CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Learning Style

a. Definition of Learning Style

Suyono and Hariyanto (2011:9) defined that learning is a process in acquiring knowledge, increasing skill, correcting behavior and reinforcing personality. On the other words, learning is an intended process of getting new knowledge or information that is wished for the better changing on cognitive and behavior aspect.

Pritchard (2009: 1) defines learning as "gaining more knowledge and or learning how to do something." It means that learning is a process of an activity whose goal is to learn something new, add knowledge of a subject, or be able to do something new. Formal and informal learning are both possible. The location could be a classroom, a big open expanse in the countryside, or

even a very quiet corner where a conversation or activity leads to an understanding of some themes.

Meanwhile, the definition of "learning style" refers to the fact that each student learns in a unique way. They interpret the information and process it accordingly. It can be divided into three types: visual learners who rely on the image being provided, auditory learners who rely on listening abilities and verbal aspects, and kinesthetic learners who include tactile learners (Jerald:2020). D Mackeracher (2009) defines learning style as a characteristic of cognitive, affective, social, and psychological behaviors that are considered as solid principles of how learners process, interact with their surroundings, and respond to the learning environment. In other words, one's learning style is a consistent trait of how he or she reacts, accumulates, and deals with his or her learning environment.

Each individual's learning style expressed according to custom and enjoy each student in study.

Ghufron and Risnawati (2014: 183) stated that learning styles is an approach that deals with how individuals learn or the way that each people to concentrate on the process, and receive difficult and new information through different perceptions.

According to Rita Dunn (2015: 42) , learning style is the way in which each learning begins to concentrate, process, and save new information. Widayanti (2010) in Ediyanto 2022 also said that Learning style is a way of receiving, processing, remembering and apply information easily. By knowing the style student learning, teachers can help students learn according to style learning that students have so that student learning achievements can grow well through learning that suits their learning style. Sehartian suggests a learning style is a characteristic of cognitive, affective, and psychomotor behavior, as an indicator that acts relatively stable for mutual learning relate to and react to the learning environment .

Learning styles, according to Liyusri and Situmorang (2017), are how to determine the many preferred learning approaches that may be more beneficial for these pupils. The learning style of each student must be considered, as each student has their unique learning style. By paying attention to the learning style of each student, the instructor can be more effective and efficient, resulting in higher learning achievement. Not only is learning style one of the most thoroughly studied areas in the world of education, but study findings have resulted in significant improvements in the teaching and learning process.

Hence, learning style is a preferred way of learning and studying, for example using picture is better than text, working group better than alone and so on. in short, learning style is the way of a person prefers to learn. she or he will enjoy and feel comfortable in absorbing the information with her or his own way.

b.   **Type of Learning Style**

According to Joy M Reid, there are three types of learning style. Those are visual, auditory and kinesthetic style..

a. Visual Learning Style

Visual means connecting with seeing or sight. According to Reid(2013: 135), visual students like to read and obtain information from visual stimulation. These learners tend to use pictures, imageries, and other visual media. Visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visual appearance, such as diagrams, graphs, maps, posters and displays.They often use hand movements when describing or recalling events or objects and tend to look upwards when thinking or recalling information.

As addition, there are some characteristics of the students" visual learning style; they can memorize the material better when it is presented by using visual media such as: power point presentations, videos,

pictures, diagrams and graphs. Visual learners typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding. Stephen James Minton stated(2012: 58) basically, visual learners learn best from what they can see. They can respond and remember best the learning material through eyes. Similarly, Glover and Law (2002:92) asserted that visual learners rely on what they see in writing form.

In addition, Daiek and Anter explained that visual learning is learning through seeing; reading, watching , video tapes and television. Their visual learning characteristics are using guided imaginary, forming pictures in mind, using notebooks, seeing parts of words, watching movies, using color codes, using charts, underlining in color, drawing pictures, using cue words, using study cards, using charts, graphs and maps, drawing on or using drawings, using exhibits, using photographs, using mind maps

and acrostics and selecting courses that are readingcentered (Deborah daiek and nancy anter, 2004).

b. Auditory Learning Style

Auditory learning is a type of learning in which individuals learn by hearing. Learning the auditory type allows children to assimilate the meaning communicated by the teacher through symbols or sounds, high and low, speaking pace, and other auditory things. A person with an auditory learning style is sensitive to tone and rhythm. Typically sings, plays musical instruments, and recognizes various instrument sounds (El Khuluqo, 2017). Auditory learners learn through aural channels such as verbal dialogues and listening to others speak. These students comprehend meaning by focusing on the pitch, tone, and pace of their speech. They gain from reading text aloud and may disregard written information (Hawkar, 2014).

