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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. Learning Style

Learning style is defined as “the typical and usual way of acquiring knowledge, skills or attitudes through study or experience”.(Sadler-Smith 1996, in Fitri 2024,:24). Moreover, (Pritchard in Harnita 2023,:7) Explained that the preferred method of learning and studying is called learning style. Everyone can absorb material obtained from seeing, hearing or doing it directly by using their own learning style. Learning styles can be identified through the diverse mental routines, approaches or practices related to learning especially deliberate educational learning that a person exhibits. The world of education and psychology has extensively discussed learning styles, emphasizing their importance in relation to students' learning processes (Hu et al., 2021). To achieve academic success, students must utilize these styles to effectively understand concepts during learning (Keefe & Ferrell, 1990, in Fitri, 2024:25).

Kolb (1984) in Shamsuddin & Kaur (2020:196) emphasizes that a student's academic success is not determined by intellectual capacity alone but is significantly influenced by their distinct learning styles. This is supported by the opinions of MacDonald et al. (2017) in Rogowsky et al. (2020:2) stated that "Individuals tend to learn more effectively when information is presented in a way that aligns with their preferred learning



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style, such as auditory, visual, or kinesthetic methods".

a. Type of Learning Style

Based on the above paragraph, we have learned that there are several learning style that can be used to help students understand the lesson materials that are taught in class. According to DePorter & Hernacki, (2006) in Wahab & Nuraeni, (2020:44) states that Splits learning styles into three categories, among other things: visual style, which describes people who prefer to process science through their eyes; auditory style, which prefers information through hearing; and kinesthetic style, which prefers information through movement, practice, and touch. Each student therefore has a unique learning style, which teachers may identify and modify. (DePorter, 2014: 120 in Wahab & Nuraeni 2020:44).

1. Visual Learning Style

Visual learners are people who learn by seeing. A visual learner is one who prefers to visualize the subject matter to understand the content being discussed. According to Machromah et al. (2020:6-7) Students with a visual learning style typically find it easier to understand and process information when it is presented with visual aids or associations. During the planning stage, these students can articulate the strategies they intend to use but often choose not to write them down on the answer sheet. Supporting this, Saspitra (2021:17) states that visual learners find it simpler to learn from visual materials like films, pictorial textbooks, and diagrams because they can visualize the information in their minds. Additionally, they prefer to take notes



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on the material taught in the classroom to reinforce their understanding.

According to (Deporter and Hernarcki in Saspitra, 2021:10) There are some characteristics of the students' visual learning style;

- 1) Makes use of visual aids like charts, graphs, and pictures to see information
- 2) Has an excellent sense of aesthetics and body language
- 3) Capable of learning and remembering a variety of facts
- 4) Has a propensity to recall information that is documented
- 5) Gains more knowledge from instructors by seeing them

There are some useful pointers for pupils with this type of learning.

- 1) Create maps, charts, or graphics out of your notes
- 2) Stay away from distractions (windows, entrances, etc.)
- 3) Get an overview of the situation before concentrating on the specifics
- 4) Create ideas and mental maps rather than outline
- 5) In your notes, highlight the key components of fresh ideas.
- 6) When attempting to learn language, use flashcards.

2. Auditory Learning Style

Students who are auditory learn best via listening. An auditory learning style is one that depends on hearing in order to comprehend and retain traits. For information or knowledge absorption in this learning style, hearing is the primary means of acquisition. (Adistya, 2016:4) Learning via listening is preferred for auditory learners. They gain from conversations, seminars, interviews, hearing stories, and audio recordings, for example, since they have a strong auditory memory. They prefer order, repetition, and



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summarization. They also have a tendency to tilt their head and make level eye movements when recalling memories. Because they enjoy hearing the same information over and over again, auditory learners prefer to record on tape. According to Linksman's (2004) in (Harnita, 2023:12) description, the following are the traits of the auditory learning style:

- 1) Noise can quickly divert the students' attention.
- 2) The students like listening to and reading aloud.
- 3) Although they struggle with writing, students excel at telling stories.
- 4) Students enjoy talking in front of an audience, having group discussions, and providing in-depth explanations.
- 5) Music or other pitched and rhythmic media is highly favored by students.

