

THESIS

**ENGLISH AS A FOREIGN LANGUAGE STUDENTS'
LEARNING STYLES AND THEIR EFFECT ON LISTENING
PROFICIENCY:
A STUDY AT SMAN 2 WATANSOPPENG**

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**ENGLISH LANGUAGE STUDIES
POSTGRADUATE PROGRAM
FACULTY OF CULTURAL SCIENCES
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2021**

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Thesis

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**English Language Studies
Faculty of Cultural Sciences**

Written and Proposed by

FEMY RAHMADANI

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If it is proven later that some part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, 05 February 2021



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ENGLISH AS A FOREIGN LANGUAGE STUDENTS' LEARNING STYLES
AND THEIR EFFECT ON LISTENING PROFICIENCY:
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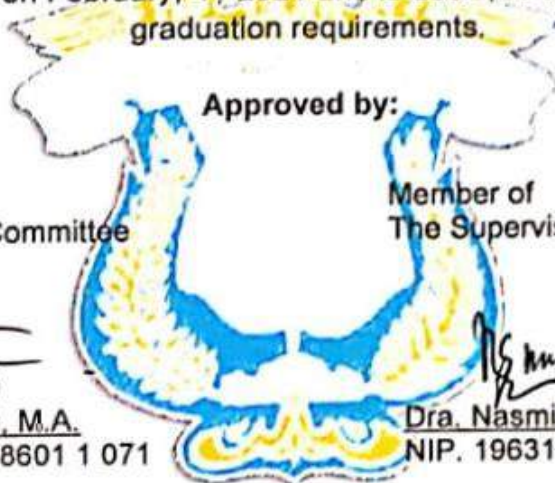
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Makassar, 05 February 2021

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ABSTRACT

FEMY RAHMADANI. *English as a Foreign Language Students' Learning Styles and Their Effect on Listening Proficiency: A Study at SMAN 2 Watansoppeng* (Supervised by Abidin Pammu and Nasmilah)

Learning styles has revolved around EFL contexts and has gained wider attention from teachers and teaching practitioners as well as researchers in Indonesia and around the world. The main objective of this study is to find out whether there is significant effect of learning style on students' listening proficiency.

The design of the present research is quantitative research design that incorporates statistical tools. The study design employs causal comparative of *ex post facto* design. The population of the research was the second grade students of SMAN 2 Watansoppeng with a total of 150 students taking only 27 students as the sample. The instruments were in the form of questionnaire about learning style and listening comprehension test. The data were analyzed by using *One-Way ANOVA* in IBM SPSS 25.0.

The result showed that the profile of the students learning style was 7% (2 students) are visual, 56% (15 students) are auditory, and 15% (4 students) are read/write, and 22% (6 students) are kinesthetic. Moreover, it was found that auditory tend to be the most dominant learning style. F-table score of learning style on students' listening proficiency is 0.159 and the significant value is 0.923. The values confirm that there is no significant effect of learning style on students' listening proficiency. The finding generates pedagogical concerns that teachers should not worry about the differences of students learning styles since effective and productive teaching may be achieved regardless of style variables.

Keyword: *effect, learning style, listening proficiency*

ABSTRAK

FEMY RAHMADANI. *Gaya Belajar Bahasa Inggris Siswa dan Pengaruhnya terhadap Kemampuan Menyimak: Belajar di SMAN 2 Watansoppeng* (Dibimbing oleh Abidin Pammu dan Nasmilah)

Gaya belajar telah populer di sekitar konteks EFL dan telah mendapatkan perhatian lebih luas dari para guru dan praktisi pengajar serta peneliti di Indonesia dan di seluruh dunia. Tujuan utama penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang signifikan gaya belajar terhadap prestasi menyimak siswa.

Rancangan penelitian ini adalah desain penelitian kuantitatif yang dilengkapi dengan alat statistik. Desain penelitian menggunakan *causal/comparative of ex post facto* design. Populasi dalam penelitian ini adalah siswa kelas II SMAN 2 Watansoppeng yang berjumlah 150 siswa dengan pengambilan sampel hanya 27 siswa. Instrumen penelitian berupa angket gaya belajar dan tes pemahaman menyimak. Data dianalisis dengan menggunakan *One-Way ANOVA* in IBM SPSS 25.0.

