

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. Learning Style

###### a. Definitions of Learning Style

Learning style consists of the word style and learning. In the Big Indonesian Dictionary, style is behavior, gestures and attitudes. While learning is trying to gain intelligence or study. Learning style is a habit that reflects how to treat the experience and information we get (samples, 2002). Learning style is a combination of how a person absorbs and then organizes and processes information. Learning styles are not only aspects of dealing with information, seeing, hearing, writing, and speaking, but also aspects of sequential, analytic, global or left-brain and right-brain information processing. Another aspect is when responding to something in the learning environment (Chania et al., 2017).

Bobby De Porter, defines learning styles, namely "a persons learning style is a combination of how he or she perceives, then organizes and processes information" (maskun, 2018). Which means learning style is a combination of how he absorbs, and then organizes and processes information. According to Serasin,

learning style is a specific pattern of behavior in receiving new information, developing new skills, and the process of storing new information and skills. Learning styles are a collection of personal characteristics that make learning effective for some people and ineffective for others. Learning style is not something static because it can change depending on activities or changes in experience. If someone feels comfortable with a particular learning style, it is not certain that other people will easily understand it in the same way (Subini, 2017). Brown defines learning style as a way for humans to learn something and solve problems related to personality and cognitive where it can be influenced by affective and physiological factors. While Shehan defines learning style as a conscious or unconscious tendency to process information in a certain way. According to Chuah Chong Cheng, quoted by Mohammad Jefre Zainal Abidin, factors within students (internal factors), including the way students learn and receive information, or commonly called student learning styles, affect student achievement itself (Fadhilah & Suherdi, 2020).

It can be concluded that learning style is a method used by students in absorbing information or subject matter based on a sensory preference approach. That is a learning style that is carried out by entering information into the brain through sensory modalities that are owned. Learning style is a very important

learning modality. Some students learn best just by watching others do it. They like the coherent way of presenting information, during lessons these students like to write down what the educator says. Visual students are different from auditory students who rely on their ability to hear. Meanwhile, kinesthetic students prefer to learn by being directly involved (maskun, 2018).

#### **b. Types of Learning Style**

De Porter and Hernacki stated that a person's learning style is a combination of how he absorbs and then organizes and processes information. Learning styles are classified based on how to receive information easily (modality) among students into 2 types, namely the type of learning style and the type of kinesthetic. Learning style is a combination of how a person absorbs, organizes and processes information. Classically, learning styles in the learning process have three modalities (types), namely learning styles, namely visual, auditory, and kinesthetic (Setiana, 2016)

##### **1). Visual Learning Style**

Visual learning style or visual learning is a learning style by seeing so that the eyes play an important role. Visual learning style is done by someone to obtain information such as seeing pictures of diagrams, maps, posters, graphs, and so on. You can also view text data such as writing and letters. The visual learning style prefers to use painting, pictures, and colors to assist in learning.

For this reason, the visual learning style prefers to learn through whiteboard illustrations or power point presentations (nurdin, 2019).

Everyone who has a visual learning style has a high need to see and capture information visually before understanding it. They are easier to catch through pictorial material. In addition they have a strong sensitivity to color and sufficient understanding of the artistic. In this case the visualization technique trains the brain to be able to visualize things, starting from describing a scene, an object (both real and imaginary objects), to finally getting what you want.

The characteristics of students who are more dominant have a visual learning style, such as eyes glancing up when speaking and speaking quickly. Children who have a visual learning style must look at the body language and facial expressions of their educators to understand the subject matter. Because the learning style possessed by some of these students is visual, to understand a learning students think using pictures in the brain and learn faster by using visual displays such as diagrams, illustrated textbooks, and videos. In the classroom, visual children prefer to record details to get clear information related to learning (Mulabbiyah et al., 2018). According to (De Porter and Hernacki, 2015).



**The characteristics of students who have a visual learning style as follows:**

- a. Neat and organized
- b. Speak quickly
- c. Good long term planner and organizer
- d. Meticulous to details
- e. Emphasize appearance, both in terms of clothing and presentation

Learning Strategies for Children with Visual Learning Styles, So that the learning material and information conveyed can be easily entered and remembered by children with a visual learning style, the learning strategies that must be applied must also be in accordance with the child's learning style. For children with a visual learning style, here are appropriate learning strategies:

- a. To make the material easier to remember, the companion or teacher must make lots of symbols and pictures in notes, material summaries, presentations or when explaining in front of the class. Because it has a visual focus, use tables and graphs that can help children deepen their understanding of learning material, such as mathematics or natural sciences.

