THESIS

PROMOTING GRAMMATICAL KNOWLEDGE THROUGH EMPOWERMENT OF STUDENTS' LEARNING STYLES BASED ON CULTURAL DIMENSION THEORY

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Yang menyatakan

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ABSTRACT

MAJIB HASIB. *Promoting Grammatical Knowledge through Empowerment of Students' Learning Styles based on Cultural Dimension Theory* (supervised by Abdul Hakim Yassi and Nasmilah).

The research aims at investigating to what extent the empowerment of the learning styles helps the students achieve better learning outcomes.

The research used the quasi-experimental design clustering the experimental design into control and experimental groups. Data were collected using the cultural dimension questionnaire to determine the students' learning styles. As directed by the cultural dimension theory, one group was assigned to use the students-centred learning and the other group used the teachers-centred learning. One-way Anove test was carried out to determine the samples homogeneity. The statistical analysis used Wilcoxon's Statistic Test to compare the control group and experimental group outcomes.

The experimental group learning result indicates the "moderate" learning outcome significance compared with the control group. The outcome is not necessarily significant by consistent. The study indicates that empowering the students' learning styles will help them learn better compared with the conventional teaching.

Key words: Learning style, cultural dimension, grammatical teaching

ABSTRAK

MUJIB HASIB. *Pemberdayaan Gaya Belajar Siswa Berdasarkan Teori Dimensi Budaya*. (dibimbing oleh Abdul Hakim Yassi dan Nasmilah).

Mempromosikan Pengetahuan Gramatikal Melalui Penelitian ini bertujuan menyelidiki dapat tidaknya pemberdayaan gaya belajar membantu siswa mencapai hasil belajar yang lebih baik.

Penelitian mengelompokkan desain eksperimen ke dalam kelompok kontrol dan eksperimen. Dalam pengumpulan data digunakan angket dimensi budaya untuk mengetahui gaya belajar siswa. Seperti yang diinstruksikan oleh teori Dimensi Budaya, satu kelompok ditugaskan dengan pembelajaran yang berpusat pada siswa dan satu dengan pembeljaran yang berpusat pada guru. Uji One Way Anove dilakukan untuk mengetahui homogenitas sampel. Analisis statistik menggunakan Uji Statistik Wilcoxon untuk membandingkan hasil kelompok kontrol dan kelompok eksperimen.

Hasil belajar kelompok eksperimen menunjukkan signifikansi hasil belajar sedang dibandingkan dengan kelompok kontrol. Hasilnya belum tentu signifikan tetapi konsisten. Hal tersebut menunjukkan bahwa memberdayakan gaya belajar siswa akan membantu siswa belajar lebih baik dibandingkan dengan pengajaran konvensional. ini menggunakan desain eksperimen semu yang

Kata kunci: gaya belajar, dimesi budaya, pengajaran grammatika

TABLE OF CONTENTS

Cover Page i
Approval ii
Statement of Authenticity iii
Acknowledgement iv
Abstract v
Table of Contents vii
List of Figures ix
List of Tables x
CHAPTER I:
INTRODUCTION 1
A. Background of the Study 1
B. Research Question 4
C. Objectives of the Study 5
D. Significance of the Study 5
E. Scope and the Limitation of the Study 6
CHAPTER II
LITERATURE REVIEW 8
A. Theoretical Discussion 8
1. Learning Styles and Cultural Dimensions Theory 8
2. Teaching Approach 19
B. Previous Studies 20
C. Conceptual Framework 24
D. Hypothesis 25
CHAPTER III
METHODOLOGY 26
A. Population and Sample 26
B. Variables 27
C. Research Instrument 27

D. Data Collection Method 27
E. Data Analysis Method 30
CHAPTER IV
RESULTS AND DISCUSSION 33
A. Students' Learning Style Profile 33
B. Statistical Test Results 34
1. Students' Grammatical Proficiency Level from Pre-test Results 35
2. Comparison of Pre-Test and Post Test 37
3. Comparison of Experimental and Control Group 44
4. Hypothesis Testing 45
C. DISCUSSION 46
1. The Distribution of Students Learning Styles 46
2. Synchronizing Learning Styles and Teaching Methods 48
CHAPTER V
CONCLUSION AND RECOMMENDATION 50
A. CONCLUSION 50
B. RECOMMENDATION 50
BIBILIOGRAPHY 51
APPENDICES 59

LIST OF FIGURES

Figure 1. Hofstede Insight, Country Comparison 1

Figure 2. Type of Intellectual Styles 11

Figure 3. Conceptual Framework 18

Figure 4. Grammatical Proficiency Category based on Pre-Test 29

Figure 5. Comparison of Students Performance of Experimental and Control Group 36

