

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the literature used by the writer is explained in short reviews, such as ; Learning English, Factor influencing English learning , learning style and categorization of learning style, Research on Learning Style.

2.1 Learning English

"Process of acquiring modifications in existing knowledge, skills, habits, or tendencies through experience, practice, or exercise. Learning includes associative processes, discrimination of sense data, psychomotor and perceptual learning imitation, concept formation, problem solving, and insight learning (www.m-w.com)". Learning is an interaction between student and teacher with learning source in learning environment. Learning is the principal activity in the entire educational process. It's means that the achievement of educational goals is depends on how the learning process take place effectively. Learning other language can be beneficial especially for junior high. For example, learning English language, when students have a good English, they can change their learning environment with following student exchange program.

Learning English that the writer means is an English learning which done by students who are studying at secondary schools in Gresik. The writer would investigate students in order to find out what are their learning style preferences in learning English.

2.2 Factors Influencing Learning English

Many students think that English is a difficult subject. Student become unmotivated in learning English because they unconfident with themselves before trying to learn English. In learning English , student may have their own problems and difficulties. For example, those students who cannot learn English without any picture and visual effect, or some students who learn English effectively by involving themselves in a group. It can be seen that those kind of example can be conclude as factors influencing learning English. Actually many factors that influencing English learning success.

According to Classge (2008) there are three factors that influencing english learning, that are :

The first thing that influences English learning is IQ. Obviously, IQ is an important factor that influences the success of English learning. The people who have low IQ have higher difficulties than people who have high IQ in English **learning**.

Second, learning environment also has an important role in success of English learning. Actually, learning English should have many practices. You can practice with your friends to improve your English skills. Therefore, environment is an influence factor in achieving success in English learning. Without having environment which support to learn English, the goal of English learning is very difficult to be achieved.

The last thing that is not less important to get success in English learning is motivation. It is the most influence factor of three factors. Without having motivation, you can achieve English learning goal although you have high IQ and supported environment.

Gunes (2004) some talented people can learn perfectly without using any of their learning style preferences, but people who has a low talent can be better when they do, rather than when they don't. It refers that language learning style preferences can be one of factors influencing learning English that can make student who has a low achievement do better than gifted student. Based on Gunes, the writer want to explore the language learning style preferences of students at secondary schools to help them in setting a higher achievement.

2.3 Learning Styles

Learning styles are .the ways individual learners react to the overall learning environment (James & Gardner, 1995). Learning styles are .self-consistent, enduring individual differences in cognitive organization and functioning (Ausubel, Novak, & Hanesian, 1978). Learning styles are .distinctive behaviors which serve as indicators of how a person learns from and adapts to his environment. It also gives a clue of as to how a person.s mind operates (Gregorc, 1979). Learning styles are .the way each learner begins to concentrate on, process, and retain new and difficult information (Dunn & Dunn, 1993). Learning styles are .preferences that students have for thinking, relating to others, and for various classroom environments and experiences (Grasha, 1990, p. 106). Learning styles are .a consistent way of functioning that reflects the underlying causes of learning behavior (Keefe, 1987).

Zayeed (2007) defines that learning styles refers to a portrait of individuals' approach in acquiring a new language or learning. A learning style is a way that used by student to response and to use the stimulus in a learning context. It is the common approaches which used by some students in achieving a new language and learning any different subject.

Learning styles are considered as one of factors influencing to learners learning outcome. Students may prefer one learning style or more, when an individual has preferred ways of learning in doing a certain task. Preferred learning tysle of students always influence

how each individual make decision and what learning task would be comfortable for the learners (Reid, 1995).

Students should helped by their teacher in identifying their own language learning style (Ehrman, 1996; Oxford, 2003; Reid ,1995; Sabeh, 2011). When students know their learning style, teacher also can help them by take advantage of their strengths and minimize their weaknesses (Birkey & Rodman 1995; Hartman 1995; Attapol, p16-27)

2.4. Categorization of Learning Style

Language learning style may have three dimension: cognitive, affective, physiological (keefe, 1987). According to Tuan (2001) There are many definition of learning style based on its limitation and context and from the confusion that come up when it s difficult to control and focus on them continuously.

Oxford and Anderson (1995) add three more aspects to the definition of learning styles: executive aspect; social aspect and behavioral aspect. Therefore, they suggest that learning styles have six relevant aspects:

1. Cognitive elements include mental functioning and habitual patterns preferences.
2. The executive include an individuals' organization, closure and goal setting.
3. The affective aspect include attitude and values that what an individual will pay most attention to in a learning situation
4. The social aspect concern in relationship with other people while learning.
5. The psychological concerns based total physical respond and perceptual preferences of the person.
6. The behavioral aspect is where one's own learning preferences depend on a compatible situation.

Here, The writer would explore the categorization of learning style in different research.

2.4.1 Categorization of Learning Styles Based on Reid (1995)

Reid (1995) divides learning styles into three major categories: *cognitive learning styles, sensory learning styles, and personality learning styles.*

1. Cognitive learning styles

- a. *Field-independent vs. Field-dependent: Field*

independent learners learn more effectively step by step, beginning with analyzing facts and proceeding to ideas. Field-dependent learners, in contrast, prefer to learn in context and holistically.

- b. *Analytic vs. Global*: Analytic learners learn individually, and prefer setting goals. Global learners, on the other hand, learn more effectively through concrete experience, and by interaction with other people.
- c. *Reflective vs. Impulsive*: Reflective learners learn more effectively when they have time to consider options before responding. This is while, impulsive learners are able to respond immediately and take risks.