While, Auditory learners remember information well by reading aloud or moving their lips, especially when learning new material. According to Etleen, auditory learners learn best by listening to a lecture and participating in group discussions. For auditory learners, oral presentations and group discussions will be the most effective methods of learning and acquiring instructional information (Naenah, 2022).

Auditory learning style preferences are the consequence of auditory learners' brain processing to receive and process knowledge. According to Bobby De Porter and Mike Hernacki, auditory learners talk to themselves while working, are easily disturbed by noise, move their lips when reading a book, prefer reading loud and listening, find it difficult to write but do well at telling stories, speak in a good rhythm, used to be a fluent speaker, and prefer listening to music rather than art, Learning through listening and remembering what they discussed rather than seeing,

speaking, talking, and telling narrative entirely, having a job difficulty that commits to visualization, spelling loudly rather than writing, making a joke rather than reading comic. It can be stated that auditory learners absorb and comprehend knowledge through their sense of hearing rather than through reading.

c. Kinesthetic Learning Style

Reid claimed that kinaesthetic learners often communicate using hand gestures and other body language (naenah, 2022). Those with kinaesthetic learning styles will obtain all information through being active and participating in all learning activities. Reid noted on his website regarding perceptual learning styles that kinaesthetic learners learn by doing and direct engagement such as motions in speaking, poor listening, responsiveness to music, tries things out and likes to manipulate items, and uses movement to help with concentration.

Kinesthetic students will learn more effectively if they experiment and participate physically in the classroom experience. When they actively participate in events, field excursions, and role play, they remember knowledge effectively. The kinesthetic learner differs slightly from the tactile learner in that tactile learners learn by "handing on" experiencing the material. They enjoy doing experiments in the laboratory, building models by hand, touching and working with materials. They remember information through taking notes or following instructions and engaging in physical activity in class (peptia asrining tyas, 2017).

Similarly, according to Marie Carbo (2007: 56), kinesthetic learners are pupils who learn best by doing and experiencing. Kinesthetic learners benefit from frequent pauses that allow them to move, as well as informal reading locations that allow them to stretch and move while reading. When students are

doing or building something connected to what they are studying, they learn more quickly.

In conclusion, kinesthetic learning is the way students comprehend information through physical body movement or demonstration.

2. Reading comprehension

a. Definition of Reading Comprehension

Reading is one of the language skills that we cannot take it for granted. It has truly become the vehicle for learning(jean Wallace: 2008) .Reading also cannot be separated from other language skills because of the students‟ ability in one aspect will support their ability in mastering the others. It is an important educational goal, as without reading, one's language would not improve. Yet reading is not as simple as learning letters.

According to Juel in Setiawan (2017) Reading is a process for getting to know words and integrating them into the meaning words, into sentence and reading structures. Another definition Snow (2002) stated that

reading is an activity is done by readers to get information and knowledge from the text. while, Reading, according to Castles et al. (2018); is an active process that consists of recognition and comprehension skills, an important skill activity in life with which one can update his/her knowledge, and an important tool for academic success.

Students" ability in reading is important because by having the ability to read, they will be able to improve general language skills in English; reading can enlarge the students" English vocabulary and it can help to improve the students" writing or speaking abilities. Reading enlarges the students" knowledge. It can be a goal in its own right and a way of reaching other goals

Comprehensions are simply divided into two parts: reading comprehension and listening comprehension. To comprehend an oral expression is listening comprehension, to comprehend a written text is reading comprehension.

Grellet (2012:3)says   reading comprehension is understanding written text means getting the required information from it as efficiently as possible In reading comprehension, mostly two kinds of reading techniques are adopted: loud reading and silent reading. Language skills are same but they are different in their objectives. To read means not to go through the lines of the text. Reading means to understand gist and meaning. In other word, the effort of finding abstract, view, meaning and gist of any written expression is an actual reading. The main aim of reading is to enhance the reading comprehension ability of the readers. Reading is required to find the structure of writing, events of text, action and reaction. It is called reading comprehension. The Hornby (2015) defines reading comprehension, the ability to understand.