Hasil penelitian menunjukkan bahwa profil gaya belajar siswa 7% (2 siswa) visual, 56% (15 siswa) auditori, dan 15% (4 siswa) membaca / menulis, dan 22% (6 siswa). kinestetik. Selain itu, gaya belajar auditori cenderung menjadi gaya belajar yang paling dominan. Nilai F-tabel gaya belajar terhadap kemampuan mendengarkan siswa sebesar 0,159 dan nilai signifikansi 0,923. Nilai tersebut menegaskan bahwa tidak terdapat pengaruh yang signifikan gaya belajar terhadap kemampuan mendengar siswa. Penemuan ini menimbulkan kekhawatiran pedagogis bahwa guru tidak perlu khawatir tentang perbedaan gaya belajar siswa karena pengajaran yang efektif dan produktif dapat dicapai terlepas dari variabel gaya.

Kata kunci: efek, gaya belajar, kemampuan menyimak

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CHAPTER I

INTRODUCTION

A. Background of the Research

The Indonesian government demands its people to acquire a high standard of English in listening and other skills. The government has become well aware of the need for literacy skills to establish political and economic engagement with other countries. More recently, through the Department of Education and Culture, the government of Indonesia has urged its people worldwide to improve their literacy skills to be able to challenge the dynamic development of the globalization era.

English has become the international language and used by most people all over the world. English is important to learn for people, especially in the modern era. It has been taught in many countries either as a second language or foreign language. Yufrizal et al. (2015) argued that learning success is measured by learning achievement and mastering the language and language skills. In order to succeed in language learning, the student is necessary to use their strategies. It could be seen that each student has a different way of responding to new information in the context of learning. Therefore, many people called learning style as a student's characteristic dealing with strengths and weaknesses in taking and processing information. Naming and Hayati (2011) stated that there are three kinds of learning styles, visual learning style, auditory learning style, and kinesthetic

learning style. Visual student means to learn through seeing or reading, auditory student means to learn through listening, and kinesthetic student means to learn through experiencing or touching, working, and movement.

Gaining knowledge of students' learning styles can be very helpful for both teachers and learners. Involving learners in the active learning process requires identifying and understanding learners' learning styles and teachers' teaching styles. The two can either be matched or mismatched. It is vital to study the relationship between them. Many studies have been conducted on match and mismatch of learning styles and teaching styles (e.g. Naimie et al. 2010; Massa and Mayer 2006; Tuan 2011). Most of them refer to matching the two as having a positive impact on the students' proficiency and indicate the opposite for mismatching.

Learning style is not about intelligence or skills. It is about the way a person's brain works to learn and get information efficiently. Specifically, learning styles are found to affect the students' learning behaviors in gaining knowledge. Talking about information, students get much information from listening. Listening also plays an important role in language teaching. It means that teaching listening becomes an important task for English teachers to conduct in order to achieve the curriculum objective.

Listening is also an important part in determining the success of students in academic settings. They need good listening achievement skills to help them in teaching and learning process. Daweesh (2014) cited in Afriani (2017) stated that teachers and students should recognize the

importance of listening comprehension successfully in academic setting. Specifically for senior high school students, a good listening comprehension can help the students understand about the material and get so much new input. As a result, having good listening comprehension skills will improve students' learning achievement. For many students, listening is difficult to improve because in listening, students have to pay much attention, concentrate, and sometimes feel asleep.

Referring to the problem faced by students in nowadays, although the students have a good treatment and facility in teaching learning activity, actually they have different style of learning and different way to achieve the learning competence. It can be revealed that the teacher does not care yet towards the students learning needs. The most important is how the teacher identifies the way their students able to learn language learning by their own style because every students are unique individual and born with differences, including differences in the way to learn something.

In order to increase listening achievement, the student should know their learning style. According to Hilliard (2001) cited in Naning and Hayati (2011), learning styles are the characteristic ways in which an individual acquires, perceives, and processes information. Students who have different learning style preferences would act differently in the way they perceive, interact with, and respond to the learning environment. It relates to some factors, one of them is their different way of comprehending information from their listening.