- b. Making a mind map or mind map is a learning strategy and learning aid that is appropriate for children with a visual learning style.

Do a general or brief review of the study material before the child dives into the material or a more detailed explanation.

- c. Using picture books will be an effective strategy so that children can easily remember and understand the information or material being explained. In addition, adjust picture books according to the child's age, so that the knowledge and material absorbed by the child remains balanced.

- d. Asking children to draw or do other things that can express the child's creativity. Pouring out children's creativity can make the learning process more fun and not boring. In addition, because of practice, it will be easier for children with a visual learning style to understand.

- e. Using video, as a learning medium. The easiest method for teaching children with a visual learning style is to use videos. This is because children with a visual learning style will focus more on the pictures, animations or illustrations in the video.

## **2). Kinesthetic Learning Style**

This learning style is usually referred to as the driving learning style. This is because children with this learning style always use and utilize their limbs in the learning process or in an

effort to understand something (s, 2010). People who have a kinesthetic learning type tend to absorb, organize and process information more easily through touch and body movement. For example, someone prefers to think about something while walking, moving limbs while talking or explaining. Kinesthetic learning styles relate to practice or direct learning experience. Someone who has a kinesthetic learning style learns by moving their motor muscles in an imaginative, creative, flowing, and structured manner. They don't think in words and don't gather information intuitively. The kinesthetic learning style is also not a good listener type because they like to move, and their minds work very well when their eyes are not on the other person, but the best time is when they move.

The implications of recognizing kinesthetic characteristics and strategies for students in the classroom provide guidelines for teachers to choose a learning approach that provides physical variations according to (De Porter and Hernacki, 2015)

**The characteristics of students who have a kinesthetic learning style as follows:**

- a. Speak slowly
- b. Respond to physical attention
- c. Touch people to get their attention
- d. Stand close when talking to people

e. Always physically oriented and move a lot

Learning Strategies for Children with Kinesthetic Learning Styles. So, that the learning material and information conveyed can be easily entered and remembered by children with kinesthetic learning styles, the learning strategies that must be applied must also be in accordance with the child's learning style. For children with a kinesthetic learning style, here are the right learning strategies:

- a. Don't Force Devour Theory in Notebooks, If your little one's learning style is kinesthetic, don't let him devour all the theory in his notebook. This is because kinesthetic learners prefer practice over material.
- b. Diligently Doing Paktik and Experiments, Learners with the kinesthetic type tend to be active and like to observe directly from what they see. If your little one accepts the material, make a simple simulation or practice the information that appears later can be easier to remember.
- c. Take advantage of Body Movement in the Learning Process, In addition to simple practices or simulations, your little one can also use body movements to help the learning process. For example, by memorizing something that is linked to a part of the body, making abbreviations based on the objects around it



- d. Visiting Educational Places as Learning Facilities, These tips are perfect for kinesthetic children to learn historical material that seems impossible to re-practice. The solution is to visit educational places related to the lesson. For example, museums.

## **2. Learning Achievement**

### **a. Definitions of Learning Achievement**

According Muhibbin Shah (2008: 91) learning achievement is the "level of student success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter". Meanwhile, according to Tu'u Sincere (2004: 75) "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers". Based on the understanding that it can be concluded that learning achievement is the success rate of students in schools that are expressed in the form of a numerical value.

While learning implies a process that must be taken by an individual by interacting with the surrounding environment for changes in knowledge and individual behavior. Winkel argues that learning is a mental or psychological activity that takes place in

interactions that produce changes for individuals, starting from changes in attitudes, knowledge, and skills.

English is divided into four aspects, namely: speaking, writing, reading, and listening. The essence of learning a language is to be able to communicate. But this in the context of English means students are required to be able to communicate well using English. In addition to the other three aspects of English, reading is also one of the core aspects of English, can make it easier for students to read English material. Listening skills or listening is also an aspect of English, but in real situations at school listening skills are rarely used because they are supported by the absence of facilities and infrastructure in schools. The last aspect is writing skills or writing. Writing is one of the aspects that is often and even used every time learning English. Starting from writing words, tenses or formulas, sentences, up to paragraphs.

The following are examples of English language assessment assignments which are also learning activities, so that assessment is carried out when learning activities take place. However, these tasks can also be used for summative assessments whose purpose is to accumulate learning achievements.

