

Learning History: Are All Students Learns The Same?

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Abstract

History subject is one of the compulsories passing subject in the national examination for Malaysian secondary school students. The decision has brought a shift in the teaching and learning. The role of learning style provides a flexibility in learning that may indirectly shape a positive attitude that would create a better approach in teaching and learning of the subject. This qualitative study applied semi-structured interview with secondary school students exploring the preferred learning style of secondary school students in learning the History subject. A total of 7 students from the upper level of secondary school was interviewed with consent and in adherence to the ethical guidelines of conducting a study. The current findings demonstrated the effectiveness of learning style and learning attitude of secondary school students in learning the History subject. Future studies on learning style are recommended to focus on the different level of education from primary to pre-university as well differences in gender on applying learning style to learn the History subject. One more focus of study could be implied on the effectiveness of learning attitude formation with matched teaching style and learning style of learning the History subject in school.

Keywords: History Subject, Learning Styles, Learning Attitude, Qualitative, School Students

Introduction

In the learning process, indeed learning styles plays a vital role in understanding the ability and capacity of learning among the students. Just like addressing the individual abilities, learning styles differ among each student. Learning style provides a flexibility in learning strategies that suits them. Known fact is that best teaching strategies improves the engagement and learning outcome. Appropriate learning style enhances student's motivation and shapes the attitude in approaching and adapting to the factuality of the subject. In addition, attitude which comprises of three components, affective, behavioural, and cognitive is important in shaping the learning experience. For a successful teaching and learning, one should have a positive attitude regarding it. According to Kara (2015), having a positive attitude towards obtaining knowledge indirectly provides support for the effort taken to learn. Oncul (2000), indicated attitude has a certain effect of individuals behaviour towards an object, person, beliefs, and feelings. Nevertheless, negative, and positive attitude towards learning is a part of valuable outcomes in achievements. A study in 2011 was conducted

regarding the impact of learning style on the academic achievement of secondary school students using the Kolb learning style inventory. The results from the study indicated there was a significant effect on student's learning style and their academic achievement. Based on the Kolb's convergent, divergent, assimilation and accommodation learning style, it was proven that convergent and assimilation learner were showing much higher success in the academic achievement compared divergent and accommodating learners.

Often, it is heard that History subject needs students to memorize the historical dates and event. The teacher-centred teaching of history subject does not improve the learning process but rather restricts the interaction between analysing and interpreting of what the event is trying to explain. Students claim, the subjects cause boredom, and they are unaware of why they should learn the subject. This claim is supported in a study by Abdul Razaq (2009), indicated the 'chalk and talk' memorising technique is unlively. With that, students easily build a wall of negativity towards the subject and learn just for the sake of passing the examination. Thus, the objective of instilling pride and patriotism is just a piece of written paper. Simsek (2007) indicated that to reach and grasp knowledge, learner must try with sense of curiosity, openness, desire, and sense of needs of learner's nature.

Indeed, studies on learning styles have been thorough. A study conducted by Vaishnav (2013), investigating the relationship between learning style and academic achievement among secondary school students using the Visual, Auditory, Reading and Kinesthetics (VARK) Learning Style inventory, showed that there was a significant effect of learning styles on student's academic achievement. Each student has their own way of perceiving, organizing their ways of learning. Learning styles provide an awareness to learners of their ability in learning as well as gives them a sense of authority in their own learning. Just as teacher's applying multiple strategies in cooperating their teaching, learners with their preferred learning style strengthens their mastery upon the learning material and learning itself.

Another study conducted by Johari & Anuar (2016), investigating the relationship between student's learning style and academic achievement on History subject, indicated that kinaesthetic learning style is more prevalent among the students. These style of learning focus on more field study to museum and lab rather than just the traditional way of learning. However, there was limited discussion on the attitude factors that prevails when a student knows his or her preferred learning style. Much research conducted on learning style focuses on the academic achievement. Besides academic achievement, learning style also influences the learner's attitude towards learning. Another study conducted by Angelache (2013), investigating determinant factors in student's attitudes towards learning highlighted students' way of thinking towards learning showed more involvement in the learning process. The results from the study indicated knowing a way to acquire knowledge based on convenience, provides a satisfaction in the achievement.

