CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Review

2.1.1 Learning Styles

1. Definition of Learning Styles

Learning styles may be defined in multiple ways, depending on one's perspective. Here are a few definitions of leaning styles. Gilakjani (2012) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another.

Other than, Gilakjani (2012) defines learning styles as the general approaches for example global or analytic, auditory or visual that students use in acquiring a new language or in learning any othe subject. The manner in which a learner perceives, interacts with, and responds to the learning environment. Learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment (Gilakjani, 2012).

Soylu and Akkoyunlu (2009) defines learning style as a sort of way of thinking, comprehending and processing information. Learning style is a method of personal choice to perceive and process information. In the sense, learning style is, on one hand, sensory and on the other hand, mental (Soylu and Akkoyunlu, 2009). Learning style is a combination of how he absorbs information and then organize and process the information. Learning style shows how an individual in information processing with the aim to learn and apply (Marzoan, et.al., 2016).

Learning styles form a student's unique learning preference and aid teachers in the planning of small group and individualized instruction (Ahmeed, 2012). Ahmeed (2012), has defined learning styles as, "personal qualities that influence a student's ability to acquire information, to interact with peers and the teacher, and otherwise participate in learning experiences". So it can be concluded by the researchers that learning style is as a sort of way of thinking, comprehending and processing information.

2. **Type of Learning Styles**

There are three main learning styles visual, auditory, and kinaesthetic. The definitions of these learning styles are as follows (Gilakjani, 2012):

1) Visual

Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom. They also take descriptive notes over the material being presented. There are several indicators that measure visual learning styles (DePorter dan Hernacki, 2013:116-120):

a) Meticulous to detail

b) More remembers what he/she seen than what he/she heard.

c) Remembers with visual association

d) Read quickly and diligently

2) Auditory

This individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written. There are

several indicators that measure auditory learning styles (DePorter dan Hernacki, 2013:116-120):

1. Easily distracted by commotion
2. Prefer to read luodly and listend it.
3. Feel difficult to write, but is great at stories telling.
4. Learn by listening and considering what it discussed than views.

3) Kinaesthetic

Individuals that are kinaesthetic learn best with and active "hands on" approach. These learners favour interaction with the physical world. Most of the time kinaesthetic learners have a difficult time staying on target and can become unfocused efforlessly. There are several indicators that measure kinaesthetic learning styles (DePorter dan Hernacki, 2013:116-120):

1. Memorize the way walking and see.
2. Using the finger as a pointer when reading
3. Many use body gestures
4. Can't sit still for a long time.

2.1.2 Learning Speaking

There are several types of speaking skills that can be applied in the learning speaking class. According to Brown (2004: 271), there are six categories of speaking skills. The six categories are as follows :

1) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6) Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

Speaking learning activities should be taught in an interesting and communicative manner in the field. Class speaking activities involve several types of activities. According to Harmer (2007: 348-353)

speaking activities in the classroom include scripts, discussions, preparatory discussions, questionnaires, simulations, and role playing.

2.1.3 Speaking Proficiency
1. Definition of Speaking Proficiency

Sanavi and Tarighat (2014) described speaking as an interactive process, which consists of three main stages producing, receiving and processing information. In language teaching and learning, speaking is considered a skill to be practiced and mastered. Speaking is the productive oral skill; it consists of producing systematic verbal utterance to convey the meaning (Sanavi and Tarighat, 2014).

The language proficiency is grouped into three, namely basic, independent, and proficient. The teachers who adopted CEF as the guide in delivering the language proficiency will have access to make a decision based on the measurement of knowledge and skills of the students; a detailed description of learning, teaching, and assessing languages of how the students carry out their tasks; and may use the teaching materials in accordance to CEF (Rodriguez, 2012).

For some authors, such as Rodriguez (2012), the difficulties involved in oral testing and assessment are so many that the real question is whether to test or not to test. The arguments in favour and against are numerous as pointed out by Rodriguez (2012):

Even though difficulties in oral assessment may be admitted, it turns out to be a requirement for any language course. By assessing students (Rodriguez, 2012), we check their progress at different stages of the course; we reinforce the students 'learning by giving them regular feedback and we evaluate the teaching/learning process as well as the approach, aims, materials and assessment itself.

Following Rodriguez (2012) threefold categorization, we will examine informal, formal and self-assessment of speaking activities. Informal assessment of speaking activities is very important since there are considerable difficulties in organizing formal oral tests in certain teaching contexts.

In a good number of cases, it is the only way to assess speaking. Most informal assessment simply takes the form of student observation and monitoring of activities as they happen in the classroom. The information the teacher gets by observing and monitoring students needs to be recorded and, in that sense, it seems advisable to use a band scale, which provides some sort of standardization of perceptions so performance. A band scale provides some sort of standardization of perception so that teachers reach an agreement on what and how to assess.