From the explanation above, the researcher concludes that reading comprehension ability is the process of getting the meaning of the content and all

information about the topic in the text. In fact, comprehending an English text is not easy to do for students because English is a foreign language. Many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences.

b. Purposes of Reading

According to Grabe in Syahfitra & Niah 2019), Reading can be used for various purposes, among others look for information, learn, integrate information, evaluate, criticize, and use information for general understanding (in most cases, reading for entertaining or reading for interest). Read for pleasure could include reading comic books or novels to refresh one's mind, as well as read street signs to know where to go or read the manual to learn how to operate a machine.

Furthermore, Rivers and Temperley in Nunan in (Syahfutra & Niah, 2019) stated that students read for a variety of reasons, including:

1) To obtain information for a specific reason or because we are fascinated about certain topics.

2) To obtain instructions on how to execute certain activities for our work or daily lives (e.g., knowing how an appliance works).

3) To perform in a play, play a game, or solve a puzzle.

4) To communicate with pals by letter or to comprehend business correspondence. To be aware of when or where something will occur, as well as what is available.

5) To be aware of current or previous events (as reported in newspapers, magazines, reports).

6) To have fun or excitement. In other words, when a reader engages in reading for a variety of reasons, those reasons also lead to the reader gaining the most important goal of reading understanding.

c. Techniques of Reading Comprehension

There are four techniques of reading, namely:

a) Skimming.

Skimming is reading quickly to find out the general content of a passage. The general content referred to may be focused information, but it may also only serve as a basis for predicting whether the passage contains the information that has been determined.

b) Scanning.

Scanning is reading quickly by focusing attention to find the reading section that contains the specified focus information and continuing to read the section carefully so that the focused information is found correctly and can be understood correctly. As stated by Maxwell in (Sari, 2020), scanning, described as the ability to find specific information and information quickly, is regarded as a suitable reading skill and is taught in the majority of developmental reading guides. Thus, skimming is a

technique of reading quickly to find specific information in a reading.

c) Selecting.

Selecting is the reader choosing the reading material and/or parts of the reading that are consideregd relevant, or contain the focus specified focus information.

d) Skipping

Skipping is when the reader wants to find out the relevant sections, the reader goes beyond or skips other sections (Dalman in Fatmasari & Fitriyah, 2018)

d. Levels of Reading Comprehension

Arthur Heilman in Ribqotul (2020) mentions three levels of reading comprehension. They are literal comprehension, inferential comprehension, and critical comprehension.

1) Literal comprehension. Literal comprehension refers to information

explicitly stated in the written text. As a basic level, the

readers are needed the abilities to understand meaning of words before recognizing the detailed message, then the readers are required to link the grammar theories with the main idea presented in the passage. In the past step in literal comprehension, the readers should sequence all information stated in the passage.

2) Inferential comprehensionThe inferential comprehension is the process how a reader derives an implicit idea in the passage. The reader needs abilities to detect mood of the material such as the authors' writing tone, purpose and attitude, to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is required to think harder when applying this comprehension level.

3) Critical comprehension Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the information presented by the authors. The reader needs the ability to analyze the information and link the information to their prior

knowledge. Then, the readers evaluate the value of the information they get and give personal judgment as a feedback to the author.

e. Indicators of reading comprehension

Reading comprehension is a complex process that need better concentration,skill, and comprehend. According to Sharpe(2000) in Rizal (2018), there are some reading skills which are affected by purposes in reading, they areas follows:

1) Reading for main idea: Specifically, the main idea can be identified from the topics discussed by the author in the text. Type questions to find out the main idea can be: (1) What is the main idea of the text?, (2) What subject is written?, (3) What is the topic of the reading?, and (4) What title is most appropriate?

2) Vocabulary: In the question of the meaning of the vocabulary that refers to the context, questions you can find out the answer by looking at the words, phrases, or sentences in around the word whose

meaning is asked. That is what is called context, which is in the form words or sentences in the reading. Context serves to guess the meaning. Generally, if the reader knows the general word meaning of a sentence, he or she will too Know the common meanings in sentences. So, guessing the meaning through context can used to guess the meaning of certain vocabulary words asked in the questions.

3) Scanning for detail: In scanning, questions are directed to find out detailed information certain. To answer this type of question, three steps are required. First, the reader must find content words in the form of nouns, verbs, words properties, and adverbs that are considered important. Second, the reader must find the word which has a synonym or antonym of the word you are looking for. By reading quickly, the reader will find the place of the word in question in the text.

4) References: Identifying references aims to find out actors or words change according to context. Generally, questions begin with the pronouns: it, he, she, etc., and the reader is asked to choose the most appropriate pronoun with context

5) Inference: Inference is a question whose explanation is not stated directly in text. So the reader must associate with the information in the text or extra text information. Usually contained in the text is a fact or certain statements that can be related to each other. So an inference question made based on drawing logical conclusions using facts in the text or author's opinion.

