

CHAPTER 2

LITERATURE REVIEW

2.1 Students' Learning Styles

Students learn in different ways. Some prefer facts, data and experiments whereas others prefer principles and theories. Some prefer reading written material whereas others prefer problem solving. Learning management systems so far have been developed with the philosophy of "one-size fits all", as a result of which students tend to get disoriented and the information overload results in reduced efficiency. Each student has his or her own learning style, determining a students' learning styles is a crucial step. (Bajaj&Sharma., 2018)

In this academic environment, teaching and learning approaches are extremely important. As a result of how the students respond to the lecturers' teaching methods, different teaching and learning philosophies emerge. The preferences of the students' learning styles are impacted by this cascade. Additionally, there may be matches and mismatches between the lecturers' teaching styles and the students' learning styles due to the diversity in preferred teaching and learning styles. (Nithya, Lina, Noor, Zuraina, Norhasyimah, Nur&Shahreen., 2019)

It is essential to recognize each person's unique learning preferences and multiple intelligence types. Understanding the different types of multiple intelligences and one's learning style can be very helpful for students. They will be able to recognize their individual strengths and weaknesses and learn from them by investigating this learning style and multiple intelligence type. (Sabriye&Ayten, 2018)

Most students have a preferred way to learn and take in information in different ways. Some learn best by observing, some by listening, while others have to do it to learn it. This concept is called the learning style. A learning style is the best method a person uses to learn. Formally, it is "an individual's mode of gaining knowledge". Knowing a student's learning style can enable teachers to use teaching methods that maximize student learning and help the students. Students can identify their unique

learning preferences to decide which study techniques and exercises will benefit them the most. Therefore, it is crucial for both students and researchers to be aware of the roles that different learning styles play in the educational process. (Mohammad, Ahmad&Mahmoud, 2022)

2.2 English Language Learning Practices

Teaching languages to children need (s) all skills of the good primary teachers in managing children and keeping them on task, plus knowledge of the language, of language teaching, and of language learning.” From this, it can be said that teachers of young learners require both practical and theoretical knowledge for teaching their students and increasing the quality of learning. (Burns et al., 2012)

Learning outcomes are skills that students possess as a result of learning experiences that include cognitive, affective, and psychomotor components. The caliber of the instruction given determines the caliber of the learning outcomes. When deciding how to structure lessons and all of the associated activities, teachers must take into account the various types of learning styles.

2.3 VARK Perspective

Based on various senses, including visual, auditory, reading, and kinesthetic, the model's name (V, A, R, and K) is derived from these senses' prefix letters. Ismail (2010) asserts that grouping students by learning style is essential for assessing how well each lesson corresponds to the various VARK learning modes.

For instance, visual learners favor maps, graphs, charts, diagrams, brochures, flowcharts, highlighters, various shades of color, images, word pictures, and various spatial configurations. Auditory learners enjoy telling stories, attending lectures, participating in discussion groups, using tape recorders, explaining new concepts to others, and chatting with their peers and teachers. Lists, essays, reports, textbooks, definitions, printed pamphlets, readings, manuals, websites, and taking notes are preferred by read-and-write students. Kinesthetic learners love field trips, trial and

error, doing things to understand through laboratory experiments and using their senses. (Subagja&Rubini, 2023)

The VARK model classifies students in accordance with the sensory modality on how they choose to have information submitted to them (Fleming and Mills, 1992).

1. Visual (V): If the individuals choose to view or study information by looking at pictures, flowcharts, drawings, maps or diagrams, they are categorised as a visual learners (Murphy et al. 2004). These individuals often considered as loud thinkers, have a high ability to recall visual procedures and usually use visual movements such as hand movements. Besides, Piping (2005) views students that have visual intelligence as imaginative and creative.
2. Auditory (A): If the individuals choose to hear information being presented to them and prefer repetition of words from discussions and lectures, they are classified as auditory learners. These individuals are advised to attend classes to listen to their lecturer, conversing the material with the rest as well as reading topic or notes aloud into a record player (Abbas Pourhossein, 2012). These individuals have a high ability for the auditory recollection and usually learn with their heads up and use their eye actions when recalling information (Ldpride,n.d.).
3. Reading/Writing (R): If the individuals choose to look at new information in writing via text or tables, they are classified as reading/writing (R) learners. It is preferable for them to learn by writing down notes based on their own interpretations or arranging lists and information tables because their learning process depends on the written word (Drago and Wagner, 2004). Obviously, reading/writing style is the most commonly applied by conventional teachers in traditional learning settings. This type of learner is usually utilising textbooks, hand-outs and circulation as a favourite tool to collect data and share information (Naseer Ahmad, 2020).
4. Kinesthetic (K): Norasmah Othman & Mohd Hasril (2010) describes kinesthetic (K) learners as individuals who learn by going through practice and experience. Since they rely significantly on contacts, touch and interaction to their

environment within educational setting, specifically with their bodies or physical actions, it is suggested for them to learn by using real-life experience of a physical activity (Armstrong, 2004).

2.4 Studies of the Relevant Research

To conduct this research, the researcher studied relevant previous research. This relates to students' learning styles amid English learning practices and VARK (Visual, Auditory/Aural, Reading/Writing, Kinesthetic). Furthermore, the four related previous studies will be discussed sequentially as follows.

The first is a study by Jenny et al, (2019). This study investigated the learning styles of the students of the business schools of a private university in the Department of Lambayeque. The study showed that it is necessary to study other variables, such as motivation, study habits, environments for learning, etc., to know if the variables mentioned related to learning styles help improve academic performance.

The second is a study by Mozaffari et al. (2022). This study focused on determining the relationship between the type and number of learning styles based on the VARK model and academic achievement in Kermanshah University of Medical Sciences (KUMS) dental students. Then, the result showed that the reading-writing model was the most common learning style in strong and weak students. Most firm and soft students were unimodal and had the same learning style preferences.

The third, the following related study, was conducted by Myftiu. (2015). This study intends to try to conclude that students with If the learning process is directed in accordance with the learner's preferred style, they will learn more efficiently. They found that students with a learning style preference will learn more effectively if the learning process is conducted according to their selected type. Success in our lifestyle depends on the learning styles, which are very important to be known by educators. The paper concludes that individual differences in learning styles significantly affect teachers' teaching methodology.

The fourth, another relevant study comes from Subagja & Rubini. (2023). The main purpose of this study to describe how the dominant type of student learning style will be used as the basis for compiling teacher learning tools, especially in science subjects. The results showed that 35% were kinesthetic learners, 30% were visual learners, 21% were auditory learners, and 14% were read/write learners.

However, rare studies have focused on students' learning styles in learning English. To fill this gap, this study aims to investigate students' learning styles in learning English.