

## **CHAPTER 2**

### **LITERATURE REVIEW**

This part describes the theoretical construction to support the researcher to understand the data. The discussions are about the definition of learning, learning style, kinds of learning style, learning strategies and speaking skill.

#### **2.1 Theoretical Framework**

##### **2.1.1 Learning Style**

Learning style can be defined as the preferences students exhibit in their learning. As said by Graf, et al (2007) a learning style is defined as the characteristics, strengths, and preferences in the way people receive and process information. Besides, Nunan (1991) notes that learning style refers to any individual's preferred ways of going about learning. Nunan (1991) explains that learning styles are the key to developing performance at work, at school, and in interpersonal situations. When Nunan realizes how a person absorbs and processes information, learning, and communicating become something easy and fun. Clarifying the above opinion. Rita, et al. (2000) state that learning style is the way students begin to concentrate, process, internalize and remember new and difficult academic information. In addition, Felder, et al (2005), learning style is a person's preferred method of learning new information.

Therefore, it can be concluded that learning style is a preference shown by students which refers to the way students process information, learn, and communicate become something easy and fun.

##### **2.1.2 Kinds of Learning Style**

The students might be comfortable in learning with the use of visual aids, audio, or they are perceptible by touch. The students with two or more learning styles used possibly perform better in school. For a teacher, it is a prior concern to know the students' preferred learning methods because teachers can enhance learning by using appropriate teaching methods. They used effective learning for

the student's betterment towards learning. Therefore, the study has the objective of understanding the relationship between students' learning styles and their self-motivation to engage their transfer of learning as a better training assessment in satisfaction to their learning activities. Furthermore, engagement in the classroom is associated with desired outcomes such as greater student satisfaction, better attendance, higher grade point averages and test scores, and perseverance Burris, et al (2008). Fazarro, et al (2009) study has demonstrated the effectiveness of teaching methods based on the students' learning styles. There are three main learning styles; visual, auditory, and kinesthetic (DePorter & Hernacki, 2009). The definitions of these learning styles are as follows:

#### 1. Visual Learners

These learners are learning best through visual channels such as images, bulletin boards, videos, and movies. They depend on the teacher's nonverbal cues such as body language and facial expression to help with understanding. They sometimes preferred to sit in front of the classroom to avoid visual obstructions. They also like to take descriptive notes when the material is presented by the instruction, so they can absorb the maximal information. Visual learners also like to read a lot, which requires concentration and time spent alone.

#### 2. Auditory Learners

The ones who absorb the material through verbal lectures, discussions, group work, and conversations through listening to what others say. They discover information through listening and interpreting information through listening to the tone of pitch, voice, emphasis, and speed. They have a weakness in which they cannot absorb written information; however, these learners are best when they are reading the text out loud in the classroom. Therefore, written information is not a good choice to teach them. These students typically require only oral directions.

#### 3. Kinesthetic Learners

Kinesthetic learners are the best at learning through a "hands-on" approach. They like to make physical movements and interact. Therefore, they are very active, and they may feel hard to sit for an extended period in the classroom

and do nothing. They imply total physical involvement with a learning environment such as taking a field trip, dramatizing, pantomiming, or interviewing. When remembering something, they like to walk around and when reading the book, they like to use the index finger. Most kinesthetic learners have a difficult time staying on target and become unfocused effortlessly.

Learning style is vital for many reasons; however, there are three vital ones. First, since everyone is in nature different from one another, people's learning styles vary. Second, it offers the opportunity to teach by using a wide range of methods in an effective way. Sticking to just one model unthinkingly creates a monotonous learning environment, so not everyone enjoys the lesson. Third, teachers can manage many things in education and communication if they recognize the groups they deal with. Of course, knowing every detail is not possible; however, being aware of students' learning styles, psychological qualities, and motivational differences helps teachers regulate the lessons appropriately and according to the conditions Coffield, et al (2004). Based on the above statement, it can be concluded that learning styles are divided into Visual (V), Auditory (A), and Kinesthetic (K) which of course each individual has different learning styles.