3. Kinesthetic learning style

Kinesthetic learners benefit most from a hands-on approach to learning, as they tend to grasp concepts more effectively through physical activities and direct engagement (Gilakjani, 2012; Gilakjani & Ahmadi, 2011), in Masela & Subekti (2021:43) Additionally, some kinesthetic learners find it helpful to move around, such as walking, while attempting to memorize information (Dornyei, 2005). This aligns with the definition provided by Wassahua (2016, in Harnita, 2023:14), who states that the kinesthetic learning style involves touching or physically interacting with objects to retain information. Together, these perspectives highlight the importance of physical engagement and movement in the learning process for kinesthetic learners. Based on (DePorter & Hernacki, 2007 in Harnita, 2023:14), the kinesthetic learning



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style has the following characteristics:

- 1) Students would rather learn through hands-on activities.
- 2) Students are moving and focused toward the body.
- 3) Students are perceptive to nonverbal cues and body language.
- 4) Kinesthetic learners who struggle with verbal communication

a. Indicators of Different Learning Styles

According to DePorter and Hernacki (2007) in (Harnita, 2023:16) there are a number of strategies that can be used to accommodate the three learning styles, including:

a) For Visual Learning Style Students

- 1) using colored writing on paper.
- 2) hanging graphs with key information from the lesson on the walls throughout the classroom.
- 3) encouraging students to use mind maps, diagrams, and colored writing to describe the information they learn.
- 4) labeling each lesson's content with a different color.
- 5) leaving space for notes.

b) For Auditory Learning Style Students

- 1) Utilizing vocal varieties (cadence, volume, pitch) utilized when conveying subject matter.
- 2) Utilizing reiteration by inquiring understudies to rehash key concepts that have been learned.
- 3) Utilizing music as a flag to begin an action.



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- 4) Empower understudies, particularly for sound-related understudies, to record critical data and after that tune in to them once more since sound-related students are not as well cheerful to require notes.
- 5) Permitting understudies to talk gradually whereas learning the concepts they must get it.

c) For Kinesthetic Learning Style Students

- 1) Use instructions that help generate interest and emphasize important points.
- 2) Try to talk to students calmly every day.
- 3) Explain each concept instructed and given openings for each student to try to memorize it step by step.
- 4) Working on short reading can provide assistance to students to achieve this the fabric they studied.

2. Speaking Skills

Speaking is the most important ability for all students who want to study English in order to advance their careers, grow their businesses, boost their confidence, find better employment possibilities, give presentations in front of an audience, participate in group discussions and debates, and attend interviews. according to Tarigan in Yuniar et al., in Fadilah, (2024:12) Speaking has an impact on our daily lives as a kind of communication. In a relationship, communication enables you to share your wants and experiences with the other person. According to Kingen (2000), in ounis (2017:96) speaking helps fulfill the following twelve functions:



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1. Personal: expressing one's own thoughts, feelings, opinions, and convictions.
2. Descriptive: characterizing an actual or hypothetical person or object.
3. Narrative: the art of composing and narrating stories or events in a chronological order.
4. Instructive: delivering guidelines or instructions meant to result in a certain result.
5. Questioning: Posing inquiries to elicit data.
6. Comparative: making judgments about two or more items, persons, concepts, or viewpoints by comparing them.
7. Imaginative: the ability to convey ideas about people, places, things, and occasions in the mind.
8. Predictive—foretelling potential future occurrences.
9. Interpretive: investigating interpretations, speculating on conclusions, and taking into account deductions.
10. Persuasive: able to alter the attitudes, viewpoints, or opinions of others while also exerting some sort of behavioral influence.
11. Explanatory: elucidating, substantiating, and justifying concepts and viewpoints.
12. Informative: imparting knowledge to others.

