

II. LITERATURE REVIEW

This chapter reviews some previous studies of learning strategies and learning styles, and some theories that used to support the research such as language learning strategies, learning styles, reading, learning strategies in reading, rule of learning styles in using reading learning strategies, theoretical assumptions, and hypotheses.

2.1. Review of Previous Studies

This section reviewed some previous studies of learning styles and learning strategies.

2.1.1. Previous Studies of Learning Strategies

In the study of Naiman et al. (1978), interviews were conducted to collect data. There were 34 learners who were interviewed informally. The Naiman et al.'s study (1978) is also one of the striking studies on language learning strategies. This study focused on the strategies successful language learners used in learning a second language. Their study revealed that good language learners used at least five common strategies. The first is called *the active task approach*, in which good language learners actively involve themselves in the language learning task. The second strategy is *the realization of language as a system*. In the second strategy, good language learners develop or exploit an awareness of language as a system.

In the third strategy, which is called *the realization of language as a means of communication and instruction*, good language learners develop and exploit an awareness of language as a means of communication and interaction. The fourth strategy is *management of affective demands*. In this strategy, good language learners realize initially or with time that they must cope with affective demands made upon them by language learning and succeed in doing so. In the last strategy, *monitoring of L2 performance*, good language learners constantly revise their L2 system by testing their inferences.

Moreover, in Oxford and Nyikos study (1989), they emphasized variables affecting the choice of language learning strategies by university students in a conventional setting. Their study, which involved 1200 Foreign Language American students, was said to be the largest completed study of language learning strategies. In their study, language learning strategies are categorized into direct strategies and indirect strategies (Oxford and Nyikos, 1989). The direct strategies are subdivided into memory strategies, cognitive strategies, and compensation strategies. The indirect strategies are subdivided into metacognitive strategies, affective strategies, and social strategies. Furthermore, they also uncovered a mutual interrelationship between strategies and motivation. Not only does high motivation lead to significant use of language learning strategies, but high strategy use probably leads to high motivation as well.

In addition, the use of appropriate strategies leads to enhance actual and perceived proficiency, which in turns creates high self esteem, which leads to strong

motivation, spiraling to still more use of strategies, great actual and perceived proficiency, high self-esteem, improved motivation. When viewed in light of this chain of variables, self-perception, of language proficiency can be either effect or causes of strategy use (Oxford and Nyikos, 1989: 295).

Based on the previous studies above, there were some experts had done the research of the use of learning strategies among foreign language learners in the university. Moreover, the researcher identified the use of learning strategies in learning reading as EFL at SMAN 3 Bandar Lampung which the learners were also foreign language learners. However, using language learning strategies were important for learners in learning English reading, because the success of learning English reading as a foreign language might depend on what and how learning strategies applied by learners. Besides, in learning reading the learners usually used different strategies for example cognitive, metacognitive, or social strategy. Furthermore, Setiyadi (2011) stated that some learners used cognitive strategy such as summarized to understand what they have read, some learners used metacognitive strategy such as rechecked their understanding by reading again what they had read, then the other learners used social strategy such as read task by discussing with their friends.

2.1.2. Previous Studies of Learning Styles

According to Riazi and Riasati (2007), in their study on learning style preferences of Iranian EFL learners, they found that these learners prefer to be actively engaged in class activities. They tended to have interactions with other learners in

the class. Then, they cited that every learner had their own style in learning process. Besides that, Reid (1987) cited that Chinese university learners (N = 90) studying in the USA prefer Kinesthetic and Tactile styles, and less prefer Group styles. Then, Melton (1990) found that Chinese (PRC) university learners (N= 331) favored Kinesthetic, Tactile and Individual styles, and disfavored Group styles. Joining in a group makes the learners easily in learning. Besides, Peacock (2001) had examined the learning style preferences of EFL and ESL learners. The results of these studies showed that learners prefer kinesthetic learning styles above others, whereas the teaching methods mostly suit auditory learners.

In addition, Kassaian (2007) investigated the effect of two types of teaching methods on the retention of unfamiliar words. Sixty-six university learners having either auditory or visual learning styles participated in teaching method environments which were either visual or aural. Data analyses indicated that: 1) the subjects with visual style of learning retained vocabulary items they had learned visually better than the items they had learned aurally, but the subjects with aural style of learning did not show better retention for items they had learned aurally, 2) all the subjects retained visually presented items better than aurally presented items in the immediate and delayed tests.

