

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about review of related literature which contains of definition of learning style, the concept of learning style, learning style and cognitive style, learning style model, factors affecting learning style, academic achievement, English achievement, review of previous study, and review of direction.

2.1 Learning style

2.1.1 Definition of Learning Style

Keefe and Ferrell (1990: 59) stated that learning style is a group of cognitive, affective, and psychological characteristic which are as the indicators of how learners sense, interact with, and respond with the environment. Moreover, Brown (2000) stated that learning style is the way the learners sense and process the information in learning process. The choice of learning style is a choice which involves the learners in deciding a condition or situation in their learning process.

According to Wen Xu (2011), learning style is constant method of performance which reproduces the fundamental causes of manners. On the other hands, learning style is the connection between attitude and strategy in managing and organizing the information which is implicated in learning process (Nabila, Issam, Jean, and Amar). Learners prefer to learning method which includes interacting with, taking in, and processing the stimuli (Abbas, 2012). Patryja

(2014) claimed that learning style is different with skill, but they still correlate each other in perceiving how the learners use the style in learning to cover their skills.

From those definitions of some experts during two a half decades, there are some differences definitions of learning style. Keefe and Ferrell (1990), Brown (2000), and Abbas (2012) have the same definition which define learning style as how the students sense and process the information to interact with their environment. On the other hands, Wen Xu (2011) and Nabila, Issam, Jean, and Amar described learning style as the correlation between attitude and strategy in managing the information during learning process. So, it can be concluded that learning style is the variety of learning ways which concern of learning model that is assumed to give the best learning for learners. Learning style is the way the learners feel, remember, process, and keep about what they have tried to learn.

2.1.2 The Concept of Learning Style

Generally, learning style is used in education and training. Slavin (2000) gave simple example to describe about learning style. If someone meets new people and memorizes the name by writing and reading, they belong to visual learners. While if the learners learn by hearing and saying the name, they belong to auditory learners. Learning style refers to individual approach in learning which is based on the learners' preferences. Gregorc (1979: 234) described learning style as different behavior which is used as the indicator of the process how the learners from and adapt to their environment. It also gives the indication how the learners

operate their mind in learning. Atkins, Moore, Sharpe and Hobbs (2001) proposed that learners give different respond in learning process because their responds are influenced by their thinking, experience, environment, and current task. All of them refer to individual learner's learning style. According to Petrus-Vancea (2009) learning style refers to the preference ways about how the learners learn and remember the concept.

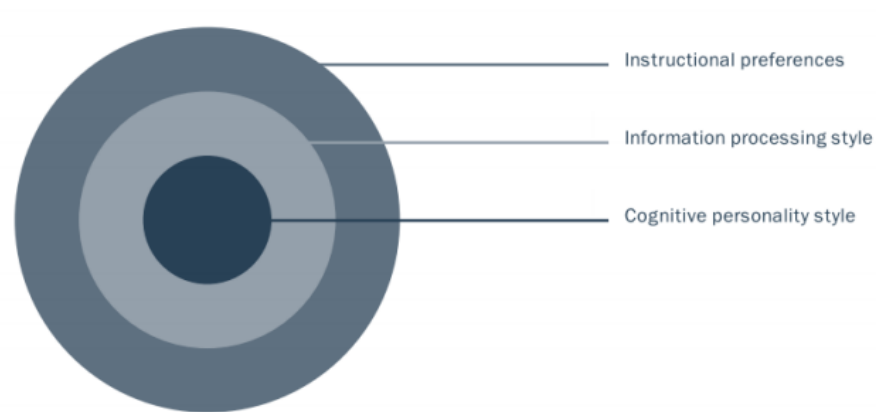
Reinert (1976: 161) described individual's learning style as the method of learners to decide their learning program effectively, such as: receiving, remembering, and using new information. Felder et al. (2002) explained that learning style is learner's method in obtaining, keeping, and processing the information. Some experts defined the concept of learning style is a method which is used for processing the idea which describes the individual approach of perceiving, encoding, storing, and retrieving information.

Some researchers tried to connect between the concept of learning style and individual personalities. Riding and Rayner (1999) stated that learning style is individual concept which consists of qualities, activities, or behaviors which is maintained in a period of time. In addition, Jackson (2005: 5) explained that the concept of learning style refers to biological basis and it is modified by aware process.

