CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature that supports the theoretical framework underlying this research. It is composed of learning styles, kinds of learning styles, the problems in using learning style, the solution in using learning style, learning reading, and low achiever students.

2.1 Learning Styles

Learning is something that happens quite naturally and goes by quite unnoticed in many cases. Learning is not exclusive to the domain of an education system. Learning begins a very long time before school; continues for even longer after school; and happens rapidly, and in parallel with school, in a great number of different ways and settings (Pitchard, 2009).

Sabatova (2008) stated that learning styles are simply different approaches or ways of learning. Brown (2002) defined learning styles as the manner in which individuals perceive and process information in learning situations. He argued that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another. Rebecca (2003) defined learning styles are the general approaches for example, global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject.

Pitchard (2009) defined learning style as a preferred way of learning and studying; for example, using pictures instead of text; working in groups as opposed to working alone; or learning in a structured rather than an unstructured
manner. The students have different ways to understand the learning process. They use their own learning styles. Rezaeinejad, Azizifar, and Gowhary (2015) stated that different students use different learning styles for their learning.

Indeed, learning style is the different way of the learners to understand the materials in learning and teaching process in which by using learning styles the learners can solve their problems in learning process.

2.2 Kinds of Learning Styles

There are several kinds of learning styles. In this study, the writer focuses on the learning styles on human physical sense. They are Visual, Auditory, and Kinesthetic (VAK). Moreover, other models such as: The Myers-Briggs type indicator (MBTI), Kolb's Learning Style Model, and Felder-Silverman Learning Style Model will be explained in brief.

2.2.1 Visual, Auditory, Kinesthetic (VAK)

There are various instruments used to determine a student's learning style. Pritchard (2009) found that learning styles come from a different, but obviously related, area of human research, namely Neuro-Linguistic Programming (NLP). Neuro-Linguistic Programming is concerned with how we communicate and how this affects our learning. Over many years, and through many research projects, including close and detailed observation of the way we communicate, three particular learning styles – visual, auditory and kinaesthetic have been identified.

In this study, VAK is selected by the researcher because VAK is one of the models which is easier and simpler to understand.

1. Visual
Visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters, and display (Pitchard, 2009). According to Herod (2004), learners with a visual style prefer to use their eyes to learn; that is, see something in writing, watch a demonstration or video, and so on. In order to learn most effectively, these learners need to “see” the information or material in one form or another, thus the use of visual aids such will enhance learning.

Indeed, the visual learners feel confident to learn by seeing. The picture helps them to get and understanding the information in learning process. According to Reid (2005), visual learners would benefit from:

- The use of visual diagrams
- Use of video, flashcards, charts and maps
- Practicing visualizing words and ideas
- Writing out notes for frequent and quick visual scan and review

According to Wilfrid Laurier University (2008), visual learners have characteristic, namely:

- Visual learners learn through by seeing
- Visual displays of information are especially useful
- Tools to utilize: diagrams, charts, pictures
- When taking notes, rewrite words with symbols or initials
- Try different spatial arrangements with your notes
- Underline and use different colors and highlighter

Reid (2005) found that the advantages and disadvantages of visual learning.
a. Advantages

They will be good at visualizing events and information and may be able to use their imagination to some advantage. They can use visual strategies for remembering information. They may also get considerable pleasure from learning involving visual and creative skills. They may be able to see the whole picture when discussing or working on a problem or task.

b. Disadvantages

They may need more time to complete tasks. They can be more interested in the appearance of something than its actual value – that may be a disadvantage in some situations, though not in all. They may not spend enough time or pay attention to specific detail.

2. Auditory

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories, and audio tapes (Pitchard, 2009). Auditory learners often talk to themselves. They also may move their lips and read out loud. They may have difficulty with reading and writing tasks. They often do better talking to a colleague or a tape recorder and hearing what was said (Sabatova, 2008). According to Herod (2004), learners with an auditory style will prefer to use their hearing to learn; that is, listen to a lecture about a certain topic rather than read about it, talk about the material with others or through “self-talk” (talking to themselves “in their heads”). Indeed, listening is the best way in learning for the auditory learners. They enjoy to listen the material of study. According to Reid (2005), auditory learners would benefit from:
• Sounding out words in reading
• Verbal instructions
• The use of tapes
• Rehearsing information, repeating it many times to get the sound

According to Wilfird Laurier University (2008), Audio learners have characteristic, namely:

