

## **II. LITERATURE REVIEW**

This chapter discussed several points related to the theories used in this study. They included the concept of reading comprehension and assumption of reading sub skills. There would also be explained in this chapter, concept of learning style, concept of visual, auditory, and kinesthetic learning style, and the theoretical assumption. Last, this chapter explained the hypothesis.

### **2.1. Concept of Reading Comprehension**

Reading comprehension means that reader acquires from reading. Many people believe that reading is one of the important skills that need to be mastered by students. Besides, it is also one of the important English skills that everyone should master on it. Many people accepted that reading is one of the most crucial skills needed by the students of secondary school, of senior high school and university generally.

Joycey (2006: 2) states that reading is an active skill, where the reader interacts with the text and some extent the writer. While Grellet (1981: 64) says that reading comprehension means extracting the required information from the text as

efficiently as possible. In fact, many students are able in reading but it is difficult for them to comprehend what they are reading about. Actually, reading is not only finding the written symbols, but also understanding and comprehending more about what those symbols meant. It is also supported by Dallman (1982: 23) who says that reading is more than knowing what each letter of alphabet stands for, reading involves more than word cognition.

Definition of reading includes the ideas that we read to construct meaning and that we must use particular skills strategies to do so. For many language learners, reading is ranked first among the academic skills that they wish to gain mastery over (Grabe & Stoller, 2001; Richards and Renandya, 2002).

Everyone knows that reading is an activity with a specific purpose. In case of gaining information, reading is a good way to let people think seriously about the exactly aim of what they are reading. The reader must also be intentional and thoughtful while reading, monitor the words and their meaning as reading progresses. Furthermore, the reader must apply reading comprehension strategies as ways to be sure that what is being read matches their expectations.

In general, reading comprehension can be described as understanding a text that is read. According to reading theory, comprehension is dependent on several cognitive processes, including decoding, word recognition, and knowledge. Smith (1982: 92) says that reading certainly implies comprehension, and reading is something that makes sense to reader. Rubin

(1993: 194) states that reading comprehension is a complex intellectual process involving a number of abilities. Without comprehension, reading the text is meaningless and useless because reading comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of writing.

Wassman and Rinsky (2000: 2) say that to understand all the printed materials in English, high reading proficiency is of paramount importance without which the information will not be comprehended. While Doyle (2004: 201) says that comprehension is a progressive skill in attaching meaning begin at the same level and proceeding to attach meaning of the entire reading selection. All comprehension revolves around the reader's ability in finding and determining idea and topic sentence from the text. Related to those definitions, students have their own way and style in case of reading.

Furthermore, Smith (Westwood, 2001: 21) divides four levels of comprehension, they are:

(1) The first level of comprehension can be called literal level. At this level, the basic facts and details are understood. Literal level of comprehension involves what the author is actually saying. The readers need to understand the ideas or information that is explicitly stated in the reading text. Basic questions on literal comprehension involve who, what, when, and where.

Dates, names and descriptions are all literal information easily understandable from a text.

(2) The second level of comprehension is called inferential level. At the inferential level, the readers are able to go beyond what is written on the page and add meaning or draw a conclusion. In this level, the readers are attempting to read between the lines and they are demanded to understand what the author means (implied) not only what author says in the written words.

(3) The third level of comprehension is called critical level. At the critical level the readers assess a good sense of what they are reading, its clarity, accuracy and truthfulness.

(4) The fourth level of comprehension can be called creative level. At this level the readers can take the information or ideas from what has been read. The creative level stimulates the readers to new and original thinking. It involves making personal responses based on full of understanding of the expressed messages.

According to Haggart (2003: 198), students with different sensory learning styles have distinct ways they prefer to learn and areas where they will have difficulty learning.

Here are some assumptions of students' learning style which are related to their reading comprehension:

- Visual learning style refers to a preference for learning through vision and visual learners which rely on their sight to take the information. They typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding.
- Auditory learners tend to like to read plays and dialogues, but they will have trouble reading silently and with speed when not allowed to vocalize.
- Kinesthetic learners tend to like to read how-to books and action-oriented books, but they will have trouble sitting still or listening for more than four minutes.

