

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

In conducting a research, some theories are required to explain each variable of the research. Theoretical framework of this thesis is presented and discussed as the following:

##### **1. Learning Style.**

Learning is the process of transforming human activities into improved forms, learning is the process of altering attitudes, feelings, and thoughts for the better. Learning is also a human endeavor to understand everything that God has created. As humans or we may neglect whatever God does for us. The learning process serves as an important foundation for learners, because learning objectives can be achieved in the best result possible if the learning process is maximal, however if the learning process is low in motivation, automatically learning objectives will not be achieved. Learning styles are one of the latest ideas in developmental psychology or educational research. The concepts developed in this research relate to how individuals acquire, process, and organize environmental information.

According to Tanta (2010), while there are differences in how people process information, these differences do not necessarily indicate a person's level of intelligence or the concept of special abilities. People possess different levels of ability to comprehend and retain materials, whether it be slow, fast, or standard. At times, people may need to employ different

approaches in comprehending information or same material in learning. Some students prefer teachers who write everything on the white board because it allows them to read and grasp the material actively. On the other hand, some students prefer teachers who teaches them orally, they will listen and try to understand. Additionally, there are also students who prefer teachers who engage them in small group activities and have a discussion. Learning style refers to the preferred method students choose to acquire information.

The most common learning styles include visual, auditory, and kinesthetic, representing how students take in information. Fleming (2001) states that learning styles are individual characteristics and preferred methods of gathering, organizing, and processing information. Learning styles are categorized into 3, namely Visual (V), Auditory (A), and Kinesthetic (K), which became known as the VAK Model learning style. Students often employ one of several systems in studying a particular subject based on their learning styles.

a. Visual

Visual learners place greater emphasis on their visual abilities, means tangible objects should be able to help them in comprehending the information process. A high level of motivation is required to visually observe and absorb information before comprehending it. Visual learners grasp lessons effectively through picture descriptions because they have a great sensitivity to color memory and an excellent understanding of art. According to Abdurrahman (2005), visual learners have the following

characteristics: they always perform neatly, speak quickly, pay attention to detail and appearance, think analytically, and find it easier to memorize what is seen than what is heard. A quick reader, diligent, tends to scribble without meaning when speaking or listening, prefers short answers, favors presentations, and finds it easier to memorize information when it is supported by images.

The identification as follow:

- a) Visual learners often struggle when it comes to blending sounds and distinguishing short vowel sounds.
- b) Visual learners are good at spelling.
- c) Visual learners easily remember information displayed in the form of charts, diagrams, or pictures.
- d) Visual learners may tune out verbal instructions.
- e) Visual learners tends to make use of audiobooks.

#### b. Auditory

Auditory learners have the ability to retain information through hearing, they rely on verbal instructions to perform tasks and able to visualize something better after listening to the information. Abdurrahman (2005) states that auditory learners exhibit certain characteristics, including feeling uncomfortable in noisy environments, moving their lips while reading and speaking, enjoy speaking and listening loudly, can repeat and mimic, prefer music over art, learning through what they listen to and discuss, find it

difficult to write and rarely write, but excel in storytelling, and are fluent speakers.

The identification as follow:

- a) Auditory learners possess strong language abilities, such as well-developed vocabulary and a genuine appreciation for words.
- b) Auditory learners can accurately remember specifics of what they hear during lectures or conversations. (Don't get upset if your students are not taking notes during your lectures).
- c) Strong language skills frequently lead to effective oral communication skills. Auditory learners are typically talented at delivering speeches, presenting oral reports, and articulating ideas.
- d) Learning a foreign language may be quite easy for auditory learners. They might also possess musical talents.
- e) Auditory learners often struggle with visual comprehension. Graphs, maps, and charts may be challenging for them to understand. Oral instructions and assignments work best for them.
- f) Auditory learners tend to reverse words, for instance: was, saw and from, for, form.
- g) Auditory learners typically have poor handwriting and limited motor skills.
- h) Story-telling.
- i) Solving difficult problems.
- j) Working in groups

k) Participating in class discussions

l) Remember information most easily when it is repeated verbally.

c. Kinesthetic

Kinesthetic learner is someone who absorbs information through activities involving movement, work, and touch. This kind of learner has a unique approach of learning, characterized by constant movement, sensory engagement, and hands-on experiences. Kinesthetic learner has unique characteristics, including speaking slowly, finding comfort in noisy environments, using touch as a way to get attention, growing quickly involving big muscles, memorizing through movement and observation, using body language, and finding it difficult to sit still for extended periods of time. According to Worley (2011), a kinesthetic learner need to be actively engaged in their environment, acts in their situation that hold meaning for the learner while they process information. This statement assumes that kinesthetic learners will absorb information more effectively when they engage in activities involving their body or specific body parts.

