CHAPTER I

INTRODUCTION

A. The Background of the Research

It has been acknowledged that English has been used all over the world. It means that English is a means of communication that is used internationally by people to communicate with others to transfer ideas, thoughts, feelings, attitudes, or messages.¹ Nowadays, people need to be able to use English in order to challenge globalization.

To prepare competitive society to challenge globalization, the government has decided some compulsory subjects that have to be taught to students. One of them is English. This subject becomes a compulsory subject in Junior and Senior High School levels.

In English, there are four basic language skills that teachers have to teach and students have to learn; they are reading, listening, writing, and speaking. Those skills are stated in the curriculum scope and curriculum objective of ELT in Indonesia as follow:

Ruang lingkup mata pelajaran Bahasa Inggris meliputi:
1. Keterampilan berbahasa, yaitu mendengarkan, berbicara, membaca, dan menulis;
2. Kompetensi yang meliputi kompetensi tindak bahasa, linguistic (kebahasaan), sosiokultural, strategi, dan kompetensi wacana;

¹ Muhammad Farkhan, An Introduction to Linguistics (Jakarta: UIN Jakarta Press, 2006), 8.
3. Pengembangan sikap yang positif terhadap bahasa Inggris sebagai alat komunikasi.;
Mata Pelajaran Bahasa Inggris memiliki tujuan sebagai berikut:
1. Mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi meliputi mendengarkan (listening), berbicara (speaking), membaca (reading), dan menulis (writing).
2. Menumbuhkan kesadaran tentang hakikat dan pentingnya bahasa Inggris sebagai salah satu bahasa asing untuk menjadi alat utama belajar.
3. Mengembangkan pemahaman tentang saling keterkaitan antar bahasa dan budaya serta memperluas cakrawala budaya. Dengan demikian siswa memiliki wawasan lintas budaya dan melibatkan diri dalam keragaman budaya.²

Those skills are important in teaching and learning English. Those skills cannot be separated and related each other. It is impossible if we talk to people without listening to their speaking and also it is impossible to write without reading what we write.

Listening is a receptive skill besides reading that teachers have to teach. Listening 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.

Moreover, teaching listening also has attracted a greater level of interest in recent years than in the past. University entrance exams,

² Kompetensi Dasar Mata Pelajaran Bahasa Inggris SMA & MA (Jakarta: Pusat Kurikulum, Balitbang Depdiknas, 2003), 14.
school exams, and other examinations often include listening component. It indicates that listening skill is one of main components of second language proficiency, and also reflects that if listening is not tested, teachers will not teach it.³

For many students, listening is a difficult skill to improve because in listening, students have to pay much attention, they have to concentrate, and sometimes they feel asleep. It also needs a quiet situation without any noise to do because when there are a lot of noise, listening in English will be hard to do.

To make students easy in the listening subject, teachers have to employ appropriate strategies. The appropriate strategies in teaching listening can be decided based on understanding students’ learning style. In fact, there are many teachers who do not pay attention to learning styles of their students. Moreover, many students also do not pay attention to their own learning style whereas knowing it can help them to learn listening easily. According to Chiya in Jowkar, “teachers should consider students’ learning styles and enhance students’ learning strategies for their successful learning. When teachers are

aware of the importance of learning styles and learning strategies, they can provide a good map to their students.”

The students’ success in learning listening can be measured by their achievement in the subject. Achievement itself derives from students’ comprehension, understanding and mastery about certain information or skills which is taken from some tests which are given to the students. In learning listening, students certainly have different levels in achievements. According to Ellis, the different achievements are affected by individual differences such as motivation, aptitude, personality, cognitive style, learning strategies and preferred learning style.  

Learning style refers to individuals’ fastest and best way to learn. Every student absolutely has different way in learning. They have their own way in receiving information from the outside. Some students learn best by seeing, some students learn best by hearing and listening, and others learn best by touching and moving.

Learning style is one of the main factors that help determine how and how well the students learn a second language or foreign

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5 Rod Ellis, Second Language Acquisition (Oxford: Oxford University Press, 2003), 73.
language which can influence their comprehension both in reading, writing, listening and speaking.\textsuperscript{6} It means that learning styles have relationship through English skills comprehension. Some researches on learning styles and language learning performance show that there is a relationship between learning styles of the students and the success of the students in language learning.\textsuperscript{7} Language learning includes English language skills comprehension such reading, writing, speaking, and listening. From the explanation above, the writer believes that the students’ learning style also correlates with the students’ listening skill achievement. Because of that, the writer decides to do a research about “The Relationship between Students’ Learning Style and Their Achievement in Listening Skill.”

**B. Statements of the Problem**

Based on the background of the research above, the writer makes statement of the problem as follows:

1. Is there any relationship between students’ learning style (Visual, Auditory and Kinesthetic) and their achievement in listening skill?


\textsuperscript{7} Nabiollah Sadeghi et al., Learning Styles, Personality Types and Reading Comprehension Performance, *English Language Teaching*, 5, 2012, 120.
2. How is the correlation between students’ learning style and their achievement in listening skill?

C. The Purpose of the Research

1. To know students’ learning style (Audio, Visual, Kinesthetic) and their achievement in listening skill.
2. To know the relationship between students’ learning style and their achievement in listening skill.

D. The Significance of the Research

The research finding is expect to broaden the writer’s perception of the students’ learning style in particular and the readers in general. In addition, the research finding can be used as reference for further research focusing on the same research.

E. Hypotesis

\( H_0 \) : There was no significant relationship between students’ learning style in their achievement in listening skill.