• Auditory learners learn through listening
• Lectures and discussion groups are important for this type of learners
• Tool to utilize: read text out loud, pay attention to tone of speaker, discuss concepts with others for increased understanding
• Record your summarize notes on tape and listen to them later
• Discuss and concept being taught with another person
• Use these discussion to expand your lecture notes (leave extra space so this is possible)
• Attending lectures and tutorials is very important you want to hear how the professor will explain a concept

Reid (2005) found that the advantages and disadvantages of auditory learning style.

a. Advantages

If they are an auditory learner you will benefit from listening to talks and lectures. They will also absorb a lot of information from radio programs. They will very likely have skills in sequencing and organizing information and have a methodical approach to many aspects of their life. They may remember
information by using a checklist. They can often be considered to be a reliable and independent worker.

b. Disadvantages

There is a possibility they may have to complete one task before embarking on another. There is also a possibility that they focus on small bits of information and do not obtain a holistic and broad picture of something they are working on. They may also prefer to work on your own rather than work in groups.

3. Kinesthetic

Kinesthetic learners prefer to learn by doing. They enjoy physical activity, field trips, manipulating objects, and other practical, first-hand experience (Pitchard, 2009). Learners who prefer this style can be thought of as “hands on” learners, that is, they need to do an activity, practice a skill or manipulate material physically in order to learn most effectively (Herod, 2004). Indeed, the kinaesthetic learners feel confident to learn by doing. They can get and understand the information if they are involved physically in learning process. According to Reid (2005), kinesthetic learners would benefit from:

- Tracing words as they are being spoken
- Learning facts by writing them out several times
- Moving around while studying
- Taking risks in learning
- Making written notes but also discussing these with others
- Making study plans
According to Wilfrid Laurier University (2008), kinaesthetic learners have characteristic, namely:

- Kinaesthetic learners learn through doing
- Use all of your senses-sight, touch, taste, smell, hearing
- Tools to utilize: incorporate examples into notes, attend labs or tutorial
- Use of practice exams or questions will be especially helpful

Reid (2005) found that the advantages and disadvantages of auditory learning style are:

a. Advantages

They will enjoy active learning and this is useful for assembling and making products. They will be able to demonstrate to others how to do something. They will likely be able to enjoy the actual experience of learning.

b. Disadvantages

They may miss some instructions or information if it is presented orally. They may find it difficult to concentrate on a lengthy written task while seated. They may not pay attention to detail, especially if it is in written form.

### 2.2.2 The Myers-Briggs Type Indicator (MBTI)

According to Pritchard (2009), The Myers-Briggs Type Indicator (MBTI) system is a means of establishing an individual’s personality profile and is used widely in aptitude testing for employment. Designed as a tool for investigating the many different strands of personality type, the MBTI also has something for teachers to be aware of. Sabatova (2008) found that the myers-briggs model
classifies students according to their preferences on scales derived from psychologist Carl Jung's theory of psychological types. According to the models students may be:

1. Extraverts (try things out, focus on the outer world of people) or Introverts (think things through, focus on the inner world of ideas).

2. Sensors (practical, detail-oriented, focus on facts and procedures) or Intuitors (imaginative, concept-oriented, focus on meanings and possibilities).

3. Thinkers (skeptical, tend to make decisions based on logic and rules) or Feelers (appreciative, tend to make decisions based on personal and humanistic considerations).

4. Judgers (set and follow agendas, seek closure even with incomplete data) or Perceivers (adapt to changing circumstances, resist closure to obtain more data).

Pritchard (2009) stated that The Myers-Briggs Type Indicator type preferences can be combined to give 16 different learning style types. For example, one learner may be an E-S-T-P (extrovert, sensor, thinker, and perceiver) and another may be an I-N-F-J (introvert, intuitior, feeler, judger).

Indeed, The Myers-Briggs Type Indicator is the indicator that is used to determine the personality of people.

2.2.3 Kolb’s Learning Style Model

According to Sabatova (2008), Kolb's learning theory sets out four distinct learning styles which are based on a four-stage learning cycle. In this respect, Kolb's model differs from others since it offers both a way to understand individual learning styles, which he named the "Learning Styles Inventory"
(LSI), and also an explanation of a cycle of "experiential learning" that applies to all learners.

Kolb (in Sabatova, 2008) follows four main type of learning:

- Concrete experience based on a question, “What is it?”
- Reflective observation with a typical question, “What does it mean?”
- Abstract conceptualization and the typical question, “What follows on?”
- Active experimentation with typical questions, “What……if…?” “How does it function?”