Based on the above explanation that these functions show how complex and diverse the purpose of speaking is in human interaction. From expressing ourselves to influencing others, speaking allows us to share ideas, feelings,



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knowledge and experiences in diverse ways.

a. The Principle of Teaching Speaking Skill

According to Anuradha et al (2014), in Shafaat Hussain, (2017:15) the principles of teaching speaking skills are as follows:

- 1) Start teaching students how to talk correctly right away. If not, do it as soon as you can, and don't count on his teaching them a large vocabulary of words, phrases, and sentences.
- 2) If some pupils are merely repeating themselves, pay attention to them.
- 3) Hold onto a student's one-word response to a question for the time being.
- 4) Encourage students to engage in active discussion regarding their English proficiency.
- 5) Provide wording, phrases, and structures, and encourage students to practice these as much as they can in a variety of contexts.
- 6) Ask for tail-sending or backchaining to combine more than ten sentences to create longer sentences.
- 7) Arrange and oversee as many role plays and couples as you can.
- 8) Get ready in advance for lesson planning, exercises, and homework.
- 9) Permit initial mistakes from students. Corrections and interruptions impede fluency and demoralize the student.

b. Aspects of Speaking

Speaking needs a variety of skills, such as concepts, vocabulary, listening, and pronunciation, in order to communicate with others. According to Harahap, Antoni, and Rasyidah (2015) in Siregar, 2024:13) When



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speaking, there are five things to keep in mind: understanding, pronunciation, fluency, grammar, and vocabulary. Based on the theories of Hormailis and Perdana, this claim is made. According to Hormailis in Harahap, Antoni, and Rasyidah (2015) in siregar, 2024:14) that there are aspects of speaking skills that have a positive influence:

6) Vocabulary. Having a larger vocabulary helps improve your speech.

Vocabulary building is one of the key components of learning to talk. Our ability to select the right word for the situation and know what we want to say depends on how well-versed in language we are. Having a broad vocabulary will therefore facilitate your ability to communicate.

7) Grammar. According to Warriner in Harahap, Antoni, and Rasyidah (2015), clear and concise grammar facilitates conversation.

3) Fluency. Speaking involves fluency as well. With strong fluency, we will feel at ease when speaking English, someone will respond swiftly in conversation, and what we are saying will be easily understood.

4) Pronunciation. Because different words have similar pronunciations, pronunciation is how a word is pronounced in English. Good pronunciation is required to avoid communication misunderstandings. So, if the pronunciation is correct, what is said in conversation can be understood.

5) Comprehension. According to Duke and Cartwright (2020), comprehension is described as the dynamic process of creating meaning by engaging with text or information. Those who possess strong



comprehension skills are able to analyze, interpret, and synthesize ideas efficiently, which is often linked to better academic performance. This supports the idea that effective comprehension indicates a learner's ability to grasp complex topics thoroughly and excel in evaluations.

c. Characteristics of Speaking Skill

According to Mazouzi (2013) in Leong & Ahmadi (2017:36) Activities for learners should be planned with the equivalency of accuracy and fluency achievement in mind. Accuracy and fluency are crucial components of a communicative approach. Students' communication competency can be developed through classroom practice. Thus, they ought to be aware of how the linguistic system functions properly. The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill.