A few decades, there are some variety of learning style and model which have been developed by some experts. According to Coffield, Moseley, Hall, and Ecclestone (2004) in one of effort suggestion from Curry (1983) there are three level of learning style approach. It is called Curry onion's model. The model

consists of cognitive personality style, information processing style, and instructional preferences (see Figure 1).

Figure 1. Curry Learning Style's Model



Source: Coffield et al., 2004

2.1.3 Learning Style and Cognitive Style

Some researchers used learning style as the description of cognitive style. James and Gardner (1995) explained that even though learning style and cognitive style can correlate each other, but learning style is used wider in the term of psychology. According to Woolfolk (2001) the difference between learning style and cognitive style, refers to the way to process and organize the information. In addition, Hunsaker (1981) explained that learning style is one of cognitive style parts which refer to the learners when they get and use the information in learning and solving the problem.

However, in the term of research, cognitive style is commonly used than learning style. According to Garity (1985) learning style is commonly used in

experimental study to describe the domain of learning such as thinking, recognizing, and remembering. Learning style and cognitive style is different according to Dunn, Dunn and Price (1981). The numbers of style elements are one of the factor to differentiate between learning style and cognitive style (Riding and Cheema, 1991).

On the other hands, Hong and Milgram (2000) featured an important different between learning style and cognitive style. They described the cognitive style as the style which is not noticed the learner's effect of interpersonal and intrapersonal characteristic, whereas the learning style gives more attention to the personal social and situational preferences in formal settings.

2.1.4 Learning Style Model

Keith Willing (1987) in Skehan (1998: 247-250) produced learning style model as divided into four types, as following:

- 1. Converggers:** The students who have this learning style, they prefer to work independently. They do not like work in group. In this situation, the students are more confident with their own abilities. They are more critical and can require their learning concept. They tend to be practical.
- 2. Conformists:** The students who have this learning style, they prefer to learn language more than using it. They are more dependent in learning language and happy to work in non-communicative classrooms.
- 3. Concrete learners:** The students who have this learning style, they enjoy learning something from their own experience. They prefer to learn the

language as language use and language communication than as a system. They like playing the games and working in group.

- 4. Communicative learners:** The students who have this learning style, they learn the language as language use oriented. They prefer to use language for communicating with other people. They are more comfort practicing the language and like using language outside the class confidently even they make mistake. In this case, they will be happy if the teacher guides their learning process.

However, the researcher chooses the students' learning style categories to categorize the students who have learning style which focus on learning language as language use and communication because the importance of learning language is for communicating each other using international language for transferring their ideas and interacting with the other through English. In addition, the researcher categorizes the students into concrete and converger as the categories which will be correlated into English achievement in writing. On the other hands, the researcher needs to balance between the students' interest through their learning process and the goal of learning.

2.1.5 Factors Affecting Learning Style

There are some factors which are influenced learners' learning style. Some researcher have found some factors which affect learning style. Those are gender, age, and culture or ethnic background. Those factors are also determined the study

from Dunn and Griggs (1998). Those factors also should be considered to identify students' learning style preferences and their learning outcomes.

a. Learning styles and gender

Commonly, males have different learning style with females. Some studies also have determined that there is a difference between learning style preferences in the term of gender. According to Raddon (2007) gender is used in the term of a range variable in learning style preferences. In addition, Wehriwn et al. (2007) also conducted study to explore about the differences of gender for undergraduate students of psychology in learning style preferences. Both of those studies which are conducted in the same year, they differentiate the gender to know the students' learning style preferences. Those studies also used gender as one of the factors which are examined the interaction between two variables.

b. Learning styles and age

Age is used to differentiate during the student processes the information which they have got. Some studies have conducted the study which is shown that learning style preferences has direct relationship with students' age. Such as the study from Jensen (2009) indicated that learning preferences focused on learners' age. On the other hands, Price (1980) told that the learners' who are still in early childhood, they develop kinesthetic and tactile skills prior to auditory skills in learning preferences. Thus, it can be inferred that learners who are in different age, they may have different use and vary in learning preferences. Those studies above described that both gender and age gave different impact during teaching

process in the classroom which indicates teaching style which is used by teacher to take part the age and gender composition of the learners.