There are some reviews of related research findings from the previous researchers, Afriani (2017), in the same scope with learning style. Her research found no significant relationship between students' learning style and their achievement in listening skill. Each of the students who successful in learning comes from the ability to provide various learning styles.

In contrast, in his research, Jowkar (2012) found a relationship between learning styles and listening comprehension. The student prefers a kinesthetic learning style that utilizes strategies, such as using physical response or sensation, repeating, placing new words into a context, using imagery, using keywords and directly involved with the subject matter being learned. In spite of any kinds in learning style, the students feel free to choose their own way in learning. They also could be affected with by the condition, knowledge and so forth. Hence, the students with good understanding and using their learning style effectively not guarantee will have good achievement in listening and the students with bad understanding and using their learning style ineffectively not guarantee will have bad achievement in listening.

Another study on learning style came out with a different focus skill of analysis. Ghofur (2016) conducted research about the effect of learning style on speaking skill; he found that learning styles can help students get new information, but not really good to apply in the activities of speaking in English. Rachma et al. (2015) found that there was no significant effect of

learning style on students' reading comprehension achievement, but kinesthetic seems to be the better among other learning styles in reading comprehension achievement. Furthermore, Hanafi (2019) stated no significant difference between students' learning styles on their writing achievement. However, little has been done on revealing the effect of learning style on listening skills. This present study aims to find more compact research on this matter to give us a clearer idea of how learning style affects language skills. The scope of the research only analyze about the effect of learning style on students listening proficiency.

Related to the explanations above, the researcher decided to carry out research entitled *"English as a Foreign Language Students' Learning Styles and Their Effect on Listening Proficiency: A Study at SMAN 2 Watansoppeng"*.

B. Research Questions

Based on the formulated statement, the present study has the following Research questions.

1. What is the profile of EFL students' learning style at SMAN 2 Watansoppeng?
2. What is the most dominant learning styles used by these EFL students' when engaging in listening activities?
3. To what extent do learning styles affect these students' listening proficiency?

C. Objectives of the research

The objectives of the study were also formulated in reference to the formulated Research Questions;

1. To describe the profile of EFL students' learning style at SMAN 2 Watansoppeng.
2. To identify the most dominant learning styles for EFL students' listening proficiency at SMAN 2 Watansoppeng.
3. To disclose the effect of learning styles on students' listening proficiency at SMAN 2 Watansoppeng.

D. Significance of the Research

This research gave information about the factor that affects the learning style in students listening proficiency. The significances of the research as follows :

1. For the teacher, this research is expected to suggest the teacher in improving the student listening proficiency.
2. The researcher expects that this research will help the students know their learning style for a better future.
3. For the researcher, this research is expected to be useful as reference or guidance regarding increasing knowledge or making other research about English.

E. Research Scope

The present research limits its scope about the issue of students learning styles such as visual, auditory, read/write, kinesthetic, and their effect on the second-year student listening proficiency.

F. Operational Definition of Terms

In understanding the topic of this research easily, the researcher would like to present the operational definition of terms.

1. Learning Style

Learning styles are found to affect the students' learning behaviors. Students who have different learning style preferences would act differently in the way they perceive, interact with, and respond to the learning environment.

Learning style is important for many reasons; however, there are three vital ones. First of all, people's learning styles will vary because everyone is different from one another naturally. Secondly, it offers the opportunity to teach by using a wide range of methods in an effective way. Sticking to just one model unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson. In other words, learning and teaching will be just words and not rooted in reality. Thirdly, we can manage many things in education and communication if we really recognize the groups we are called to.

The awareness of the learning styles preferred by particular students can help the teacher customize educational materials intended for both frontal teaching and self-study so that they best fit the students. Some learners may rely on visual image or presentation, others prefer listening to the music while learning, and still others may respond better to hands-on activities.

Respect for students' individuality, manifested, for example, by their favorite learning style, can significantly contribute to the increase in education efficiency. Each learner type displays several activities inside and outside classroom. Most of students may have some general idea about how to learn better. For example, they use visual guidance like short-card to memorize some vocabularies and use it as memory-card when they forget them. Another example they like listening English song and see the lyric of the song. Each student has their own learning style. They use their learning style type to enhance their knowledge and skills in English learning process. The student learns either by sitting alone, reading instructions from beginning to end before or take a 'hands-on' approach like pressing the different controls to discover through trial and error or learn by seeing others using the same. This example helps to reflect about how learning preferences vary among individuals.