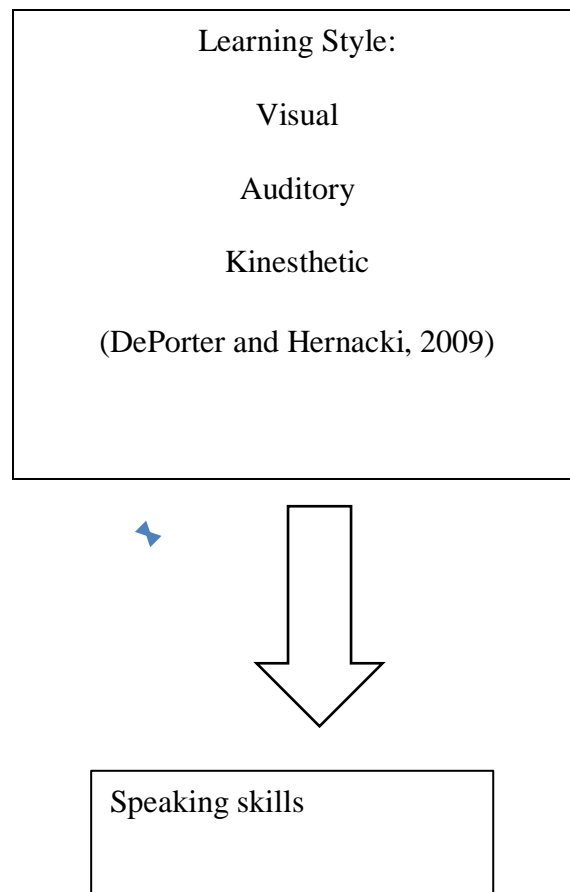
### **2.1.3 Speaking Skill**

As said by Namaziandost (2019), speaking is the verbal use of language and a medium through which human beings communicate with each other. It is the most important skill that people need to communicate in everyday situations. Generally, speaking is the ability to express something in a spoken language. It is putting ideas into words to make other people grasp the message that is being conveyed. In this study, the term "speaking" is one of the four skills related to language teaching and learning. Speaking practice is probably the most reliable route to authentic communication in developing the learner's proficiency. Speaking is considered the hardest skill in learning.

English and needs various strategies that should be integrated with speaking class by Mistar, et al (2014). The differences in learning speaking styles show that there are many different styles that students use to be active speakers. This is closely related that Learning Styles are the mental processes, which learners employ to learn and use the target language (Nunan, 1991). Then. Nazara (2011) stated that students' perceptions of their abilities related to the level of speaking skill used motivate them to develop English speaking skill. What teachers do in guiding learning activities also has a big influence on students' perceptions in understanding the English-Speaking activities they are learning. Based on the above statement, it can be concluded that speaking is the most difficult and important skill to communicate in various aspects of life. Speaking practice is the most reliable route for authentic communication in developing students' speaking skill and there are many different styles that students use to become active speaking.

## 2.2 Conceptual Frameworks

*Table 2.1 Conceptual Frameworks*



### 2.3 Studies of the Relevant Research

Many scholars have conducted research related to student learning styles. Gilakjani (2012) from the Department of English, Islamic Azad University; Lahijan, Iran is one of them. He analyzed the preferred learning styles of 100 EFL students in English Translation. The purpose of this study was to determine which of the three types of learning styles (visual, auditory, and kinesthetic) was preferred. The purpose of this study is the same as what the researcher used to study, only the difference is from the participants. In this study, researcher only took three participants from junior high school in Pangandaran.

Another study by Kharb et al (2013) took the participation of medical students at the School of Medical Sciences and Research, Sharda University, Greater Noida, India. Visual, Auditory, Read/Write, and Kinesthetic (VARK) inventories were distributed to participants to determine their learning style. The research objective is the same as what the researcher used to study, only the theory differs. In this study, the researcher adopted the theory from (DePorter & Hernacki, 2009) that there are three main learning styles; visual, auditory, and kinesthetic.

In addition, the results of research by Ampa, et al (2013) recommend the classification of student learning styles consisting of visual, auditory, and kinesthetic learning in designing related to English speaking skill. Based on various studies, the author tries to assess whether there are differences in English speaking skill among students who have visual, auditory, and kinesthetic learning styles.

The next relevant study was delivered by Iskandar, I. B. (2014) with the title "Analysis of English Learning Strategies Used by Deaf Students in Karya Mulia's Bilingual Class Surabaya". This study uses an approach and case study method where the method used is the same as the method that the researcher used to define a case study as a detailed examination of an event (or series of related events) that the analyst believes exhibits (or exhibits) the operation of some identified general theoretical principles. According to Rebolj (2013), (a case study is a general term for the exploration of an individual, group, or phenomenon.

Therefore, a case study is a comprehensive description of an individual case and its analysis. Yin (2014) added that one should use a case study strategy because he or she deliberately wants.