\( H_a \) : There was a significant relationship between students’ learning style in their achievement in listening skill.
CHAPTER II
THEORITICAL FOUNDATION

A. Learning Style

1. The Understanding of Learning Style

People’s ability in understanding and absorbing information is definitely different from each other. Some are fast, some are moderate, and some are slow. Therefore, they have to use different learning styles according to their easiest way to understand the same information or lesson. These people’s different learning styles are their specific way in learning. People’s specific ways in learning are affected by subject matter, context, age, prior knowledge, gender, motivation, and ethnicity.¹

Different learning styles indicate individuals’ fastest and best way to absorb and comprehend information from the outside. Understanding learning style is a key to develop individuals’ ability in their work, school, and environment. By understanding it, they are able to learn easily, communicate easily, and get maximum result in learning.

Many experts define what learning style actually is. According to Dunn in Dunn and Griggs, learning style is the beginning way of students to focus on, process, absorb, and remember new and difficult information in which it is derived from biological and developmental characteristics. Each person is born with certain tendencies toward particular style, but these biological or inherited characteristics are influenced by culture, personal experiences, maturity level and development. Style can be considered a “contextual” variable or construct because what the learner brings to the learning experience is as much a part of the context as are the important features of the experience itself. DePorter and Hernacki state that students’ learning style is the combination of how students absorb, manage, and process information. Information that is accessed through students’ use of their modality preferences shows an increase in their levels of comprehension, motivation and metacognition. Zhang and Stenberg in Santrock also define that students’ learning style is students’ preferred

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ways to use their abilities in learning.⁴ Each student has distinct and consistent preferred ways of perception, organization and retention. These learning style are characteristic cognitive, affective and physiological behaviors that serve as pretty good indicators of how learners perceive, interact with and respond to the learning environment. Moreover, Nasution states that students’ learning style is students’ way in receiving information in learning activity.⁵ From the definition above, it can be concluded that students’ learning style is a term used to describe the students’ beginning way to receive any information. It also refers to the students’ easiest, fastest, and preferred way to receive and understand any information in learning activity. It is possible for every student to have the combination of learning styles, but every student usually have a dominant learning style or their own preference style.

2. The Types and Characteristics of Learning Style

According to Adi Gunawan in his book “Genius Learning Strategy”, there are seven general approaches in classifying types and characteristics of learning style; they are.  

a. The approach based on information processing; determining a different way in processing new information. This approach is developed by Kagan, Kolb, Honey and Umford Gregorc, Butler, and McChartry.

b. The approach based on personality; determining different types of personal characters. This approach is developed by Myer-Briggs, Lawrence, Keirsey & Bartes, Simon & Byram, Singer-Loomis, Grey-Whellright, Holland, dan Geering.

c. The approach based on perceptual modality; determining dependency level through certain sensory perception. The approach is developed by Bandler and Grinder and Messick.

d. The approach based on environment; determining different response through physical, psychological, and social condition, and instructional. This approach is developed by Witkin and Eison Canfield.

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e. The approach based on social interaction; determining different ways in connecting with others. This approach is developed by Grasha-Reichman, Perry, Mann, Furmann-Jacobs, and Merill.

f. The approach based on intelligence; determining different talent. This approach is developed by Gardner and Handy.

g. The approach based on cerebral area; determining relative domination of cerebral area, such as left hemisphere and right hemisphere. This approach is developed by Sperry, Bogen, Edwards, and Herman.

    In Indonesia the most well-known approach to classify learning style is the approach based on perceptual modality. According to this approach there are three types of learning style; they are auditory, visual, and kinesthetic learning styles.

    According to the research which was done in USA by Prof. Ken and Rita Dunn, and some programming Neuro-linguists there are three types of learning style. Those types are:

    a. Visual. Learn by seeing something. We prefer to see pictures and diagrams. We prefer to see exhibition, modeling, or watching video.

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7 Gunawan, Genius Learning Strategy, 142.
b. Auditory. Learn by hearing something. We prefer to listen to audio cassette, causeri-lecturing, discussion, debate, and verbal instruction.

c. Kinesthetic. Learn by physical activity and direct involvement. We prefer to move, touch, feel, and experience by ourselves.

Furthermore, students’ behavior with one of those types of learning style is explained as follow:

a. Visual Learning Style

Students with visual learning style like to learn by seeing and observing things. It includes seeing and observing books, pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc.

Visual students are also neat and disciplinary. They have neat handwriting and they usually learn with orderly books and pens. This type of students cannot bear if their room is in chaos with things. They also usually give attention to their appearance both in and outside school.

Visual students usually have problem in remembering verbal instruction. They usually forget to convey verbal message and also feel hard to choose words when they want to reveal something.

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9 Joy M. Reid, Understanding Learning Styles, 162.
10 Bobbi DePorter and Mike Hernacki, Unleasing the Genius in You, 116.
12 Bobbi DePorter and Mike Hernacki, Unleasing the Genius in You, 119
Therefore, visual students prefer to demonstrate something than to present it.

 Mostly, students with visual learning style understand well about position, shape, numeral, and color. These students remember thing visually.\textsuperscript{13} These students can exactly remember a picture of an object although the position of it is changed.

b. Auditory Learning Style

Students with auditory style prefer to learn by hearing and listening.\textsuperscript{14} They are easy to understand and comprehend lesson or information by listening to the lectures, discussions, or recording. Therefore, they will fell disturbed when there is noise around them. This type of students also has problem with visual works. They are hard to read small characters and easily tried to read. They are also usually wrong to read. Moreover, they have sensitivity through music.\textsuperscript{15} They can repeat and imitate tone, rhythm, and sound of voice. These students also like to listen to music. Usually, these students prefer to spend

\textsuperscript{13} Blue Wooldridge, “Increasing the Effectiveness of University/College Instruction: Integrating the Results of Learning Style Research into Course Design and Delivery”, in Ronald R, Sims and Serbrenia J. Sims (ed.), \textit{The Importance of Learning Styles} (Westport: Greenwood Press, 1995), 53.