The identification as follow:

- a) Kinesthetic learners learn from taking notes and highlighting the key information, utilizing their small muscles to remember information.
- b) Kinesthetic learners work best with their hands. They may excel at art, sculpting, and working with tools, as well as computer-based or lab-based learning.

- c) Kinesthetic learners frequently wiggle, tap their feet, or move their legs when seated. As kids, many of them were labeled as hyperactive.

## **2. Definition of Learning Style**

Stewart and Felliceti (1992) state that learning styles refer to educational conditions in which students are most likely to acquire knowledge. This implies that learning styles are more about how students prefer to learn, rather than what they are learning. Learning styles can be defined, categorized, and recognized through numerous ways. Generally, learning styles serve as the overall pattern that guides both the process of learning and teaching. Learning styles can additionally be described as a combination of factors, behaviors, and attitudes that help someone learn in a certain situation. Style influences the learning process for students, the teaching process for teachers, as well as the interaction between the two.

Each individual has natural inclinations towards certain styles, but these innate characteristics are shaped by personal experience, maturity level, culture, and development. Style can be considered a "contextual" variable or construct because the learner's contributions to the learning process are as much a part of the context as significant features of the experience itself.

The concept of style will be first introduced by cognitive psychologists. As stated by Brown (2000), the term "style" is used to refer to a tendency or preference that is consistent and enduring in an individual. Thus, style is both a general characteristic of intellectual functioning and personality type that is

uniquely associated with an individual, which distinguishes a person from others. It means that style makes other people better.

Each learner has a different and consistent way of perceiving, organizing, and retaining choices. Students learn in different ways from one another and it has been observed that the structure of the language is affected by the structure of the brain. It has also been demonstrated that the brain's hemispheres have distinct perceptual pathways. Some researches claim that certain types of cells present in some brains may be absent in others.

In the field of education, it is widely acknowledged that learning styles play a crucial role in the language learning process. Research has demonstrated the stability and developmental potential of learning styles. Recognizing the importance of learning styles to language learning, numerous research has been conducted in this field. Moreover, different research has their own interpretations of learning styles, resulting in different definitions of the concept.

### **3. Speaking**

In the opinion of Harmer (2007), there are three primary reasons for encouraging students to speak in class. First, speaking activities offer training opportunities that is a chance to practice speaking in real life in a safe place which is classroom. Second, speaking tasks where students attempt to use one or more languages, allow them to prepare feedback for both teachers and fellow students. They are able to observe how well they are doing, how

successful they are and also identify any language difficulties they may be encountering. Lastly, the more students get the chance to activate various language elements stored in their minds, the more they can use those elements instinctively.

Speaking is a skill that can be divided into two main categories: fluency and accuracy. According to Drakhshan, Khalili, & Beheshti (2016), precision involves using vocabulary, grammar, and pronunciation in various activities, while fluency taking into account "the ability to keep going when speaking spontaneously." Sidik (2013) state that oral interaction can be a routine characteristic, referring to the traditional way of conveying information with a focus on information or interaction.

Based on the theory of Kosar & Bedir in (2014), speaking is an interactive process that involves both giving and receiving information in order to create meaning. Speaking is one aspect of language skills within the process of language learning. Speaking is a communication process involving the transformation of thoughts or emotions into speech or the full meaning of speech. Speaking is a social interaction activity characterized by a repetition process supported by a simple, clear and understandable structure. Speaking is a form of human behavior that widely draws on linguistic, neurological, physical, and semantic factors.

Suharyati and Suryanto (2003) defined the essence of speaking as a process of transitioning from one source to another. This implies that speaking involves acquiring information from a person's mind, which is followed by the



wording of that information, storing it in the mind, and eventually, producing those words orally, which is referred to as speaking.

Based on the theory of Keraf (1980) divide speaking into 3 categories, namely: persuasive, support, reassure and action. Requires the listener's response to get inspired or aroused emotions to get the opinion, intellectual, and even actions of the listener in line. educative; inform to get reactions from our listeners properly, and recreationally; fun, requires interaction from our listeners such as interest and pleasure.

