



THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND THEIR LISTENING ACHIEVEMENT

SKRIPSI

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ABSTRACT

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This research is aimed to describe the relationship between students learning style and their listening achievement. Learning style is a method in which a student obtains, interprets, and processes information. Understanding the students learning style can help the teacher determine the best teaching method for teaching. By identifying the students learning style, students can assess their strengths and weaknesses. Learning style can also help the students be more concentrated on learning to improve the learning process. The objective of this study was to find out the most preferred learning style and determine whether there is a significant correlation between students learning style and their listening achievement in the 2nd- semester students' English Department UNISMA.

In conducting the study, the researcher used the correlational research method. The subjects of this study were 28 students 2nd- semester English Department UNISMA 2020. Furthermore, there were two variables in this research. First was students' learning style (variable X), and second was students' listening Achievement (variable Y). The data were collected through a questionnaire and documentation of students' listening achievements. In analyzing the data, the researcher used descriptive analysis and Pearson Product Moment Correlation in SPSS 20.0.

Based on the data analysis, it was found that the auditory learning style was the most preferred, followed by kinesthetic and visual. It is also showed that students' learning style in 2nd- semester student of English department UNISMA was very good with a mean score of 85. Furthermore, there was no correlation between students learning style and their listening achievement. It was found that r analysis was 0.141; it lay on interval 0.00- 0.199, which was interpreted as no correlation. It can be concluded that there was no significant correlation between students' learning style and their listening achievement in 2nd- semester students at English Department UNISMA.

CHAPTER I

INTRODUCTION

This chapter explains the background of the study related to the introduction of the study. This chapter includes the background of the study, research problems, objectives of the study, significance of the study, scope and limitation, and the definition of key terms.

1.1 Background of the study

English is the most widely spoken language worldwide. According to Ahmadi (2018), languages are an element that impacts global communication. English is often used to interact with foreign people who do not speak English natively. Students utilize four English skills: listening, speaking, reading, and writing, for communication and competency (Grabe & Stoller, 2002). People can also use English when going abroad because English is a universal language that many people can understand. According to Suramto (2018), listening is effectively introduced and taught to achieve their English language skills and learning goals. English was introduced in Indonesia through elementary school and continues to be conducted at the university level.

Listening is more than just processing what someone has said. Brown (2007) argues that the role of listening in learning languages cannot be emphasized. Language learners receive information through perception rather than by generating language. Listening, in other words, offers auditory inputs that serve as a foundation for learners and allow communicating orally. Listening is a crucial skill in today's conversational language classes, where language is taught through face-to-face conversation (Vandegrift & Goh, 2012). People may not be able to talk, read, or write if they are not trained to listen.

Morley (1991) stated that listening is a communicative action that students daily engage; students listen nearly repeatedly as much as they speak, read, and write since it is the initial step in learning the language. To successfully listen to spoken language, the students need to understand what the speakers mean when they use certain words in a certain way in certain situations, and not just understand the word itself. In addition, listening is a language method that may supply learners with information to acquire the skills needed to utilize the language. Still, it is also a method of gaining knowledge or understanding the meaning of communicative activities. Nunan (2003) argues that listening is a fundamental ability while learning a language; students cannot speak unless they have good listening abilities.

Students capture the information obtained in one or more styles (multi-style), but they must have one particular type. Therefore, the teacher should know their students' learning styles to adjust their classroom teaching approaches. According to Hilliard (2001), a learning style is a technique through which a person acquires, analyzes, and processes information. Some learners are skilled at absorbing information by use of diagrams, charts, or text. Then, some students were adept at processing information by motion or touch and had previous experience. Pratama (2019) argues that learning methods are classified into three types: visual, auditory, and kinesthetic (VAK). Students with a visual learning style receive learning through the viewpoint of videos and pictures. Learners who prefer auditory learning obtain learning through dialogue and hearing. Students with a kinesthetic learning style learn through behavioral patterns such as touching, seeing, feeling, and hearing. This student learning style is connected to an individual's cognitive processes and how effectively the student learns and remembers knowledge.

Learning styles can help students to concentrate more on learning so that it can improve the learning process. Students can assess their shortcomings and learn from them by knowing

their learning styles. Considering individual student learning styles, aligning teaching styles to challenging tasks, reinforcing weaker learning styles through more straightforward assignments and exercises, educating learners, and selecting appropriate. A teacher must establish an environment that meets the demands of diverse student learning styles and understand the significance of learning by comprehending their students' various learning styles (Drago & Wagner, 2004).

Listening is a challenging skill for many students to acquire since it requires paying close attention, concentrating, and occasionally falling asleep. Teachers must use proper ways to make students comfortable in the listening subject. Understanding students' learning styles can help determine the best methods for teaching listening. Teachers should examine individual learning styles and improve their learning methodologies (Jowkar, 2012). The grades in the subject can be used to determine a learning performance in learning listening. Students' knowledge, understanding, and mastery of specific material or talents, as assessed by examinations given to them, is referred to as "achievement." Ellis (2003) stated that individual differences in interest, tendency, identity, intellectual style, learning techniques, and selected learning style affect achievement. It implies that learning listening, the learners have different levels in their achievement.