\textsuperscript{14} Gavin Reid, \textit{Learning Style and Inclusion}, 92.

\textsuperscript{15} Bobbi DePorter and Mike Hernacki, \textit{Unleasing the Genius in You}, 118.
their holiday by listening to music than to play with their friends. They also can remember lyric easily.

Furthermore, this type of students likes oral reports.\(^{16}\) They like to speak, discuss, and explain things. They prefer to get oral test or assignment than to get written test or assignment. In discussing activity, they are usually become vocalist and they usually master the conversation.

c. Kinesthetic Learning Style

In kinesthetic style, students have orientation to do trial-error activity. They are brave to take a risk.\(^{17}\) In answering question, they prefer to just answer than to read the instruction before.

They also learn practically and learn through manipulation. These students always have orientation to physic and movement.\(^{18}\) They cannot stand still for a long time. Because of that these students need more time to do anything. In class, these students prefer to learn by playing games that


\(^{17}\) Gavin Reid, *Learning Style and Inclusion*, 121.

incite themselves. In explaining information or talking, they usually gesticulate.

Mostly, the students with kinesthetic learning style earn through physical activity.\(^{19}\) When they are reading a book, usually they point toward words that they read. Usually they also understand and comprehend lesson easily by rewriting the material that they have learnt.

They also give response to physical attention and touch people to get their attention.\(^{20}\) Because of that, to get people’s attention they usually touch and stand near the people whom they talk to. Moreover, these students are also sensitive to the people’s expression.

B. Listening

1. The Understanding of Listening

In daily activity, listening is a skill used dominantly by people over the world.\(^{21}\) People often listen to news reports, songs from tape or

\(^{19}\) Joy M. Reid, *Understanding Learning Styles*, 163.

\(^{20}\) Bobbi DePorter and Mike Hernacki, *Unleashing the Genius in You*, 118.

television, or people often listen to people speaking around us directly or by phone. In general, there are four reasons to listening. Those are:\(^\text{22}\)
a. to engage social rituals People can get in touch with others by listening to the other’s talks, as it the nature feeling.
b. to exchange information Through listening to the news, people know some information that happen in other country or local region.
c. to share feeling By listening, people can solve their problems by asking other for suggestions or advices.
d. to enjoy themselves Listening to the music or song are very enjoyable activities. People can do this kind of activity where ever they are. The aim is to entertain and make fine feelings.

Listening is a receptive skill besides reading. It emphasizes that listening requires active participation from the listeners.\(^\text{23}\) In the same way, Harmer expresses that listening is a “receptive skill” where people get the idea according to what they heard.\(^\text{24}\)

Basically, listening has different meaning with hearing. Listening involves an active process which requires an analysis of

\(^{24}\) Jeremy Harmer, *The Practice of English Language Teaching*, 16.
sounds. In contrast, hearing only perceives sounds in a passive way.\textsuperscript{25} Moreover, Rixon also states that 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.\textsuperscript{26} Listening to a language can be defined as the ability to receive and decode oral communication by processing a language sample. Listening is two-way process, involving reception, or the decoding of input, and production, involving predicting and compensating.\textsuperscript{27} Listening also can be defined as everything that impinges on the sound recognition/discrimination, the patterning of spoken language and the construction of meaning.”.\textsuperscript{28} From the definition above, it can be concluded that listening is different from hearing. Listening is a receptive skill that needs some conscious attention to do. It involves reception and decoding any information on the sound recognition, the patterning of spoken language, and the construction of meaning.

\begin{thebibliography}{99}
\bibitem{28} Marianne Celce-Murcia, \textit{Teaching English as a Second or Foreign Language}, 83.
\end{thebibliography}
From the definition above, it can be concluded that listening is different from hearing. Listening is a receptive skill that needs some conscious attention to do. It involves reception and decoding any information on the sound recognition, the patterning of spoken language, and the construction of meaning.

2. The Factors Affecting Listening

In listening, another language such as English, listeners must have difficulties in doing it. At least, there are four factors that affect listening.²⁹ 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.

3. The Types of Listening

According to Derrington and Groom, there are five types of listening. The first is Informative listening which consists of information retained by the listeners. The Second is appreciative listening. That is when the listeners listen to gain satisfaction and listen according to their styles and feels about it for example listening to music. The third is critical listening. It is based on retaining information and analyzing it deeply. The next is discriminative listening in which the listeners identify emotions and inferences through the tone of voice. The last is empathic listening which consists on non-verbal behavior of the listeners that is attending to what is said. All these types of listening help us to identify the kind of material that can be used depending on the students’ learning style and their listening need.

4. The Types of Listening Activities

In listening, there are four activities which learners often do in classroom activity. Those types are no overt response, short response, longer response, and extended response.