The students learn through seeing, hearing, or doing something. They do some learning activities in classroom which relate with their learning style, like making a group discussion, grouping for dialogue, and

watching video or movie. In this case, students' learning style types help teachers to develop their classroom activity. The teacher can improve a good learning environment; challenging and exciting include deciding appropriate technique, strategy, or learning styles for processing learning materials to overcome students' different learning styles in English learning process.

2. Listening Proficiency

Listening is understanding the oral language. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message. Listening is also the ability to recognize and understand what others are telling. Good ability in listening means having competence to comprehend information during listening activities or transfer the information in written or oral communication. It relates to the ability of understanding, communicating, and responding to what is listened. To have good listening skill in English needs listeners to enrich themselves with basic language knowledge, such as vocabulary, grammar, pronunciation, and other language components. Having good ability in listening is one of the main skills that has to be mastered by language learners because it tightly relates to the communication process. It is also needs a lot of practices.

The students' listening practice is one of the influential factors in improving their listening skill. They have to practice a lot to improve their skill, especially in comprehending monologues or dialogues uttered by

speakers. Commonly, the students get difficulties when they are in that situation. They claim that the speaker's communication style guides them into a billion of confusion even the teacher has played the audio for two or three times. It is one of the students' reasons when they get difficulties in listening. In fact, it is not a big problem, they are only not familiar with the native speakers' styles in communication. In short, the students need to practice their listening activities because the learners have to face language learning experience to enhance their listening skill.

Another factor that may influence the learners' ability in listening activities is to know the pronunciation of every word correctly because communication cannot be separated from the activities of pronouncing words, phrases, and sentences. So, it is a must for the learners to keep improving their basic language knowledge to support them in listening activities.

Furthermore, the learners and teachers should work collaboratively in this step. Hence, the students can enjoy their listening class because of the facility and the teachers' ways to encourage the students in learning.

CHAPTER II

REVIEW OF THE LITERATURE

A. Previous studies

In this research, there are some reviews of related research findings from the previous researchers, they are:

Recently, in a well-structured study in a medical- educational setting, Cook et al. (2009) conducted research entitled “*Lack of interaction between sensing-intuitive learning styles and problem-first versus information-first instruction*”. The population of this research were 123 intern doctors and delivered web-based ambulatory modules. They aimed to test the hypothesis that learners with a sensory style of learning would perform better when provided with instruction. A problem was first introduced before the content information utilized to tackle the problem. On the other hand, learners with an intuitive style of learning would perform better in the opposite way. Participants were asked to complete two modules employing the two mentioned formats of instruction. At the end of each module, a test was used to determine the knowledge and the main outcome. Over time and in the middle of the two formats, comparison was made between the two test scores. Statistical analysis of the results showed no significant relation between the two instruction formats. Thus, the study was not successful in validating the hypothesis verbal learners.

In a similar study, Constantinidou and Baker (2002) entitled “*Stimulus modality and verbal learning proficiency in normal aging*”. The researcher

examined the impact of presentation modalities on the oral learning of 52 younger and older adults (an equal proportion from both genders). A laboratory task was used to find out if the learners' preferences in the uptake of information predicted their ability to comprehend and save information in various modalities. A Visualizer-Verbalizer Questionnaire (VVQ) was used to examine the relation between the scores of the adults and their proficiency in verbal free-recall on a task that showed words via visual modality, auditory modality or both. The VVQ contained many questions that required the learners to indicate their preferences via oral versus visual methods. The results showed that there was not a strong relation between the VVQ scores and the proficiency of free-recall levels for various input modalities. It was also found that the visual presentation yielded better free-recall in comparison with the oral presentations. Thus, the researchers found no significant relation between the visual and oral presentation of the items.