Conclusions about speaking skills are skills or knowledge in pronouncing words into meaningful sounds, expressions, and declarations of thoughts, ideas, and unique sentiments to others and the primary purpose of language teaching is to develop speaker competency. Communicate in the target language, if a speaker or learner still encounters difficulty in speaking, it suggests a need for a special evaluation of various factors, such as: classroom environment, student engagement, teaching methods, and both internal and external aspects of students and teachers.

#### **4. Definition of Speaking**

Based on the theory of Luoma (2004) that speaking skills are a crucial component of language education curriculum. One of the four skills that one should master when learning English is speaking. Similar to writing, speaking is a productive language skill. The productive language should be able to pass the mental process or it is commonly referred to as a thinking process. People

need communication in order to express ideas and share information. Learning to speak English as a foreign language is a challenging skill to be taught and learned as it involves mastering some aspects, such as vocabulary building, accurate pronunciation, understanding grammar, and many others. Haryudin and Jamilah (2018) state that learners want to speak, they also should think about all of those aspects. As a result, speaking is the most difficult skill for learners to master. This complexity arises because speaking with others requires the consideration of a number of interrelated factors, including ideas, language choice, determining what to say, proper usage of grammar and vocabulary, pronunciation, listening comprehension and responding to interlocutors.

Numerous experts have provided definitions about speaking in a variety of ways. Speaking is an act of communicating and sharing ideas verbally (Eliyasun, Rosnija, and Salam, 2018). Thus, if learners do not learn speaking skills and do not engage in practice within the classroom, they may quickly lose interest in learning and lose motivation to learn or practice speaking. Those who do not develop strong oral communication skills during this period will encounter challenges in keeping pace with their peers later on. Furthermore, as outlined by Zuhriyah (2017), speaking is the means in which people express themselves and engage in oral communication with others. Speaking is the primary means of interaction within the social community because humans cannot live without interaction and communication in their daily lives.

On the other hand, according to Leong and Ahmadi (2017), speaking goes beyond merely uttering words (utterance) but it means the conveyance of messages through language. Through speaking, people can communicate information and ideas, exchange experiences, express opinions and feelings, and establish social connections with one another.

Ur (2009) states that speaking stands out as the most crucial of the four language skills, as individuals who learn a language are identified as speakers of that language. Speaking requires not just the ability to produce language at certain points, such as grammar, vocabulary, pronunciation, and other areas of linguistic competence, but also requires an understanding of when, why, and how to apply sociolinguistic competence.

Haryudin and Jamilah (2018) state that speaking English as a foreign language requires a lot of practice in order to master it. Learners need to engage in both inside and outside of the classroom practices because with consistent practice, they will develop the habit of using the English language and leading to improved fluency in speaking.

Based on the aforementioned explanations regarding speaking, the researcher concludes that speaking is the most crucial among the language skills. It serves as the first means of oral communication, interaction, and idea sharing with others. It also produces a specific point of language and requires a comprehension of linguistic competence. Speaking is acknowledged as the most challenging aspect in teaching and learning.

In the English language, speaking involves several aspects, such as grammar, vocabulary, pronunciation, and linguistic components. Speaking is therefore a tool for communication and interaction with others, enabling people to acquire and share information, ideas, knowledge, and more with others.

### **5. Students' Learning Style in English Speaking**

The concept of learning styles is embraced in several of the most recent textbooks on educational psychology. Omrod (2008), states that certain cognitive styles and dispositions appear to have an impact on how students learn and what they learn. Information seems to be better retained when it is presented verbally by some students (verbal learners), whereas it is better retained when it is presented visually by other students (visual learners).

Learning styles may be influenced by students' reflections on their learning experiences, whether positive or negative. The way students think and process information during learning is also influenced by their learning styles. At the school level, a student's cognitive abilities are connected to their academic achievement and performance.

Learning styles usually involve the analysis of language through seeing it, hearing it, or using it in real-world communication. Some activities that emphasize speaking are particularly beneficial for students with certain learning styles. The commercial aspect of learning styles often revolves around the production and sale of measurement tools designed to help teachers in evaluating individual learning styles. These devices commonly categorize

learners into different style categories. Learning style refers to the approach a learner takes in focusing on, processing, absorbing, and retaining new and difficult information. The interaction of these elements varies among individuals. Consequently, in this research, it is essential to identify what is most likely to capture the concentration of each student, how to keep it, and how to align with their natural processing style to develop long-term memory and retention. Based on the explanations above, the researcher analyzed the learning styles of students in the context of speaking skills.