LIST OF TABLES

Table 1. Students' Cultural Dimensions Pilot Study Test Result 2

Table 2. Learning Styles Based on Cultural Dimensions Questionnaire 26

Table 3. Data Normality Test Results 27

Table 4. Descriptive Statistics of Students Proficiency Level from Pre-Test Result 28

Table 5. One-way Analysis of Variance 29

Table 6. Wilcoxon Signed Rank Test of Type I Experimental Group Pre-Test and Post-Test 30

Table 7. Wilcoxon Test Statistic Result of Type I Experimental Group Pre-Test and Post-Test 30

Table 8. Wilcoxon Signed Rank Test of Type I Control Group Pre-Test and Post-Test 31

Table 9. Wilcoxon Test Statistic Result of Type I Control Group Pre-Test and Post-Test 31

Table 10. Wilcoxon Signed Rank Test of Type II Experimental Group Pre-Test and Post-Test 32

Table 11. Wilcoxon Test Statistic Result of Type II Experimental Group Pre-Test and Post-Test 32

Table 12. Wilcoxon Signed Rank Test of Type II Control Group Pre-Test and Post-Test 33

Table 13. Wilcoxon Test Statistic Result of Type II Control Group Pre-Test and Post-Test 33

Table 14. Wilcoxon Signed Rank Test of Type III Experimental Group Pre-Test and Post-Test 34

Table 15. Wilcoxon Test Statistic Result of Type III Experimental Group Pre-Test and Post-Test 34

Table 16. Wilcoxon Signed Rank Test of Type III Control Group Pre-Test and Post-Test 35

Table 17. Wilcoxon Test Statistic Result of Type III Control Group Pre-Test and Post-Test 35

Table 18. Kruskal Wallis Test Statistics Results 36

Table 19. Hypothesis Testing with Chi-Square 37

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning styles is a term refers to individual preferred way of learning, first introduced by Kolb (1984) through his experiential learning. The most common belief in learning styles is if students are taught based on their styles, it will result to their best possible outcome. In teaching and learning, there is no doubt that students are affected by the way teacher deliver the material (Ali, Akhter & Khan, 2010; Sadeghi, Sedaghat & Ahmadi, 2014; Daluba, 2013). Commonly, the issue of styles is addressed to students' participation. Simpson & Du (2004) suggest that considering styles in teaching comfort students in learning which secure students' attention during the learning process.

Belief in learning styles is it helps students learn effectively which derive most studies put concern on investigating whether matching teaching method and learning styles favorable to students' achievement in learning (Vaughn & Baker, 2001; Austin, 2004; Xu, 2011; Gilakjani, 2012). Other studies also directed the focus on learning strategies suitable to styles (Jie & Xiaoqing, 2006; Pei-Shi, 2012). Yet, the biggest undisclosed quest of learning styles is how it takes place. Little study has directed the focus on how students develop preferences and/or what factor may cause the preferences (An &

Carr, 2017). Zhang, Sternberg & Rayner (2012) have tried to direct the attention to how culture takes place in the development of styles in learning. Their proposed paradigm adopted four of cultural dimensions from Hofstede (1990). This includes power distance, uncertainty avoidance, individualism (versus collectivism), and masculinity (versus femininity). It is suggested that the four adopted cultural dimensions can affect cognition.

Furthermore, the Result of Hofstede Country Comparison indicates that most of people in Indonesia employ Type I style from the concept of Zhang, Sternberg & Rayner (2012).

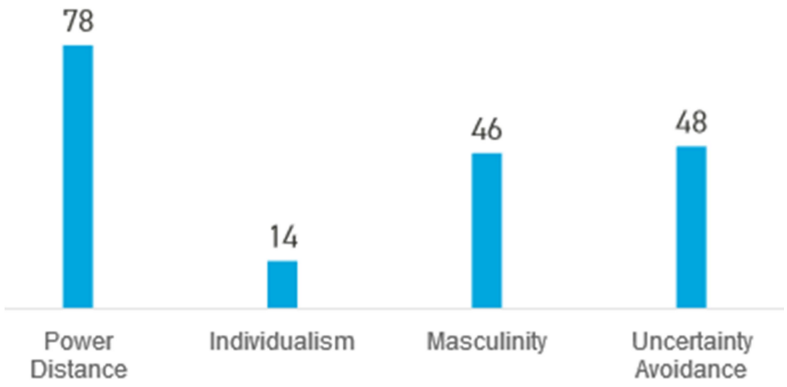

Figure 1. *Hofstede Insight, Country Comparison*
Source: https://www.hofstede-insights.com/country-comparison/indonesia/

This result cannot be taken for granted. At individual level, Zhang, Sternberg & Rayner (2012) suggest that the increasing speed of modernization may affect people. This results to the shift of a collectivist community into individualist (Dwairy & Achoui, 2010). For this reason, an

initial study has been conducted to figure out whether students have similar learning styles or not. From the result of the pilot study, most of the students employ Type I and III which is an indication that modernization has sufficiently impacted people cognition at individual level. The result of the initial study can be seen below.

