

CHAPTER II

LITERATURE REVIEW

In the literature review, it is the process of searching and collecting scientific articles that were previously conducted by researchers. With the aim of identifying differences and similarities in the research being conducted, here are a few articles referenced and used by the research for the literature review.

A. Review of Previous Study

In the past five years, many researchers have studied learning styles. The goal is so that we know how students learn. In the last five years, many researchers have studied the best ways to learn to achieve good grades in school. The results of this research are very useful for everyone in need of education. The essence of this study aims to investigate the correlation between students' learning styles and their English academic achievement. The way we understand the material whether by seeing, hearing, or directly trying greatly influences students' learning outcomes. This research was conducted to find the correlation between students' learning styles and their grades in school.

From the research results, it appears that students who do not understand their own learning styles usually have difficulty keeping up with lessons. However, Students who use learning methods that match their learning styles tend to achieve better academic results. The previous research in this study is divided into three main topics: 1) study of students' learning styles, 2) study on English learning achievement, and 3) study on the correlation between learning styles and learning achievement.

1. Studies on learning style

The first group of previous research discusses students' learning styles in various journal articles. This part is about learning styles. Many new studies examine learning styles. These studies aim to prove that each student's way of learning plays a significant role in how high their English grades are.

Recent research shows that learning styles have a significant impact on students' performance in English class. Therefore, with the goal of optimizing students' learning outcomes, classroom activities must be adjusted to align with students' learning styles so that they can more easily understand the lessons. According to Septiani et al. (2024) the research results were obtained using the survey method with a questionnaire of 54 questions based on the DePorter and Hernacki theory. It shows that many students do not rely on just one learning style, but combine several styles depending on the situation. Zibar et al. (2025) also conducted research on fifth-grade elementary school students with a sample of 30 students. The results of this study emphasize that the key to improving student achievement is the match between teachers' teaching methods and students' learning styles. Teachers must be able to understand students' learning styles for the purpose of creating more effective teaching strategies. The research conducted by Samosir et al. (2025) aligns teaching methods with students' learning styles as the key to successful digital learning. Adjusting teaching methods not only makes students participate more actively but also helps them achieve optimal learning outcomes.

Teachers need to understand each student's learning style so that classroom teaching methods can be more effective. This is supported by a study conducted by Satriani et al. (2024) involving 50 students from two Islamic schools in Thailand. The primary challenge is that teachers may have difficulty adapting learning materials to different learning styles within the same class.

Successful learning depends is influenced by the way students absorb information. The importance of focusing attention on learning styles was also found in the research of Purbayani et al. (2024) based on a survey of 46 elementary school students, this study shows that students' academic achievement has a strong connection to their learning styles. If learning styles are ignored in the teaching process, it will hinder students from achieving their full potential.

Learning styles also have a significant impact on English-speaking proficiency. Research from Anugrawan and Samad (2025) shows that the way students learn significantly impacts their self-confidence. The results of the research revealed that each type of student experiences anxiety for different reasons. Visual students often feel anxious when they have to speak spontaneously because they rely more on visual support. Meanwhile, auditory students often fear making pronunciation mistakes, and kinesthetic students feel anxious if they have to learn in a formal and inactive classroom environment. This research suggests that teachers should adjust their teaching methods to meet the needs of students so that they do not feel anxious. One way is by using various methods, such as using pictures, listening exercises, and activities that involve movement.

Some educational journals mention that it is important for teachers and students to understand students' learning styles because learning styles are very important for academic achievement. Research from Indriyani and Nurmasitah (2025) on English language students shows that teachers must be creative in their teaching, especially in difficult subjects. Teachers are encouraged to use varied methods that help to match each student's learning style, so that all students can learn comfortably and to the fullest.

