

CHAPTER II

LITERATURE REVIEW

A. Learning Style

a. Definition of EFL students

EFL can be used as English language learning by learners who live in places where English is the language of instruction, these learners have some changes in learning English as the language of instruction in the classroom, according to Lenggono (2019, p.8). Is very important for the students because they have to master English well. Indirectly, this is an important contribution to improve the relationship between language and vocabulary (Rahmat, et al., 2021, p.176). A similar definition is also put forward by Hamer in Lenggono, who defines EFL as teaching English where students learn English in their own country or learn English in English-speaking countries, such as the UK, Australia, Canada, Ireland and New Zealand.

A third definition is suggested by camenson in Lenggono (2019), who indicated that EFL students may live in a country

where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for travelling activities to an English-speaking country or for business purposes. He also further stated that EFL students only spend a few an hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills and have a native background in the classroom.

Whereas, successful learning of English as a foreign language (EFL) in Indonesia is determined by many factors, ranging from curriculum design to classroom instruction. The changing of national curriculum periodically and the shifting from teaching paradigm into learning paradigm in all levels of educational institutions are intended to optimize the learning process and to obtain the learning objective successfully. Therefore Chung (2005, p.133-151) argued that the present programs such as student-centered learning and selfinstruction learning are among the approaches that support student needs'

analysis and personalization. Students, as one of the independent factors in education, are unique entity with distinct internal and external characteristics. The internal characteristics are, for instance, motivation, attitude, and belief, personality, learning style, and learning strategy, whereas the external characteristics are environmental factor, social background, physical differences, and past experiences. Since these characteristics are essential factors in determining the successful of language learning, they need to be optimized fully and paid more attention both by teacher and students.

To improve students' characteristics, Walqui (2000, p.5) states that there should be appropriate training techniques and environments that will greatly support students' abilities and their ability to learn new languages, both English and Indonesian, because students come from different backgrounds with different backgrounds. However, the students not only have different backgrounds and goals, but they also have different language skills in different languages for bel lelearneld, for example in English in Indonesia, (Jubhari, 2006) in (jamulia,

2018, p.127) stated that most of the students prefer conversation or speaking to writing and reading. It might be asserted that students are not alike in their needs, goals and courses or skills. Moreover, they also vary in the way of perceiving, absorbing and retaining the lesson, and in solving their problems appear due to the differences of their learning styles and learning strategies in approaching a new language. That students as individuals vary greatly in the ways they learn a second language. He added that some learners are more analytically oriented, others are more globally oriented. Some learners are more visually oriented, others more geared to sounds. In addition, (Chung 2005, p.133-151) argued that among a group of learners, some learn better with pictures and diagrams (visual learners) and some absorb knowledge faster by participation (kinesthetic learners). Some respond strongly to visual forms of information and many others prefer to learn actively and individually.

b. Definition of learning style

Learning is one of dominant factor because learning style is influenced by our brain. It is the combination between brain domination of how people manage and deal with information and modality of the easiest way how people deal with information. (Ellis 1996, Winardi, 2010) in (Astri Y 2019, p.2).

Learning style and language learning strategies are the two main factors that help to determine how and how well students master their second or foreign language (Oxford, 2003) in (Widharyanto B 2020, p.481). Meanwhile, Dunn and Griggs (1988) in Jamulia J (2018, p.129) defined that learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others.

According to Pashler, et. al .in Soflano and Hainey (2015, p.4) learning style was "the concept that individuals differ in regard to what mode of instruction or study is most effective for them". Another definition of learning style by is the strategy preferred by a learner to perceive, interact and respond to the learning environment. According to Hilliard (2011, p.4), stated"

Learning style is the characteristic ways in which an individual acquires, perceives and processes information. Different learning style indicate individuals' fastest and best way to absorb and comprehend information from the outside. Understanding learning style is key to develop individuals' abilities in their work, school, and environment. By understanding it, they are able to learn easily, communicate easily, and get maximum result in learning.

Learning style is a way of learning that is used to receive a well executed learning process that can be easily accepted by student, making it easier to get information and learning experiences. (Sabatova et.al 2008, p.16), defines learning style as the composite of characteristic cognitive, affective, and physiological factors that serve as relative stable indicators of how a learner perceives, interacts with and responds to the learning environment.