Table 1. Students' Cultural Dimensions Pilot Study Test Result

Respondent	Power Distance	Uncertainty Avoidance	Individualism / Collectivism	Masculinity / Femininity	Learning Style Type
A	76	60	64	72	Type II
B	36	74	72	48	Type III
C	40	68	64	48	Type III
D	52	76	60	44	Type III
E	44	84	60	44	Type III

Source: Cultural dimensions questionnaire pilot study results, 2020

Furthermore, in grammar teaching, scholars have attempted to improve grammatical learning performance through implementation of various methods. Most finding of previous studies show similar learning outcome. The study conducted by Al-Jarrah et al (2019) suggest that there is a significant improvement of students' grammatical proficiency through educational games. The study result of Cannon et al. (2011) revealed that there is a significant improvement from the pre-test to the post-test of learners' comprehension of morphosyntax structure through the implementation of computer software grammar instruction program as individual classroom

activity. Furthermore, it is also found that “the participants instructed by using both computer-based and teacher-driven grammar instruction supported by computer-based materials score higher than those who receive traditional instruction” (Kılıçkaya, 2015). The previous studies directly compare overall students mean score test results from the pre-test to the post-test. While little attention have been directed to how students score differently from one to another after having the same treatment.

From the discussion above, the present study investigated how grammatical learning is affected by students’ cognition from cultural perspective proposed by Zhang, Sternberg & Rayner (2012).

B. Research Question

The present study examined Zhang, Sternberg & Rayner (2012) learning styles hypothesis on grammatical teaching in EFL students at the University of Muhamadiyah Makassar. The research question is formulated as follows:

1. What is the profile of students’ learning style of the University of Muhammadiyah Makassar?
2. How does the synchronization learning style based on cultural dimensions theory with teaching method promote students’ grammatical knowledge?

C. Objectives of the Study

1. To describe the profile of EFL students' learning style of the University of Muhammadiyah Makassar.
2. To investigate how the synchronization learning style based on cultural dimensions theory with teaching method promote students' grammatical knowledge.

D. Significance of the Study

The result of this study is a considerable contribution to:

1) EFL Teacher

The result of this study is an implication to how teacher considers form of treatment given to the students. Generally, teacher tries to develop motivation within student in learning and often times determined by their comfort and discomfort. Considering their preferred way of learning is one of learning amenities. Previous research on learning styles may have revealed the same thing but none have considered culture effect on learning styles which is the case of Indonesia's educational context.

2) Researcher

As current research on learning styles require the disclosure of other factors that influence the development of styles within students,

this study takes part in the discussion of future and/or further research. Finding out the result from matching preferences with teaching technique of culturally shaped learning styles contribute to the discussion on why students taught in certain teaching technique are vary in terms of their learning outcomes.

The result of the study extends the finding on teaching methods influence to students. From many teaching methods examined to develop students in learning, most findings of the previous studies found that students perform and achieve differently. There are students who is achieving more, moderate and slightly better or less. Considering styles in the study typically provide a description why students perform differently when treated with certain methods.

E. Scope and the Limitation of the Study

The study focuses to investigate whether matching teaching technique with learners' preferred way of learning by using learning styles based on cultural dimension theory contribute to their learning achievement. To determine the students' learning styles, cultural dimension questionnaire by Hofstede (2009) was distributed to the students. The grammatical performance of the students was measured by using Structure and Written Expression Test Descriptors by Educational Testing Service (2014).

The target population of the study is limited to students involving in Student Activity Unit (UKM BAHASA) of the University of Muhammadiyah Makassar. From the organization, freshmen involving in the English language preparation are the sample of the study. In the teaching process, each learning styles was treated using appropriate teaching technique expected to help students learn based on their learning styles.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Discussion

1. Learning Styles and Cultural Dimensions Theory

1.1. Learning styles in ELT

The term of learning styles since its first emergence has brought scholars attention. There are number of theories of learning styles proposed. Most related one to language teaching is the theory from Oxford (2003). The theory suggests that learning styles is merely the general approach while learning strategy is the specific action and/or behaviors in learning language. Oxford (2003) paradigm on learning styles are adopted from previous theories considered related to language teaching.