According to Hepriansyah et al. (2023) conducted research by identifying the learning styles of 37 students, with details that 17 students are auditory types, 15 students are visual types, and 5 students are kinesthetic types. Take a look at the results of the academic tests; the group of students with auditory and visual learning styles showed a level of material mastery in the "good" category. Additionally, despite being the smallest group, the kinesthetic students achieved the best performance with a mean score in the "very good" category. According to Linsiyah et al. (2023) indicate that the level of material mastery is not only influenced by a teacher's professionalism; it does not ensure that student achievement will improve if the teacher does not understand the students' learning styles. Therefore, teachers need to recognize the learning characteristics of each student in the class as a key step to support the success of the teaching process.

In more depth, there is research examining the influence of learning styles on the acquisition of English vocabulary. This study is correlational research involving 50 eleventh-grade high school students as a randomly selected sample (Minda & Perdana, 2023). In the data collection process, the researcher used a

questionnaire to map students' learning styles and a vocabulary test to measure language proficiency. The results of this study indicate that the way students learn significantly affects their ability to understand and remember new vocabulary.

Students' learning styles are the key to achieving good grades and not being afraid while studying. Every student has different ways of learning, and teachers should not teach in just one way. Therefore, teachers must be creative in using images, sounds, and hands-on practice so that all students can learn comfortably and achieve satisfactory grades.

2. Study on English learning achievement

English learning achievement has a significant correlation with students' learning motivation. The research by Saputra et al. (2023) involved 355 high school students. Data collection was conducted using a motivation questionnaire adapted from R.C. Gardner's theory, as well as students' English exam scores from daily and semester exams. The research findings indicate a very strong correlation between students' learning motivation and their academic achievement. Therefore, the researchers recommend that teachers create engaging teaching strategies to maintain students' learning enthusiasm. In addition, although the students' motivation is already very high, they are still expected to practice English more diligently on their own. There is another research study that reveals English learning achievement can improve when using the PBL model. According to Hamzah Alias (2023) this research focused on the use of the PBL model to enhance the English learning outcomes of 32 female students at MA. By using tests as indicators of achievement, the research findings indicate that this teaching model successfully

helped students achieve better scores after being implemented in two learning sessions.

There is research that identifies a correlation between students' mental health and English learning achievement, according to Nur (2023) who conducted this study on 439 tenth grade students distributed across 12 classes. The results of this study found a negative correlation. This means that, in that group of students, the better someone's mental health, the lower their English grades tend to be. Conversely, students with high English grades happen to have lower levels of mental health.

English learning achievement is also influenced by students' vocabulary mastery. According to Arif and Lestari (2023) who conducted research with a sample of 30 students using the purposive sampling technique. The researcher used tests to measure the level of vocabulary mastery of students and the results of their English learning. Based on the statistical tests, a very strong correlation was found, leading to the conclusion that vocabulary mastery has a very close and significant correlation with students' success in learning English.

In addition, more readily apparent, English learning achievement is also influenced by students' awareness of their learning styles. According to Safitri and Shalehoddin (2022), the sample in this study consists of seventh and eighth grade students, with a total of 29 students. This study used questionnaires and supporting documents as data collection instruments. The results show that the majority of students have a visual learning styles, it was found that learning styles have a substantial impact on students' English learning results. The significance value

achieved indicates the existence of a strong positive correlation, which means the appropriateness of the learning styles used by students greatly determines their level of success in achieving academic success.

3. Study on the correlation between learning styles and English learning achievement

A significant correlation was found between students' preferences for learning styles and their academic success in English. This research from (Tabita, 2023) involved 80 respondents from the X IPA class as its subjects. Data were collected with questionnaires to observe each student's learning style, which were then analyzed using the mean and the Pearson correlation test. The results show that how students learn has a strong connection to the English grades they achieve. This shows that students' comfort with absorbing material greatly influences their academic achievement.

Based on research conducted at Khaengsriphum School, Thailand (Zulianti & Asari, 2022), the majority of students at the school choose to use auditory learning methods in their daily lives. However, the visual learning type was shown to have a much stronger influence in improving English learning achievement. This is supported by statistical data showing that students with a visual learning type showed the highest correlation value.