Moreover, students are expected to develop holistically. Referring to traditional academic, students are required to learn multiple subjects in school. The Malaysian core subject in secondary schools are Bahasa Malaysia, English, Mathematics, Science, History and Geography. Studying different subjects, therefore brings a different style and approach to learning. For an instance, learning Mathematics is not the same as History subjects. Mathematics requires one's ability in problem solving, numbers and equation, which is a different approach to learning History that requires learners to memorise facts and events from decades ago. According to Sarmah & Puri (2014), the learned tendency of learner to response to a particular subject is crucial in determining their academic achievement. As so,

an effective learning style contributes to the affective, behavioural, and cognitive elements in attitude that contributes to effective respond towards the learning of a subject. Thus, this study is focusing on the preferred learning style of students and the attitude towards learning the history subject.

Diversity in learners can be explained from the physical, cognitive, social, and emotional development. A better achievement and outcome from learning can only be achieved when the learning diversity is acknowledged (Zubaidah, 2007). Learning style that is ineffective, undoubtedly leads to lower achievement. The rigid approach of teacher-centred learning causes learners to be bored and indirectly lead to negative attitude upon the subject. Packed with facts and events are causing learners to regard the subject as most disliked. They perceive the subject to be difficult to endure. The requirement to pass the subject in the Malaysian Examination, just puts on the burden and pressure onto the learners. According to Hartini (2006), learners eventually do not see a purpose in learning the subject or the need to pass the subject when they could learn along the way through other resources such as medias, stories and so on.

Besides that, the teaching design in History subject also plays a role in cultivating a positive attitude towards the learning. Positive attitude opens learner's mind in the comprehension of learning where it increases their expectations and aids in reducing the level of anxiety towards the learning of particular a subject. With that, teachers are lacking producing diverse method of teaching this subject. The excessive dependency on textbooks, causes a static feeling towards the subject and lack of curiosity on why, how, or what contributed to certain historical event.

Noraizan (2008), in her study indicated that reading the textbooks does not help much in understanding the events that is explained and most history textbooks are lacking pictures or illustrations that may capture student's attention to it. Differences in learning style and teaching style contributes to uncertainty of how to obtain the knowledge from the subject and lack of ideas on how to fix the issue contributes to the subject being boring, unuseful and it becomes just a piece of events that does not cultivate any sense to the students. Students who can access into their preferred learning style, creates an opportunity of initiation in learning rather than depending fully on the teacher's explanation or ideology. Given the evidence above, this study explores Malaysian secondary students preferred learning style and their attitude towards learning the History subject.

Objectives

This study aims to investigate student's preferred learning style(s) in learning the History subject as well as their attitude towards learning History subject.

Methodology

Participants Selection

The participants of the study were purposively selected from upper secondary level, based on the class teacher's recommendation as well according to the inclusion criteria set ahead of time by the researcher. Preceding to selecting the student sample, the researcher approached the school administration with consent to conduct the study and obtain the list of students that fitted the criteria of participating in this study. The sample for this study was within 8 to 10 students who were selected to represents the upper form of secondary level also there was great suitability as their learning of History subject requires an understanding of

continuous events from the lower secondary while as the syllabus advances it can be hard and dense in its specificity (Joseph, 2011).

Data Collection

Face-to-face, online interview was done adhering to the Covid-19 Standard Operating Procedure (SOP) at that point of data collection. According to Marshall (2016), the face-to-face interview is appropriate in aiming at comprehensive viewpoints and it allows the researcher a chance to explain gestures and facial expressions from their responses. In the introductory session, the researcher explained thoroughly regarding the current study and matters of confidentiality as well as gained permission to record the session. All interview sessions were recorded with consent from the participants and using a voice recorder. The researcher kept reassuring the participants to encourage an interactive session. The interview session took around an hour.

The researcher use the Perceptual Learning Style Preference Questionnaire (LSPQ) developed by Reid (1984) as a reference in developing the interview questions. It consists of 30 items related to six learning style preferences which is Visual, Auditory, Kinesthetic, Tactile, Group and Individual. Meanwhile, to examine the student's attitude towards learning the History subject, the researcher referred to 'Attitude Scale for Social Studies Course' developed by Özkal (2002) to create the interview questions. Once the interview session came to an end, the researcher reassured the participants regarding the matters of confidentiality and ended the interview session. All audio recordings were immediately compressed using audio compressor applications and uploaded to the researcher's google drive. All audio recordings were renamed according to the time of interview session so that it had easier access for data analysis.

Findings

This study identified major themes that answers the research questions. The first theme is student's preferred learning styles in learning History subject. The sub-theme emerged are Teacher's visual explanation, Using sense of touch in learning, Explanation by others, Collaborative learning and Role Playing. The second theme is the attitude towards learning the History subject, with sub-themes such as Teacher's teaching strategies, Waited for the lesson to end and Inattentive during the lesson.