In other source, learning style means habits, strategies, or mental behaviors concerning learning, particularly deliberate

educational learning that an individual displays (Pritchard 2009, p.41).

Learning style a combination of many biological and experientially imposed characteristics that contribute to concentration, each in its own way and all together as a unit. It helps students learn more fast and easier with selecting and using the appropriate learning style that they like (Burke 2005, p.1).

In addition, learning styles are the way students absorb and understand the information or ideas they have learning process. On the other hand, it can be said that learning styles are preference in learning. According to Mousa (2014, p.19) learning style is a way of entering which individuals understand, organize, and remember information within themselves environment. Several years later, another definition was presented for learning styles as educational conditions in which learners choose to learn.

According to Fardon (2013, p.7), learning style is a stable preference that is used by individuals to effectively organize, then process and develop their understanding of any learning

challenge, task or situation. Then MacKeracher in Herod (2004, p.3) state that learning style is how a people take in information, select certain information for further processing, use meaning, values, skills, strategies to solve problems, make decisions, and create new meanings and change any or all of the processes or structure. It means that learning style is important aspect to know by students. They can learn better when they can manage and process the information well.

James and Gardner in Uzuntirryaki (2007, p.1) states that learning style as the conditions where the learners most effectively, perceive, process, store and recall what they are trying to learn. Thus, learning style is how the learners use their way effectively to perceive, organizes, process and recall the information well. Then, Dunn and Griggs in (Vaseghi, et.al 2012, p.1) state that learning style as the attitude, favorites, and conducts that learners utilize in their learning. Thus, learning style is the effective way of learner to utilize the opportunity in their learning. Based on the theories, it can be concluded that learning style refers to how one prefers to do

his/her learning. It also a specific way used by a learner or an individual to get information which can be obtained in various ways that are deemed as suitable.

In another opinion (Cuevas, 2016, p.40) Learning styles are the attempts taken by people to achieve their learning objectives. The first step in learning experience is to understand learning types. Learning style is the way students respond and use the stimuli they encounter during the learning process. Researchers describe learning styles as "concepts that people who choose to process different knowledge in different ways". Knowledge of preferred learning styles for students will help teachers better adopt teaching strategies that facilitate student participation and learning (Payaprom and Payaprom 2020,p. 59).

c. Types of Learning Style

1. Visual Learning Style

Visual is related to sight or everything can see. According to Yong (2010), the visual learning style refers to a preference for learning through vision and visual learning

rely on their sight to take the information. They organize the knowledge in terms of spatial interrelationships among ideas and store them graphically. There are some characteristics of the student's 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.

Furthermore, Sadker (2005) stated that students learn best by seeing and they will find the information when it is explained by the aids of the textbook, charts, pictures, course outlines, and graphics. Visual learners like to keep their eyes on their teacher by sitting in front of the class and watching the teacher closely. Moreover, De Porter & Hernacki (2012) were covering the characteristics of visual learners, visual learners are tidy and order, talk active, good planner and manager, detail and attentive, good performing in

appearance and presentation, good speller, good in remembering what they see, good in memorizing using.

In addition, people who love the visual learning style love to make excellent and neat notes. This learning style can be applied in learning by using several approaches: using various forms of graphics to convey information/ course material in the form of films, slides, illustrations, scribbles or serialized cards to explain the information sequentially.

Visual associations, not easy to be disturbed by noisy, bad in memorizing verbal instructions, good in reading and diligent, good in learning by reading than listening to someone, need whole vision and objective, good in taking notes during in phone call, easy to forget sending a verbal message to others, always give short answer for each question, prefer doing demonstration to speech, prefer art then music, good in knowing what need to be said but difficult to choose the diction, and easy to lost their concentration when they want to get focus.