While learning styles are often considered a key factor, some studies show that they are not the only determinant of student success. The effectiveness of learning styles highly depends on various external conditions, such as the learning environment, educational level, and other supporting factors. The same conclusion

is also supported by the findings of Syazwani et al. (2021). Additionally, their research offers a different perspective, particularly in the context of online learning. In research involving 94 participants, it was found that in an online learning system, learning styles do not have a significant correlation with students' learning outcomes. The finding highlights that when students learn independently via the internet, other factors such as time management skills and personal motivation are greater determining factors of their achievements compared to the type of learning style they have.

Learning style plays an important role in education, according Manipuspika (2020) in a study titled "Learning Styles of Indonesian EFL Students: Culture and Learning." This research was conducted to find out what learning styles students use when studying English and how cultural background influences student learning. In this study, it was found that 50% of respondents preferred to learn visually. different learning styles, such as auditory, kinesthetic, and visual-auditory styles in learning English. This could be influenced by the learning habits in Indonesia, where listening and reading are preferred over direct practice.

4. Gap Identification and Research Novelty

In recent years, many researchers have been investigating how students learn and its impact on their grades. These studies show that each student has a different way of learning (learning style). If teachers understand these learning styles, students will find it easier to grasp the lessons. Conversely, if learning styles are ignored, students find it difficult to understand the material, and their English grades may decline.

Many previous studies have attempted to examine the correlation between learning styles and learning outcomes. However, the researchers found that these studies were often incomplete. Some only provide short questionnaires, some only use book theories without original data, so the results do not accurately reflect the actual conditions of students in the classroom. Often, research on this topic is conducted in elementary schools, middle schools, high schools, and of education students. There is still little in-depth discussion about Learning Styles (VARK) specifically for vocational high school students who engage more in practical activities. In this research, interviews and questionnaires are combined with original data (Academic Achievement) from the school's first-semester students' English report scores to ensure more accurate results.

The selection of subjects in vocational schools differs because students are prepared for work, so their learning styles (such as Kinesthetic) may significantly affect their English grades. The selection of samples in the tenth grade aims to map students' learning methods early on, before they enter heavier material in the eleventh and twelfth grades. Tenth-grade students are in a transition period from a junior high school environment to a vocational school that emphasizes practical work. The researcher wants to see how they adjust their old learning styles to the demands of English lessons in the new vocational school. In terms of location, SMK YASEMI Karangrayung has the advantage of a very large student population coming from various majors.

B. Review of Related Literature

1. Learning styles

a. Definition of Learning Styles

Process of learning each student has a different approach to understanding the material presented by the teacher. Differences in learning methods are often referred to as learning styles. Learning styles describe how someone feels more comfortable absorbing, processing, and remembering information during the learning process. Learning styles can be interpreted as the methods or preferences that individuals choose in acquiring and analyzing information in learning activities. Etymologically, the term learning style comes from the combination of two words: style and learning. Learning style can be understood as a special method used by individuals to acquire knowledge or understand specific information. Basically, learning style refers to how a person learns. Learning style describes the approach most commonly used by an individual in thinking, processing information, and demonstrating the results of their learning process (Pritchard, 2009). In support of this, Shala et al. (2024) explain that learning styles are a conceptual framework related to an individual's learning characteristics influenced by individual differences. Therefore, variations in learning styles cause each student to have different ways of understanding the provided learning material.

Recent studies also show that learning styles describe how individuals understand and process information in the learning process, so understanding the differences in learning styles can help educators design more effective teaching

strategies (Dey & Panda, 2024). Several experts provide diverse perspectives on the concept of learning styles. According to Dunn and Dunn (1978), learning style is a unique way of concentrating, processing, and storing new information that is considered difficult. In relation to this, Benitez-Correa et al. (2022) interpret it as a person's natural tendency and habit in absorbing and retaining new information or skills. Overall, these various definitions indicate that learning styles are highly personal, stable, and a determining factor in how effective a person's learning process.