2. Indicators of Speaking Proficiency

There are several indicators that measure speaking proficiency, namely (Linse, 2005):

1. Fluency
2. Pronunciation
3. Vocabulary.
4. Comprehension
5. Grammar[1]

Brown (1994) argues that students considered speaking as the most challenging skill due to set of features of it, as follows:

1. Contractions, vowel reductions and elision;
2. The use of slang and idioms;
3. Stress, rhythm and intonation;
4. The need to interact with at least one other speaker.

2.2 Previous Studies

In this section will later explains about some of the research that has been done previously by researchers and has relevance to the current research. Here are some previous research related to this research, as follows:

The first research were conducted by Sanavi and Tarighat (2014) with the title Critical Thinking and Speaking Proficiency: A Mixed Method Study. This study intended to investigate the impact of teaching critical thinking skills on the speaking proficiency of Iranian EFL in Tehran, how this impact is explained and the participants' attitude towards explicit critical thinking content. The results indicated that teaching critical thinking explicity has a significantly positive impact on the speaking proficiency of female Iranian adult intermediate EFL learners. The difference between their research and this research is they examine the critical thinking skills meanwhile this study examine three learning styles (visual, auditory, kinesthetic) to achieve same goal, speaking proficiency.

Another research was conducted by Marzoan, et.al. (2016) with title Learning Styles, Learning Strategies and Learning Outcomes of Science in Primary School. The study aimed to examine the differences in the results of student learning in science among groups of students learn by using guided discovery learning strategy with a group of students who learn to use conventional learning strategies. The results of this study were 1) the learning strategy invention have better effect on student learning outcomes compared with conventional learning strategies, especially in science learning; 2) the students learning style active to get the better learning than students who have learning styles reflective on both strategi apllied learning; 3) there is no interaction between the learning strategies and learning styles on the learning outcomes of students in the subjects of science nature in elementary school.

The difference between his research and this research is intended to examine three learning styles (visual, auditory, kinesthetic) in

supporting speaking proficiency. So that the purpose of the study is also different. Marzoan research use learning style to know its influence to ability of student in field of science. whereas in this study learning style used to know its influence in student's speaking proficiency.

The next research was carried out by Gilakjani (2012) with title Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching. The purpose of this study is to increase faculty awareness and understanding of the effect of learning styles on the teaching process. The results of these studies show that students prefer kinaesthetic learning styles above others, whereas the teaching methods mostly suit auditory learners. The research of Gilakjani and this research has some similarities such as same topic: visual, auditory, and kinesthetic learning styles, but have different goal. Gilakjani focuses on English Language Teaching while this research focuses on English speaking proficiency.

Prior research was also done by Siwi and Yuhendri (2016) entitled "Analysis Characteristics of Learning Styles VAK (Visual, Auditory, Kinesthetic) Student of Banks and Financial Institutions Course". The purpose of this research, among others; 1) describe the results of the analysis of the characteristics of VAK learning styles (visual, auditory, kinesthetic) in the student subjects of Banks and Financial Institutions for Economic Education; 2) describe some characteristics of learning in accordance with their respective VAK learning styles (Visual, Auditory, Kinesthetic). The results of this study indicate that a) learning style Students Subjects Banks and Financial Institutions Economic Education Department is dominated by Visual learning style; b) learning style Students Subjects Banks and Financial Institutions Economic Education Department is dominated by Visual learning style; c) Student learning styles Subjects Banks and Financial Institutions Prodi Economic Education is dominated by Visual learning style; d) learning style Students Subjects Banks and Financial Institutions Economic Education Department is dominated by Visual learning.

Research conducted by Sartika and Amin (2014) entitled What Contributes To Students Success In Learning To Speak English. The purpose

of this study was to find out factors that help students succeed in learning speaking. This study reveals that there are some factors that have contributed to the students' success in learning speaking. Generally, the factors are categorized into internal and external factors. The internal factors involve motivation and interest. Motivation is divided into four types namely intrinsic and extrinsic motivation and integrative and instrumental motivation. Two of the subjects are affected by internal and instrumental motivation while others are influenced by external and integrative motivations. The external factors that help students succeed in learning include family, school condition (teachers) and society. In addition to internal and external factors, learning strategies and learning styles also help students in learning speaking. Every student has their own way in learning to speak English. Two of them enjoy learning through audio, visual and tactile while the other two prefer to learn by doing, or what is known as kinesthetic.

Referring to previous research which has been explained on the third research, it is known that there are some similarities and differences with the research that will be conducted. The difference in this study can be seen from the object of the research. The object of the research is school. The similarities in this study can be seen from the variable of the research.

2.2.1 Conceptual Framework

Conceptual framework in this research is:

Visual
1. Meticulous to detail
2. More remembers what he/she seen than what he/she heard.
3. Remembers with visual association
4. Read quickly and diligently

Auditory
1. Easily distracted by commotion
2. Prefer to read luodly and listend it.
3. Feel difficult to write, but is great at stories telling
4. Learn by listening and considering what it discussed than views.

Kinesthetic
1. Memorize the way walking and see.
2. Using the finger as a pointer when reading
3. Many use body gestures
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Speaking Proficiency
1. Fluency
2. Pronunciation
3. Vocabulary.
4. Comprehension
5. Grammar