1. Listen and speak

An observation format containing the names of students along with aspects to be observed, such as: correct and fluent use of vocabulary, grammar, intonation, and pronunciation. The following are examples of tasks to assess oral language skills or the ability to listen and speak in an integrated manner.

2. Ask and answer

in English can be assessed using various stimuli, for example pictures, situations, maps. Activities can be carried out by means of 'role-play' or based on the 'model' of talk provided by the teacher. For junior high school students whose English proficiency is still very low and limited, there is nothing wrong with a model of conversation or role-play instructions given in Indonesian. With English it is possible for students to have more difficulty understanding speech models or role-play instructions than doing the task itself. The advantage of using stimuli in Indonesian is that it can avoid the possibility of students repeating mechanically the words contained in models that can be applied in speech.

3. Retelling

Retelling is a task to assess the ability to retell orally or in writing in one's own language a text that is heard. In this case students must be able to identify the essence of the text, its

main ideas, objectives, supporting ideas, or conclusions that show that they understand the entire text. If it is done orally, to record the results of the assessment, you can use the observation format used for conversation, by adding aspect of completeness of the idea.

#### **b. Factors that influence learning achievement**

A teacher must understand the factors that influence student learning achievements, both directly and indirectly. Factors that influence learning achievements are divided into 2 (two), namely:

- 1) **Internal factors**, namely factors that come from within the individual. Internal factors that influence learning achievements consist of intelligence, interest, motivation, learning styles, and learning readiness.
- 2) **External factors**, (Astiti et al., 2021) namely factors that come from outside the individual. External factors that influence learning achievements consist of family factors, the school environment and the social environment in the community.

The success of students can also be seen from their learning achievements, namely a success after following a series of learning processes. This means that after following the lesson, the teacher can find out whether students understand a concept to its application in their lives. In addition, the success of learning



outcomes can be seen from the ability of students after participating in the learning process, both in the cognitive, affective, and psychomotor fields.

According to Gestalt theory, learning is a process of development, meaning that naturally the child's body and soul experience development. Development requires something that comes from within the student himself or from environmental influences. Based on this theory, student learning outcomes are influenced by two things, namely the students themselves and their environment. First, the students themselves, including the ability to think, motivation to learn, interests, and readiness of students both physically and spiritually. Second, environmental influences include the availability of facilities and infrastructure, teacher creativity in teaching, teacher competence, learning resources, methods and support from the surrounding environment (Susanto, 2013).

(DePorter, 2004) in explaining that learning styles are the key to developing performance at work, school, and in interpersonal situations. That way learning styles will affect a person in absorbing and processing information so that it will affect the achievements achieved. Knowing learning styles will certainly make it easier for individuals to learn and achieve the desired achievements, as stated by Bobby DePorter in his book

Lovely translation, Quantum Learning : Focus Your Energy Get What You Want, stated that knowing learning styles, both visual, auditory, and kinesthetic means that an individual is ready to achieve success.

Learning style as one of the factors in students has a high influence on student achievement. This means that the more appropriate the learning style is with the student's personality, the higher the student's academic achievement in order to achieve learning achievement. In contrast, if the learning style does not match the student's personality, the lower the academic achievement.(Khoeron et al., 2016)

### **c. Measurement of Learning Achievements**

Measurement is the process of giving numbers or trying to obtain a numerical description of a level where a learner has achieved certain characteristics. According to Benjamin S. Bloom there are three domains of learning achievements, namely cognitive, affective, and psychomotor. Meanwhile, according to A.J Romiszowski learning outcomes are the output of an input processing system. The input from the system is in the form of various kinds of information while the output is actions or performance (abdurrahman, 2003). Meanwhile, according to Gagne divides into five categories of learning outcomes, namely verbal information, intellectual

skills, cognitive strategies, attitudes, and motor skills (mustafa, 2013).

Assessment or measurement of learning achievements when viewed in terms of tools, can be divided into 2, namely Tests and Non-Tests. A test is a method (that can be used) or a procedure (that needs to be taken) in the framework of measurement and assessment in the field of education in the form of giving assignments or a series of tasks either in the form of questions that must be answered or orders that must be carried out, so that the results obtained can be generated values that symbolize one's behavior or achievement. Then these values can be compared with other values or compared with certain standard values (sudjono, 2012).

While non-test means carrying out an assessment by not using a test. This assessment technique is generally to assess the personality of students as a whole including attitudes, behavior, traits, social attitudes, speech, curriculum vitae and others. Related to learning activities in education, both individually and in groups. Examples of non-test forms are observations, interviews, and questionnaires. Learning outcomes and learning processes are not only assessed by tests, either through descriptive tests or objective tests, but can also be assessed by means of non-tests or non-tests.