Referring to the previous research above, there were some people had done the research of identifying the classification of learners' learning styles in learning process at university level. However, the researcher did the same research at first grade of SMAN 3 Bandar Lampung to find out the learners learning styles. It was

important to know about learners' learning styles, because it would help the teacher to be more creative in choosing appropriate methods and techniques in teaching learning process. For examples, as DePorter and Hernacky (1999) said that auditory learners tend to attain information by discussing and listening. As another example, for visual style, the learners learn by interpreting charts, graph, and pictures. While in kinesthetic style, the learners are more toward accepting learning based on behavior such as touch, feel, see, and listen.

2.2. Language Learning Strategies

Having more varieties of learning strategies in language learning as foreign language, can improve learners' language abilities in the simple ways and effect the improvement of learners' achievement in language skills. As Fedderholdt (1997: 1) stated that the language learners who are capable of using a wide variety of language learning strategies appropriately can improve his/her language skills in better way. In addition, Rubin (1975) cited that good language learners use more and better learning strategies than poor language learners do. However, learners need the right strategic knowledge in order to become autonomous in their learning process. Wenden (1991a: 15) stated that in effect, successful or expert or intelligent learners have learned how to learn. They have acquired the learning strategies and the knowledge about learning. Supported by Wenden, O' Malley and Chamot (1996) had an overview of learning strategy training and find that more effective learners differed from less effective ones in their use of strategies. It means that the instruction of using effective learning strategies is

necessary to control their learning process before they become independent in their learning approach.

In addition, learning strategies are defined as specific actions, behaviors, steps, or techniques, such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task, used by learners to enhance their own learning (Scarcella and Oxford, 1992: 63). When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning. Moreover, having the knowledge about learning strategies, learners can facilitate their learning, respond to their learning needs, and acquire the language better. In other words, language learning strategies lead the learner to become self-directed or independent. Furthermore, Oxford (1990:8) stated that learning is easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. The use of appropriate language learning strategies often results in improving proficiency or achievement overall or in specific skills areas.

In short, since there are many classifications of language learning strategies proposed, different researchers may have different taxonomies of language learning strategies. However, they actually reflect more or less the same categorization. According to O'Malley (1985: 582-584), typical strategies are divided into three categories. They are metacognitive, cognitive, and social strategy. Besides, Setiyadi (2011) also stated that there are three main categories

of language learning strategies; cognitive category, metacognitive category, and social category.

2.2.1. Cognitive Strategy

O'Malley (1985: 582-584) stated that cognitive strategies are strategies which refer to the steps or operations used in learning or problem-solving that requires direct analysis, transformation, or synthesis of learning materials. Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself, for instance repetition, resourcing, translation, grouping, and note taking. Furthermore, the cognitive processes include all activities related to mental processing. In relation to language learning strategies, the cognitive category may include all activities that take place in the brain in order to acquire a foreign language. This category may include intelligent guessing, looking for patterns from sentences, inferencing, association, summarizing, grouping in the mind, deducting, imagery, and other mental processes (Setiyadi, 2011).

However, Fillmore (1979), O'Malley and Chamot (1990), and Oxford (1990a) explicitly mentioned a cognitive category to classify some learning activities. They had different concepts of what cognitive strategies are. Fillmore stated that examples of cognitive strategy are (a) get some expressions you understand, and start talking, (b) make the most what you have got. It seemed that these were not mental processes that relate to language learning. Such processes were not categorized under the same category in O'Malley and Chamot's study and

Oxford's study. O'Malley and Chamot and Oxford classified learning strategies in different ways but they seemed to be similar in classifying learning processes when they come to cognitive strategies. In Oxford's model, *guessing intelligently by using linguistic clues* is similar to *infer by using available information* in O'Malley and Chamot's model. Memory strategy in Oxford's model, which includes creating mental linkages, applying images and reviewing, will be included under the cognitive strategies in Setiyadi's study since the processes mentioned in the category of memory in Oxford's model involve mental processing. Meanwhile, Wenden (1991a) also introduced cognitive strategies in her classification scheme. Cognitive strategies in her classification involved selecting and retrieving the information.