Learning Styles

Teacher's visual explanation

The researcher directed a few questions to the participants related to preferred learning styles. All participants responded based on their preferences and choices. The first question asked was regarding preference of learning History subject in classroom. Variations of responses are their preferences to teachers' explanation in classroom and teacher visualises the explanation by writing on the whiteboard. Below indicates the responses of participants to the first question,

"Teachers tell us the journey of the historical events by writing some points of the journey on the whiteboard" (P1, 20-23)

"I need the teacher to explain from the textbook" (P6, 34-35)

Moving on, the participant was asked to indicate the choices of reading or listening during the History lesson in the classroom. Four participants said of preferring listening during History lesson, on the other one participant indicated of reading rather than listening and another indicated preferring both reading and listening. The responses are as below,

“Listen, because reading is kind of boring (lengthy tone)” (P1, 48)

“I will read first. I don’t like to listen. I feel sleepy when listening” (P6, 46)

“I will go for reading and at the same time listen. Because after reading I will need to hear from other resources like the YouTube to understand better” (P3, 37-38)

Using sense of touch in learning

When asked about participants' learning strategies, their answer was **using mind map to study the subject**. All the participants shared their views of the benefits of using mind map and agreed on using it to study the subject. Their responses are as below,

“Yes, my teacher always asks us to do notes while doing the mind map” (P5, 40-42)

“To me mind map is good. We can put out information without being an essay. We can shorten it” (P7, 53-54)

Besides, the researcher asked the participants to describe something that is engaging in the History class. There were variations in responses, as some participants indicated having group presentations were engaging while other participants indicated by completing exercises given in the class. Below are the participants responses,

“Kind of ok if the teacher gives us questions to answer. So, after we answer it, we can learn and see what we learn” (P3, 92-93)

“Yes, sometimes teacher will give us group project. We can discuss and share more knowledge. The class will be active” (P7, 61-62)

Explanation by Others

The researcher proposed the first question of solely **listening to the teacher** in classroom during History lessons. All participants agreed to have variations in learning and not just listening. Below are the responses,

“I think if I just listen to teacher, I will feel bored. If there is some videos or slides, then I won’t feel bored” (P6, 64-65)

“I find it interesting when my teacher tells a story like that. At the same time, I feel sleep” (P7, 66-67)

All participants agreed that they understand better and feel more comfortable having someone else explain to them while learning history. Some explained the use of language was easier to understand and less formal,

“They use language that is easy to understand, and it does not seem complicated when they explain (translated from Malay)” (P3, 107-108)

“I think, I will understand better. We can ask our friends with our own words, and it does not have to be so formal. It is more comfortable” (P6, 71-72)

Collaborative Learning

The next learning style was focused on group learning and individual learning. The researcher asked regarding the preferences of learning the subject in group or individual. Five participants agreed to prefer group learning because they are able to share the information and interact with friends while another two-participant responded of learning individually as they have authority over their learning. Below are the responses,

'I think in group is better. We can divide into sections. And each of us with smaller subtopic it is better to understand'. (P5, 59-60)

'I can learn myself. I am kind of person that loves to search resources and look through and try to understand by myself. I will initiate to ask my teacher or friends or google'. (P4, 90-93)

Role Playing

Four participants indicated role playing are beneficial of understanding the actual event in history. Below are the responses,

'I think role play is good and we can like improve on presentation and improve on language skills. It is more fun and explore and know about history in more detailed'. (P4, 72-74)

'To me I would say it is ok. It will help the students understand better (P7, 118-119)

Attitudes towards Learning History Subject

Teacher's teaching strategies

The participants were asked to describe their feelings during History lesson in class. Variations from the participants responses indicated that teacher's way of teaching the subject play important role in their mood and response when learning History. For instance, the participant mentioned,

'It depends on my mood and the time. During the morning I am active and after the recess my mood goes down. Usually, I fell I can't learn. It depends on how the teacher teaches'

'I am happy when the teacher does activities like quiz because the whole class is active'

Waited for the lesson to end

During the interview session, the participants shared that learning History subject is boring and they cannot wait it to end. Some also indicate that they had enough of the lecture,

'It makes me bored, and I will ask my friends when will the lesson end'

'I will keep waiting for it to end and I will feel like I don't want to hear any more lectures'