3. Recount Text

a. Definition of Recount Text

According to Anderson (as cited in Rulia, 2014) a recount is speaking or writing about past events or a piece of text that retells past events, usually told in chronological order. The aim of the text is retell the past event or to tell someone's experience in chronological

order. Meanwhile according to Coogan (as cited in Siswita, 2014) recount text is written to retell event with the purpose of either informing or entertaining their audience or readers (or both).

In other hand, Knapp and Watskin (as cited in Sianipar, 2020) describe that recount text as a text which lists by retelling the story in chronological order. Furthermore, the purpose of recount text is to retell story to inform or to entertain audience or reader. From the description of the recount text by expert, we can conclude that recount text is a text that is telling about past events with the purpose to inform about the events or entertain the reader.

Moreover, recount text is studied in school in Indonesia in Senior High School to be specific. Siswita and Hafizh (2014) stated that recount text is one of type that must be mastered by Senior High School students. In the national syllabus, recount text is taught in first grade on second semester. Thus, the students have to be able to

identifying generic structure and language features of the text and understand the story of the recount text.

b. Types of Recount Text

According to Sianipar, et al. (2020), there are different types of recount text. The types are personal recount, factual recount and imaginative recount. Furthermore, in general there are four types of recount text that is usually written. The types are personal recount, factual recount, imaginative recount and procedural recount that will be explained below.

1) Personal Recount

A personal recount retells story about the speaker or writer experience in the past. Personal recount have writers personal comments and feelings contained in the story. It could be in form of oral story or in written diary. It is written in the first person using personal pronouns, I and we. Contains information of who, what, when, where and sometimes why and might be not be told in chronological order.

2) Factual Recount

A factual recount retells a story that is actually occurred in real life. Factual recount can be presented as a historical recount, traffic report, science experiment, sport report or in television, film and video. At this stage of recounts, students need to involve detailed research about unfamiliar topics that they might find from the text. In factual recount, the language feature is emphasizing the details of time, place and the events occurred. The text should be told in chronological order with details of time connectives of each event in order to make the reader grasp the understanding of the events occurred well. This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

3) Imaginative recount

An imaginative recount retells event that is not actually occurred in real life. Imaginative recount is a way to recreate an experience, a story or an event.

Imaginative recount allow the writer to exaggerate and make up their story or experience. The story is generally retell in chronological order however the details of the story could be make up by the writer. Imaginative recount contains information of who, what, when and where. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in castle.

4) Procedural Recount

A procedural recount tells records of an event such as cooking procedure or experimental procedure. The aim of procedural recount is to give information to the reader of how to. This recount is generally told in 8 chronological order to present the best steps of an event to the reader. Procedural recounts can be found in information books, television, films and books that explain how things were made

c. Generic Structure of Recount Text

Recount is the most basic text form, according to Knapp and Watskin (2005), and its only general structure consists of orientations, sequence of events and resolution as the generic structure. Furthermore, the recount text's general structure consists of three parts, as noted in the National Syllabus. The components include orienting, a sequence of events, and reorienting. The orientation occurs in the first paragraph and provides background information on the story, including what the story is about, who is in it, when and where it happened, how it happened, and why it happened. The events are then further explained in the next section.

The second part is sequence of events. It is in the body paragraph. Sequence of events is told in chronological order. There are also details of who, when, what and where the story happened. Then, the last part is re-orientation. Reorientation is consists of optional-closure of events or the ending of the story. It can also include the conclusion or the

comment about the event from the author. It is usually refers to some information in the orientation part.

Thus, there are three part of recount text generic structure. Those are orientation, sequences of events and re-orientation. In the recount text, generally the orientation place in the beginning of text or in the first paragraph commonly. Then the sequences of events in the next paragraph, the events place are in the chronological order. The last part of the text is re-orientation where the author re state the introduction and events and giving some of their thought in it, but it is optional.

B. Previous Studies

There are some related previous researches that relating students' learning style and reading comprehension. First, the research was conducted by cendy septianty risky. She conducted casual comparative study investigate whether there was significancat differences of students' english achievement baesd on their visual, audiotory and kinesthetic learning style at

second grade of smp islam harapan ibu. The data analysis showed that the audiotory style dominated the sstudents' learning style. The highest score was gotten by kinesthetic style. The data analysis used was anova. The result showed that there is a significant difference among students' ennglish achievement. Hence, it can be stated that there is significant differences value in students' english achievement based on their learning style.