### 3. English Learning

English is an international language besides being used to communicate between countries, it is also used to deepen and develop knowledge, because most science books are imported from abroad. English is considered a world language, where this language is used in almost all countries as a liaison language between one region and another. Of course to facilitate communication between two different languages. Therefore everyone is very enthusiastic to be able to speak English. People who can speak English well and correctly will be needed by important companies and institutions. Therefore, in this era of globalization, English seems to be a language that must be mastered to keep up with the times. English is one of the subjects that must be given to students. English is a language that is very rich in vocabulary, which is estimated at almost two million words. This is expressed by Evelyn (2006:32) "English is a language which has very wealth vocabulary, approximately two million words."

### 4. Learning Style and Learning Achievements

Learning style consists of the word style and learning. In the Big Indonesian Dictionary, style is behavior, gestures and attitudes. While learning is trying to gain intelligence or study.



Learning style is a habit that reflects how to treat the experience and information we get (samples, 2002). Learning style is a combination of how a person absorbs and then organizes and processes information. Learning styles are not only aspects of dealing with information, seeing, hearing, writing, and speaking, but also aspects of sequential, analytic, global or left-brain and right-brain information processing. Another aspect is when responding to something in the learning environment (abstract and concrete absorption).

According to Muhibbin Shah (2008: 91) learning achievement is the "level of student success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter". Meanwhile, according to Tu'u Sincere (2004: 75) "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers". Based on the understanding that it can be concluded that learning achievement is the success rate of students in schools that are expressed in the form of a numerical value. While learning implies a process that must be taken by an individual by interacting with the surrounding environment for changes in knowledge and individual behavior. Winkel argues that learning is a mental or psychological activity that takes place in

interactions that produce changes for individuals, starting from changes in attitudes, knowledge, and skills.

Student learning styles affect student learning success, With the child's style, it will increase the child's understanding of the material presented so that it will improve learning outcomes in English subjects. Learning styles greatly affect learning outcomes, for this reason it is recommended that before doing something teaching, try to first hold an initial test that determines student learning styles so that it is useful. in developing the learning process teach.

Learning is a process characterized by existence changes in a person's changes as a process of learning outcomes can be shown in various forms such as changes in knowledge, attitudes and behavior, skills, skills habits, and changes in other aspects that exist in individuals who learn. Everyone who learns will see the results of that person's learning after carrying out the learning process. Learning outcomes are the abilities possessed by students after receiving learning experiences. To achieve learning goals at school, each student will always try to achieve their learning by studying diligently. With the existence of diverse and varied student learning styles it is intended that students can learn comfortably and freely so that students will be bored and bored. Thus, if such an atmosphere is created, it is expected that learning

objectives can be achieved properly and student achievement can increase.

## **B. Previous Study**

1. (Arylien et al 2014) entitled " the effect of visual, auditory and kinesthetic learning styles on student achievement" This observation aims to describe the effect of visual, auditory, and kinesthetic learning styles on student achievement at SD Negeri Gembongan. The results of this observation are as follows. First, there is a significant influence of visual, auditory, and kinesthetic learning styles on learning achievement. Second, there is a significant influence of visual learning style on learning achievement. Third, there is a significant effect of auditory learning style on learning achievement. Fourth, there is a significant influence of kinesthetic learning styles on learning achievement. Fifth, the results of each learning style are presented in the coefficient on learning achievement. The visual learning style coefficient is 0.127, the auditory learning style coefficient is 0.166. The kinesthetic learning style coefficient is 0.148. This means that the higher the use of learning styles, the higher student achievement.
2. (Rambe & Yarni, 2019) entitled " the effect of visual, auditorial, and kinesthetic learning styles on students' learning

achievement at dian andalas padang school" describes the effect of visual, auditory, and kinesthetic learning styles on student achievement in the Science Department of SMA Dian Andalas Padang. Data collection is done by questionnaire and documentation. The population is 135 people and the sample is 110 people which is determined by proportionate stratified random sampling technique. Hypothesis testing was carried out by multiple and simple linear regression analysis with a significance level of 0.05. The results of the study are as follows. First, there is a significant influence of visual, auditory and kinesthetic learning styles on learning achievement. Second, there is a significant influence of visual learning styles on learning achievement. Third, there is a significant effect of auditory learning style on learning achievement. Fourth, there is a significant effect of kinesthetic learning style on learning achievement. Fifth, the results of the determination test show that the relative contribution of visual, auditory, and kinesthetic learning styles to student achievement is 33.8%. The relative contribution of each to learning achievement, namely: visual learning style 27.4%, auditory learning style 23.2%, and kinesthetic learning style 27.2%.