It can be comprehended that visual learning style is students' preference way to acquiring, using, and thinking of knowledge on the visual sense. Visual learners tend to talk active, reader speed and diligent and tidy. Thus, they learn best by seeing and tend to less in verbal things. The characteristics of visual learning styles according to Hansman (2004), are:

a. It's easier to remember by looking

Visual learning styles learn by focusing on the sharpness of vision where concrete evidence must be shown in advance so that it is easier to understand.

b. Prefer to read rather than read aloud

Reading activities carried out visually so that the visual style will feel easy and comfortable if you have to learn by reading if you have remember what is learned the the visual style will be easier to remember by reading from what is written in the book rather than read by others.

c. Neat and orderly

Visual learning styles think in a gradual, detailed manner and data in a systematic way, even alphabetically, sequentially numerically or chronologically. Because it is very organized, the material will usually be arranged regularly.

d. Usually not disturbed by the noise

Visual learning styles can be studied either accompanied by music or not. Noise and the surrounding sound will not be able to shake concentration because it is more focused on what is seen rather than what is heard.

e. Having problems with remembering verbal information

Many of the visual learning styles are less sensitive to verbal instruction responses and will easily forget what others say until they are given visual instructions accompanied by writing, pictures, diagrams or charts.

2. Auditory learning style

Auditory learning is a learning style in which a person through listening. Based on Pollack and Miller, auditory

learners learn best through hearing, this type of student can remember the detail of conversations and they also have strong language skills. Auditory learners should be given the opportunity to recite the main points of a book or teacher's statement and let them say out loud the meaning of the illustration and main subject headings and recite any new vocabulary words. It can be helpful for them to comprehend the material of the subject matters.

Gilakjani (2011) pointed out "auditory learners discover information through listening and interpreting information by the means of pitch, emphasis and speed. Daiek and Anter (2004) said that the auditory learning style is learning through hearing lectures or audiotapes. Daiek and Anter (2004) elaborated features of auditory learners are listening to tapes, watching documentaries, speaking about subject, sounding out words, using rhymes, having discussions, explaining notes, using word links, taping-recording studying, using oral directions, talking and listening with a partner, using rhythmic sounds, listening carefully, talking to own selves and reading aloud.

Auditory learning style preferences are the result of processing auditory learners' brains to receive and to process knowledge. There is proverb said that to be fond learning is to be near the knowledge. But to be near the knowledge, auditory learners involve in the teaching-learning process through their sense of hearing and their brain Here are the characteristic of auditory learner, elaborated De Porter & Hernacki (2012: 8), they pointed that auditory learners talking to own self when working, getting easy to be disturbed by noisy, making lips move when they are reading a book, prefer reading aloud and listen, felling difficult to write, but great in telling story, speaking in the good rhythm, used to be a fluent speaker, listening to music rather than art, learning by listening and remembering what they discussed rather than seeing, speaking, discuss and telling story completely, having a job problem which commits to visualization, spelling loudly rather than to write, making a joke than to read comic.

To sum up the theories above, the auditory learning style is the students' preference way to get information by hearing.

The best learning way for auditory students to absorb and comprehend the knowledge use their sense of hearing rather than reading. The characteristics of auditory learning style Hansman, (2004) namely:

a. It is easier to remember by listening than to see

The learning style of auditory learning and easier to remember information by listening to each explanation given in the form of sentences or numbers, absorbing the meaning of verbal communication quickly without having to pour it into the form of images. Auditory learning prefers listening rather than reading.

b. Easily distracted by the noise

Auditory learning styles are usually very sensitive to auditory disorders because of the difficulty of ignoring these sounds like a visual type, so they program themselves to only listen to the teacher or lecturer or their own thoughts Steinbach, (2002).

e. Likes to talk, discuss, and explain things at length

In daily life, auditory learning always requires continuous auditory stimuli. If the situation is too quiet it will cause discomfort so try to break the silence like humming. Auditory learning also likes to open conversations and discuss everything at length.

d. Nice to read aloud and listen

The things that are done by auditory learning to speed up the learning process, namely having to read in passing first, necessary to imagine existing texts like a film with sound effects, accents and tone of voice, feelings, and music to make the material come alive.

e. Love music or something that is pitched and rhythmic

Auditory learning styles love music, voices, rhythms, voice tones and have very strong word sensor capabilities. Being sensitive to sounds that may be meaningless to others at all. Able to remember subject matter with mental films, sound effects, imaginary music, and dialogues. This kind of association technique helps auditory types in studying

abstract subjects such as the structure of language, spelling, vocabulary, foreign languages or algebra, and others.