## **2.2. Assumptions of Reading Sub Skills**

Nuttal (1982: 109) states that there are five short reading skills that should be mastered by reader to comprehend a text deeply. They are as follows:

### 1. Determining Main Idea

Main idea is the most important piece of information the author wants to know about the concept of a paragraph. Determining main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words (Kelly R, 2004: 219).

## 2. Finding the Specific Information or Part of Text

It means by looking for the information which relevant to what goal in mind and try to ignore the irrelevant one.

## 3. Finding Reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other.

Finding reference means we interpret and determine one linguistic expression to another.

## 4. Finding Inference

Inference is a good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages, understand, and conclude it logically.

## 5. Guessing Meaning of Difficult Word

Guessing meaning of difficult word refers to comprehend what the unfamiliar words mean by seeing its synonym related to the context. Besides that, we can also try to guess the meaning of the difficult word by comprehending one or two previous sentences in the text.

Considering the theories above, those five reading sub skills are important to be used in comprehending a text. Thus, the writer used all the reading sub skills in case of reading test in this research.

### 2.3. Learning Styles

Many people have probably noticed that when we try to learn something new, we prefer to learn by listening to someone talk to us about the information or perhaps we prefer to read about a concept to learn it, and maybe see a demonstration. Those they called learning style. Actually, learning styles can be defined, classified, and identified in many different ways. Keefe (1979: 71) defines learning style as the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment. Learning style is characteristic cognitive, affective, and physiological behaviors that serve as pretty good indicators of how students perceive, interact with, and respond to the learning environment.

Stewart and Felicetti (1992: 34) define learning style as those educational conditions under which a student is most likely to learn. Thus, learning styles are not really concerned with what learners learn, but rather how they prefer to learn. According to Downes (1990: 155), there is no good understanding of learning styles as it stands. But it certainly does not follow that we all learn the same way, the sense my well work in concert, but some senses work more or less well, it means that each individual may combine the senses differently.

Actually, learning styles may also useful for helping students with mastering meta-learning (being aware of and taking control of one's learning). According to Ellis (1985: 99) states language learners vary on a number of dimensions to do with personality, learning style, motivation, aptitude and also age.

In this research, the researcher focused on students' learning style between Auditory and Kinesthetic. Wang (2007: 409) defines that learning style as an individual's preferred or habitual ways processing the knowledge and transforming the knowledge into personal knowledge. Essentially, learning style is not really concerned with what the learners learn, but rather how they prefer to learn a material. Furthermore, each person has his or her own best way to learn something. Some learners may rely on visual image or presentation, others prefer listening to the music while learning, and still others may respond better to hands-on activities.

Learning styles are found to affect the students' learning behaviors. Students who have different learning style preferences would act differently in the way they perceive, interact with, and respond to the learning environment. Learning style is also a conceptual structure which refers to the individual's learning characteristics on the basis of individual differences in learning.

There are three main cognitive learning styles: visual, auditory, and kinesthetic. As Vester (1998: 117) states that students' approach can perceptually form a learning profile by means of the information stored in the memory through visual, auditory, and kinesthetic perceptions. The following are the explanations of each learning style.

#### **2.4. Concept of Visual Learning Style**

Yong (2010: 481) states that Visual learning style refers to a preference for learning through vision and visual learners rely on their sight to take the information. There are some characteristics of the students' 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.

They tend to prefer sitting in front of the classroom to avoid visual obstructions. Visual learners typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding. Meanwhile, visual students learn best from seeing words in books and on the whiteboard. To identify students who have visual learning style is by comprehending several characteristic below:

- a. Difficulty following spoken directions (prefers written directions)
- b. Needs to be able to see the information
- c. Easily distracted by sounds
- d. Trouble following teachers
- e. Tends to think in images or pictures
- f. Often quiet
- g. Lose focus when extensive listening required
- h. Learns by seeing and watching demonstrations

Students who have visual learning style can easily recall printed information in the form of numbers, words, phrases, or sentences even they can make “movies in their minds” of information they are reading.