According to Hughes (2002) in Leong & Ahmadi (2017:36) Fluency refers to the ability of learners to communicate in a way that is understandable without losing the attention of their audience. The second characteristic of speaking performance is accuracy. Students should be proficient in the language they are learning. As a result, when teaching, educators should place a strong emphasis on correctness. When speaking, students should focus on the correctness and completeness of the language form, including pronunciation, grammatical structures, and vocabulary (Mazouzi, 2013 in Leong & Ahmadi, 2017:36). Thornbury (2005) in Leong & Ahmadi, 2017:36) declared that Pronunciation is the least important thing that students usually

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focus on. Learners must be proficient in phonological rules and cognizant of the pronunciations of the different sounds in order to speak English correctly. In addition, learners must to be aware of pitch, intonation, and stress. These components are all designed to make learning English easier and more efficient.

d. Difficulties in Speaking

Problems with speaking can lead to a lack of confidence in one's ability to talk, particularly in students. Jisda (2014) in Mauliyana (2021) in Siregar (2024:18), stated that there were many problems in learning English. They are as follows:

- 8) Some students found it challenging to produce certain words in English and to speak the language fluently. This occurred as a result of their inability to express it.
- 9) Students were terrified of receiving negative feedback from both the teacher and their peers.
- 10) They lacked knowledge on how to talk with proper grammar.
- 11) The classroom was not a place where the students could practice speaking.

These issues could be impediments to students' encouragement and improvement of their speaking skills.

According to Harmer (1991) in Leong & Ahmadi, 2017:36), There are some factors for why students speak in their mother tongue during speaking lessons. The first reason is that students will attempt to use their language when teachers ask them to discuss a subject on which they are not very



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knowledgeable. The second reason is that using one's mother tongue naturally comes naturally to students. Learners will naturally utilize their native tongue to clarify concepts to their peers if teachers do not actively encourage them to communicate in English. The last justification is that students will feel more at ease speaking in class if lecturers consistently utilize their home tongue with them.

e. Indicators of Speaking Skills

Speaking is a complex skill and consists of several main components. As quoted in Ilham et al. (2024:2), Harmer (2007) identified five components of speaking: vocabulary, grammar, fluency, pronunciation, and comprehension.

- 1) Pronunciation : Pronunciation is another crucial aspect of speaking. It includes our ability to speak words well enough for other people to understand. Richard and Schmidt claim that the way a sound or sounds are made is referred to as their pronunciation. Therefore, it is necessary to have good pronunciation when speaking a language. There are a number of factors to take into account when it comes to pronunciation, such as the students' habits; if they are accustomed to pronouncing a word correctly, they will master it. However, the students themselves also have an impact on their pronunciation, for instance, due to the influence of their mother tongue.
- 2) Grammar : Grammar is a structure for building sentences as Richards and Schmidt state that grammar is a description of the structure of a language



and how language units such as words and phrases are formed into sentences. Composing grammatical structures is not easy, of course this will make it difficult for students to speak with good grammar because the structure is actually different when speaking from the source language to the target language.

- 3) Vocabulary : Vocabulary refers to the proper language that is employed when speaking. The proper language used in communication is referred to as vocabulary. One definition of vocabulary is the understanding of words and their meanings. Additionally, vocabulary is defined as the proper language utilized in conversation. It indicates that vocabulary refers to suitable words to convey human thought and is appropriate to employ in communication.
- 4) Fluency : Fluency is the capacity to read, speak, or write with ease, fluidity, and expressiveness. Additionally, the speaker is able to relate meaning and context while reading, comprehending, and responding succinctly and clearly in a language. The capacity for clear and fluid speech is known as fluency. Students must talk clearly and smoothly in order to convey the information they are trying to convey.
- 5) Comprehension : In communicating, someone is needed to speak and respond. In speaking activities, a receiver and sender of messages are needed, so understanding is an important aspect to know someone's understanding when speaking.

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B. Review of Related Findings

In making this research, the researcher considered some previous research which related to this research as follow:

The first research conducted by Isnaeni Wahab and Nuraeni (2020), Universitas Muslim Maros in English Journal umma titled, “*The Analysis of Students’ Learning Style*” The aim of this research is to find out the types of learning style which students have. The population in this study was the students of English Department in academic year 2017 which amounted to 24 students. The English Department class of 2017 has a significant diversity of learning styles. Of the sample studied, half of the students (50%) identified as visual learners, while a third (33%) were auditory learners. The remaining 16% of students exhibited visual-auditory learning style characteristics. This finding confirms that each student has a unique learning preference and needs to be considered in the learning process. Based on these results, this study can be utilized as an instrument to understand the learning styles of English Department students more comprehensively.