4. Kinesthetic Learning Style

Kinesthetic learning style is the way people absorb information through physical, likely they use their body or sense of touch to learn and understand the world around them. Reid stated, "Kinesthetic learning: experimental learning, that is, total physical involvement with a learning situation.

Meanwhile, De Porter & Hernacki (2012,p.10) claimed the characteristic of kinesthetic learners are speaking slowly, responding to physical gestures, touching people for getting their attention, standing closer when talking with someone else. Orienting to physics and much made moving, learning through manipulation and practice, memorizing by walking while seeing, using fingers to point when reading, using body language intensively. Never staying quiet for a place, using much action verbs, a reading book which oriented to the plot, having untidy characteristics, tend to do everything, playing games much.

Further, Brown (2010) asserted, “kinesthetic learners will show a preference for demonstrations and physical activity involving bodily movement.” Additionally, kinesthetic learners usually called hepatic (Greek for "moving and doing"). This type of learner learns best by doing. They will catch the idea easily when it is explained by the instructional aides of skits and role-play. Kinesthetic learners will move or go around along the learning and teaching process. Thus, the teacher should provide them to do the movement in class for it also can enhance their memorizing information.

In addition, as stated by Daiek and Anter (2004), "kinesthetic learning is preferred learning by touching and doing, practicing techniques, drawing maps, creating outlines or making models. The characteristic of that learning style is always better in learning by doing physically, better involving in role-play, good in pretending to teach subject, writing list repeatedly, better in using note cards, prefer to do project and create pictures, prepare pointing with finger when reading, prefer practicing by repeated motion, good intake notes and

create picture, prefer stretching and moving from chair, prefer reading stationary bike while reading, prefer putting feet in a tub of sand while reading, good in dancing, and prefer selecting project-driven courses. It can be concluded that the kinesthetic learning style is students' preferred way of acquiring knowledge by moving or using their physical body movement and demonstration. The characteristics of kinesthetic learning (Hanssman, 2004), namely:

a. Always physically oriented and move a lot

Kinesthetic learning styles learn by moving motor muscles imaginatively, creatively, flowing, structured, not thinking in the description of words but gathering information intuitively. In terms of memory, it is also better precisely when moving a lot, when moving can be more relaxed and concentrated.

b. Slowly talk someone with a learning style

Kinesthetic learning is not a type of listener or a digester of words, the rhythm of music can stimulate the muscles to move to the music. Although individuals

with kinesthetic learning styles respond more to physical attention and move a lot, but tend to speak slowly.

c. Learning through manipulative as well as practice

The kinesthetic learning style is goal-oriented, likes tensions in the game, and motivation is increasingly driven in a competitive environment. Nice to compete with yourself and with others. This type requires manipulative equipment, organized games, supporting materials, sports equipment, scientific projects, paper, blackboards, computers, musical instruments, models, equipment and movable real objects.

d. Unable to sit still for long periods of time

The kinesthetic learning style has to move a lot of it is difficult to just sit still in one place, feel restless and may shake your legs or even leave the seat spontaneously if forced to sit for long hours. But if given the opportunity to move his muscles, he can become very concentrated.

e. Many use body cues

For individuals with kinesthetic learning styles, material that is real and manipulative is very important because in this way the whole body part can be used, not only moving the hands but also the other limbs. In addition, it will better understand the subject matter if given an explanation as well as practice.

D. Strategies for VAK Learning Style

Visual learners tend to prefer reading and studying charts, drawings, and others graphic information. Auditory learners prefer listening to lectures and audiotapes. And kinesthetic learners will show a preference for demonstrations and physical activity involving bodily moment.

Strategies are specific methods of approaching a problem or task (Brown 2007, p.129) it also an action or series of action for achieving an aim. In this study, strategies are the step or action how students get easy and enjoy to dealing with certain information. The strategies based on students learning styles.

