method in ELT* by Jo Mc Donough & Christopher Shaw, list of the following is examples of some reason that L2 students may need or want to read:

- to obtain information for some purpose or because we are curious about some topic
- to obtain instructions on how to perform some task for our work or daily life
- to keep in touch with friends by correspondence or to understand business letters
- to know when or where something will take place or what is available
- to know what is happening or has happened (as reported in newspapers, magazines or reports)
- to have enjoyment and excitement.⁵⁵

From those statements above, it can be overgeneralized that the main or primarily aims of reading is to get information whether they read for pleasure or not. Information is a crucial aspect that people want

⁵⁵ Jo Mc Donough & Christopher Shaw, *Materials & Method in ELT*, (Oxford: Blackwell Publishers, 1993), p. 90

for fulfilling their need when they are reading, it is for getting comprehension or meaning of the material content

C. Student Achievement.

The result of learning process is an important thing to know how well the learning process running. The result of learning process is students achievement. It is a measurement for students to know how well they get knowledge from learning process in the class and for the teacher to know how well the students can absorb the materials from teaching process.

Student is a person who is learning at a college or university or sometimes at a school.⁵⁶ In truth, every student want to get the success in the learning. However, to get an achievement in the learning, is needed a support or learning spirits deeply and high discipline in learning. Ahmadi said that learning achievement is a degree of student's success in learning material in the school whict stated in form of score as the test's result in some of lessons.⁵⁷ It means that learning achievement is the student's achievement which stating in the score,

⁵⁶ International Dictionary of English, *Guides you to Meaning*,(New York: Cambridge University Press 1995) P. 447

⁵⁷ Darwyan Syah, et. al., *Strategi Belajar Mengajar*, (Jakarta: Diadit Media, 2009) P. 42

that score is given by teacher after student has followed a sequence learning activities during one semester.

Saiful Bakhri says: "Prestasi adalah hasil dari suatu kegiatan yang telah dikerjakan, diciptakan, baik secara individu maupun kelompok."⁵⁸ While Nasution stated that learning achievement is an alteration that happen to individu who is learning, not only change about knowledge, but also the science to shape proficiency, custom, attitude, explanation, mastery, and appreciation in self-individual who learn is.⁵⁹ In the other explanations, learning achievement is meant a behaviour alteration processes or person's mastery of knowledge as the cause of learning process that is taken out. This limitation is enough wide, including effect of learning process in the school, society and family.

So, the result of student's achievement is reached by student after following of studying number of total materials, which could see in student's behavior. Knowing student's achievement is needed arranging a test. The test is arranged by the teacher to measure of how far the student mastery of material. If students get bad grade or

⁵⁸ Saiful Bakhri Djamarah, *Prestasi Belajar dan Kompetensi Guru*, (Surabaya: Usaha Nasional, 1994) P. 19

⁵⁹ Darwyan Syah, Op. cit., P. 43

unsuccessful in doing the test, means it is unsuccessful of teacher's strategy in reaching the result of student's achievement.

D. The Previous Research

The research is focused on students' learning styles and reading achievement. From the previous researches, the researcher gets the idea to do a further research about the relationship between students' learning style and their achievements in reading skill. Those related researches are explained as follow:

1. Learning Style and Academic Achievement of Secondary School Students by Rajshree S. Vaishnav

The objectives of the research are to know types of learning style prevalent among secondary school students, to study the relation between learning styles and academic achievement of secondary school students, and to compare the effect of different learning style on academic achievement secondary school students. The research was conducted on three learning styles; they are visual, auditory, and kinesthetic (VAK). A sample of 200 students of class 9th, 10th and 11th standard of Maharashtra state was selected for the research. The findings of the research reveal that kinesthetic learning style was found

to be more prevalent than visual and auditory learning style. There existed positive high correlation between kinesthetic learning style and academic achievement of students. Very negligible positive correlation was found between visual learning style and academic achievement of students. Whereas positive low correlation between auditory learning style and academic achievement of students. The main effects of the three variables, visual, auditory and kinesthetic, are significant on academic achievement.⁶⁰

2. Learning Styles and Academic Performance of Students in English as a Second-Language Class in Iran by Chermahini, Ghandari, and Thalab

The purpose of this research was to investigate the relationship between learning styles and the academic performance of students who attend an English class to learn English as a second language in Iran. A randomly selected group of 488 high school students (248 male and 240 female) participated in this research. They were asked to fill out the Kolb's Learning Styles Inventory to identify four basic learning types: *Accommodating*, *Diverging*, *Assimilating*, and *Converging*. Academic

⁶⁰ Rajshree S. Vaishnav, Learning Style and Academic Achievement of Secondary School Students, *Voice of Research*, Vol. 1, 2013.

performance evaluated by achievement test in the English language. The survey results indicated significant relationships between the different learning styles and the performance in an English test, and the performance resulted differently in four groups with different preferred learning styles. The finding leads to conclude that learning styles can be considered as a good predictor of any second language academic performance, and it should be taken into account to enhance students' performances specifically in learning and teaching the second language.⁶¹

⁶¹ Soghra Akbari Chermahini, Ali Ghanbari, and Mohammad Ghanbari Talab, Learning Styles and Academic Performance of Students in English as a Second-Language Class in Iran, *Bulgarian Journal of Science and Education Policy (BJSEP)*, Vol. 7, No. 2, 2013.