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a. No overt response

In no overt response activity, Students do not have to do anything in response to the listening text. Often students’ facial expression and body language will betray what they have understood. Activities of this type include storytelling, listening to songs or watching movies and videos.\(^{32}\)

b. Short response

In this activity, learners obey instruction and they perform actions by drawing shapes or picture to response the instructions. For example ticking of items, true/false, detecting mistakes, cloze, guessing definitions, skimming, and scanning.\(^{33}\)

c. Longer response

In this activity, students can engage in answering questions verbally about a listening text, taking notes from a mini-lecture by rewriting what you said in different words to the ones you used or writing a brief summary of a listening text.\(^{34}\)


d. Extended response

This activity can be called “combined skills” activity because in this listening activity learners are only “jump-off point” for extended reading, writing, or speaking for example problem-solving and interpretation.\(^\text{35}\)

C. Listening Skill Achievement

1. The Understanding of Achievement

Students’ understanding about material that they have been learnt and their intelligent ability determine their success in getting achievement. To know students’ achievement, it needs to do an evaluation after they passed their learning activity.

Achievement is used to “describe school-based learning”. In schools the students experience many changes and many sources based on school’s curriculum. The curriculum describes the skills, performance, knowledge, attitudes that the students have to learn in school, and also what achievement that the students have to achieve during their school years.\(^\text{36}\)


According to Gregory in Santrock, achievement is the material that the student has learnt or what skills that the student has mastered.\textsuperscript{37} A similar understanding also given by Nana Sudjana; he states that achievement is “kemampuan-kemampuan yang dialami seseorang setelah ia menerima pengalaman belajar.”\textsuperscript{38} Furthermore, Gronlund also states that achievement is something that students have learnt.\textsuperscript{39} It means that achievement is as result of measurement and evaluation in learning for a period of time. It cannot be achieved if the students do not learn before.

Moreover, “achievement is the extent to which a person has achieved, something acquired certain information or mastered certain skills, usually as a result of specific information.”\textsuperscript{40} Based on this definition, after learning in a period of time, the students will get their result. This result is generally called achievement. The students’ achievement is based on what they have learnt. For example, in schools students is taught some skills in English such as listening, reading, and

\begin{itemize}
  \item \textsuperscript{37} Santrock, \textit{Educational Psychology}, 521.
  \item \textsuperscript{38} Nana Sudjana, \textit{Penelitian Hasil Proses Belajar Mengajar} (Bandung: Remaja Rosdakarya, 2001), 34.
  \item \textsuperscript{40} M. Chabib Thoha, \textit{Teknik Evaluasi Pendidikan} (Jakarta: PT. Raja Grafindo Persada, 2003), 44.
\end{itemize}
writing, and speaking. To get their result or achievement, they have to be able to master those skills.

Generally, to know the students’ achievement the teachers give them a test which is known by achievement test. Achievement test is a test which “is used to determine what you have learned (such as vocabulary, reading comprehension, and math skills).”\footnote{Santrock, Educational Psychology, 521.} From the definitions above, it can be concluded that achievement is students’ attainment about learning material based on what they learnt in a period of time that tested by the teachers using achievement test in schools.

2. The Factors Affecting Achievement

According to Suryabrata, there are two factors affecting listening; they are intern and extern factors;\footnote{Suryabrata S., Psikologi pendidikan (Jakarta: Fajar Interpratama Offset, 2002), 233.} (1) intern factor is a factor that comes from the individual itself including physiological and psychological factor. Physiological factor usually includes physical condition of the individual such as health and others whereas psychological factor usually connected with physiological condition such as motivation, interest, aptitude, and cognitive ability. (2) extern factor is factor that comes from the outside including social and...
nonsocial factor. Social factor is related to social interaction between people whereas nonsocial factor includes learning place, the instrument used to learn, weather, and others. Besides those two factors, there is another factor that affects achievement; that is learning style. According to Kolb and Kolb in Bhatti and Bart, learning style is influential through achievement. Learning style is individual’s easiest and fastest ability to absorb, manage, and process any information, to understand material given, to solve a difficulty faced.

3. The Understanding of Listening Skill Achievement

Listening is a receptive skill that requires active participation from the listeners. In learning listening, every student is demanded to get achievement as a sign of successful teaching and learning. Listening achievement as one of achievement that students have to get in order to finish their learning in English.

Listening skill achievement itself is students’ mastery about listening skill subject that is taken from the test score. Achievement only can be achieved if the students pass their learning in listening from

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44 Jeremy Harmer, *The Practice of English Language Teaching*, 16.
a period of time. The students will get their goal in listening if they understand and have high score in listening test.

D. The Previous Research

The research is focused on students’ learning styles and listening achievement. From the previous researches, the writer gets the idea to do a further research about the relationship between students’ learning style and their achievement in listening skill. Those related researches are explained as follow:

1. The Relationship between English Listening Proficiency Levels and Learning Styles by Farinaz Shirani Bidabadi and Hamidah Yamat.

Several factors have been investigated in order to understand how learners attempt to learn a second language, one of which is learning style. Learners particularly EFL learners from different English language backgrounds and listening proficiency may vary from one another in their learning style preferences. With such a view, it is essential to consider the differences in learning styles and listening proficiency levels in teaching because this would have an impact on the learning process. The aim of the research was to identify Iranian freshmen’s levels of English listening proficiency and their learning
style preferences as well as the relationship between them. A group of 92 freshmen from a population of 120 freshmen were randomly selected from a university in Esfahan, Iran. The Oxford Placement Test was first administered to identify the freshmen’s listening proficiency levels and the learning style preferences. Questionnaire was employed to identify their preferred learning styles. Based on the results obtained from the Oxford Placement Test, 19 freshmen were identified as advanced learners, 39 intermediate learners, and 34 low proficiency learners. The descriptive analysis of the learning style preferences indicated that all the learners preferred high level learning styles and considered themselves as communicative learners. The Pearson Correlation analysis also indicated that there was a significant positive correlation between the learners’ English listening proficiency levels and their learning style preferences. The implication of the research is that all lecturers should be aware of their learners’ learning style preferences and their English listening proficiency levels in order to match their teaching styles with their learners’ learning style preferences.45