Second, the researcher was conducted by sari febrianti. It was conducted by using quantitative approach and casual comparative as the design of the study. The instrument of the study are questionnaire and documentation, the questionnaire are distributed to 8tgh term students of english education department uin syarif hidayatullah jakarta. The documentation was the score of reading comprehension of etis was taken from the center for language development uin syarif hidayatullah jakarta. Futher, it used one way anova to analyze the data from questionnaire and etis reading score. Finding of the result

reveal that there is no significant difference on students' reading comprehension score.

Third, the study by Muhammad Rifqy Rujani (2019) entitled " Correlational Study between learning Style and Reading Comprehension at university level students". The result of the study showed that there was a positive but low relationship between the two variables which come to the conclusion that students' learning style has only a minor efferct on their reading comprehension.

There are some differences of the two previous researchers with the research. First, it is the technique of collecting the data. The two researches got the data ofy or dependent variable without any test while this research distributed the test to the participants. Second , it was the comparison of the variables. This research only related the score of reading comprehension to their learning style generally. Meanwhile, the previous reseaches compared three styles to the students' achievement. Then, it was analyzedwhich style that got the highest score.

C. Theoritical Framework

In this research, there are two variable; they are students" learning style as the independent variable and their reading comprehension of narrative text as dependent variable. The writer gives the explanation of the two variables as support to the research.

As been mentioned before, reading is just like a vehicle in the learning activity, learn a language as well .it is just like without any vehicle, people cannot go to the place they go for. the people read . When people read, they must have a goal of what they have done.

They want to get idea or information from the written text. It means that whoever people are need comprehension to get main idea of a reading text. Especially, for English as second language learner.

Therefore, reading comprehension play significant role in gaining the success whether for academic, career, or pleasure purposes. However, many students feel difficult about comprehending the text.

Reading comprehension can be seen have close relation to students" to englishacquisition. One of factors affected language acquisition is learning styles. Learning styles relates to reading comprehension achievement because the ways students prefer to learn it. They have the preferred ways that make them enjoy in perceiving the information and ease in processing the knowledge. Hence, it is considered that learning style has close relation to reading comprehension despite of the students have the combination of some learning styles, they usually have a dominant learning style ortheir own preference style.

Students having visual style, they will prefer to learn by reading books by themselves. Students with visual learning style tend to have more interaction with visualized objects than other learning styles. It means that they will use to read by themselves and automatically they will have better comprehension in reading.

While, students with auditory learning style, they prefer to listen or hear something from people. They learn

better of what they heard. They will have better comprehension by hearing rather than reading. And then, kinesthetic learners prefer to learn by touching and doing. They really likedoing experiment when they are learning. Movements are their oriented to learn best.

Based on the elucidation above, it is believed that there is significant relationship between students" learning style and their reading comprehension of recount text since the three styles are close to the language acquisition and language perceiving.

To better comprehend the above-mentioned theory, the following will be summarized in the form of a theoretical framework as simple as possible:

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            ┌─────────────────┐
            │   Variable (X)  │
            │  Learning Style │
            └─────────────────┘

            ┌─────────────────┐
            │   Variable (Y)  │
            │     Reading     │
            │  Comprehension  │
            └─────────────────┘
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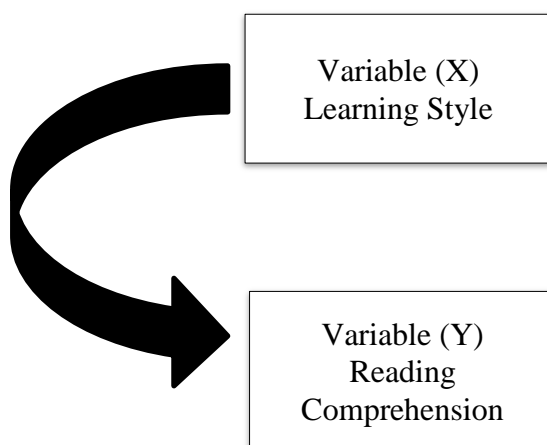
D. Statistical Hypothesis

The statistical hypothesis of this study can be seen as:

(H0) : There is no correlation between students' learning style and their reading comprehension of personal recount text at tenth grade students of MAN 2 Lebong.

(Ha) : There is a correlation between students' learning style and their reading comprehension of personal recount text at tenth grade students of MAN