Learning styles are the common approaches –for illustration, worldwide or expository, sound-related or visual –that understudies utilize in procuring a unused dialect or in learning any other subject. These styles are the by and large designs that grant common course to learning behavior. Learning techniques are characterized as specific actions, behaviors, steps, or techniques--such as looking for out discussion accomplices, or giving oneself support to handle a troublesome dialect assignment -- utilized by understudies to improve their claim learning. When the learner deliberately

chooses techniques that fit his or her learning fashion and the L2 errand at hand, these techniques gotten to be a valuable toolkit for dynamic, cognizant, and intentional self-regulation of learning. Learning methodologies can be classified into six bunches: cognitive, metacognitive, memory-related, compensatory, emotional, and social.

Sensory preferences can be broken down into four primary ranges: visual, sound-related, kinesthetic (movement-oriented), and material (touch-oriented). Sensory preferences allude to the physical, perceptual learning channels with which the understudy is the foremost comfortable. Visual understudies like to study and get an extraordinary bargain from visual incitement. For them, addresses, discussions, and verbal bearings without any visual reinforcement can be exceptionally confounding. In differentiate, sound-related understudies are comfortable without visual input and so appreciate and benefit from unembellished addresses, discussions, and verbal headings. They are energized by classroom intuitive in role-plays and comparative exercises. They in some cases, be that as it may, have trouble with composed work. Kinesthetic and material understudies like parcels of development and appreciate working with substantial objects, collages, and flashcards. Sitting at a work area for exceptionally long isn't for them; they incline toward to have visit breaks and move around the room.

Extraverted vs. Introverted. By definition, extraverts pick up their most noteworthy vitality from the outside world. They need interaction with individuals and have numerous companionships, a few profound and a few not. In differentiate, thoughtful people infer their vitality from the inside world, looking for isolation and tending to have fair a couple of fellowships, which are regularly exceptionally profound. Extraverts and introverts can learn to work along side the assistance of the instructor. Implementing time limits within the L2 classroom can keep extraverts' excitement to a reasonable level. Turning the individual in charge of driving L2 discourses gives contemplative people the opportunity to take part similarly with extraverts

Intuitive-Random vs. Sensing-Sequential. Intuitive-random understudies think in theoretical, cutting edge, large-scale, and nonsequential ways. They like to form hypotheses and new possibilities, regularly have sudden bits of knowledge, and incline toward to direct their possess learning. In contrast, sensing-sequential learners are grounded within the here and presently. They like actualities instead of hypotheses, need direction and particular instruction from the educator, and hunt for consistency. The key to educating both intuitive-random and sensing-sequential learners is to offer assortment and choice: some of the time a profoundly organized structure for sensing-sequential learners and at other times numerous alternatives and improvement exercises for intuitive-random understudies.

Thinking vs. Feeling. Thinking learners are arranged toward the stark truth, indeed in case it harms a few people's sentiments. They need to be seen as competent and don't tend to offer praise effortlessly –even in spite of the fact that they might subtly crave to be lauded themselves. Now and then they appear segregated. In comparison, feeling learners esteem other individuals in exceptionally individual ways. They appear compassion and kindness through words, not fair behaviors, and say anything is needed to smooth over troublesome circumstances. In spite of the fact that they frequently wear their hearts on their sleeves, they need to be regarded for individual commitments and difficult work. L2 instructors can offer assistance thinking learners appear more noteworthy plain sympathy to their feeling classmates and can suggest that feeling learners might tone down their enthusiastic expression whereas working with thinking learners.

L2 learning strategies are particular behaviors or thought forms that understudies utilize to improve their own L2 learning. The word technique comes from the old Greek word technique which implies steps or activities taken for the reason of winning a war. The warlike meaning of strategy has luckily fallen absent, but the control and goal-directedness stay within the cutting edge adaptation of the word.

Cognitive strategy empower the learner to control the dialect fabric in coordinate ways, e.g., through thinking, investigation, note-taking,

summarizing, synthesizing, outlining, reorganizing data to create more grounded patterns (information structures), practicing in naturalistic settings, and practicing structures and sounds formally. Cognitive procedures were altogether related to L2 capability.