2.2.2. Metacognitive Strategy

O'Malley (1985: 582-584) stated that metacognitive strategies is a term to express executive function, strategies which require *planning* for learning, *thinking* about the learning process as it is taking place, *monitoring* of one's production or comprehension, and *evaluating* learning after an activity is completed. Metacognitive can be loosely defined as "thinking about one's own thinking". More specifically, Metacognitive is an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the ability to make correct inferences about how to apply one's strategic knowledge to a particular situation, and to do so efficiently and reliably (Peirce, 2003: 2). Learners who are able to identify suitable learning strategies in the proper situation are using metacognition. For

example, a student may understand that she/he has difficulty in finding the connection between important concepts within a story. If he/she has been taught to use a graphic organizer, such as a concept map, to identify the main concepts and link them together using lines, similar to a spider web, then that student has used metacognitive to complete the task (Nelson and Conner, 2008).

According to Oxford (1990) there are two major kinds of learning strategies: direct and indirect strategies. These two strategies are subdivided into total six groups (memory, cognitive, and comprehension under the direct strategies and metacognitive, affective, and social under indirect strategies), metacognitive means beyond, beside or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Moreover, Wenden and Rubin (1990) cited that metacognitive learning strategies refer to knowledge above cognition or executive control or self- management through such processes as planning, monitoring, and evaluating. They are used to oversee, regulate or self-directed language learning. The goal of this strategy teaches learners how to become purposeful, effective, and independent learners. Learners with metacognitive learning strategies can make plan for their studies. Learners without metacognitive learning strategies are essentially learners without directions and abilities to review their accomplishment, progress, and future learning direction.

2.2.3. Social Strategy

O'Malley (1985: 582-584) stated that social strategies are related to social-mediating activity and transacting with others. Cooperation and question for clarification are the main social strategies. Besides, Stratton and Hays (1988) defined social psychology as the branch of psychology which is particularly concerned with the nature and form of social interaction and how people come to influence one another's behavior. Social category was investigated and explicitly stated in studies conducted by Fillmore (1979). In the study by Fillmore (1979) there are three social strategies, namely joining a group, give the impressions- with a few well- chosen words- that you can speak the language, and count on your friends.

Furthermore, Politzer and Groarty (1985) classified the strategies under interacting with other outside the classroom, a category which contained 22 items. The items within this group in Politzer and Groarty's study seem to overlap with those under the metacognitive and cognitive categories developed in another study. For example, the strategy *do you sometimes correct yourself when you notice that you made a mistake?*, which is a metacognitive strategy in the current study, is grouped under social strategies by Politzer and Groarty (1985). An example of a cognitive strategy developed in another study that is classified as social strategy in their study is *can you often guess the meaning of what somebody said either from his/her expression or gestures?* In addition, O'Malley (1985) also introduced the category of social strategy and classified it under a heading *social mediation*. In their study this group only contains one strategy, namely, cooperation (working

with one or more peers to obtain feedback, pool information, or model a language. Different with O'Malley et al, Wenden (1991a) classified social strategy under 'retrieving information' of cognitive strategy. Moreover, Oxford (1990a) categorized the strategies into three categories, they are a) asking questions, b) cooperating with others and c) empathizing with others.

Referring to the explanations and classifications of learning strategies above, it can be concluded that learning strategy is a term that refers to particular thoughts and behaviors used in the purpose of attaining learning objectives independently. The thoughts and behaviors can be included in cognitive strategy, metacognitive strategy, and social strategy. In other words, cognitive strategy is strategy which uses cognitive processes in learning, like summarizing. Besides, looking thoroughly at the explanation before, it can briefly concluded that metacognitive learning strategies are the strategies which plays function as the decision-making of one's learning. There are four components of metacognitive strategies, namely *planning* before learning, *managing* the learning process, *monitoring* the learning process, and *evaluating* what has been learned. Then, social strategy deals with social activities involve in learning a second/foreign language, such as sharing ideas and thoughts to peers. They are very important for learners to gain their attention and energy on focusing to certain language task, activities skills, or materials in their language learning process. Different writers have classified similar processes into different categories. Some use the same terms for a category but they refer to different concepts, and some others refer to the same concepts with different terms.