## **6. The Elements of Learning Process**

Learning is complex process. Learning can be observe based on behaviour changes that produced by learning process. Oemar Hamalik (2013) state that there are several elements in learning process, there are:

### **1. Learner's motivation**

Motivation is the encouragement that causes a specific action. Learning action occurs because of the motivation that drives a person to do something to learn. The encouragement can appear from the learner or student which are the resources from certain requirements who want to get satisfaction, or impulse that arises from stimulus from the outside so that the student do to learn. Motivation that appears from the needs of the students (internal motivation) are considered better than the motivation that arises by external stimulus. But in practice often motivated so this situation

requires external stimulus that external stimulus that appear motivation to learn.

## 2. Learning materials

Learning materials is an important learning element that get the attention of the teacher and student. Students with learning materials which they can learn the things necessary in order to achieve the learning objective. Therefore, the determination of learning materials should be based on the objectives to be achieved, in this case the result are to be achieved, for example in the form of knowledge, skills, attitudes, and experience of others.

## 3. Learning equipments

Learning equipments are the tools that can be used help the student to learn so that learning becomes more efficient and effective. With the help of various tools, the learning will be more interesting, be concrete and easy to understand, save time, and more meaningful learning outcomes. Learning equipments are also called learning media. For example in the form of printed materials, the tools that can be seen (visual media), a tool that can be heard (audio media), and tool can be heard and seen (audio-visual), as well as community or society resources that can be experienced directly.

## 4. Learning environment

Learning environment is very important for learning. Fun environment can improve learning activity, while the disordered

situation, crowded, uncomfortable, and a lot of disturbance will not support effective learning activities. Thus students and teacher must always create a good learning environment and fun, challenging and exiting including to decide appropriate technique, strategy, or learning styles for processing learning materials. It means that the learning environment also determine the motivations, activities, and the success of students learning.

#### 5. Learner's conditions

Students conditions also determine the process of learning activities and learning success. Students can learn efficiently and effectively in healthy body condition, have good enough intelligence, ready to undertake learning activities, has the special ability, and experiences related to learning, and have a passion for learning.

From the explanation above, some elements in learning process can influences the way students learning and understanding knowlage. It also can influence students' outcomes.

### **B. Relevant Studies**

In preparing the thesis, it is necessary to look for several references or research that are similar to the tittle. It can be used as a guide for the success of the study and to assess the strengths and weaknesses of other investigstions. As a

researchers, we should evaluate other studies more wisely and take advantage and avoid the drawback.

Previous study was a journal written by Arjulayana (2016) the objective of this study was to determine the most suitable learning style for students, and this research can also provide insights about three learning styles that can be used uniquely in the teaching of English speaking skills. The results of the study revealed that the most suitable learning style in students' speaking skill is auditory learner, because auditory learners learn best through listening. Listening is the most efficient way to expand vocabulary, pronounce words correctly, and getting information with clarity and effectiveness.

Larkin and Dundy (2005) this study aimed to find out to achieved with college students when instruction is designed with learning styles in mind. The results of the study revealed that thus the definition of "type" and "style have been arrive at, to some extent, based on the average of the groups.

Journal written by Maric, Sandra, et al (2015) this study aimed to identify differences among students attending different universities and also to find minor differences in the prevailing learning style that prevail perpose to the educators to plain their teaching approach. The results of the study revealed that the author found minor differences in the prevailing learning style that prevail perpose to the educators to plain their teaching approach via questionnaire and included questions about the students and their learning style.

Sreenidhi and Chinyi (2017) this study aimed to assist the readers in understanding the differences between visual, auditory, and kinesthetic learning



styles, based on the research conducted by Fernald, Keller, Orton, Gillingham, Stillman, Montessori, and Neil D Fleming. The results of the study revealed that learning styles are shaped by many factors, including individual experiences, different intelligences, and personality traits like a preference for learning alone or group learning. Our learning style will determine how we approach everyday tasks like reading a project plan, a book, or a map. The article sheds light on how adults and students can use this concept to identify their learning styles and take advantage of this knowledge to their advantage in order to succeed in life.