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2. Learning Style and Academic Achievement of Secondary School Students by Rajshree S. Vaishnav

The objectives of the research are to know types of learning style prevalent among secondary school students, to study the relation between learning styles and academic achievement of secondary school students, and to compare the effect of different learning style on academic achievement secondary school students. The research was conducted on three learning styles; they are visual, auditory, and kinesthetic (VAK). A sample of 200 students of class 9th, 10th and 11th standard of Maharashtra state was selected for the research. The findings of the research reveal that kinesthetic learning style was found to be more prevalent than visual and auditory learning style. There existed positive high correlation between kinesthetic learning style and academic achievement of students. Very negligible positive correlation was found between visual learning style and academic achievement of students. Whereas positive low correlation between auditory learning style and academic achievement of students. The main effects of the
three variables, visual, auditory and kinesthetic, are significant on academic achievement.  

3. Learning Styles and Academic Performance of Students in English as a Second-Language Class in Iran by Chermahini, Ghandari, and Thalab

The purpose of this research was to investigate the relationship between learning styles and the academic performance of students who attend an English class to learn English as a second language in Iran. A randomly selected group of 488 high school students (248 male and 240 female) participated in this research. They were asked to fill out the Kolb’s Learning Styles Inventory to identify four basic learning types: Accommodating, Diverging, Assimilating, and Converging. Academic performance evaluated by achievement test in the English language. The survey results indicated significant relationships between the different learning styles and the performance in an English test, and the performance resulted differently in four groups with different preferred learning styles. The finding leads to conclude that learning styles can be considered as a good predictor of any second language academic performance, and it should be taken into account to enhance students’

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performances specifically in learning and teaching the second language.\textsuperscript{47}

**E. The Thinking Framework**

In this research, there are two variables; they are students’ learning style as dependent variable and students’ listening skill achievement as independent variable. To support the research, the writer explains those two variables as follow.

Listening skill is an important skill in language teaching and learning. In English language teaching-learning, listening is important because listening skill becomes one four basic skills that have to be taught to students. Even, in some examination listening skill often included such as in university entrance examination, school examination, and others. Understanding learning style of the students is really needed for the teachers and the students in teaching-learning listening because by understanding it the teachers can decide the appropriate strategies to teach listening. For the students, understanding their own learning style can help them to get maximum achievement in the subject because a good understanding and effective using of

learning style leads a good achievement. Conversely, a bad understanding and ineffective using of learning style leads a bad achievement.

Based on the theory, it is believed that there is a significant relationship between students’ learning style and listening skill achievement because the students who have good understanding and using their learning style effectively will get good achievement than the students who have bad understanding and using their learning style ineffectively.

**F. The Theoretical Hypothesis**

Based on the theories have been elucidated above, it could be propose a hypothesis; that is there is a significant relationship between students’ learning style and their achievement in listening skill.
CHAPTER III

METHOD OF THE RESEARCH

A. The Place and the Time of the Research

This research will conduct at the first grade of the MAN 2 Serang which is located on Jl. K. H Abdul Hadi No. 3, Cipare, Serang. This research will conduct in the 2017 academic year.

B. Research Method

The method which was used in the research was survey method. Specifically, the research was conducted through correlational research. In this research, the writer investigated the possibility of relationship between independent variable (X variable) and dependent variable (Y variable). The X variable was the students’ learning style and the Y variable was the students’ achievement in listening skill.

C. The Population and the Sample

Population and sample of the research will be conducted at MAN 2 Serang, located at Jl. K. H Abdul Hadi No. 3, Cipare, Serang. The sample consisted of class X about 35 students.
D. The Variable of the Research

1. The Students’ Learning Style

Learning style was the individual’s fastest and best way to receive, absorb, and understand any information and skills from the outside. Learning style in this research was the score that the students of class of X obtained after they answered the items on the questionnaire. The option that they chose determined what type of learning style they had. Whether they had visual, auditory, or they had kinesthetic learning style.

2. The Students’ Listening Skill Achievement

Achievement was what the students have achieved or the skills that they have mastered during the school years. In this research, the students’ listening skill achievement was the score that students of X class obtained after they followed teaching-learning listening in this semester in the 2017 academic year.

E. The Instrument of the Research

The instrument used in the research was questionnaire and documentation which could be explained as follow:
1. The Questionnaire

In this research, the questionnaire was adapted from Perceptual Learning Style Preference Survey by Joy Reid. The items on the questionnaire made by Joy Reid were selected based on the indicators of students’ learning style made by the writer. The questionnaire was distributed to the sample about the students’ learning style characteristics in statement form. The purpose of questionnaire was to find out in which type of learning styles the students were. The questionnaire was based on the characteristics of each learning style (visual, auditory, and kinesthetic learning styles). The items were divided into two forms, positive and negative items. Each item had five choices which represented each type of learning styles. Those options were based on agreement level of Likert-Type Scale Anchors. Each option had its own score as in Table 3.1.
Table 3.1
The Questionnaire Item Scoring

<table>
<thead>
<tr>
<th>Option Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree or Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positve</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Negative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

a. The Instrument Validity

Validity is a criterion to show legality level of an instrument. A valid instrument can produce a high validity of data. Conversely, an invalid instrument can produce a low validity of data. SPSS 16.0 program was used to test the validity of items in the instrument.