2.3. Learning Styles

Learning styles are the general approaches, for example, global or analytic, auditory or visual, that learners use in acquiring a new language or in learning any other subject. These styles are the overall patterns that give general direction to learning behavior (Cornett, 1983: 9). Besides that, learning styles are the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others. Learning style is defined in multiple ways, depending upon one's perspective (Dunn and Griggs, 1988: 3). Moreover, Brown (2000) defined 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. According to Murcia (2001) defined learning styles as the general approaches, for example global or analytic, auditory or visual, that learners use in acquiring a new language or in learning any other subject. The manners in which a learner perceives, interacts with and responds to the learning environment.

There are numerous methods of determining learning styles. Leaver (1998) offered four learning style groupings in efforts to make them less overwhelming to teachers and instructors. These groupings include sensory modalities; personality types; cognitive styles; and environmental preferences. Sensory modalities most commonly include visual, auditory, and motor (tactile / kinesthetic) learning styles. Although visual learners take in new information through sight, Leaver (1998) divided the visual learner into two sub-groups:

verbalism and imagists. The verbalism sees words and imagists see pictures in the learning process. She further explains that auditory learners, who process information through sound, can also be divided into two groups. These are aural, those who learn by listening to others, and oral, those who learn by talking and hearing themselves. The motor learner receives information through movement. Leaver divides these into two sub-groups which were: kinesthetic and mechanical. Kinesthetic uses gross motor muscles and mechanical uses fine motor muscles. Each involves frequency, pressure, duration and intensity during the use of these muscles, hands-on exploration, and brainstorming.

According to DePorter and Hernacki (1999), learning styles are divided into three types. They are Visual Learning Style, Auditory Learning Style, and Kinesthetic Learning Style. The VAK learning style uses the three main sensory receivers Visual, Auditory, and Kinesthetic (movement) to determine the dominant learning style. Learners use three of them to receive information. However, one or more of these receiving styles is normally dominant. This dominant style defines the best for a person to learn new information by filtering what is to be learned. In addition, the auditory learners tend to attain information by discussing and listening. As another example, for visual style, the learners learn by interpreting charts, graph, and pictures. While in kinesthetic style, the learners are more toward accepting learning based on behavior such as touch, feel, see, and listen.

There are some characteristics of visual, auditory, and kinesthetic learner. The learners are classified into visual learner if they have the characteristics such as

prefer information to be presented the use of visual aids, require explanations of diagram, graphs, or visual directions, can better understand a news article by reading about it in the paper than by listening to the radio, tend to say “I see what you mean” and “watch how I do it”, take numerous detailed notes, usually neat and clean, when meet an old friend tend to say “it is great to see you!”, and remember things best by writing notes or keeping printed details (DePorter and Hernacky, 1999).

The strong points of visual learners were they easily understand the lesson by using many kinds of visual aids. They were able to explain a concept to others by drawing figures or pictures. Besides, they would understand better about reading passage if they read silently, because they could process the information by using their imagination. However, the visual learner could not move a lot while learning. They sometimes confused when they should listen some direction and do the activities in the same time. It was their weakness point.

Moreover, the learners are classified into auditory learner if they have the characteristics such as can remember more about a subject through the lecture method with information, explanation, and discussion, do better at academic subject by listening to lectures and tapes as opposed to reading textbook, follow oral directions better than written ones, tend to say “listen to me, I will explain” and “I hear what you are saying”, when meet an old friend tend to say “it is great to hear from you!”, remember things best by saying them aloud or repeating

words and key points, prefer to listen what they are learning, and acquire knowledge by verbalizing lessons to themselves (DePorter and Hernacky, 1999).

The strong points of auditory learners were the learners would have a better achievement when studying through listening and discussing. They easily process sound while processing knowledge liked reading the passage loudly. Then, in discussion, they listen to their friends to get information, then they gave their opinions and suggestions, this would help them easily understand about the lesson. However, auditory learners would difficult read a lot about the lesson. They were hard to understand the reading passage while they read silently. It was their weakness point.