Inattentive during the lesson

Half of the participants indicated that they often lose focus because of the subject itself and the approach that is used in teaching the subjects by the educator. Among the responses from the participants are,

'I find the subject boring, in fact, there are some students in my class who sleep or lay down on the table'

Discussion

Preferred Learning Style

According to Gilakjani (2012), cited in Salam. U and colleagues (2020) described the learning style as the way individuals practise and identify knowledge in learning circumstances. Also, he claims that the preferences of learning style signify the individual's selection of the learning situation. Supported by Razak & Noor (2000), where they indicated learning style as a tactic of studying to achieve one's goal. Each student differs in many ways and so does their approach to learning, hence they opt to utilize what has turned out to be their preferred learning style. Acquiring knowledge is certainly not a burden if learning the new information is produced in a way that is satisfactory to the students. According to the findings from the participants sharing, the researcher is able to reveal that there was a strong preference of learning style in learning the History subject. The findings revealed the participants choose to read from the textbook and then have their teacher to explain what has been read. Statement from one of the participants indicated that learning the subject required some sort of visual aids that included writings on the whiteboard. One way or another, learning visually includes not only images, graphics, diagrams but also printed words. Through this process, the learners are able to gain the knowledge in an explicit way.

Besides, given the options of whether to learn this subject by reading or listening, majority of the participants consented to preferring reading, though a few shared they preferred both. A participant shared their point of view that they preferred reading as solely listening during the History lesson causes inattentiveness eventually making the participant to fall asleep. Two ways of gaining the knowledge such as audio listening enhances the memory power and encourages the participants senses actively working during teaching and learning. Especially in History, it will help the learners to open their imagination of how the actual event occurred. This is supported by Cakir (2006), in his study indicated that audio-visual works well in adding to language learning and is applied appropriately as well as learners are able to build a contact with the presenter and in this context the History subject teachers. Wan Shaaidi (2012), in his study focusing on the preferred learning style of students taking the English paper emphasize from the students interview that explanation by teachers along with visuals deepens their understanding of the presented information. Overall, participants agreed to needing some visual aids such as pictures, graphics, or written notes to help them in learning the History subject. On the other hand, a few participants indicated of preferring the teacher to explain and at the same time write something on the whiteboard.

The mixed method findings from the study by Abu-Asba et al (2012) supported those students preferred hands-on learning compared to visual learning. Also Vaishnav (2013), mentioned a strong correlation between the hands-on learning and student achievement where the focused subject where science subjects. This study findings indicated that the participants are practicing tactile learning by doing mind-map and find it engaging during class lessons. All 7 participants agreed on practising mind-map to learn the History subject. They confidently shared that, mind map kept them focused while the lengthy writings and notes from the textbook was shorten and easy to read. They were also able to use various colours and shapes in constructing their respective mind maps. This study findings are somehow in line with the findings from a Malaysian study by Rido & Wahyuddin (2020) that revealed 40% of students preferred tactile learning as major learning style followed by kinesthetic 30%, visual 10% and auditory 10%. Information in the History subject is abstract and requires students to master an imaginative way of thinking to understand and build an interest in the subject. Through

mind-mapping, the formal operational stage of students is enhanced as they utilize the abstract and logical thinking to their fullest. In addition, the participants shared something engaging to them during History lessons. Evidently, the participants do not prefer to solely listen to length lecture but would be more comfortable in engaging activities that is beneficial to them.

Findings from this study also revealed that during History lesson the participants felt sleepy when the lesson is conducted solely through lecturing by the teacher. One of the participant shared that it would be helpful to focus when the teacher narrates the history lesson. However, some participants shared that they preferred friends explaining after the class because they felt more comfortable interacting with their peers and is the language used by the peers enhances their understanding. According to Rhouma (2016) in her study emphasize that auditory learners are in two types where one is the auditory/non-verbal and the other is auditory/verbal learners. Non-verbal are the listeners who understand the learning by recalling the information by the presenter. Verbal listeners, talks the information out by themselves. In this study, it can be said that the participants preferred listening to their peers compared to the teacher as it brings on a comfort in learning subject that is full blown in variety of facts.