The validity criterion is presented on the coefficient correlation (r) interpretation. The judgment criteria whether the item is valid/invalid is based on the result of Corrected Item-Total Correlation. If the score is smaller than 0.316 (< 0.316) the item is invalid (dropped). In contrast if the score is higher than 0.316 (> 0.316) the item is valid.
b. The Instrument Reliability

Reliability is a consistency of an instrument. It means that an instrument can be called reliable if it has a consistency in the result of measurement. The reliability of an instrument is needed to support the validity of an instrument.

Alpha Cronbach formula was used to test the reliability of the instrument. The calculation used SPSS 16.0. The reliability criterion according to Goilford is presented on the as Table 3.2.

<table>
<thead>
<tr>
<th>Coefficient Correlation (r)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00–0.20</td>
<td>Not reliable</td>
</tr>
<tr>
<td>0.21–0.40</td>
<td>Less reliable</td>
</tr>
<tr>
<td>0.41–0.70</td>
<td>Reliable enough</td>
</tr>
<tr>
<td>0.71–0.90</td>
<td>Reliable</td>
</tr>
<tr>
<td>0.91–1.00</td>
<td>Very reliable</td>
</tr>
</tbody>
</table>

The reliability coefficient obtained from the calculation was 0.921. From the interpretation of reliability coefficient correlation (r) as in Table 3.2, it could be concluded that the questionnaire was very reliable.
2. The Documentation

In this documentation, the instrument used was the writer itself. The documentation was used to know the students’ listening skill achievement. The indicator of the students’ listening achievement can be seen in Table 3.3.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Listening Achievement</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>80-100</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>66-79</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>56-65</td>
<td>Fair</td>
</tr>
<tr>
<td>D</td>
<td>40-55</td>
<td>Poor</td>
</tr>
<tr>
<td>E</td>
<td>≤39</td>
<td>Fail</td>
</tr>
</tbody>
</table>

F. The Technique of the Data Collection

The technique of the data collection used in the research was non-test technique. There were two instruments of non-test technique applied; they were questionnaire and documentation.

In answering the questionnaire, the students are asked to choose one option by giving mark (X) or checklist (√). To identify the students’ learning style, the writer counted the mean score of each learning style type (visual, auditory, and kinesthetic). The students’
highest mean score of learning style determined in which type they were.

The data of the students’ listening skill achievement was collected by the writer from the English teacher as documentation. The writer asked the English teacher of the class of X; for the data of the students’ listening daily test.

G. The Technique of the Data Analysis

In the research, there are two techniques of data analysis used. The analysis was calculated by using SPSS 16.0 program. Those techniques were descriptive analysis and inferential analysis.

Descriptive analysis was used to describe the condition or the characteristic of data obtained from measurement of each variable statistically. Descriptive statistics quantities which were used in the research were mean, median, mode, and standard deviation. Moreover, each research variable was presented using distribution table and charts.

Inferential analysis was used to analyze, to estimate, and to draw out conclusion concerning about the data obtained or phenomena occurred based on the result of hypothesis testing. Because the data
were presented in the categorical form, nonparametric statistics was used to analyze the data and to test the hypothesis. The nonparametric was Coefficient Contingency (C) which has close relationship with Chi-Square ($\chi^2$) formula.

**H. The Statistical Hypothesis**

The statistical hypothesis with consists of $H_a$ (Alternative Hypothesis) and $H_0$ (Null Hypothesis) with the significance level $\alpha=0.05$ in this research was formulated as follow:

$H_0 : \chi^2 = 0$

$H_a : \chi^2 \neq 0$

$H_0 : $ There was no significant relationship between students’ learning style in their achievement in listening skill

$H_a :$ There was a significant relationship between students’ learning style in their achievement in listening skill

The hypothesis criterion was according to Chi-Square analysis

"Rejecting $H_0$ if counted $\chi^2 > \chi^2_{table}$ or $\chi^2 > \chi^2(k-1)(r-1)$ and accepting $H_0$ if counted $\chi^2 < \chi^2_{table}$ or $\chi^2 < \chi^2_{(k-1)(r-1)}$. "

---

CHAPTER IV

RESEARCH FINDING AND INTERPRETATION

A. Research Finding

1. The Description of the Data

   The writer took the students’ learning style score (variable X) by using 28 items in the questionnaire and students’ listening skill achievement (variable Y) by using English listening skill score in listening daily test at the first semester in the 2017 academic year. Those scores were described and analyzed. The description of data included mean, median, mode, standard deviation, range, minimum score, and maximum score. If X was independent variable and Y was dependent variable, the summary of the result of data was presented as follow:
Table 4.1
The Summary of the Students’ Learning Style (X) and Listening Skill Achievement Score (Y)

<table>
<thead>
<tr>
<th>No</th>
<th>Variable Parameter</th>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>91.9</td>
<td>80.4</td>
</tr>
<tr>
<td>2</td>
<td>Median</td>
<td>92</td>
<td>81</td>
</tr>
<tr>
<td>3</td>
<td>Mode</td>
<td>96</td>
<td>79</td>
</tr>
<tr>
<td>4</td>
<td>Minimum Score</td>
<td>81</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Maximum Score</td>
<td>107</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>Range</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Standard Deviation</td>
<td>5.685</td>
<td>5.158</td>
</tr>
</tbody>
</table>

From the Table 4.1, it could be described that the mean score of the students’ learning style (X) was 91.9, the median score was 92, the mode score was 96, the minimum score was 81, the maximum score was 107, the range score was 26, and the standard deviation score was 5.685. Whereas the mean score of the students’ listening achievement (Y) was 80.4, the median score was 81, the mode score was 79, the minimum score was 70, the maximum score was 90, the range score was 20, and the standard deviation score was 5.158.