Metacognitive methodologies (e.g., distinguishing one's possess learning fashion inclinations and needs, arranging for an L2 assignment, gathering and organizing materials, organizing a consider space and a plan, observing botches, and assessing assignment victory, and assessing the victory of any sort of learning methodology) are utilized for overseeing the learning handle in general.

Memory-related strategies help learners connect one L2 item or concept with another but don't necessarily include profound understanding. Different memory-related strategies enable learners to memorize and recover data in an deliberate string (e.g., acronyms), whereas other procedures make learning and recovery through sounds (e.g., rhyming), pictures (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and pictures (e.g., the catchphrase strategy), body development (e.g., add up to physical reaction), mechanical implies (e.g., flashcards), or area (e.g., on a page or chalkboard).

Compensatory strategies (e.g., speculating from the setting in tuning in and perusing; utilizing equivalent words and "talking around" the lost word to

helps cresting and composing; and entirely for speaking, utilizing signals or stop words) offer assistance the learner make up for lost knowledge.

Affective strategy, such as distinguishing one's disposition and uneasiness level, talking around sentiments, fulfilling oneself for great execution, and utilizing profound breathing or positive selftalk, have been appeared to be altogether related to L2 capability.

Social strategy (e.g., inquiring questions to urge confirmation, inquiring for clarification of a confounding point, inquiring for offer assistance in doing a dialect errand, talking with a native-speaking discussion accomplice, and investigating social and social standards) offer assistance the learner work with others and get it the target culture as well as the dialect.

1.2. Learning styles based on Cultural Dimensions Theory

in EFL context, culture may become the constraints to learn new language (Everett et al., 2005). Although involving social strategy which considers culture when learning the targeted language, the theory from oxford (2003) has not considered how students learning styles developed from cultural perspective which is the case of EFL learners' context. Learning styles seen from culture has been proposed by Zhang, Sternberg & Rayner (2012) that adopted hofstede's cultural dimensions theory.

The term of *Styles* in Zhang, Sternberg & Rayner (2012) is defined as individual preferred way of learning and generalized as *intellectual styles* which include cognitive style, conceptual tempo, decision making and problem-solving style, learning style, learning approach, mind style, perceptual style, and thinking style. The proposed theory adopted four of Hofstede's basic cultural dimensions. This includes *power distance, uncertainty avoidance, individualism (versus collectivism), and masculinity (versus femininity)*.

Hofstede (2009) defines *Power Distance* as "the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally". Furtheremore, Zhang, Sternberg & Rayner (2012) illustrate Power Distance as anything related to human inequality that distinguishes social status power. The most relatable problem in power distance is inequality which refers to overlapping distributed power. Hofstede (2009) suggest that all international society are unequal but some are just more unequal than others. This setting is mostly found in a patriarchal community, for instance. In cognitive terms, larger power distance society enacts lower power people to undoubtedly accept ideas from more power individuals and let them think and make decision for lower power player (Zhang, Sternberg & Rayner, 2012).

Uncertainty Avoidance by Hofstede (2009) is defined as how society tolerates uncertainty and ambiguity. This refers to how one culture's social construction allows its community to deal with unknown setting, whether its members feel comfortable or uncomfortable with such situation. Community with high uncertainty avoidance commonly sets strict law and rule, believe, safety and security measures as one absolute truth. In another hand, Uncertainty accepting society is the opposite. This type of society is more apathetic and contemplative. In cognitive terms, uncertainty avoiding people tend to seek answer and guidance from others. While low uncertainty avoiding people are more relativistic considering other justification of behavior, act, and practice which results to this people tolerance (Zhang, Sternberg & Rayner, 2012).

Individualism/collectivism is the degree of one community's individual to individual integration (Hofstede, 2009). In individualist society, people more concern their personal interest rather than collective prominence. While in collectivist society, people are more integrated, cohesive in-groups and often time found to prioritize communal interest. In cognitive terms, Zhang, Sternberg & Rayner (2012) suggest that "people from individualist societies tend to think in ways that defy the crowd, whereas people from collectivist societies are inclined to think in ways that communicate conformity".

Masculinity/femininity constructs the distribution of role to gender. In a feminine society, women are assigned to the same modest, caring value as the man. In the masculine setting, women are somehow assertive and competitive but not as much as men, there is a gap between women's values and men' values (Hofstede, 2009). It is suggested that "In cognitive terms, people from masculine cultures tend to be engaged in new ways of thinking, whereas people from feminine cultures tend to be engaged in more conventional thinking" (Zhang, Sternberg & Rayner, 2012).