Tuan (2011) this study aimed to find out how perceptual learning style preferences were influenced by certain factors, specifically the fields of study and the duration of tertiary education. Kinesthetic and tactile learning styles were shown to dominate the samples. The results of this study indicated a higher inclination towards kinesthetic and tactile learning styles as EFL students progressed in their academic levels, with the exception of some individuals.

Rebeca L (2003) this study aimed to integrate research findings from various parts of the world concerning two key variables influencing language and strategies, the particular behaviors or ways of thinking that learners employ to enhance their language acquisition. The results of the study revealed that the factors that impact the students' ability in learning are a particular instructional framework.

The last, Setiyani (2019) this study aimed that finding revealed the types of learning styles present among students and how teachers may best accommodate these learning styles in the context of English learning. The results of the study

revealed that the students used there types namely VAK and 15 from 30 students most like Visual. The researcher also mentions that in the class has different learning style and found out how the teacher accommodate the students' learning styles. The teacher employed a variety of methods, such as discussions, role-playing, and singing songs, to accommodate students' different learning styles.

The researcher use all above previous research study to accomodate and give some insight that considered to be useful on the researcher needs in conducting in this study.

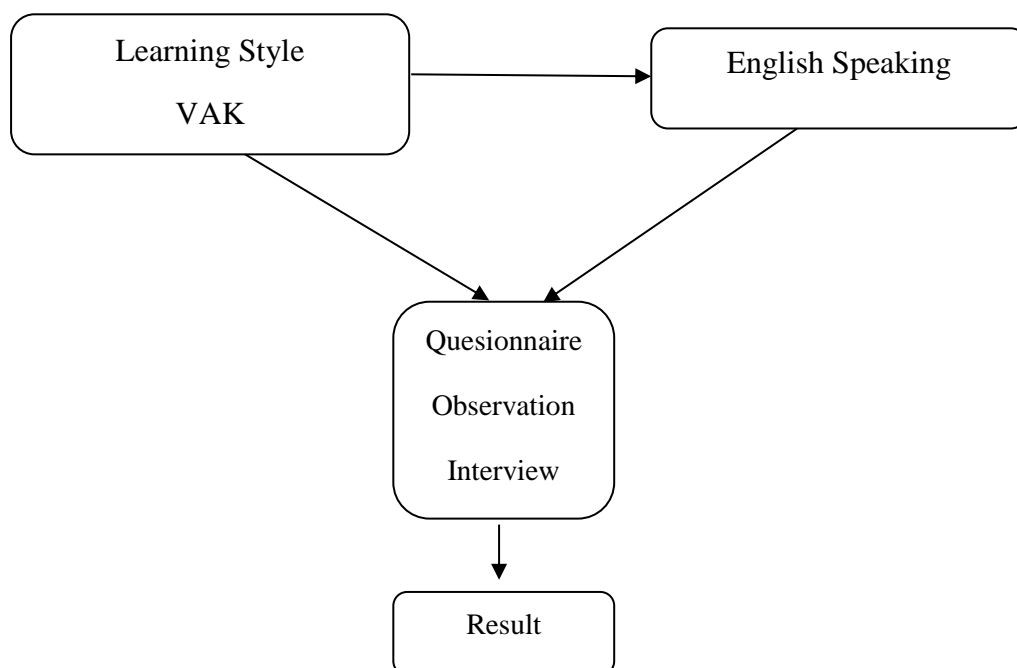
### **C. Conceptual Framework**

The concept of “learning styles” refers to the acknowledgment that every student has a different method of learning. Technically, a person's learning style refers to the preferred approach in which a student takes in, processes, understands, and retains information.

There are some concepts that have to be considered in conducting the research, such as theory that related to the problem in this research. The researcher will conduct an analysis on Learning Style’s theory will be applied in conducting the research. Learning Styles are categorized into three types, namely Visual learning style, Auditory learning style, and Kinesthetic learning style. The aim of this research was to find out the factors influencing the learning styles of the students in SMA Swasta PAB 4 Sampali.

This conceptual framework is representation of this research. The researcher focused on the learning styles of students, particularly in English

speaking. The aim of this research was to identify the types and concepts of learning styles used by students, and to understand how teachers may address the differences in students' English-speaking learning styles in SMA Swasta PAB 4 Sampali, here the chart of conceptual framework:



**Figure 2. 1 Students' Learning Style at SMA Swasta PAB 4 Sampali in Learning English Speaking**