In English language learning, learning styles are important to consider because the language learning process involves several key skills, namely reading, writing, speaking, and listening. The four skills connect and provide an important foundation during the learning of both second and foreign languages (Fenuku, 2024). Each student has a different learning style. These differences are influenced by various factors, such as life experiences, personality, and social environment. In the learning process, this is shown in the way someone gets information. Some students tend to understand the material more easily using visuals, and while other students use verbal explanations, reading and writing activities, or direct practical experience.

b. The VARK Model of Learning Styles

Of the various learning style models, the VARK model developed by Fleming (2001) is one of the most popular and frequently used in educational research. The name VARK itself is an acronym for four ways a person absorbs information, namely visual (images), auditory (hearing), read/write

(reading/writing), kinesthetic (practice), and multimodal. Fleming developed this model based on his observations over many years as a teacher to provide practical guidance in understanding the different learning styles of each individual.

The VARK model was first introduced by Neil D. Fleming and Colleen Mills in 1992, and has since been further developed. In contrast to other theories that focus more on how the brain thinks, the VARK model emphasizes how information enters and exits using the five senses. To support this theory, Fleming (2001) also created the VARK Questionnaire as a tool for students to identify their dominant learning styles, while also helping teachers adjust their teaching methods in the classroom.

c. Characteristics of Each VARK Learning Style Preferences

1) Visual

Students with a visual learning style understand information better when it is presented in graphic forms, such as charts, graphs, diagrams, maps, or workflows. The visual type does not always refer to photos or videos, but rather to the arrangement of information that shows patterns and correlations between materials (Fleming, 2001). Students with this learning style can be greatly helped by using colorful notes, concept maps (mind maps), and other visual organizers that help them remember information more effectively.

A characteristic of visual learners is that they prefer written instructions over verbal instructions, find it easier to remember faces than names, and value structured and aesthetically designed learning materials. In the context of language learning, they generally perform well when vocabulary and grammar

are explained via illustrations or explanations in writing, supported by visual indicators (Patahuddin et al., 2022). Teachers can support this type of student by using tools such as visual organizers, using different colors for grammatical structures, and using presentation media or illustrated textbooks.

Recent research in Indonesia also shows that the use of visual media can significantly improve students' English language skills, as it helps them visualize abstract concepts more concretely (Hidayah et al., 2022). Additionally, the integration of visual technology in language classes has proven to create a more interactive learning environment for students with visual tendencies (Pratama & Anwar, 2024).

2) Auditory

Auditory learners are the students who feel most comfortable absorbing information via hearing and oral communication. Students of this type usually learn proficiently when listening to the teacher's explanations, participating in discussions, or using auditory devices and music. Auditory learners prefer to get new material via verbal explanations and conversations rather than having to read complex texts or look at pictures (Masela & Subekti, 2021)

The main characteristic of auditory learners is their ability to remember conversation details well. They also really enjoy group interactions and find it easier to understand if the material is repeated verbally. In learning English, this type of student usually succeeds in activities that develop listening, storytelling, and pronunciation. They also often find it helpful to read books aloud or listen to recordings of the lesson material (Sumardi et al., 2025).

Recent research in Indonesia shows that the use of audio-based media, such as podcasts or interactive conversations, may improve speaking skills and language understanding on their own, especially for students with auditory learning patterns. This media provides authentic language input, helps students visualize material auditorily, and creates a more interactive learning atmosphere (Arif Paturusi, 2022). The combination of learning strategies that focus on auditory learning styles could improve the quality of the teaching and learning process, as well as student participation in language learning.

3) Read/Write

In English language learning, read/write learners are students with a high capacity to understand information via written text. They feel comfortable learning by reading books, articles, modules, or notes they have created themselves, and they typically actively note down important points to support their understanding of the subject matter. Students with this learning style are usually confident when the material is presented in written form, and they often modify other information, such as visuals or illustrations, into written notes to make it easier to understand cognitively (Indrayani et al., 2024).