There are some strategies that are usually used by students in learning certain subject based on their learning style. The identification as follow:

1. Visual Learner

There are some strategies for visual learner as follows:

- a. Visual learners often have poor auditory skills and weak verbal abilities.
- b. Visual learners often have difficulty blending sounds and discriminating short vowel sounds.
- c. Visual learners easily remember information presented in pictures, charts, or diagrams.
- d. Visual learners can make "movies in their minds" of information they are reading.
- e. Visual learners often pay close attention to the body language of others (facial expressions, eyes, stance, etc.)
Be aware of your body language and use it to emphasize important points you to make during class.
- f. Use videos and overheads as part of your lectures. Visual learners may tune out spoken directions.

g. They often do not remember information given orally without being able to see it. They memorize using visual clues.

2. Auditory learner

Auditory learners learn best by hearing information. They can usually remember information more accurately when it has been explained to them orally. There are some strategies for auditory learner as follows:

- a. Auditory learners can remember quite accurately details of information they hear during conversations or lectures
- b. Auditory learners have strong language skills, which include a well developed vocabulary and appreciation for words. Strong language skills often lead to strong oral communication skills. They are usually talented at giving speeches, oral reports and articulating the ideas.
- c. Auditory learners tend to have poor visual skills, so graphs, maps and charts may present a challenge to the auditory learner.
- d. They do best with oral directions and assignments.

- e. Auditory learners tend to have poor handwriting and small motor skills.
- f. Auditory learners like do story-telling.
- g. Working in groups
- h. Participating in class discussions
- i. Remember most easily if saying something repeatedly.

3. Kinesthetic learner

Kinesthetic learners learn best by moving their bodies, activating their large or small muscles as they learn. They are "hands-on learners" or "doers" who actually concentrate better and learn more easily when movement is involved. There are some strategies for kinesthetic learner as follows:

- a. Kinesthetic learners often wiggle, tap their feet or move their legs when they sit. Many were called "hyperactive" as children.
- b. Kinesthetic learners work well with their hands.
- c. They may be good at art, sculpting, and working with various tools, learning in lab situations or learning by computer.

d. Kinesthetic learners need to take notes and highlight important information. They are using their small muscles to remember information.

e. Kinesthetic learners work well by games or physical activities.

e. The Benefits of Understanding Learning Style

Understanding learning styles is the best way to maximize learning in the classroom. After found a learning style and knowing the best method to help yourself in learning through that style, then someone can develop and perform well in the classroom even in the subjects that is considered difficult.

Students learning styles can not be changed, but after students understand the learning style the teacher expected to the students can maximize their own learning style that corresponding with each learning style. Some of these benefits include in Nihaya (2011) include:

1) Academic Benefits

1) Maximize learning potential

2) Achieving at all levels of education

- 3) Understand how to learn best and get better grades on
- 4) exams and tests
- 5) Overcome the limitations of learning in the classroom
- 6) Reduce students' frustration and stress levels
- 7) Develop an efficient and effective learning strategy

2) Personal Benefits

- 1) Enhance self-esteem and self-esteem
- 2) Learn how to best use the superiority of the brain
- 3) Gain insight into your strengths and weaknesses
- 4) Learn how to enjoy learning more deeply
- 5) Develop motivation to learn
- 6) Learn how to maximize your skills and skills natural

3) Professional Benefits

- 1) Stay up to date on professional topics
- 2) Superior in competition / competition
- 3) Manage the team in a more effective way
- 4) Learn how to give presentations more effectively
- 5) Improving skills in selling
- 6) Increase productivity

Keep in mind that there is no right or wrong way to learn. Everyone is unique and every learning style offers advantages as well as lacks of each. Understanding your own learning style can help to learn and work more efficiently.

f. The Advantages of Learning Styles

There are several ways a teacher can use to help students maximize their learning styles. First, explain to them (students) that people learn in different ways and all ways are just as good. Each way has its own power. Furthermore, it helps students to realize their own learning styles. Once students know their learning styles then provide tips as according to (De Porter B & Hernacki M 2004, p. 89-102) below:

1. Visual Learner

Encourage visual learners to create many symbols and images in their notes. In mathematics and natural science, tables and graphs will deepen their understanding. Mind maps can be a great tool for visual learners in any subject because visual learners learn best when they start with "the whole picture", do

a general overview of the subject matter. Reading material at a glance, for example gives a general idea about reading material before going into details.