Furthermore, Xu (2011) in an article explaining that the possible visual students become good readers while students auditory can become articulate and communicate. Language teachers should put the student's learning style differences in the learning process and teach it balanced. Different teaching approaches can be integrated in the form of different tasks or activities to please all the students so that the achievements of the teaching will be better.

Pourhossein Gilakjani and Ahmadi (2011) with their research entitled “*A study of factors affecting efl learners’ english listening comprehension and the strategies for improvement*” found that accommodating teaching to learning styles improves students' overall learning results, increases both motivation and efficiency and enables a positive attitude towards the language being learned. The aims of using learning styles is to find the best ways for both students to learn effectively and teachers to teach efficiently. A better knowledge and understanding of learning styles may become important as classroom sizes increase and as technological advances continue to establish the types of students entering higher education. In order to help students learn, teachers need to teach as many of these preferences as possible. Teachers can incorporate these learning styles in their curriculum activities so that students are able to succeed in their classes.

Bidabadi & Hamidah (2012) conducted a research “*The relationship between english listening proficiency levels and learning styles*”, they found that there was a significant positive correlation between the learners’ English listening proficiency levels and their learning style preferences. The study's implication is that all lecturers should be aware of their learners’ learning style preferences and their English listening proficiency levels to match their teaching styles with their learners’ learning style preferences.

Jowkar (2012) in his research “*The Relationship between perceptual learning style preferences and listening comprehension strategies of Iranian*

intermediate EFL learners” found there was relationship between types of learning styles and listening comprehension. The student prefers a kinesthetic learning style that utilises strategies, such as using physical response or sensation, repeating, placing new words into a context, using imagery, using keywords and directly involved with the subject matter being learned. In spite of any kinds in learning style, the students feel free to choose their own way in learning.

Zarrabi (2017) investigated “*The relationship between learning style and metacognitive listening awareness*”. The results indicated there is a statistically significant relationship between learner style and metacognitive listening strategy awareness of EFL learners. In other words, each learner type differs in the degree of metacognitive listening awareness. Based on the research results, the teachers need to carefully consider how many different preferred ways of learning exist since there are various types of learners.

Another study on learning style came out with a different focus skill of analysis. Rachma et al. (2015) conducted research about “*The effect of learning style on students’ reading comprehension achievement*” found that there is no significant effect of learning style on students’ reading comprehension achievement. It means that there is no significant difference among visual, auditory, and kinesthetic in achieving students’ reading comprehension. But relatively, this research found that kinesthetic tends to be the best learning style among others in affecting students’ reading

comprehension achievement. It can be caused by the good habit of students who have kinesthetic learning style that always remember and make notes while they read and using their efficient reading strategies will also help them to stay focus.

Ghofur (2016) conducted research about "*The effect of learning style on speaking skill*", he found that learning styles can help students get new information, but not really good to apply in the activities of speaking in English because it was found that many learners are scared when the material is related to the speaking skills.

Furthermore, Hanafi (2019) in his research about "*The Effect of Students' Learning Style on their Writing Achievement*" stated no significant difference between students' learning style on their writing achievement. According to the result of this research, it is also found that the second learning style which is relatively good in students' writing achievement is kinesthetic learning style, the of students who have a kinesthetic learning style that always remembers and make notes while the teacher explains about the material or instructions.

However, little has been done on revealing the effect of learning style on listening skill. This present study aims to find more compact research on this matter to give us a clearer idea of how learning style affects language skills.

B. Some Pertinent Ideas

a. The Concept of Learning Style

The idea of different learning styles started to gain popularity in the mid-70 and since then, the notion has influenced the way education and learning is perceived. Just like there are different teaching methods, individuals also believe there are different ways to learn and understand new information. Despite criticism, many people started looking into the different learning methods and assessing their own students' preferred learning methods. Many parents of struggling students who are looking into homeschooling as an educational alternative for the first time, usually start out by learning more about the types of learning styles and how children learn best.

Learning style analysis has become a major concern in most sector of education over the past fifteen years (Corbett & Smith, 1984). Learning styles can be defined, classified, and identified in many different ways. According to Hilliard (2001), learning styles are the characteristic ways individuals acquire, perceive, and process information. It can be described as a set of factors, behaviors, and attitudes that enhance learning in any situation. How the students learn and the teachers teach, and how different learning styles influence the two interact with each other. Each person is born with certain preferences toward a particular style, and these biological characteristics are influenced by external factors such as: cultures, personal experiences, and developments (Chermahini, Ghanbari and Talab, 2013 p.