Furthermore, the learners are classified into kinesthetic learner if they have the characteristics such as like to write down or to take notes for visual review, prefer to make posters, physical models, or actual practice and some activities in class, remember best by writing things down several times, feel very comfortable touching others, hugging, or handshaking, tend to say “you have a go” or “I know how you feel”, when concentrating most often move around a lot, fiddle with pens and pencils and touch things, most of the free time is doing physical activity or making things, speak with their hands and with gestures, and need to be active and take frequent breaks (DePorter and Hernacky, 1999).

The strong points of kinesthetic learners were the learners would learn better if they do many activities during the learning process. They studied better when they

experienced themselves by joining the class project or discussion. When they actively involved in such activities in the class, they would easily remember what they learned. However, if there was no space to move, the kinesthetic learners were hard to understand the lesson. They did not like to read a lot. They could not study better if they did not have partners in learning process. These were the weakness points of kinesthetic learners.

Besides that, Feinstein (2006) suggested although humans use their senses to assimilate environmental stimuli, each sense does not contribute the same amount of information to their brain. Individuals appear to learn differently or have different learning preferences or styles. She also reported the work of Dunn and Dunn (1983) in describing three styles of learning which are: auditory, visual, and tactile/kinesthetic. Furthermore, Feinstein (2006) offered that auditory learners prefer to discuss what they are learning. This act helps them process the information. The auditory learner tends to be analytical, logical, and a sequential thinker. Visual learners assimilate information most effectively by reading or seeing something. They tend to be more holistic thinkers and need to see the “big picture” before they are given the bits and pieces that contribute to the big picture. The kinesthetic learner needs to be actively (bodily) engaged in the learning process with real world activities and with activities that have meaning to the learner. This learning process is considered one of the most important learning styles since the information is stored in one of the strongest memory (procedural) systems of the brain.

Besides, Alias et al. (2005) stated that in learning process student diversity is a factor which needs to be taken into consideration by teachers. Teachers should be aware that before planning their teaching process and assessment in classroom. They should consider first this diversity factor. Teachers must create the right ambience with learners' academic achievement and their needs, so that, various learning experience structure are assignable to all learners. As the example, the teacher diversified learning style such as visual, auditory, and kinesthetic.

Based on the explanations and classifications of learning styles above, it can be inferred that learning styles refer to the concept that we, as individuals, process and perceive information in different ways. There are three categories of learning styles: visual, auditory, and kinesthetic. Visual learners think in pictures and learn best in visual images, auditory learners gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written, and kinesthetic learners learn best with an active "hands-on" approach or physical world. However, one or more of these receiving styles is normally dominant. This dominant style defines the best for a person to learn new information by filtering what is to be learned.

2.4. Reading

Reading is an active process of guessing and deriving meaning of information stated in the printed materials. Nuttal (1985) defined reading as the meaningful interpretation of printed or written verbal symbols. Furthermore, Silberstain (1994) defined reading as an active process of interacting with print and an

instantaneous association of those symbols with the reader's existing knowledge. These mean that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the words. In this process the reader tries to recreate the meanings intended by the writer.

On the other hand, reading can be defined as the ability to make sense of written or printed symbols to guide the recovery of information from his or her memory and subsequently use this information to construct a plausible interpretation of the written message. That statement means that reading is the ability of getting information from printed material. In order to get and to comprehend the information, the reader background knowledge is needed. However, reading is an active process used by readers to gain the message of current information on printed or written text through relating what they have already known to what they want to know. Readers process deeply the information from the discourse, so that readers can make a meaningful interpretation of the information provided. From all the explanations above, they can be concluded that reading is an active process to gain the meaning of current information by relating readers' background knowledge to the information provided on printed text.

2.5. Learning Strategies in Reading

Learning strategies properly can be trained in four language skills, for example listening, speaking, reading, and writing. By applying learning strategies in learning language skills, learners can be easier to increase their language skills

more efficiently and effectively. This study concerns on learning strategies in reading skill. Through some learning strategies provided in reading, the learners can solve the problem of getting the message of the text given. As Nuttal (1985: 5-6) cited that a reader may have difficulty in comprehending a passage due to some problems like unfamiliar code in which the text is expressed, the amount of previous knowledge that the readers bring to the text, the complexity of the concepts expressed, and vocabulary knowledge. In learning reading, learners may use three kinds of strategies: cognitive, metacognitive, and social strategies.