a. The Students’ Learning Style

To determine the students’ learning style (X), the writer counted mean score for each type of learning style. The highest students’ mean score determined what type they were. From the calculation, it was
obtained that the most dominant students’ learning style was visual (20 students), followed by auditory (11 students), and the last was kinesthetic (4 students). The ratio of the student total of each learning style could be seen in Chart 4.1

![Chart 4.1: The Ratio of the Student Total of Each Students’ Learning Style](image)

**Chart 4.1**
The Ratio of the Student Total of Each Students’ Learning Style

b. The Students’ Listening Skill Achievement

The students’ listening skill achievement was from their listening daily test result at the first semester in the academic year 2017. The data was taken from the English teacher of the class. The total score of students’ listening skill achievement (Y) was 2815 from 35 students. From the Table 4.1, it could be seen that the highest score was 90 and the lowest score was 70. Based on the data, the range score was
20 (90-70), the mean score was 80.4 (2815:35), and the standard deviation score was 5.158.

The presentation of frequency and percentage distribution of the students’ listening skill achievement score were presented in Chart 4.2 and Chart 4.3:
From the Chart 4.2 and 4.3, it could be seen that the students who got 70, 71, 72, 74, 76, 83, and 90 was only one student for each score (2.9%), the students who got 73, 77, 78, 80, 85, and 86 was two students for each score (5.7%), the students who got 81, 82, 84, and 88 was three students for each score (8.6%), and the students who got 79 was four students (11.4%).

After describing the frequency and percentage distribution of the students’ listening skill achievement, the writer categorized the score into Table 4.2.
Based on the Table 4.5, there were five categories of the students’ listening skill achievement score, the first was A which was very good achievement, the second was B which was good achievement, the third was C which was fair achievement, the fourth was D which was poor achievement, and E which was failed achievement. Based on the categories, the writer concluded that the students’ with very good achievement in listening were more dominant than the students’ with good achievement. Moreover, there were no students who got fair, poor, and fail achievement in listening. It could be seen from Table 4.5 that there were 20 (57.1%) students who had very good achievement and 15 (42.9%) students who had good achievement.
c. The Students’ Learning Style and Their Listening Skill Achievement

The distribution of the students’ learning style and their listening skill achievement could be seen in Table 4.3.

**Table 4.3**

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>N</th>
<th>Range</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
<th>Score Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>20</td>
<td>17</td>
<td>71</td>
<td>88</td>
<td>80</td>
<td>4.952</td>
</tr>
<tr>
<td>Auditory</td>
<td>11</td>
<td>17</td>
<td>73</td>
<td>90</td>
<td>82.2</td>
<td>5.250</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>4</td>
<td>12</td>
<td>70</td>
<td>82</td>
<td>77.8</td>
<td>5.679</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>20</td>
<td>70</td>
<td>90</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

From the Table 4.3, it could be seen that there was no significant difference between the mean listening skill score of each students’ learning style. The mean score of the students with visual learning style was 80, the mean score of the students with auditory learning style was 82.2, and the mean score of the students’ with kinesthetic learning style was 77.8. Moreover, the mean score of all students’ was 80. It meant that the students’ with kinesthetic learning style had the lowest mean score, the students’ with visual learning style
had the average mean score, and the students’ with auditory learning style had the highest mean score. Those students’ listening skill mean score also could be defined as in Chart 4.4.

![Chart 4.4](image)

**Chart 4.4**

**The Comparison between Each Students’ Learning Style and Their Listening Skill Mean Score**

From the Chart 4.4, the distribution of the students’ learning style and the students’ listening skill were distributed into following Coefficient Contingency (C) Table:
Table 4.4  
The Coefficient Contingency (C) Table

<table>
<thead>
<tr>
<th>Students’ Learning Style</th>
<th>Visual</th>
<th>Audiotory</th>
<th>Kinesthetic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Listening Achievement Category</td>
<td>Very Good</td>
<td>(31.4%)</td>
<td>(20%)</td>
<td>(5.7%)</td>
</tr>
<tr>
<td>Very Good</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Good</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Fair</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Poor</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fail</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>11</td>
<td>4</td>
<td>35</td>
</tr>
</tbody>
</table>

From the Table 4.4, it was found that the students’ listening achievement was only in two categories, very good and good. The first one which was the most students’ achievement were in very good category 20 (57.1%), the students with auditory learning style 11 (31.4%), the students with visual learning style 7 (20%), and the students with kinesthetic learning style 2 (5.7%). The second one was in good category 15 (42.9%), the students with auditory learning style 9 (25.7%), the students with visual learning style 4 (11.4%), and the students with kinesthetic learning style 2 (5.7%).
2. The Analysis of Data and the Test of Hypothesis

Because the data were presented in the categorical form, the calculation used to analyze the data and to test the hypothesis in the research was nonparametric statistics. The non parametric statistics which was used was Coefficient Contingency (C) analysis which has close relationship with Chi-Square ($\chi^2$) formula. The following description was the process of Coefficient Contingency (C) analysis:

**Table 4.5**
The Case Processing Summary of Chi-Square ($\chi^2$) Analysis

<table>
<thead>
<tr>
<th>Students’ Listening Achievement * Students’ Learning Style</th>
<th>Valid</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>35</td>
<td>100.0%</td>
<td>0</td>
<td>.0%</td>
</tr>
</tbody>
</table>