From the cognitive implication of those cultural dimensions, Zhang, Sternberg & Rayner (2012) propose three learning styles model from cultural perspective. Type I denotes preferences of task with low degrees of structure and like to do things in one own way. It is claimed that, this type of style is found in highly creative individuals. From this definition the researcher initiates to rename this type of learning style into *Self-driven Learner.* Type II learners prefer more simplistic way in processing information. It is found that this style was observed in people with lower creativity. The researchers rename this as *Forward learner*. Type III learners are those who whether perform Type I or Type II depending on the demand of the situation. From this description, the researcher names them as *Advanced Learners*.

From these learning preferences, Zhang, Sternberg & Rayner (2012) suggest that people living economically advanced and higher level of

modernity tends to employ Type I style. While people living in economically less developed and low level of modernity countries tend to employ Type II preferences. Zhang, Sternberg & Rayner (2012) claim that the proposed concept has been supported by existing styles research evidence. This includes field-dependence/independence, reflectivity–impulsivity, personality types, career interest types, learning approaches, and thinking styles.

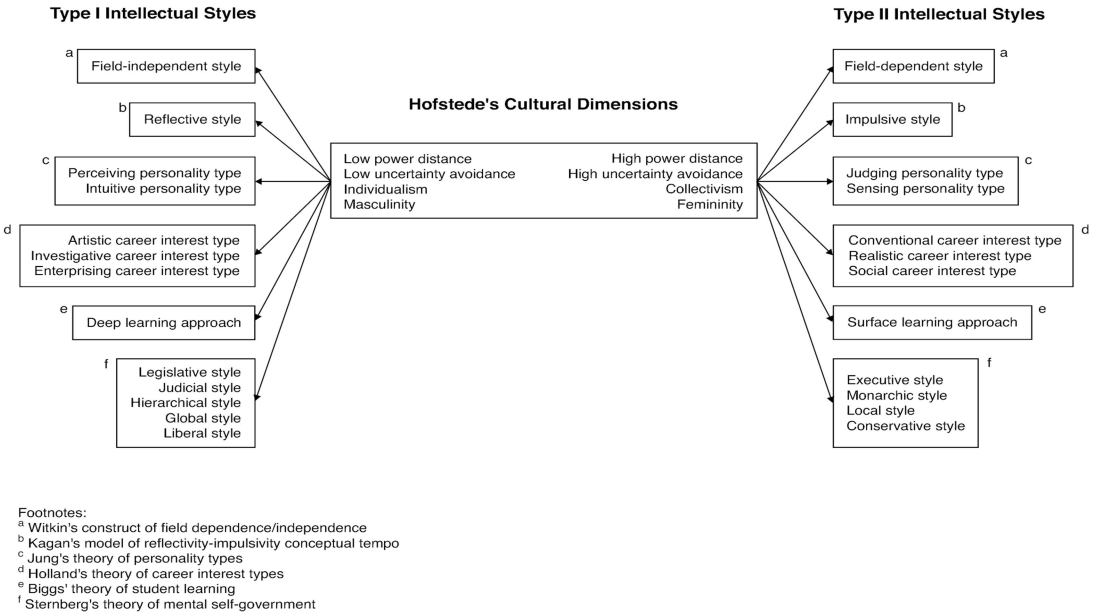

Figure 2. *Type of Intellectual Styles*

Source: Handbook of Intellectual styles; Preferences in Cognition, Learning, and Thinking (Zhang, Sternberg & Rayner, 2012)

a. Type I (Self-Driven Learner)

As described above that Type I denotes preferences of task with low degrees of structure and like to do things in one own way. It is

claimed that, this type of style is found in highly creative individuals (Zhang, Sternberg & Rayner, 2012). From this definition the researcher initiates to rename this type of learning style into *Self-driven Learner.*

b. Type II (Forward Learner)

Type II learners prefer more simplistic way in processing information. It is found that this style was observed in people with lower creativity (Zhang, Sternberg & Rayner, 2012). The researchers rename this as *Forward learner*. Teaching approach suitable for this style is direct material delivery without any teaching modification required.

c. Type III (Advanced Learner)

Type III learners are those who whether perform Type I or Type II depending on the demand of the situation. From this description, the researcher names them as *Advanced Learners.* Several studies have suggested that preferences in learning should be stretched to equip students with skills that can easily adjust them to learn in any learning climate (Tuan, 2011; Griffiths & İnceçay, 2016; Saeed & Yang, 2008). *Advanced Learners* are those who managed to stretch their learning styles and supposed to be performing well in any teaching methods.