The second research conducted by Arjulayana (2016) Universitas Muhammadiyah Tangerang in Dinamika Journal titled “*Indonesian Students’ Learning Style in English Speaking Skill*” The purpose of this research is to report the data analysis about the kinds of students’ learning style which is used by the Indonesian students in their speaking English skill. The research was conducted through qualitative descriptive research method and supported by data questionnaire. From the results of this research, several important





conclusions can be drawn regarding students' English speaking skills at a state Islamic high school:

Firstly, students' English speaking ability can be identified through their learning styles. Those who attentively listen to the teacher's explanations tend to exhibit better speaking skills compared to students who prefer visual aids or other activities in the classroom. This indicates that understanding learning styles is the most crucial aspect in enhancing students' English speaking skills in this school. Secondly, understanding students' learning styles is essential for ensuring smooth teaching and learning processes. This knowledge enables teachers to adapt their teaching methods effectively. Thirdly, once teachers are aware of students' learning styles, they can more easily deliver materials suitable for their teaching methods or strategies.

The next research conducted by Andi Nirwana Burhanuddin, Maharida and Hijrah (2023) Universitas Muhammadiyah Makassar Indonesia titled “*An Analysis of Students’ Learning Style on English Speaking Ability at SMP Unismuh Makassar*” This paper aims to find out Students’ Learning Styles on English Speaking Ability of VIII B class at SMP UNISMUH Makassar. This research was a qualitative research and the research instrument used interview. The population of this research is the VIII grade students of SMP UNISMUH Makassar in class B. The research sample was twenty students. The research instruments were consisting of fifteen items questions of interview, and each of the five questions to find out the students' learning style, visual, auditory or kinesthetic. The interviewees' responses to five visual learning style questions