2. Auditory Learner

Listening to lectures, examples, and stories and repeating information are the main ways of learning. If teachers see them difficulty in understanding a concept, then help them by inviting them to speak with themselves to understand it or turn the long fact into a song that is easy for students to remember.

3. Kinesthetic Learner

These students interest to applied projects. Short and funny plays proved to help them. Kinesthetic learners interest to learn through movement and best memorize information by associating movements with each fact.

g. Learning Style in English Language Teaching

Proficiency in a second language could not merely be described in terms of structures, phonology, morphology, and lexicon of the target language. This kind of knowledge is not adequate for learners who learn a second language for the utility

function. In foreign language classrooms or in second language acquisition, we should acknowledge that learners differ in a wide variety of ways. These differences are usually called individual differences. The students' individual differences in the second language classroom can be age, aptitude, motivation, attitude, learning style, and personality style. One of the individual differences: learning style will be the main concern of this study. Learning Style as consisting of distinctive behavior which serves as indicators of how a person learns from an adapt to this environment. It also gives clues to how a person's mind operates Gregore & Dunn in (Silitonga et.al 2020, p.54) stated that learning style represents each person biologically and experientially Inducing characteristics that either foster or inhibit achievement. Language teachers should understand what learning style is. Learning style is one of the factors that may affect the learning process in second language acquisition.

Learning Style Inventory which is simple test helps the students understand the strength and the weakness as learners.

He approaches learning style from the point of view perceptual modality preferences. Davis, 1989 in Silitonga et.al (2020, p.57). In this research, the writer used Learning Style Inventory, the choice is based on that the learning styles based on the perceptual modality preference can sufficiently reveal the prominent characteristics of individual learners in learning, and more importantly that those learning styles have a clear practical relationship with the media, kind of materials, how the implementation Identification is done to knowing the learning style or we can say for grouping purposes. Many teachers ignore the possibility the students are not learning because they are not the opportunity to use their own style of learning classroom.

English is international languages used to communicate between nations. therefore, English is considered important in the absorption and development of science and technology and cultural arts between nations. So English is a need for learners to be able to communicate in different situations in English.

The purpose of teaching language is that students are able to use the language themselves in communication. Communication can occur if there are two or more people who do it by reading, listening, speaking or writing. And to be able to communicate with the four ways, other components are needed such as vocabulary mastery, language structure and good pronunciation.

In learning language, especially English, students often experience difficulties. Difficulties experienced by learners in learning a foreign language, especially English is very diverse. The difference in students' language mastery can be influenced by the different learning styles of students. According to (Tri 2017, p.337) defines learning styles as a composite of characteristics of several cognitive, effective and psychological factors that become indicators of how a person makes perceptions and interacts and responds to the natural surroundings.

Teachers as instructors and educators need to know their students very well. Each teacher can not equate the

same treatment to each learner, given the different learning styles of learners. Teachers must be able to understand the learning style of each student, so that the subject matter can also reach students with different characteristics and learning styles so that the teaching and learning process is effective. Learning style is the tendency of a person to use a certain way of learning so that it can learn well. According (Tri 2017, p.340) Learning style of children like the opening door. Every item of information that enters through the door is wide open, making it easier for children to understand the information.

The importance of student's learning style observed in the English learning process is that if the teaching style of teacher matches the student's learning style, the result of their learning will be better Banner and Rainer in (Arsyad 2018, p. 28). That if the learning style and the learning strategy of students go well with the teaching method and the learning materials used by the teacher the students will be very possible to succeed, have a better self-confidence, and

a low „anxiety“; and on the other hand if there is unsuitability between the learning style and the learning strategy of students with the teaching method and the teaching materials of teacher, the students“ learning result will be poor and they will not have self confidence and will experience significant anxiety. Extra English learning activities have proven that they could help students very much in mastering a language such as English language.

All of the definitions above actually share a similar concept, but they are expressed in different ways that are the way in which each person has preferences for the ways they like to absorb and retains new information which can change his/her behavior.

B. Previous studies

As a comparison material in this study, researchers reviewed several previous studies to avoid the same object in research. Previous research that became a reference for researchers included:

The research of Nafis (2016), analyzed the kind of learning style and the differences of language learning style between male and female. The writer found 46% of population is visual learners most of male students are visual, and for female learner, visual learner are minority. The similarity with the recent study is concern about the learning style. While the difference is using quantitative research in this research, but in recent research use qualitative research.