2. Teaching Approach

Zhang, Sternberg & Rayner (2012) suggest that suitable teaching approach for each time is different. It is claimed that Type I (Self-Driven Learner) requires learning which apply students-centered learning while type II (Forward Learner) requires teacher centered-approach and Type III (Advanced Learner) learners are able to adapt with those two approaches.

a. Student-Centered Learning

Student-centered learning is teaching methods that shift the focus from teacher to students. The methods aim at developing learner autonomy (Jones, 2007). Student-centered learning focuses on developing students' skills and practices that allow the students to adjust themselves with problem solving (Young & Peterson, 2007). In learning, this method puts students' necessity first.

Methods includes in student-centered learning are cooperative learning, jigsaw, discovery learning and ect.

Cooperative learning allows students to be grouped and work collectively to an academic goal. Gillies (2016) suggests that cooperative learning allows teacher to organize the class into academic and social learning practices. This method exercise students creativity and higher order thinking task (Ross & Smyth, 1995).

Jigsaw is a teaching technique which divides students into groups working on several topics. Each student focuses on working on a topic and assigned to present and/or explain the learned topic to the other member of the group. The students are divided into topic groups to discuss their assigned topic (Perkins & Tagler, 2011).

Discovery learning is a technique which minimizes teacher guidance and fewer teacher explanations. It is suggested that effective discovery learning require teacher to provide guidance to the related task, students present their ideas with the teacher assessing the presentation, teacher provide example on how to finish the task.

b. Teacher-Centered Approach

Teacher-centered learning is often times referred to traditional learning because it is related to long-established custom of teaching. This method involves teacher as the main focus of teaching and learning process (Dewey, 1938). This teaching method is really depended on teacher competency of the subject learned (Kunter et al, 2013).

B. Previous Studies

Previous studies related to this research consist of learning styles and grammatical teaching and learning research.

In learning styles study, there are several findings that support the students' significant performance improvement in language learning by implementing teaching methods that favor their learning styles. For instance, Andreou, Andreou & Vlachos (2008) examine students' learning styles from different disciplines in learning English. The result of the research suggests that study disciplines of students do not influence their performance in learning. If students are taught based on their preferences, it will result to their maximum performance. The same finding was also revealed by Chen, Jones & Xu (2018) that teaching strategies may influence students of different learning styles. It is suggested that mismatching of teaching strategy and learning styles will disadvantage students in learning which has direct influence to their performance (Damrongpanit & Reungtragul, 2013). Tulbure (2011) investigate different teaching strategies implemented in different meeting and found that each learning style performed differently and significantly higher in certain teaching strategy.

Other findings of the previous study indirectly subject the results of above discussed results. The study conducted by Erton (2010) investigate whether personality traits is influential elements to students having different learning styles. The study found that students with different personality tend to have distinct preferences in learning. It likewise suggests that there is no

significant impact of learning styles to students' achievement when taught with different strategies.

Another issue that might be a problem to students in learning is raised by Gilakjani (2012). His study investigates the impact of learning styles in English language teaching. Firstly, it is suggested that if one model of teaching methods applied continuously, it will lead to a monotonous learning environment where not everyone will enjoy the lesson. This finding is supported by Das (2018) which suggest that monotonous environment will affect mood and cognitive performance. The study also suggest that even if learning styles is matched with favorable methods, teacher must employ different strategy of each meeting because monotonous teaching leads to non-favorable environment which result to lack of confidence (Gilakjani, 2012).

Another issue is also raised by Tuan (2011). His study suggests that students should not be taught according to their learning style category, what must be done is to balance the instructional methods to cover all learning styles at once. He propose that, in order for the students to be able to adjust in any kind of learning climate, teaching strategy must be designed to stretch students' learning styles. The study found that in mismatch class the students achieved the expected learning outcome. The study revealed that, the

teacher is the main factor that determines the class into relaxed atmosphere, encouraging, and corporative class by enhancing students' self-esteem.

There are several notable research findings in the previous study related to grammatical teaching. Aliakbari & Nejad (2013) examined the effect of co-teaching to the improvement grammatical proficiency. The study suggests insignificant result after implementing the approach. They state that securing the intended outcome of teaching requires consideration on cultural background. Research conducted by Jalalifarahani & Azizi (2012) examines the influence of peer feedback and teacher response in enhancing students' grammatical proficiency. The study suggests that teacher feedback is more helpful than peer feedback. This is due to students' lack of grammatical knowledge.