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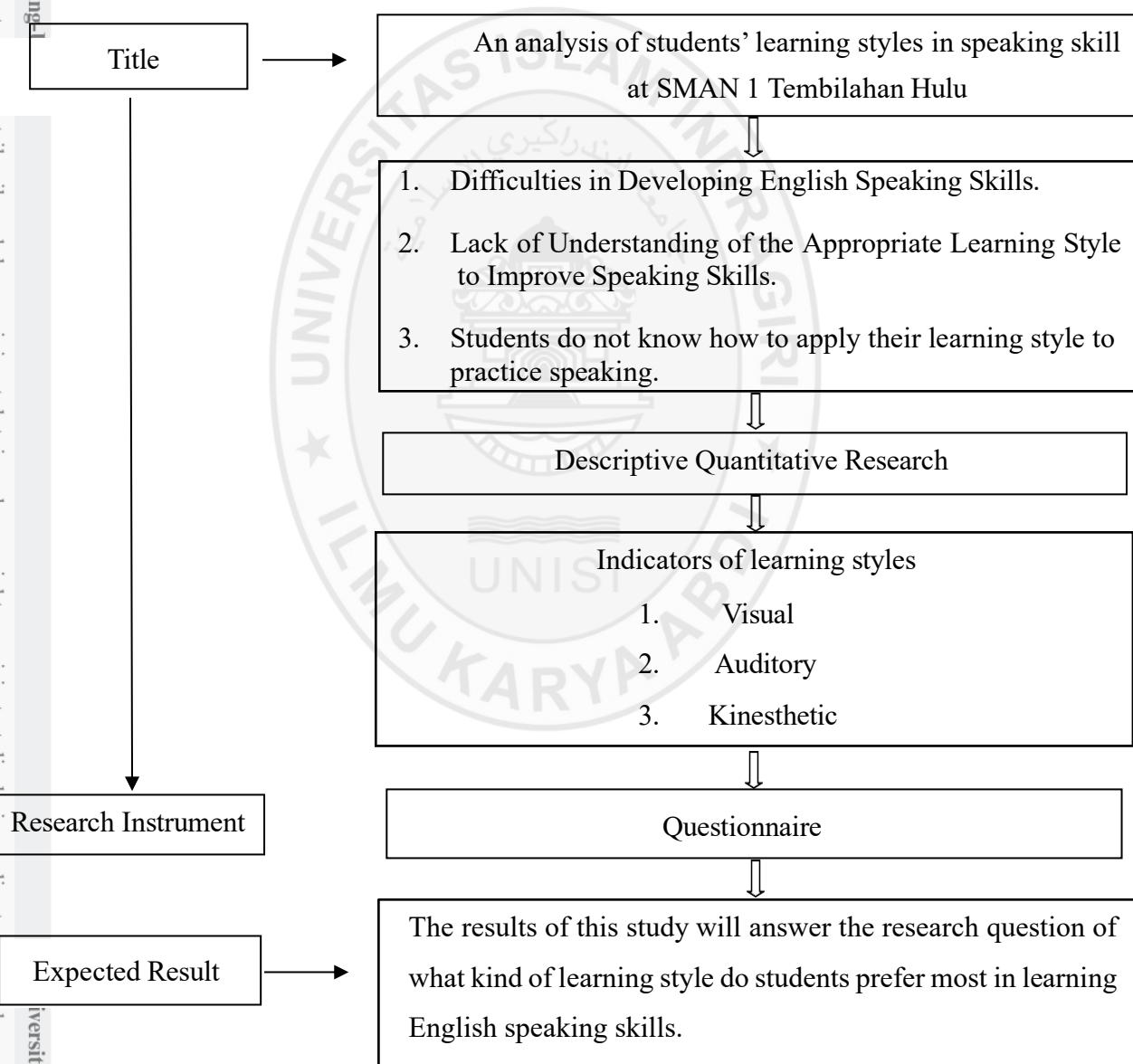
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revealed that two students with the letters HAM and MFP had the majority of responses showing visual learning style features. Five questions assessing auditory learning style reveal that 10 students with the initials AKA, MRAL, MRDA, RP, MNA FAF, ARG, MAT, NRB, and MA had the majority of responses suggesting auditory learning style features.

From the three studies above, it can be concluded that understanding students' learning styles is the key to improving English speaking skills. Wahab and Nuraeni (2020) found a diversity of learning styles among students, with the majority being visual learners. Arjulayana (2016) emphasized the importance of auditory learning style for speaking skills in state Islamic secondary schools. While Burhanuddin et al. (2023) found that the majority of UNISMUH Makassar Middle School students had a preference for an auditory learning style. Therefore, researchers are interested in conducting the same research, but problems that have not been discussed in previous research will be discussed in this research. This research focuses on what kind of learning style is preferred by grade XI students at SMAN 1 Tembilahan Hulu.

C. Conceptual Framework

According to Van der Waldt (2020:3), the conceptual framework is a mental map that takes into account the entirety of the study design and comprises components like the researcher's interests, research questions, literature review, methodology, data analysis, and conclusions; hence, a more comprehensive perspective is required.



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Based on conceptual framework above, the title of the research is This study, entitled "Analysis of Students' Learning Styles in Speaking Skills at SMAN 1 Tembilahan Hulu," uses a quantitative descriptive design. This study focuses on the relationship between students' learning styles (Visual, Auditory, and Kinesthetic) and their English speaking skills. Learning styles are the independent variable, while speaking skills are the dependent variable, which includes aspects such as pronunciation, fluency, and interaction. Data were collected through a questionnaire based on indicators from the VAK model. The aim is to identify dominant learning styles and how these styles affect students' speaking performance to support more effective teaching strategies.

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