In learning reading, the use of strategies is important to help the learner in enhancing their understanding. As Fedderholdt (1997: 1) mentioned that the language learners who are capable of using a wide variety of language learning strategies appropriately can improve his/her language skills in better way. Moreover, every learner has their own strategies in mastering reading. Some of learners like to summarize to understand what they have read, some others like to recheck their understanding by reading again what they have read, than the others like to do reading task by discussing with their friends.

Fedderholdt (1997) stated that learning reading by using cognitive strategies usually use connection. The readers connect what they know with what they are reading. The readers sometimes think about what is going to happen and make predictions based on what they know and what they have read. The learners may also ask themselves questions before, during, and after reading to better understand the author and the meaning of the text. Besides that, learners

notice the way the author uses language to get his or her ideas across, identify the most important ideas and restate them in their own words, and think about the text's big idea or message and why it's important. However, cognitive strategy instruction develops the thinking skills that will make learners strategic, flexible learners. Good reading comprehension requires that learners monitor their understanding while reading a passage.

At the point of performance--when a student picks up a text and prepares to read--there are 3 crucial phases that improve comprehension (Pressley and Wharton-McDonald, 1997): pre-reading (the reader creates a reading plan), reading (the reader monitors his or her understanding of the text while reading and applies strategies to clarify understanding of the text), and post-reading (the reader continues to think about the passage after reading and encode key details into long-term memory). While, Williams and Burden (1997: 148) state that cognitive strategies are seen as mental processes directly concerned with the processing of information in order to learn, that is for obtaining, storage, retrieval or use of information.

On the other hand, O'Malley and Chamot (1990) stated that in learning reading, the learner may use four steps of metacognitive learning strategy. By considering the components of metacognitive strategy, namely *planning* before learning, *managing* the learning process, *monitoring* the learning process, and *evaluating* what learners has learned. Those four steps have been described further as the following. While the focus of reading skills are equivalent with the language

curriculum in reading skill, therefore, it contains determining the main idea, finding the detail, reference, inference, and vocabulary. Furthermore, the first step of metacognitive strategies in reading passage is *planning* before learning. It means that in the earlier before reading a passage, learners are able to mention what they should and want to know about the information stated on the passage. On this step, learners are also expected to make a guessing about the content of the passage that given. The second step is *managing* the learning process. In this case, the learners manage their own learning in comprehending the text provided. As an example, it can be done by relating the cognate words or looking at the previous sentences when learners find the difficulty to understand the unknown words.

The next step of metacognitive is *monitoring* the learning process. This step is actually the activity that focuses on learners' prediction and their comprehension in reading a passage. Learner can confirm if their prediction about the content of the text is similar to what is being stated on the passage after they have read the text given. Learners' prediction can be a monitor to check whether the learners have comprehended the text given or not. When the learners realize that their previous prediction exists in the text, the learners have successfully comprehended the passage. The last but not least of metacognitive is *evaluating* step. The learners are required to evaluate what they have learned. The learners should know whether they have understood and comprehended the meaning of the whole passage or not. Besides, the strategies used in reading passage should also be evaluated in order to have a better strategy (O'Malley and Chamot, 1990).

Furthermore, in learning reading learners may use social strategies. O'Malley (1985: 582-584) stated that social strategies are related to social-mediating activity and transacting with others. Cooperation and question for clarification are the main social strategies. Learners may cooperate with other learners to solve reading task or understanding about text. Besides, learners can study reading by involving in social activities like discussing or working together with peers.

From all the theories mentioned above, it can be concluded that in learning reading, the use of strategies is important to help the learner in enhancing their understanding. In learning reading, learners may use three kinds of strategies: cognitive, metacognitive, and social strategies. Cognitive strategy instruction develops the thinking skills that will make learners strategic and flexible learners in comprehending reading task. Besides, through those four steps of metacognitive strategy, the researcher can conclude that there has an influence of the learning strategies used by learners in their achievement and independency in facing the reading passage. Then, learners can study reading by involving in social activities like discussing or working together with peers.