c. Learning styles and culture

Culture makes learners who respond the things in the way they required to respond to them. Kennedy (2002: 430) claimed that culture does not only focus on mind over behavior, but also it talks about (social) rules, beliefs, attitudes, and values which describe how the people act and how the people define themselves. In this case, culture includes one of the factors which can influence students' learning at school. Nowadays, Friedman (2006) stated that a classroom contains students from different background culture and based on it, current teachers have decided that learners from different culture, they will have different learning style preferences. On the other hands, Guild (1994) states that culture and learning style in sensitive and positive ways will help educators value and promote the diversity in all school aspects. The influence of culture on learning styles has been the object of the study for several researchers.

Dunn et al (1990) conducted a study among population of American-African, Chinese-American, Greek-American, and Mexican-American students. In addition, Tseng (1993) investigated the influence of culture and learning styles among elementary school students. The researcher used a Dunn and Dunn inventory to explore the differences of learning style among Hispanic-American, Anglo-American, and Chinese-American students. From those two researches in different year showed that there were significant differences of the groups in different culture in four elements of the learning style inventory. As a result, using

various teaching method is very needed to teach the students in different cultural classroom which is required to fit the different of learning styles.

2.2 Academic Achievement

Academic achievement is a crucial in education which is used to indicate the students' competence. According to Joshi and Srivastava (2009), academic achievement is the students' level of competence success which is got from the school-tasks of specific subject. Then, Parveen (2014) defined academic achievement refers to the ability which is got from the test in specific subject which is assigned by teacher.

Moreover, Lawrence and Vimala (2012) stated that academic achievement is a knowledge measurement which is got in formal education which is indicated by test score. In the simple form, the term of academic achievement can be defined as the measurement to reach the successful from teaching and learning process which is given the number as the symbol score. The academic achievement will determine whether the students considered to be success or not and as the consequence, Coetzee (2011:30) also agreed that academic achievement is very important in education.

The definition of academic achievement from some experts above during a decade, does not have any changes. They explained that academic achievement is got by the students after doing the test to measure the result of their learning process. So, it can be concluded that academic achievement is a tool which is used

for measuring of successful in teaching and learning English subject which is got by the students after doing the test.

According to the importance of academic achievement in education, it is also needed to learn about the factors which are influenced academic achievement. Abolmaali, et al (2014) mentioned that there are some factors which influence students' academic achievement, those are (1) non-cognitive factors, such as self confidence, self esteem, learning style, and etcetera, (2) cognitive factors, such as intelligence, learning and thinking style, creativity, and etcetera, (3) motivational factors include internal and external factors which students process, (4) quality of school instruction include teaching strategies, school environment, and etcetera, (5) family factors, such as family environment perception and family support perception, (6) socio economic status, such as parents' education and occupation, (7) a combination of different factors (cognitive, emotional, and behavior). Those factors should be known by the learners to achieve their achievement.

2.3 English Achievement

According to Hornby, achievement is something which is done successfully which gives an effort and skill. Then, Kevin and Len explained that achievement is the power of the students in finishing their school work with hard working for reaching progress in their learning process. In addition, Dwi Gitawati (2010) defined that achievement is the result for the students in gaining something that they have got during learning process in period time.

On the other hands, Joshi and Srivasta (2009) stated that achievement concerns to the degree of the students ability success. Then, Algarabel & Dasi (2001) described that achievement is someone's ability which relates to the knowledge domain. Thus, English achievement can be defined that someone's ability which relates to English knowledge domain. Moreover, it can be concluded that English achievement is the measurement of the successful in teaching and learning English subject which is got by the students after doing the writing test from the researcher which are examined in the term of written test while in the last session will be given the score using number as the symbol.

In this study, English achievement includes overall competence. This achievement can be said when the students got the English test which consists of language skill, such as: speaking, listening, reading and writing and language components, such as: grammar, vocabulary, and pronunciation with different evaluation, but, this English achievement of this study will be simplified in specific skill, that is in writing skill because the researcher wants to know the students' English achievement from writing to make sure the validity score of the students' English achievement. That is why, the researcher will give the writing test to the students to represent their English achievement. This test is given for knowing the validity of the test.