Effective learning through interaction or collaboration with partners is known as a group learner. On the other, learning by oneself or alone is known as an individual learner. From the findings of this study in learning History subject, it can be seen that a few participants preferred individual learning and the other few preferred group learning. The participant who preferred group learning shared that they are able to actively participate in classroom presentations. Besides, to breakdown the information into smaller and precise components the group learning is suitable as it allows segregation of the task, and it does not put the burden of learning the whole History onto one person. In contrast, evidently group learning does not bring a positive outcome to a few participants. Individual learning is also highly preferred as the individual has the flexibility and the authority towards their learning. The learning authority pushes the student to initiate their own learning to gain the knowledge and in this study to gain the understanding and knowledge of the History subject. The finding is supported by Naseriah (2009), stated student disfavoured group learning. This shows that not all the group works, and assignments are beneficial to every student in the classroom. Presentations, discussions, group debates may seem like a way to minimise the burden to study the subject, but it depends on the individual themselves of making full use of it for their benefit or taking advantage of it.

Daud (2014) in his study indicated that kinesthetic learning includes student involvement such as in role playing. The participants find it interesting as they are able to feel the actual situation from the historical events. They shared that it enhances the presentation skills and language skills which is essential in the current teaching and learning of the History subject where most of the teachers would conduct presentations as a teaching method. Most importantly, in kinesthetic learning the teacher plays an important role to be the active presenter. Classroom participation is a way of applying kinesthetic learning. Volunteering to answer the teacher, raising hands to clarify doubts, participating in group presentations. In this study's findings, class participation is low and from the opinions of the participants they are obligated to participate in class activities because they are given merit marks for participation. Five out of the seven participants agreed on being passive listeners during the History lessons as some of

them are not comfortable during presentations, or the teacher would not consider of checking with them to see if they understand the topic that is being discussed.

On the other hand, two participants disagreed and shared that they actively raise their hands to answer questions and consistently participate in question-and-answer sessions after presentations. There are huge findings that deemed kinesthetic learning style is highly approachable by the learners and according to Daud (2014), the kinesthetic and tactile learning dominated the primary and secondary choice in terms of preferences. A study by Vaishnav (2013), defined a strong correlation between the kinesthetic learning and academic achievement. Supported from the findings by Khan (2019), indicated postgraduate students enjoyed kinesthetic learning. However, activities related to hands-on, and movement is rarely applied especially during the History lessons. This is proven by Juris et.al (2009) from a class observation that *“most teachers barely [use] activities relating to movement, constructing things, taking notes, or doing projects”* even though there are learners who exhibit preferences for Kinesthetic learning.

Attitude towards learning History subject

Learning attitude is considered essential in learning as it supports the learner’s curiosity and eagerness in obtaining the information. Stated in the literature review, evidently attitude contributes to achievement (Caliskan & Kilinc 2012) and in this study it contributes to the learner’s initiation in learning the History subject. Nevertheless, attitude is made up of three components which is the affective, behavioural, and cognitive. Evidently, in education the focus is on achieving the objective of teaching without taking into consideration on the learner’s attitudes towards the learning. This is supported by Agir (2019), indicated behaviour influences in the cognitive process and strengthens the emotional ability when engaging in teaching and learning. In this study findings, the participants unlikely to have a positive attitude in learning the History subject.

The participants shared of having mixed feeling during the History subject in class. It depends on the activity that is conducted in keeping the class engaged and active. This influences the way the students perceive the History subject and from most of the participants still agreed to the subject being boring and they lack the interest in learning the subject. From their sharing, they do not find a purpose in learning the subject as they feel there is no variations in the information. This is in line with the findings from Yunus & Ali (2018), claiming that interest in learning decreases when subject is taught from the textbook only and without variations. As for the History subject, the participants claimed of losing interest when the teacher constantly engages in lecturing or sometimes direct presentation without considering if all the students are comfortable with that way of learning this subject.

Anwar & Shukur (2015), has demonstrated that with a positive behaviour the individuals are seemingly to exhibit a sense of enthusiasm in attaining the knowledge and be emotionally motivated. In contrary the participants shared of not eagerly revising of the History subject but eagerly waited for the lesson to end. Positive learning attitude would have a active engagement in the learning process, whereas a negative learning attitude causes anxiousness and less likely enjoy the learning (Padwick, 2010). According to Anwar & Abdullah (2021), the cognitive component of attitude refers to the learner’s beliefs in processing of information and about this study the learner’s belief in processing their learning of History lessons. The

announcement of History subject being a compulsory subject has evidently caused stress to the learners.