324). Each learner has their consistent preferred ways of perception, organization and retention. These learning styles are the indicators of how learners perceive, interact with, and respond to the learning environments. Students have different styles of learning, and they learn differently from one another. Ahmed (2012), there are several factors that influence the success of learning a foreign language, one of which is the student's learning style. Classification of perceived student learning styles can help students easily receive information in accordance with the modalities owned.

Ahmadi (2016) stated that teachers should help students analyze in the style and consciously help students identify their own learning styles and cultures that they can consciously change for different learning tasks and adjust their learning style capabilities. Thus, teachers can use the students' learning styles in the classroom by identifying ways of learning of each student, then adjusting teaching styles to learning styles for the provision of hard or easy task, and adjusting learning strategies with a variety of the student learning styles.

Nasmilah (2018) stated that the general learning styles relate specifically to process the second language learning. Rachma et al. (2015) said that students with different sensory learning styles have distinct ways they prefer to learn and areas where they will have difficulty learning.

One of the most common and widely-used categorizations of the various learning styles is the VARK learning style model, which has been

modified from the VAK model to the VARK learning style. Referring to what Fleming has read and observed, it seems clear that some students obviously have their preference for written words while others prefer symbolic information or pictures such as maps, diagrams, and graphics. Both preferences are not always found in the same person. Since then, the Fleming model's learning style has four modalities of preference: Visual, Aural, Read / Write, and Kinesthetic, formerly abbreviated as VARK (Fleming & Bonwell, 2019).

The students commonly have a preferred learning style which may be a blend of all senses. Some students have a very strong preference while others have an even mixture of two or three styles. When the student knows their preferred learning style(s), they will understand the type of learning that best suits them. It will enable to choose the types of learning that work best. Most of students learn best through a combination of the three or four types of learning styles, but everybody is different. Although the students have the combination of learning styles, they usually have a dominant learning style or their own preference style.

Table 1 The tendency in learning process based on VARK learning style.

MODE	TENDENCY IN LEARNING PROCESS
Visual	Learning by looking at pictures, graphs, videos, and graphics. Could not take complete note during presentation.
Audio	Receive learning by listening method, by speaking or from music, discussion, and explanation.

Reading	Prefer words and texts as an information obtaining method. They like presentation style, by text or writing.
Kinesthetic	More likely to experience through physical movement aspect while studying, such as, touch, feel, hold, perform and move something. They prefer hands on work, practical, project, and real experience.

Learning style namely visual, auditory, read/write and kinesthetic (VARK) allow the student to choose which is the most suitable learning style for them during the learning process. Hilliard (2001) stated that there are no right or wrong, or good or bad learning styles, just preferred styles. Others usually find that they use different styles in different circumstances. It does not matter if the student sometimes use different styles in different circumstances. It is just the matter of preference of the way in learning or absorbing the information.

Furthermore, learning style has an important place in the students live. When the students know their learning style, they will integrate it in the process of learning so they will learn more easily and fast and will be successful. Another advantage of the identification of the own learning style by the student is that it will help the student to become an effective problem solver. Biggs (2001, p. 276) said that the more successful the student is at solving the problems that they faces, the more control they will take over their own life. It is important that students receive education in areas suitable for their learning styles. A person educated in an area having no relationship to their learning style may lack confidence and they may be less successful;

they may as a result become frustrated. Knowledge of learning style also provides information to the student as to why s/he has learnt in a different way than others. It helps to control the process of learning. It is vital because one of the most important signals in learning is to learn to be autonomous, that is, for the student to take responsibility for their own learning. Because of this, they should know what learning style is. This has to be part of the learning process to enable the individual to obtain knowledge, which constantly shifts and changes, without any help from others. Briefly, confidence in learning will consistently rise when learners know how to learn. Learning to learn and grasping knowledge in a suitable manner will lessen the need for an overbearing control by teachers. At this point, teachers guide the students. The students take responsibility for their learning, they are at the centre of the process and everything is under their control. They search answers to the problems and benefit from their unique proficiencies and preferences in their learning styles. Those people will identify their aims, unlike those whose learning style preferences are not identified. They know what they want to learn and "how." This awareness will change their perspectives on learning new things (Fidan, 1986).

b. *The Concept of Listening*

Listening is the ability to identify and understand what others are saying. It involves understanding a speaker's accent or pronunciation, grammar, vocabulary, and understands the meaning. Listening skill means the skill of listening in order to understand the meaning of what is being

listened to.