**Table 4.6**
Students’ Listening Achievement * Students’ Learning Style Cross-tabulation

<table>
<thead>
<tr>
<th>Students’ Listening Achievement</th>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>% Within Students’ Listening Achievement</td>
<td>55.0%</td>
<td>35.0%</td>
<td>10.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Expected Count</td>
<td>11.4</td>
<td>6.3</td>
<td>2.3</td>
<td>20.0</td>
</tr>
<tr>
<td>% Within Students’ Learning Achievement</td>
<td>55.0%</td>
<td>63.6%</td>
<td>50.0%</td>
<td>57.1%</td>
</tr>
<tr>
<td></td>
<td>Good Count</td>
<td>Expected Count</td>
<td>% Within Students’ Listening Achievement</td>
<td>% Within Students’ Learning Style</td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
<td>----------------</td>
<td>----------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>8.9</td>
<td>60.0%</td>
<td>45.0%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4.7</td>
<td>26.7%</td>
<td>36.4%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1.7</td>
<td>13.3%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15.0</td>
<td>100.0%</td>
<td>42.9%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>20.0</td>
<td>57.1%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>20.0</td>
<td>57.1%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>11.0</td>
<td>31.4%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>35.0</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.7
Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>DF</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.310a</td>
<td>2</td>
<td>.856</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>.312</td>
<td>2</td>
<td>.855</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.005</td>
<td>1</td>
<td>.944</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count was 1.71.
Table 4.8
The Symmetric Measures of Coefficient Contingency (C)

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Approx. Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal</td>
<td>.094</td>
<td>.856</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

Having analyzing the questionnaire and the students’ listening skill achievement, it was found that the obtained Chi-square ($\chi^2$) was 0.310. The writer determined degree of freedom (df) = (k-1) (r-1). k was sample group whereas r was total of listening skill achievement category. From the students' listening achievement and students' learning style cross-tabulation, it could be seen that k = 3 and r = 2. df = (3-1) (2-1) = 2. Based on df 2 and significance level 5%, Chi-square ($\chi^2$) table = 5.591. The test of hypothesis in this research was based on $\chi^2$ criteria. Based on the criteria, $H_0$ was rejected if obtained $\chi^2 > \chi^2$ table and $H_0$ was accepted if counted $\chi^2 < \chi^2$ table. From the calculation, it could be concluded that the obtained Chi-square ($\chi^2$) was smaller than Chi-square ($\chi^2$) table (0.310 < 5.591). It means that $H_0$ was accepted and $H_a$ was rejected.
B. Interpretation

From the data of students’ learning style and their listening achievement, it was found that the obtained Chi-square ($\chi^2$) was 0.310. The writer determined degree of freedom (df) = (3-1) (2-1) = 2. Based on df 2 and significance level 5%, Chi-square ($\chi^2$) table = 5.591. It means the obtained $\chi^2$ was smaller than $\chi^2$ table (0.310 < 5.591). It meant that $H_0$ was accepted and $H_a$ was rejected. Since $H_0$ was accepted, the finding shows that there was no significant relationship between students’ learning style and their achievement in listening skill at the first grade of the MAN 2 Serang.

The finding contradicts and refuses the theory that learning style is influential through achievement.¹ The insignificance finding occurred since learning style was not the only factor that affects students’ achievement both in listening and in other subjects. There are some other factors affecting achievement such as motivation, aptitude, cognitive ability, interest, weather, and others.² There are also some factors that affect listening process such as listener factor, background

knowledge, speaking style and visual input. Since those factors occur while students are listening, the students will have difficulty in listening. The writer believes that those other factors give dominant effect to listening achievement.

The finding of this research also has no similarity through the previous researches. It is inversely proportional and contradicts the research findings which that there is a significant relationship between learning style and language skill comprehension. The finding occurs since there are some differences between culture, interest, motivation, teaching method, and any others of each subject of the researches.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As it has been explained in the previous chapters, students’ learning style is one of the factors that affects students’ achievement in any subjects and skills such as in listening, writing, and others. It is really important for the students to understand their own learning style well in order to get maximum result in learning. To prove that assumption and to get the empirical evidence whether or not there is a significant relationship between students’ learning style and their listening skill achievement, the writer conducted the research focused on the topic.

From the research finding and interpretation, it was found that the finding contradicted and refused the theory that the students’ learning style is a factor that affects students’ achievement in listening skill. The finding showed that the null hypothesis (H₀) was accepted and the alternative hypothesis (Ha) was rejected. It could be seen from the result of the obtained $\chi^2 = 0.310$ was smaller than the $\chi^2$ table with significance level $0.05 = 5.591$ ($0.310 < 5.591$). It meant that there was
no significant relationship between students’ learning style and their achievement in listening skill at the first grade of the MAN 2 Serang. The insignificant result probably occurred since the students’ learning style was not the only factor that affects students’ listening achievement. Based on the theories there were other factors that affect achievement such as motivation, aptitude, personality, cognitive style, learning strategies, and there were also the factors that affect listening.

Based on the finding, it can be concluded that the students’ learning style does not give dominant effect through listening achievement. In this case, the other factors maybe give more dominant effect through it. It also means that the students with good understanding and using their learning style effectively not certify will have good achievement in listening and the students with bad understanding and using their learning style ineffectively not certify will have bad achievement in listening.

B. Suggestion

Based on the conclusion addressed above, it can be delivered some suggestion go to:
For the teachers and the students, they do not have to pay much attention to the students’ learning styles in teaching-learning listening. Somehow, considering the characteristics of students’ learning styles, there are some of them can be advantageous for the students. If the students can reinforce those characteristics, it can be helpful for them. In this way, the teachers also need to be able to encourage the students to reinforce them. Furthermore, regarding that English is a foreign-language, the teachers have to motivate the students to practice listening a lot.

For other researchers, they should do the researches which are the closest with this research and be extended to other variables in order to reveal any aspect that support, enhance, and develop the quality of the researches of listening skill.