2. Sensory Learning Styles

There are two type of sensory learning styles based on Reid (1995) that will explain in the following theory :

2.1. Perceptual Learning Styles.

- a. *Auditory learner*: learns more effectively by hearing.
- b. *Visual learner*: learns more effectively by seeing.
- c. *Tactile learner* : learns more effectively by touching and involved their hands in learning.
- d. *Kinesthetic learner*: learns more effectively through body experience and involved movement.
- e. *Haptic learner*: learns more effectively through touch and body involvement.

2. 2. Environmental Learning Styles

Physical vs. Sociological: Physical learners learn more effectively when variables such as temperature, sound, light, food, time, and classroom arrangement are considered. Sociological learners, in contrast, learn more effectively when variables such as group, individual, pair, and team work, and level of teacher

authority are regarded.

3. Personality Learning Styles

- a. *Extroversion vs. Introversion*: Extroverted learners are interested in concrete experience, contact with outside, and relationship with others. Introverted learners, on the other hand, are more interested in individual, independent situations.
- b. *Sensing vs. Perception*: Sensing learners learn best from reports of observable facts and happenings, and rely on their five senses. This is while, perception learners learn more effectively from meaningful experiences and relationships with others.
- c. *Thinking vs. Feeling*: Thinking learners learn best from impersonal circumstances and logical consequences. On the other hand, feeling learners prefer personalized circumstances and social values.
- d. *Judging vs. Perceiving*: Judging learners learn by reflection, analysis, and processes that involve closure. Perceiving learners, in contrast, learn through negotiation, feeling, and inductive processed that postpone closure.

2.4.2 Categorization of Learning Style Based on Knowles 1982.

- a. *Concrete Learning Style* are learners which like to be able to see how can they apply what they are learning in real life. They dislike abstract, written learning activities and perhaps learn best through performing practical task.
- b. *Analytical Learning style* are systematic learners and good at logical problem solving activities. They prefer grammatical exercise than the other three types. Commonly, they like to learn by themselves.
- c. *Communicative Learning style* are learners which like to be able to use what they are learning in social value. Probably,

they will respond better on " how to make polite request " than one on ' the past tense '.

d. *Authority-Oriented Learning style* are learners which like to have a clear and details explanation. They like the teacher to tell them what to do and how to do it, these learners often to take note.

The categorization of language learning style that use and fulfill the writers' needs in the study is categorization based on Knowles (1982). It means that the study identify learning style preferences of students at SMA Muhammadiyah 1 Gresik using questionnaire which consists aspect of language learning style preferences based on Knowles (1982) adopted from Willing (1988) with a few modification

2.5 Learning Style Preferences

Learning preferences is how a learner like to learn the language when the learning environment considered. For example, some prefer to learn by watching a video than hearing to their teacher explanation. " Learning preferences are kinds of learning environment such us sound, light, seating pattern as required emotional support" (Zayed 2007). According to Bada and Okan (2001), "Learning preferences can be defined as the way the student like to learn the language in a particular learning environment".

Zayeed (2007) writes:

Learning style are internally based characteristics which include an array cognitive, affective and social aspects whereas learning style preferences refer to the psychiological trait that are relatively stable indicators of how learners perceive and consciously use for the intake and comprehension of new information using their sensory.

For the purpose of this study, learning style preferences defined as what do the students like to learn a language and what area of learning style preferences does an individual students preferred particularly in knowles (1982) categorization of learning style such us concrete, analytical, communicative and authority-oriented.

2.6 Teachers' Awareness

People definite teacher as a person who teach a subject to the students in teaching learning process or environment. Here, teachers means people who teach English to students

at SMA Muhammadiyah 1 Gresik. Concern with the second problem statement which is how do teacher aware of and facilitate their student learning preferences. The writer will explain the indication of teacher awareness that use in this study.

First, it's important to explain the meaning of awareness. "Awareness is the spontaneous sensing of what arises in you of what you are doing, feeling, planning." (Perls et al, 1951). From the theory above the writer conclude that Awareness means a persons' feeling, action and plan of something. In other word, Teachers' Awareness is the teachers' feeling, action and plan toward their students learning styles. So that, there are 3 aspect in the teacher awareness in this study that are :

1. *Teachers' Feeling* concern about teachers' satisfaction of their students achievement in learning English, empathy of their students interest and dislike, also understanding the way their student like to be corrected.
2. *Teachers' Action* include teachers' teaching sources, teaching technique, teaching activity and teaching strategy.
3. *Teachers' Plan* is concern about what will they do and how they facilitate their students' learning style.

2.7 Research on Learning Styles

There are relevant previous researches to prove the originality of this research. The first researcher is Riasati and Riazi (2007) who conducted a similar research entitled "Language Learning Style Preferences: A Students Case Study of Shiraz EFL Institutes". Those researchers assumed that most teachers are not aware of the ways their students attention to them. Results indicated that the study is helpful both for teacher and student, most of students like to learn the language by movie, video and group activity and Students' most favored vocabulary learning strategies were using words in a sentence, and guessing the meaning of unknown words, not looking them up in dictionary. It seen that the result is different with teacher thought, who supposed their student like to translate new word.

The Second researcher is Hayashi Masato and Cherry Donald (2004), his research is entitled "Japanese students' language learning style preferences in the EFL classroom ". Those researcher assumed that one of the most pressing needs in the Japanese school systems' English is an examination of students' language learning styles and the variables that influence this preferences. The results of this study shows that a preference of some methods of learning that are Authority-Oriented, which may be because of the familiarity of this style of learning for Japanese student. But they also favor some methods that are

classified as a communicative learning, and these may be because of the nature of these particular subjects, who have indicated a desire to communicate with native speaker through their choice of a university where there is a relatively high number of native speaking English teacher.

From the two researches above, it can be seen that the researches is similar to what the writer will do. However the writer would like to focus on his research dealing with the students language learning style preferences and the teacher awareness of them at secondary schools in Gresik.