The characteristic of read/write learners is a preference for text-based tasks and feedback in reading comprehension and writing tasks because they are used to communicating through texts. Strategies such as reading longer materials and highlighting important points proved to help them process and understand the language better. Therefore, teachers can support read/write learners with clear written materials and task structures that focus on paraphrasing or

summarizing to improve students' reading and writing skills (Nur Ilmita et al., 2025)

4) Kinesthetic

Kinesthetic learning style refers to a preference for learning by using direct experience, practice, and physical involvement in the learning process. learners are students who find it easier to understand material when they are directly involved in activities or real-life practices. They learn concepts faster when they can try activities independently, do experiments, or apply knowledge in real situations. This learning style is not just about physical movement, but more about learning via direct experience, case studies, practical tasks, or activities that use hands-on skills (Nusa Cendana et al., 2021).

Some characteristics of kinesthetic learners include that they usually find it difficult to sit still for a long time and prefer to learn via trial-and-error. They also find it easier to remember information if the material is connected to personal experiences or hands-on activities. In English language learning at the vocational high school level, approaches that involve direct practice, such as role-playing, task-based projects, language games, or real communication simulations, are very beneficial to kinesthetic students because they provide chances to actively apply the language (Noviska & Anastasia, 2023).

Because the vocational school curriculum emphasizes practice and direct application, kinesthetic learning strategies become very relevant. Activities that involve movement, project tasks, and simulations of real situations not only help students understand the material faster but also enhance their motivation and

engagement in learning. With this method, students can connect English learning with real-life daily experiences, making learning more meaningful (Norhasanah et al., 2022).

5) Multimodal

Multimodal learning preferences are conditions when students have more than one preference in the VARK learning styles. Students with multimodal preferences can have two or more learning styles, such as visual and auditory, visual and kinesthetic, or auditory, read/write, and kinesthetic (Fleming, 2001). Thus, multimodal students have more than one learning preference in using VARK learning styles. Multimodal is not the fifth VARK learning style, but rather a combination of two or more VARK learning styles. Ally et al. (2022) also explain that some students have more than one preference in the VARK model. Therefore, multimodal learning preferences indicate that students have more than one learning preference and don't rely on only one learning style.

2. Learning Achievement

a. Definition of Learning Achievement

Learning achievement is a measure of students' success in achieving learning objectives and understanding the material presented in school. Academic achievement refers to the knowledge and skills developed by students during the learning process, which are usually measured by using various forms of assessment, such as exams, quizzes, or assignments given by teachers. In this

study, English academic achievement refers to the level of students' ability and mastery of the English subject according to the applicable curriculum.

In addition to being related to cognitive abilities, academic achievement also reflects students' ability to apply what they have learned and demonstrate attitudes in the learning process. De Leo et al. (2021) explain that academic achievement is the result of formal learning activities that are usually measured using standard tests or the grades obtained by students in class. Research by Saragih & Subekti (2023) also shows that students' achievements in English language learning can be seen from test results and the language skills they show during the learning process. In high schools in Indonesia, academic achievements are usually documented via semester exam scores or final exams, which serve as official indicators to assess students' success in learning subjects, including English.

b. Indicators of English Academic Achievement Based on Bloom's Taxonomy

The conceptual framework used to evaluate academic achievement in this research refers to Bloom's Taxonomy. This theory was initially formulated by Benjamin Bloom in 1956 and later revised by Anderson and Krathwohl in 2001. In Bloom's Taxonomy, educational objectives are divided into three main domains: the cognitive domain (knowledge), the affective domain (attitude), and the psychomotor domain (skills). These three domains serve as a comprehensive guide for understanding and measuring students' learning success in an integrated way.