2.6. Rule of Learning Styles in Using Reading Learning Strategies

Teacher has to use proactive and responsive education approaches on target group. With different education approaches, teacher as educator should be able to give opportunities and experiences to learners of different backgrounds of learning styles. Learners have distinctive learning styles, so any system that is built based on this theory, needs to vary its lesson strategies (Ismail, 2008). However, Reid

(1998) drew a distinction between learning styles and learning strategies by focusing in what way they are distinct from each other. She refers to learning styles as “*internally* based characteristics, often not perceived or consciously used by learners, for the intake and comprehension of new information”, whereas learning strategies are defined as “*external* skills often used consciously by learners to improve their learning”. It can be inferred from the definition is that since learning styles are ‘internally based characteristics,’ they explain a learner’s preference to a learning situation.

In learning process, people use different strategies. Some people learn best by reading texts or writing down notes from what they read. Learners need writing materials to take down points they think important from what they read, hear or see. The read/write style has the advantage of making them more self-dependent because with their note taking, they can learn much by themselves. However, they face the disadvantage of not being able to learn easily where the only medium of instruction is visual or audio, or where they do not have access to writing materials (Reid, 2005). Moreover, some people prefer to learn by hearing what they want to learn. Theirs is the auditory learning style. To learn, such people will prefer listening to discussions, talking matters over, reading out of texts or making use of e-courses containing audio recordings. One special advantage of this style is that you assimilate and retain information without having to see it in texts or pictures. However, the difficulty of learning among silently reading learners -- in a library for example -- is one disadvantage (Reid, 2005). In addition, some people who are kinesthetic learners prefer to learn by moving and doing. They

prefer interactive learning, learning through practical challenges and hands-on experience and taking in information as they move from one place to another. Kinesthetic learners are therefore not comfortable sitting in a place for long. The kinesthetic learning style has the advantage of exposing learners faster to practice and evidence: learners learn as they practice and practice what they learn; they see the evidence of what they had digested with difficulty from texts or discussions. However, where there are no places to move to for such live experience and nobody to interactive with, you are at a disadvantage (Reid, 2005).

Learners with different learning styles have different strategies in learning reading. Some of visual learners use color to highlight important points in a text, take notes or ask your teacher to provide handouts, study in a quiet place away from verbal disturbances, read illustrated books, and visualize information as a picture to aid memorization. Moreover, auditory learners use a tape recorder during lectures instead of taking notes, read text out aloud, or discuss the ideas verbally in learning reading. While, kinesthetic learners move around to learn new things (for example read while on learning cooking), use bright colors to highlight reading material, and skim through reading material to get a rough idea what it is about before settling down to read it in detail.

2.7. Theoretical Assumption

Referring to the previous discussion, it showed that learners with different styles had different strategies in learning reading. The use of strategies could be influenced by the learners' styles. Determining learners' learning style was also

important to make English teachers creative and effective in choosing the learning strategies in learning activity. Therefore, the use of learning strategies correlated with learners' learning styles especially in English reading. Each of learning styles had different strategies in learning English reading. Some of visual learners used color to highlight important points in text or take notes or asked the teacher to provide handouts. Moreover, auditory learners read text out aloud or discussed the ideas verbally in learning reading. While, kinesthetic learners moved around to learn new things, used bright colors to highlight reading material, and skimmed through reading material to get a rough idea what it was about before settling down to read it in detail. Referring to them, this present study was aimed at finding out learners' learning styles and the strategies used by learners with different learning styles in learning English reading as EFL at the first grade of SMAN 3 Bandar Lampung.

2.8. Hypotheses

Concerning to the concept and theoretical assumption above, the researcher decided to formulate two hypotheses as follows:

1. Ho: There are no fixed types of learners' learning styles at the first grade of SMAN 3 Bandar Lampung.
Ha: There are types of learners' learning styles at the first grade of SMAN 3 Bandar Lampung.
2. Ho: There are no fixed types of reading learning strategies used by learners with visual learning style, auditory learning style, and kinesthetic learning style at the first grade of SMAN 3 Bandar Lampung.

Ha: There are types of reading learning strategies used by learners with visual learning style, auditory learning style, and kinesthetic learning style at the first grade of SMAN 3 Bandar Lampung.