3. (Budiarti & Jabar, 2016), entitled "effect of learning style (vak) on mathematics learning outcomes of class viii students of



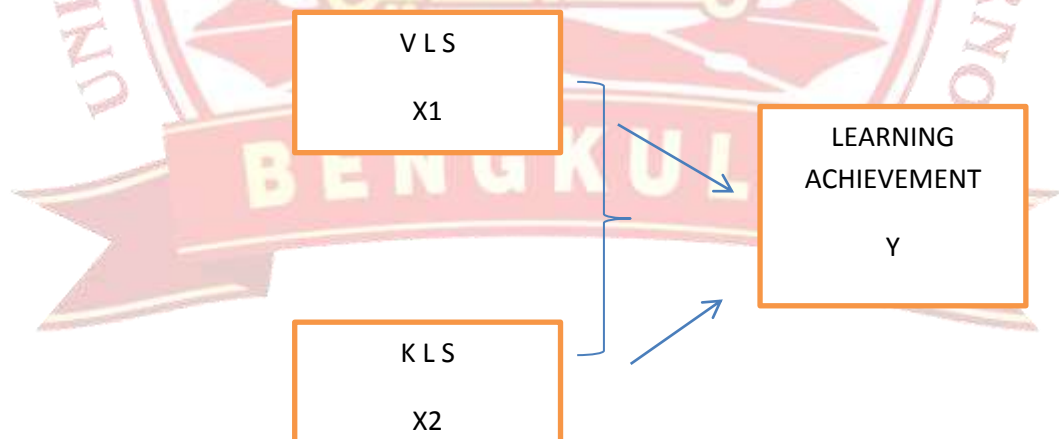
smpn 2 banjarmasin 2015/2016" This research is an ex-post facto study that is causality. for visual learning resistance. From the correlation table, it can be seen that  $\text{sig } 0.143 > 0.05$ , then  $H_0$  is accepted, meaning that there is no significant relationship between learning styles and learning outcomes. for auditory learning styles. From the ANOVA table, it is found that  $\text{sig } 0.143 > 0.05$ , then  $H_0$  is accepted, meaning that there is no linear relationship between learning styles and learning outcomes. for kinesthetic learning styles. Judging from the significance of  $0.143 > 0.05$ ,  $H_0$  is accepted, meaning that the learning style coefficient is not significant.

In this thesis, there is a difference between previous research and the thesis written by the author. The difference is the place where the writer conducted research at MAN 1 Bengkulu City, while in previous research there were 3 different research locations. then, in this thesis the writer uses a more precise quantitative approach (expo facto research). but as for the similarities between the thesis made by the author and previous research, they both discuss the effect of student learning styles on student achievement, which will see whether students who have different learning styles have the same achievement or not.

### C. Conceptual framework

The framework of thinking is a conceptual model of how theory relates to various factors that have been identified as important issues. The above research consists of two variables, namely the dependent variable on Learning Outcomes and the independent variable on Learning Styles. Where the independent variables consist of 2 categories, namely Visual and Kinesthetic. From the theoretical basis above, it can be concluded that the comparative thinking framework is "There are differences in student learning achievements based on students' visual and kinesthetic learning styles"

#### THEORITICAL FRAMEWORK



### D. Hypothesis

The hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a question sentence. It is said

temporarily because the new answers given are based on relevant theory, not yet based on empirical facts obtained through data collection. So the hypothesis can also be stated as a theoretical answer to the research problem formulation, not yet an empirical answer with data. From the framework of thinking above, the hypothesis proposed in this study is:

Ho: There are no significant effect of visual learning style on student achievement at MAN 1 Bengkulu City.

H1: There are significant effect of visual learning style on student achievement at MAN 1 Bengkulu City.

Ho: There are no significant effect of kinesthetic learning style on student achievement at MAN 1 Bengkulu City.

H1: There are significant effect of visual learning style on student achievement at MAN 1 Bengkulu City.

Ho: There are no significant effect of visual and kinesthetic learning style on student achievement at MAN 1 Bengkulu City.

H1: There are significant effect of visual and kinesthetic learning style on student achievement at MAN 1 Bengkulu City.