According to the explanation provided above, the researchers concluded that students' learning styles are correlated to their listening achievement. Hence, the researcher is interested in conducting a research entitled "The Correlation between Students' Learning Style and Their Listening Achievement."

1.2 Research Problems

According to the previous explanation, the problems are as follows:

1. What is the most preferred learning style to achieve the listening ability in the 2nd-semester students' English Department UNISMA?
2. Is there any significant correlation between learning style and the listening achievement in the 2nd-semester students' English Department UNISMA?

1.3 Objective of the study

According to the question presented in the previous section, this study aimed at:

1. To discover the most preferred learning style in listening comprehension at 2nd-semester students' English Department UNISMA.
2. To determine whether or not there is a significant correlation between the learning style and their listening achievement in the 2nd-semester students' English Department UNISMA.

1.4 Significant of the study

This study is expected to have theoretical and practical aspects. Theoretically, the finding of this study is expected to help explain the various students learning styles and give a clear view about the correlation of learning style and their listening achievement.

The practical aspect of this research might advance the teachers' perception concerning their students' learning and teaching style in listening comprehension. Then, this research is designed to help students identify their preferred learning style when it comes to listening. The findings of this study will contribute to enhancing the teaching-learning process in listening comprehension. Also, this research may be utilized for the next researcher who wants to research the correlation between students learning style and their achievement in listening comprehension as a reference.

1.5 Scope and Limitation of the study

The researcher focuses on students' learning styles (visual, kinesthetic, and auditory) in this research. There are some limitations of this study. First, this research is limited because it only focuses on the students' learning styles and listening achievements. Since the researcher had a limited time to conduct the test, the researcher collected the scores from the lecturer of the listening subject from 2nd-semester students of the English Department of Faculty of Teacher Training and Education University of Islam Malang. Next, it's hard to conduct the research directly with the students because there are restrictions on activities outside the home that have been imposed during the Covid-19 pandemic. Therefore, students do not study on campus face-to-face but learn at home through an online platform. Hence, the weakness that arises is when filling out the questionnaire, it is possible to fill it arbitrarily, and students do not understand the purpose of the researcher's questionnaire. Then, this study consists of 28 students, and it is less than 30 participants. For calculating the data using SPSS, it should be at least 30 students.

1.6 Definition of Key Terms

The researcher should define several terminologies used in this study to keep away misinterpretation and ambiguity. The following are the terms used in this research:

1. Listening achievement refers to the student's competence or ability in listening. For the university level, the activity they have learned in the second semester is listening to the short conversation, deciding the topic sentences of the audio, etc. When the students can understand the complete information of the listening audio, it means that they have a good listening achievement. Not only understand the audio, but they can also answer the question correctly.



2. Learning Style refers to a different way of the students in learning. A learning style is an individual's preferred way of receiving, converting, understanding, and retaining information. Learning styles are classified into three types: visual, auditory, and kinesthetic.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of this research and some suggestions for future researchers, teachers, and students.

5.1 Conclusion

The two conclusions were found in this research. First, according to the survey results, the auditory learning style is the highest among students, followed by visual and kinesthetic learning styles. Auditory students' are like to learn with sounds and music. Also, the students who have auditory learning styles can easily understand the information of the material by listening. It means that the students prefer the auditory learning style because it is related to their listening activity.

Second, the student's learning styles were unrelated to their listening performance. While the subject of this research was different from the previous researchers, it was indicated that the variables were not significantly correlated. It means that when the student has learning styles that are visual, auditory, and kinesthetic, it is not guaranteed that they have a good listening achievement. It also implies that students who have a high level of comprehension and effectively apply their learning style would not obtain exemplary listening achievements. Students who have poor perception and employ their learning style would not have a lousy listening achievement.

1.2 Suggestion

Build upon the findings and discussion, and some suggestions are addressed to:

1. Future Researchers

There are several suggestions for future investigation. First, because the instrument of this study used documentation, so the result of the study was weak. In that case, to get the maximal effect, the future researcher is suggested to conduct a test to get the students' listening achievement scores. Next, it will be better if future researchers collect the data offline to avoid misunderstanding the participants when they answer the questionnaire or test. Last, based on the study result, the variables were not correlated, so future researchers are suggested to give a questionnaire that provides different learning styles that can influence the students' listening achievement. Also, future researchers are suggested to add more participants for analyzing the data when using SPSS.

2. Teachers and Students

Teachers must be aware of their students' preferred learning styles since they play an essential part in the learning process. It can assist students in attaining higher levels of achievement. Furthermore, since English is a second language, teachers must encourage the students to practice listening extensively. Then, the students need to recognize their learning style earlier on so that when they conduct their study, they can apply a learning plan based on their learning style. It may aid them in their academic performance.

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