Listening is a complex language skill because it is an invisible mental process. The students must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, try to find the meaning what the speaker actually says. Listening is an active process of interpretation in which listeners match what they hear to what they know. According to Morley (1991), listening is the most common communicative activity in daily life, we almost listen twice as much as we speak, four times more we read, and five times more than we write because it is the first skill when we learn a language. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the word themselves. Moreover, listening is not only the way of learning language that can give the student information from which to build up the knowledge necessary for using the language but also the way to get information or to understand the sense of communication which will be sent in oral.

According to Tyagi (2013), listening skill is a key to receiving messages effectively. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message (as cited in Pourhosein Gilakjani & Sabouri, 2016). It is combination of hearing what another person says and psychological involvement with the person who is talking. It involves a sender, a message and a receiver. It is the

psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages. Kutlu et al. (2009), Listening skill plays an important role not only in communication but also in interpersonal relationships, is unfortunately one of those skills that is given the least significance in school education. Teachers generally believe that the listening skill emerges spontaneously in time, just like breathing. However, listening skill can only be improved by hard work and repetition as it is the case in reading skill.

Brown (2007) states that listening is not a one way street it is not merely the processes of a unidirectional receiving of audible symbols. The first step of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. It can be concluded that listening achievement is the process of understanding aural message from the speaker and matching it to the listener's knowledge. Pourhossein Gilakjani and Ahmadi (2011) stated that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice. Teachers and learners should pay enough attention to obtain communication aims. With guidance and practice, learners can improve their listening skills. Thus, Rivers in Hasyuni (2006: 8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, take the raw material of words, arrangements of words, and the rise and fall the voice, and from this

material, we create a significance. Listeners must cope with the senders choice of vocabulary, structure, and rate of delivery.

Russel cited in Hasyuni (2006:8) has confirmed that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating language skills, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Ghaderpanahi (2012), numerous factors guide the students into confusion in listening activities, such as native speakers' volume, speed- rate, accents, intonation, listening strategies, and pronunciation. Another factor that may influence the students' ability in listening activities relates to their ability to know the pronunciation every single word correctly because communication process cannot be separated from the activities of pronouncing words, phrases, and sentences. So, it is a must for the students to keep improving their basic language knowledge to support them in listening activities.

Listening skill mean as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words. As mentioned in Nunan (2003:24) "Listening is an active, purposeful process of making sense of

what we hear.” It means that, we should interpret the meaning from what we hear, therefore listening is an active skill. Anderson and Lynch in Siegel (2015) stated that Listening includes attention to acoustic signals sent from a speaker through a stream of connected speech. Therefore, hearing is simply the recognition of sounds which does not need any conscious attention to do. It is clearly different with listening. Listening implies some conscious attention to the message of what is said.

Hence, another language such as English, listeners have difficulties in doing it. There are some factors that affecting listening as stated by Michele (2014). Those are (1) the listeners. The more listeners’ are interested in the topic, the easier they listen to the topic discussed. (2) Background knowledge. Without adequate background knowledge, the listeners with poor listening skills will have difficult time accessing difficult information. (3) Speaking style. The manner in which people speak may have an effect on listening. If the people use a fast of speech, the listeners may have difficulty receiving the information that they try to understand. (4) Visual input. For some people, visual supports aid listening for new information.

C. Conceptual Framework

Learning styles are influenced by many factors such as individual experience, different intelligences and personality factors such as a preference for learning alone or in a group. Understanding learning styles approaches helps the student consider an individual’s dominant or preferred

way of thinking, helping us learn better in lesser time. The various types of learning styles that widely used is Fleming's VARK model or VAK - an acronym for the Visual (V), Auditory (A), and the Kinesthetic (K) sensory modalities) which provides the students with a profile of their learning styles, based on the sensory modalities involved in taking any information.