### **2.5. Concept of Auditory Learning Style**

Auditory learning is a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning. Auditory learner is also a phrase used to describe students who tend to retain information more thoroughly when the information is reinforced through sound. Auditory learning methods could include anything from musical notes to voice recordings or chants. Research has explored the impact of individual learning styles recognizing that people may vary in their response to learning opportunities and how they learn (Kolb, 1984: 101).

Honey and Mumford (1999: 11) states how to identify ones who has Auditory Learning style. Here are some characteristics:

- a. Prefer to learn by listening rather than by writing
- b. Tend to listen to teacher directly, then make notes later
- c. Repeat new information aloud
- d. Written instructions more difficult to follow than spoken ones
- e. Have difficulty reading body language and facial expressions

- f. Often hum and talk to themselves
- g. Solve problems by talking about them
- h. Like discussions, but can be easily distracted by external noise

For students who have auditory style, they tend to always rely on the success of learning through hearing. Honey and Mumford (1999: 13) state auditory learners are able to memorize faster by reading text loudly and listening to tapes.

Therefore, the teacher should pay more attention to students who have auditory learning style because they can learn faster by using verbal discussions and listening to what the teacher says. In other word, teacher should try to always involve students who have auditory style to participate well in any discussion both inside and outside the classroom.

## **2.6. Concept of Kinesthetic Learning Style**

Students who have kinaesthetic style in learning something will likely that they use their body and sense of touch to learn about the world around them directly. Someone who has kinesthetic style will learn through movements as a way to get information and transfer it into brain.

In case of reading a text, they like to think out issues, ideas and problems while they exercise. Something that must be underlined for students who have

kinesthetic style is that always remember to make notes while they read and using efficient reading strategies will help them stay focused.

Kolb (1984: 101) states that kinesthetic learner is when you are learning a new skill or topic, you would prefer to 'jump in' and play with the physical parts as soon as possible. You would prefer to pull an engine apart and put it back together, rather than reading or looking at diagrams about how it works.

While Honey and Mumford (1999: 17) identify kinesthetic learning style is a learning style in which learning takes place by the student carrying out a physical activity, rather than listening to a lecture or watching a demonstration. Kolb (1984: 103) states that how can we find someone in his or her kinesthetic style might be identified by these following characteristics:

- a. Like to use the hands-on approach to learn new material
- b. Is generally good in math and science
- c. Would rather demonstrate how to do something than verbally explain it
- d. Usually prefers group work more than others
- e. Learn best by doing
- f. Like adventure books, movies
- g. Like role playing

In case of reading, students who have kinesthetic style will be very interested in some specific texts. They are very excited when they are asked to talk and discuss about a text which is telling an adventure, field trip, visiting special place, etc.

Sometimes, taking lab classes and reading activity will increase students of kinesthetic style in doing the activity. As we know that they like studies with loud music on. Somehow, students who have kinesthetic style could not really enjoy with their reading activity because most of them are not really great in spelling (P. Honey, 1982: 90).

## **2.7. Theoretical Assumption**

From the frame of theory and explanation above, it was believed that learning styles attempt to define the different ways in which students prefer to learn, especially in comprehending a text.

Based on the explanation about characteristic from each learning style described above, the researcher assumed that students with kinesthetic learning style tended to like reading better than two others learning style.

In case of reading a text, students who had kinesthetic learning style like to think out issues, ideas and problems while they exercise. They are very excited when they asked to talk and discuss about a text which is telling an adventure, field trip, visiting special place, etc. So, it was assumed that kinesthetic would be the best learning style on students' reading comprehension achievement.

## **2.8. Hypothesis**

Based on the theoretical assumption above, the hypothesis which are proposed to be formulated in this research are:

H<sub>0</sub> : There is no significant effect of learning style on students' reading comprehension achievement.

H<sub>1</sub> : There is significant effect of learning style on students' reading comprehension achievement.