- 1) Cognitive Learning Outcomes: The cognitive domain is closely related to students' thinking abilities and intellectual intelligence. According to this

theory, the way people think is divided into six levels, namely: (1) knowledge or memorization, (2) comprehension, (3) application of knowledge, (4) ability to analyze, (5) ability to synthesize ideas, and (6) ability to make judgments or evaluations about something.

- 2) **Affective Learning Outcomes:** Affective learning outcomes are related to the development of attitudes and values within students. This process occurs when students begin to recognize the values they receive, then change their attitudes until those ideals become part of their character and behavior. The levels in the affective domain include: (1) the capacity to receive or pay attention, (2) the ability to respond, (3) the ability to evaluate specific principles, (4) the ability to organize or arrange values, and (5) internalizing those values into character.
- 3) **Psychomotor Learning Outcomes:** The psychomotor domain is related to physical skills or the ability to act after students gain certain learning experiences. According to Simpson, this learning outcome appears in the form of practical skills and an individual's ability to perform something. In other words, psychomotor learning outcomes are a continuation of the cognitive domain (understanding something) and the affective domain (developing attitudes), which are then manifested in the form of real actions or behaviors.

1. English Subject

The English subject in schools usually aims to develop the four main language skills, namely listening, speaking, reading, and writing. These skills are

important so that students can understand English both orally and in writing, as well as express ideas well. Additionally, English language learning also includes other components such as grammar, pronunciation, and vocabulary, which support students in using English more accurately and confidently (Rahman & Saputra, 2021).

In class, teachers usually use various teaching strategies so that students can understand the material and practice their language skills. Activities such as reading texts, practicing conversations, listening to audio, and writing short paragraphs are often used in English language learning. These activities are designed to make students more active and able to apply English in real-life situations. Research in Indonesia shows that interactive learning and meaningful practice can enhance students' understanding and participation in English classes (Sari et al., 2024).

2. Tenth Grade

Tenth grade students are students who have graduated from junior high school (SMP or MTs) and have just chosen to continue to the next level of school, such as general and vocational high schools usually aged between 15 and 16 years. In the tenth grade of vocational school, students begin learning in an environment that places more emphasis on skills according to their major. The tenth grade can be considered a period of transition. Students must adapt to new friends, the school environment, and subjects that are more specific to their major. This also affects how they learn English in vocational schools, which is usually different from junior high school. At this point, students are in the formal operational stage, when they already have the ability to think abstractly and understand concepts that do not

always appear directly (School & Rahayu, 2025). This ability helps students learn English, such as understanding grammar and analyzing the texts they read. Furthermore, students at this age are in the process of finding their own identity. The children actively explore their passions, self-identity, and life goals. This can affect students' desire to learn English. Students who realize that the language is important for their future or career are usually more motivated to learn than students who do not see its direct benefits.

C. Theoretical Framework

Learning styles are the ways students learn and comprehend information while studying. Each student has a different learning style, such as learning by seeing (visual), listening (auditory), reading and writing (read/write), or doing hands-on practice (kinesthetic). Learning styles help students understand material in a way that is most suitable and comfortable for them. In education, knowing students' learning styles is important because it can help teachers use more effective teaching methods. Learning styles are also related to students' academic achievements, especially in English language learning. If students learn in a way that fits their learning style, they usually find it easier to understand the material and remember the lessons. This helps students complete tasks, understand English texts, and answer questions more effectively. Students can also more easily confront various questions and challenges in the lessons.

Additionally, an appropriate learning style can enhance students' motivation to learn. When students are comfortable with their learning methods, they tend to be more, they are more active in classroom activities. They were more interested in

reading, discussing, listening to the teacher's explanations, and practicing English. This can help improve their English skills and positively impact their academic performance.

Consequently, learning styles are one of the factors that can influence students' success in learning English. Students who understand and use appropriate learning styles can usually learn better and achieve better academic results. Therefore, learning styles can help students understand English lessons and achieve better learning outcomes. Here is a concept map about the correlation between learning styles and English academic achievement.

Figure 2.1 Theoretical framework