Meanwhile, the another research on learning styles also involved the conception of gender. Gender seemed to play a critical role toward the achievement of English language learning. In Natsir et.al (2016), they conducted research on EFL students' learning styles and they conducted research on „the differences between male and female students' language learning styles of grade 8 (junior high school level) in Banda Aceh“. They found that no different between male and female students in terms of learning styles. In addition, their research shown that male

students tend to be visual learners, while female students tend to be auditory learners. Natsir, Yusuf, and Huri emphasized that recognizing students' way of learning is beneficial for goal of teaching and learning. Their research informed us that in the context of Indonesia, gender might not be that influential toward learning styles, especially toward learning achievement.

Latest research on learning styles was conducted by Şener and Çokçalışkan (2018), they investigated multiple intelligences and learning styles on secondary school students. Their research shows different result from research results of Natsir, et.al (2016). They found that, there was a significant difference between males and females' in terms of learning styles; moreover, „it was seen that most of the intelligence types and learning styles had a moderate positive correlation“. It seems clear now that context influences how far students' learning styles help them achieve better and desired learning outcomes. Context at this point means broad external aspects beyond the

students' current learning environment. Hypothetically, each student who learns English in EFL context views English academic writing in quite different ways. It leads to recognize that even in the same background – that is to say, the EFL background, EFL students are individually different. Theoretically, in the context of andragogy and pedagogy, Fry, et.al (2003) pointed that 'learners experience the same teaching in different ways' meanwhile, teachers need to be aware of the impact of cultural background and beliefs on learner behaviour, interpretation and understanding'. also pointed out that the learners' culture mediates their learning styles similarly, personality influenced their learning styles.

C. Theoretical Framework

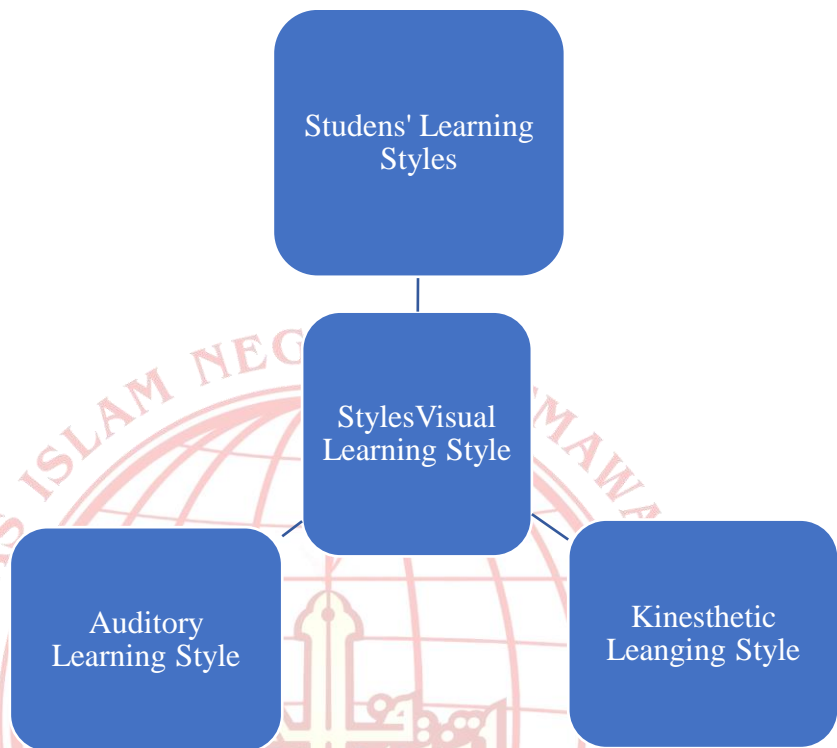


Figure 2.1

Theoretical framework of this study:

This theoretical framework is a representation of this research, the researcher focus on the EFL students Learning style in learning English. There are three kinds of learning style, they are: visual learning style, auditory learning style, and kinesthetic learning style. In the study, the students will be

given a questionnaire which aim to find out the students learning style and in learning English.