Moreover, Pritchard (2009) stated that, four general learning types of Kolb’s learning styles build upon over two dimensions, as follows:

1. The concrete experience mode or the abstract conceptualization mode (the dimension concerning how the learner takes in information).
2. The active experimentation mode or the reflective observation mode (the dimension concerning how the learner internalizes information).

Kolb describes four general learning types based on the two dimensions, as follows:

- **Diverger (concrete, reflective)**
  
  Diverging learners often use the question ‘Why?’ and they respond well to explanations of how new material relates to their experience and interests. Diverging learners prefer to learn by observation, brainstorming and gathering information. They are imaginative and sensitive.

- **Assimilator (abstract, reflective)**
  
  Assimilating learners often use the question ‘What?’ and respond well to information presented in an organized, logical fashion. They benefit if they are
given time for reflection. Assimilating learners prefer to learn by putting information in concise logical order and using reflective observation.

- **Converger (abstract, active)**

  Converging learners often use the question ‘How?’ and respond to having opportunities to work actively on well-defined tasks. They learn by trial and error in an environment that allows them to fail safely. Converging learners like to learn by solving problems and doing technical tasks, and are good at finding practical uses for ideas.

- **Accommodator (concrete, active)**

  Accommodating learners often use the question ‘What if?’ and respond well when they are able to apply new material in problem-solving situations. Accommodating learners are people-oriented, hands-on learners and rely on feelings rather than logic.

### 2.2.4 Felder-Silver Learning Style Model

According to Pritchard (2009), The Felder-Silverman Learning Style Model is another a system for describing learning style. It has many similarities with the other systems and classifies learners as:

1. Sensing learners who prefer the concrete, are practical, and are oriented toward facts and procedures; or intuitive learners who prefer the conceptual, are innovative, and oriented towards theories and meanings;
2. Visual learners who prefer visual representations of material – pictures, diagrams, flow charts; or verbal learners who prefer written and spoken explanations;
3. Inductive learners who prefer to consider topics by moving from the specific to the general; or deductive learners who prefer to consider topics by moving from the general to the specific;

4. Active learners who learn by trying things out and working with others; or reflective learners who learn by thinking things through and working alone;

5. Sequential learners who prefer to work in a linear, orderly fashion and prefer to learn in small incremental steps; or global learners who prefer to take a holistic view and learn by taking large steps forward.

In this research, the researcher uses the learning styles on human physical sense. They are Visual, Auditory, and Kinesthetic (VAK) to determine the dominant learning styles that the learners used.

2.3 The Problems in Using Learning Styles

Learning style is the way of learners to understand in the learning process. There are a lot of studies which said that learning styles related with the students’ understanding in the class. According to Olivos, et al. (2016), the theory of learning styles and the ways in which the design of the educational activities described in the study can be improved. However, Omar, et al. (2004) found that learning style is not the main factors to enhance students’ achievement, but it can be used to identify the tendency of learning styles possessed by students.

Sabatova (2008) argues that as the learners use different learning styles, teaching methods and approaches can be also different depending on individual teachers. Almost every teacher has got a favorite teaching method that he or she prefers to the others. Some teachers use lectures, others like demonstrations or
discovery techniques, some teachers may require various definitions and memorizing, while other group of teachers states that the most important thing for their learners is, at first, good understanding and, as the next step, an application in practice. Some learners may also have difficulties at school because their teachers constantly use the same teaching methods that do not correspond with learning styles of some of the pupils.

Moreover, Reid (2005) argues that it is also important that the teacher has an awareness of what is meant by learning styles and how to identify different styles in children, particularly aided by observation. Although there are many different instruments that can be used, teachers’ observation and discussion with students while they are engaged on a task can be extremely beneficial. The different stages of the information processing cycle can be considered in relation to how children learn and how this can be used within a learning styles structure. Knowledge of learning styles can equip all students for life-long learning.

2.4 The Solution in Using Learning Styles

Problem solving was needed by the students and lectures to find out the way of students’ understanding in teaching and learning process. There are several ways to solve and understand problems and concepts. According to Carmo et al., (2016), the students present a set of activities that included mathematics problems, general problem solving, and logic reasoning. They analyzed the students’ answers taking into consideration their learning styles preferences.

Problem solving in using learning styles is needed by the students to help the students’ problems in understanding the material in teaching and learning
process. The students have different way to understanding the material in the classroom. They need to find the way to help them to find out the solutions of the learnings’ problems. The students need the strategy to help them find out the way to solve their learnings’ problems.