In addition, the participants also shared of paying less attention during the History lesson. It was clearly indicated that the inattentiveness was caused by the teacher ways of teaching in class as well as the amount of information that is needed to learn in the History subject. During every period in school, the main objective of the lesson for the day is to be able to gain attention from the students. According to Gerigg (2013), giving full attention will help in the learning process by providing effective way of encoding new information. However, the divided attention learning History may be caused by the students lack interest, fatigue of learning too much of information and mismatch of teaching styles. The positive learning attitude help students to improve on the knowledge as well as adapt the prior knowledge to the existing ones. History subject has been a part of the learning curriculum from primary school to higher secondary and tertiary. The information that is learnt from the textbook is continuous from a certain level. As for students in the upper level of secondary meaning Form 3 to Form 5, they are required to learn the sequence of events and will be tested in the finals. Thus, it is important for them to actively recall the information in order to score the subject well. However, in response to the recollection of History topics the participants shared of only depending on the teacher with the tips that is given to them. The sense of dependency on the teacher's notes and lectures shows that some students have lack the self-driven skills to motivate themselves in learning the subject. In contrary, a few students engage in active discussion with peers and exchange information by throwing a few questions and answers. Chong and Yeo (2016), in their study have emphasize that elaboration method of learning the subject will help effectively in their memory. The transfer of knowledge between the peers or groupmates would increase the understanding of the terms in History subject. It was also clarified that discussion or elaboration among students or friends or groupmates reduces in the level of confusion and very likely represents a clear picture of how Historical events grew.

Conclusion and Recommendation

History itself explains about the previous successful and unsuccessful events. As it is long said that learning from the past is important to avoid mistakes repeating. History aimed to nurture the sense of patriotism and harmony among the society especially for plural society in particular Malaysia. Nevertheless, students often shown less interest in History subject. They specifically learn the subject for the sake of achieving a passing grade in the examination as History subject is a compulsory passing subject. The study findings have shown that the secondary students in the upper form do have preferences of learning the History subject but less likely utilize their preferred learning style to learn the History subject in school.

The learning style that is applied to learn the History subject determines students' attitude towards learning the History subject. Besides, the learning style applied in learning History subject is effective in determining students' attitude in acquiring the knowledge of the subject. The overall findings of attitude towards learning the History subject by secondary school students in upper form shows that to date majority of the students have a negative attitude towards learning the History subject. The negative attitude that was expressed can be seen from the emotional, behavioural, and cognitive perspective of the participants. It is indeed true, with findings from previous studies regarding learning attitudes can be seen by the dis-attachment of either one attitude element creates a negative point of view towards

the subject. Therefore, it is important for students, teachers, school administrators, parents, policy makers to be mindful of learning styles which has effective influence to learning attitudes especially in learning History subject.

History teachers and school administrators should pay attention to students learning style from the respective classes in the upper form of secondary level. Despite knowing there is not a single teaching and learning strategy that caters for every need of the student in the classroom but unparallel learning style and teaching style will negatively impact on students' interest to learn the subject especially History subject. Teaching History is obviously not the same with teaching language subject or science subjects that is learnt in the secondary school level, meanwhile it takes a whole different approach to keep the History lesson fun and active engaging students. In the current advancement of technology, variety of teaching style to teach the History subjects should be implemented and not just the 'chalk and talk' or 'read and write' as it clearly does not contribute to a learning of the History subject. Teachers could advocate for a change in the teaching method of History subject that supposedly would bring a shift in teaching approach and students learning this subject will not have extensive burden of learning the History subject. School administrators should take serious actions in supporting teachers with their methods of teaching especially in History subject. Allocation of the use of media platform such as You Tube video, movies scenes or documentary can be emphasized so that the teachers would not be burdened to teach the History subject. Teaching method training should be addressed crucially for History subject educators to adapt themselves with the different teaching methods and use of different materials. In addition, support provided from the school administration should be including the classroom setting as learning environment is also a part of creating a fun learning experience in learning History subject. Parents on the other, have a supportive role in monitoring the student's achievement in History subject. Encouragement should be provided continuously either through different resources such as books, extra classes which is proven of if benefits from the participant of this study who shared of revising through other books and enjoying the extra classes due to the teacher's way of teaching the topics in History subject. Policy makers responsible for the content of History curriculum should put a stop to full blown writings and incorporate attractive notes to explain the chronological events. This is because, one of the major findings in this study is that the textbook containing lengthy writings has caused the secondary school students to disconnect with the subject cognitively, emotionally, and behavioural. Supportive from past studies regarding learning style and History subject has continuously alerted the textbook curriculum to be heavy and dense for the students and hence they find other books. This may be fair to all the secondary school students as those who are lower socioeconomic may not be able to purchase these extra resources and have to depend fully on the school textbook.

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