There are several skill in English that the students have to learn. But in this research, the researcher only focus on listening skill. Listening as the ability to recognize and understand what others are telling. This process includes understanding a speaker's pronunciation, the speaker's grammar and vocabulary, and understanding of meaning. It is very important in language because it provides input for the learners and without comprehending input, they cannot learn anything. Guiding learners in the process of listening provides them with the knowledge by which they can successfully complete a listening activity and puts them in control of their learning.

Students learn in terms of different ways, or pay attention to the visual impression of auditory responses or preferences, or thinking or practice. During this research, the researcher analyzed how learning style affect listening proficiency.

The conceptual framework of the research could be explained as follows:

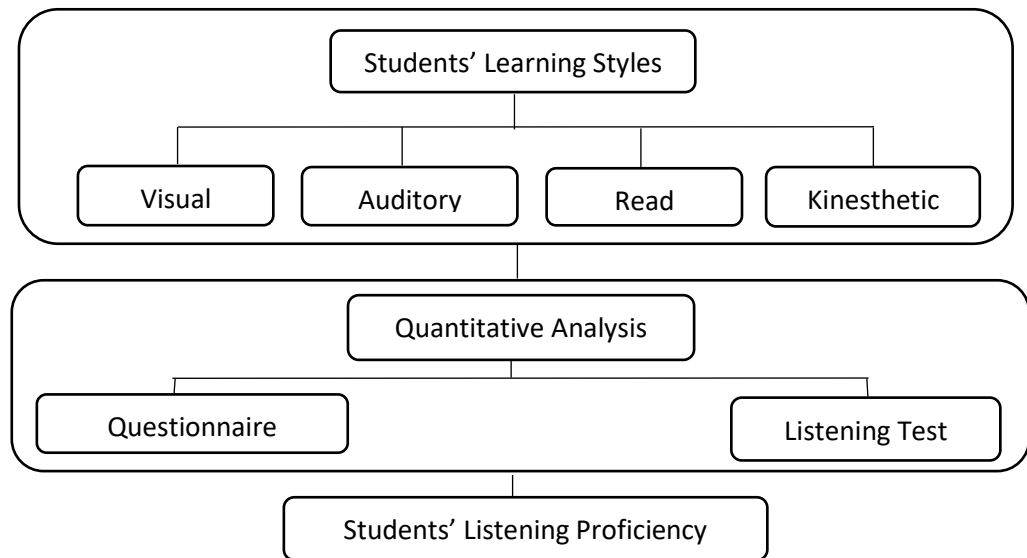


Figure 1 Conceptual Framework

D. Hypothesis

Based on the research focus, the researcher hypothesis are;

H₀ : Learning style does not significantly affect the students' listening proficiency.

H₁ : Learning style significantly affect the students' listening proficiency.

The hypothesis statistics examined with the alpha (α) level at 0.05 with the rule H_0 is rejected if probability value > 0.05 means that Learning Style is not significantly affected by Listening Proficiency and H_1 is accepted if the probability value is < 0.05 means that Learning Style is significantly affected by Listening Proficiency.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is in line with what previous researchers have documented in the area of language teaching in order to resolve the problems of language learning in high school especially in EFL context. This research aims to find the effect of learning style on students' listening proficiency. To conduct the research, the researcher used *causal comparative of ex post facto design*. This research design is observing the phenomena that have been occurred. Arikunto (2002 :237) argued that researchers do not take the process from the beginning but directly take the results. This design aims to reveal possible causal relationships between variables without manipulating variable.

Here, the researcher only administered the questionnaire to know students' learning style and listening test. So, there was no treatment or experiment of any kind to subjects. The researcher gave the questionnaire first, then followed by listening test. After that, the data gained from the questionnaire and test was analyzed to see whether learning style has a significant effect on students' listening proficiency or not.

To address the mentioned goals, this research applied quantitative method. Creswell (2009) defined quantitative research as involving statistical data and objective measures to comprehend and illustrate a phenomenon. Furthermore, a research design is selected to plan, create,