The successful of English achievement can be got by the students which are influenced by some factors. According to the study from Souriyavongsa, et al (2013), described that there are some factors which determine the students' English achievement, as following:

1. Cognitive factors, like the level of learner's intelligence and knowledge in learning English. The students who have more background knowledge about English, they will be easier in understanding how English is. Conversely, the students who have lack of intelligence and knowledge in English, they will be difficult in learning English. For example, the students who have limitation of vocabulary, they will be difficult to develop their English skill.
2. Non-cognitive factors, involves the level of self concept, students' anxiety, motivation, learning style, self esteem, and etcetera. The students who have learning style which can support their learning process, they will have high perception and expectation in learning English which is important in education. Not only having high perception and expectation, but also they will have more confidence, motivation, and interest using English with low level of anxiety, and finally, they will get successful of English achievement. On the other hands, the students who have learning style which cannot support their learning process, they will think that English is very difficult to be learnt and have low expectation and perception that English is important in their education. They will have lack of confidence, less motivation, and high level anxiety in using English because they feel afraid and shame when they make mistake, and finally, they will be difficult in reaching their English achievement.
3. Learning strategies refer to the methods which are used by the students to gather the information in achieving good achievement. Normally, the students who have high achievement, they have more learning strategies to achieve

their achievement than the students who have low achievement. Because of that, applying the appropriate strategies is very important to achieve the goal of learning and get better in achievement.

4. The quality of school instructions include English teachers quality, the methods or the strategies which is used in teaching and learning English process, education system, and the appropriate curriculum which affect students' English achievement.

To measure students' English achievement, the researcher analyzes the content standard and pass competence standard based on KTSP curriculum which is used in Muhammadiyah Junior High School 1 Gresik. Additionally, Mulyasa (2007) stated that KTSP curriculum is developed based on the consideration of content and pass competence standard. He also told that the standard content set in Permendiknas No. 22 year 2006 while pass standard competence set in Permendiknas No. 23 year 2006.

According to Permendiknas No. 23 year 2006, pass standard competence of English subject for junior high school students which is used until nowadays, is divided on speaking, listening, reading, and writing. In addition, Panjaitan (2013) explained that standard content consists of standard competence and basic competence. Based on Permendiknas No. 22 year 2006, in junior high school grade eight, consists of 6 standard competences and 12 basic competences. First, speaking competence, there are 2 standard competences and 4 basic competences. Here, the students should be able to master in using some short expression, such as: asking, giving, and refusing service, thing, admitting and denying facts,

information, asking and giving opinion, inviting, accepting, and refusing invitation, offer, agree and disagree, statement, showing care, opening and closing conversation in the telephone, short functional text of advertisement, notice, recount text monolog, narrative text orally, accurately and fluently.

Second, the listening competence, there are two standard competences and four basic competences. The students have to master of responding asking, giving, and refusing service, thing, admitting and denying facts, information, asking and giving opinion, inviting, accepting, and refusing invitation, offer, agree and disagree, statement, showing care, opening and closing conversation in the telephone, short functional text of advertisement, notice, monolog text of recount, narrative text orally, accurately and fluently in listening section.

Third, reading competence, there are one standard competence and two basic competences. Here, the students have to master how the way to read the short text based on the right pronunciation, intonation, stress in word, phrase, and sentence, understanding or identify the contain of short text based on linguistic in advertisement, notice, recount, and narrative text.

The last is writing competence consists of one standard competence and two basic competences. Here, the students have to master in identifying, arranging, composing short text advertisement, notice, recount, and narrative text accurately.

English achievement is got by the students from writing test. The test is made by comparing with the syllabus in writing skill. In writing skill, there are one standard competence and two basic competences. The standard competence

include showing the meaning in writing functional and simple short essay in the form of recount and narrative text to interact with the environment. On the other hands, the basic competences include showing the meaning in the form of writing simple short functional text by using writing language style accurately, fluently, and being received to interact with the environment and showing the meaning and rhetoric step in simple short essay by using writing language style accurately, fluently, and being received to interact with the environment in the form of recount and narrative. Here, the students should able to write simple short text in the form of recount or narrative text with the correct rhetoric step after they have made the writing outline.