According to Franzoni and Assar (2009), recent research on the learning process has shown that students tend to learn in different ways and that they prefer to use different teaching resources as well. Many researchers agree on the fact that learning materials shouldn’t just reflect of the teacher’s style, but should be designed for all kinds of students and all kind of learning styles. In fact, the important way to solve the learnings’ problems are applying the learning styles in the learning and teaching process in the classroom by identifying our own learning styles.

On the other hand, Sabatova (2008) states that some learners may also have difficulties at school because their teachers constantly use the same teaching methods that do not correspond with learning styles of some of the pupils.

Knowing their learning style is important point for the students because they can understand in the learning activities easier than they do not about their learning style. The students have to find their own learning style to solve the students’ problems in learning process.

2.5 Learning Reading

Reading is one of English language skills mastered by the learners. Reading is the way to practice the students’ pronounce. Reading ability will be developed best in association with writing, listening, and speaking activities (Brown, 2000). Reading processes depend on the language of the reader and the
writing system that encodes that language. The units of the writing system are converted into mental representations that include the units of the language system (Perfetti, 2001). Reading is the process that involves the ability of cognition and visual abilities so that the text can be understood by the reader easily.

Harmer (2007) states that the way to reach the maximum benefit from the students’ reading, they need to be involved in both extensive and intensive reading. Extensive reading is one of fundamental conditions on a successful extensive reading program is that students should be reading material which they can understand.

2.6 Low Achiever Students

Low achievers are a group that has been described as children who do not perform well in the classroom. They are students who have a great amount of difficulties meeting educational standards (Bakr, 2011). Jabeen and Khan (2013) found that low achievers have low need achievement, have fear of failure, possess low ego-ideal, are not perseverant, have unrealistic attitude and possess a feeling of external control of fate. On the other hand, a low achievers can be determined as the students who report a GPA below 2.5 (McCoach, 2001). Based on book of academic guidance 2012/2013 in University of Muhammadiyah Malang, the students who gain score 69 and below or C+ (2.5 in GPA) was passed the course and do not need to retake the course. If the students get score 54 and below or D have to retake the course because they fail to gain the educational standard.
To sum up, low achievers are a group of students who meet the difficulties and fail to gain the understanding of material in learning process so that they cannot achieve the educational standard.

2.6.1 Reasons for low achiever

Reiss (2009) shows that there are six reasons why the learners be low achievers in the classroom, as follows:

1. **Fear of Failure**

Since failure hurts less when students do not try, students with high fear of failure show inconsistent effort and, thus, low achieve. These students may try hard on easy tasks but not when challenged. When teachers or parents criticize them, they may not hear what the teacher or parent is saying.

2. **Incuriosity**

Intellectual curiosity motivates thinking and valuation of ideas. Exploratory curiosity motivates interest in novel stimuli and is inhibited by fear of the unknown. High standard scores on the curiosity scale assess intellectual curiosity, whereas low standard scores on tranquility and acceptance assess exploratory curiosity.

3. **Lack of Ambition**

Many experts suggested that competence motivation is associated with achievement. Competence motivation falls under the need for power.

4. **Spontaneity**
Students who value spontaneity tend to be disorganized and unprepared. They tend to have too many balls in the air, starting a new activity before they finish the current activity. Some teachers mark down disorganized students for carelessness, inattentiveness to detail, and sloppiness.

5. Lack of Responsibility

Students with character problems underachieve when they are caught cheating, shirk their duties (e.g., do not do homework), or when teachers mark them down for character shortcomings. High standard scores suggest the traits of a responsible student, whereas low standard scores suggest the traits of an opportunist.

6. Combativeness

Combative behavior is an important cause of low achievement throughout life. These individuals make enemies of potential friends. Combative school children get into fights on the playground, school cafeteria, school hallways, or even in the classroom itself.

2.6.2 The Characteristics of Low Achiever Students

The researcher summarizes the characteristics of low achiever students based on some experts’ findings, as follow:

- Low achievers associated their outcomes with luck and task difficulties (Adibba, 2004).
- It is also indicated that low achievers have less emotionally calm, stable, and face reality appropriately (Khuffash, 2012).
- Low achievers have less motivation, study habit and intelligent than the high achievers (Varghese, 2005).
To sum up, low achiever students are the students who have less motivation, intelligence, and emotional