Incongruent finding is suggested by Moradkhan & Sohrabian (2009). Unlike any other research implication that suggests unconscious grammatical teaching, the study suggests that teacher need to explicitly teach the grammar feature to encourage a more concentrated communicative situation. This also allows students to focus within activities related to the material. Furthermore, research conducted by Farrokhi & Sattarpour (2012) suggests that teacher would better provide a focused feedback rather than randomly respond to students grammatical errors.

Unlike the previous studies, the present research will investigate students' learning styles from cultural perspective effect on their learning performance. Specifically, the study attempts to describe what may cause different results of several teaching methods in grammar teaching.

C. Conceptual Framework

Based on the theory above, the researcher conceptualized favorable teaching methods for each student's learning styles based on cultural dimensions theory.

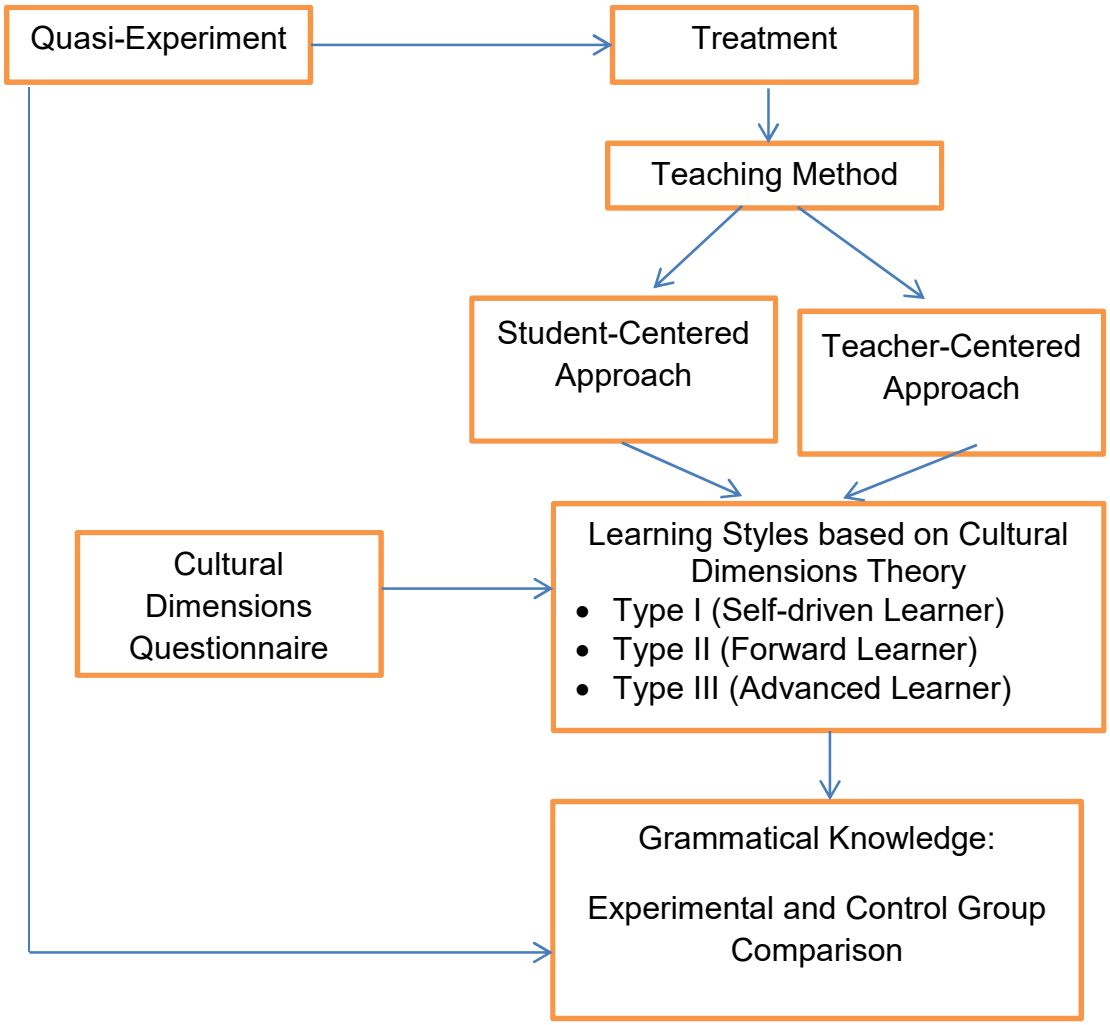

Figure 3. *Conceptual Framework*

D. Hypothesis

H_0: The Empowerment of EFL students' learning styles does not improve students' grammatical knowledge.

H_1: The Empowerment of EFL students' learning styles improves students' grammatical knowledge.