2.4 Review of Previous Study

There are some researchers which have conducted the study about learning style before this study carries out. Some of them relate to academic achievement. In addition, the researcher tries to relate this study with the previous study which can be used as the material review.

The first study was conducted by Alireza and Rahil (2011) about academic achievement of students with different learning styles. The subject of this study was 285 students in 10th grade of in Iran. The subject was taken randomly. They used score script of students' academic achievement and Kolb's learning style inventory to know the student's learning style type. Learning style types in this study were converging, diverging, assimilating, and accommodating. Then, they analyzed the data using one-way ANOVA. The result showed that 35,4% students

chose converging learning style, 23,4% students dominant in accommodating, 22,4% students preferred on assimilating , and 18,8% students chose diverging. The result of this study showed that converging learning style could give impact to students' academic achievement in five subjects, those are: English, science, mathematics, history, and geography.

Second study was conducted by Rajshree (2013) analyzed learning style and academic achievement of secondary school students. The subject of this study was 200 students through random sampling techniques from various schools of Nagpur city in Maharashtra state. The learning style which was observed in this study was academic learning style, such as visual, kinesthetic, and audio. Here, the researcher delivered the learning style questionnaire of the students, gathered academic achievement for all subjects. After that, the researcher analyzed the data. Finally, the result showed that there was positive high correlation between kinesthetic learning style and academic achievement at secondary school students.

Another study which was conducted by Belinda HO (2010) which conducted study about identifying students' learning style preferences and task design. The learning style preferences which were used in this study were concrete learner, analytical learner (converger), communicative learner, teacher-oriented learner (conformist), and mixed type. In this study, the result showed that 14,3% preferred on concrete learner, 26,4% preferred on analytical learner (converger), 35,7% preferred on communicative learner, 8.6% preferred on teacher-oriented learner (conformist), and 15% mixed type. From those results, the researcher decided conducted the study focused on the students who preferred

on analytical learners and communicative learners. The result from this study showed that communicative learner could not be a significant indicator than for future direction in the task design. In other result showed that analytical learners (converger) could be a significant indicator for future direction in the task design.

From the previous studies, most of them focused on students' academic achievement. For making it different with the previous study, the researcher focused on more specific school subject, which is English subject. Also, the participants were the students of 8th A grade of Muhammadiyah junior high school 1 Gresik and the English achievement is got from the writing test which is given by the researcher with teacher's help.

2.5 Review of Direction

From the previous study above, there are some differences and similarities among the studies that have been mentioned above. The similarities can be seen from the learning style types. Some previous study proved that analytical learners (converger) and concrete learners learning style can give the impact on students' academic achievement. Converger learning style was a type of learning style which made the students like to learn independently and more confident with their own ability. In addition, analytical learners (concrete) learning style was a type of learning style which made the students work in group and like to study from their experiences. Other similarities were instrument of those studies. The instrument which they used is questionnaire and score.

Besides the similarities, the researcher also analyzed the differences.

Those were the design of the study, the subject of the study, the kind of achievement, and the way to take the students' score. The design of the study was used by the researchers was different. Some of the researcher used experimental study and some of the researcher used correlation research design. The participants were chosen from various stages such as high school's learners (intermediate) and universities' students (pre-advanced and advanced). Then, the kind of achievement was chosen from two kinds, those are academic achievement which consisted of several school subjects and English achievement which consisted of English subject only. The last, the way to take the students' score was chosen into two types. First, it was taken from the document of students' score script from English teacher. Second, it was taken from test which was given from the researcher.

Based on previous studies above, some of learning style types, such as analytical learners (converger), concrete learners, and kinesthetic learning style gave positive effect or the students' achievement. Nowadays, both of teacher and learners need learning style which gave positive impact in teaching and learning English language to reach the students' achievement. Many learners especially in junior high school felt difficult to choose the appropriate learning style in learning language, especially English language.

So, the researcher decided to choose converger and concrete learning styles because they have positive effect to students' achievement. Researcher wants to test the theories of converger and concrete learning style toward

students' English achievement at eighth A grade of Muhammadiyah Junior High School 1 Gresik. So that, since this study also brings different focus and setting, it still becomes a question about whether actually there is relationship between students' converger and concrete learning style and English achievement at eighth grade of Muhammadiyah Junior High School 1 Gresik.