

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem of the study, objective of the study, significant of the study, scope and limitation, hypothesis and definition of the key terms.

A. Background of the study

English as an international language plays an important role. For instance, in small things like instruction books in electronics, and medical drugs are written in English. Also, English is the language of the internet. It is very important for students in case they are trying to find information. In fact, English is the most common second language in the world. Mastering English, it will open many job opportunities for students in the future, moreover, many companies employ someone mastered English, in learning a language, there are four skills that need to be mastered. These four skills are listening skill, reading skills, writing skills, and speaking skills, among those skills, listening skill seems an important skill. This skill has an important part in learning and teaching English because this skill also improves vocabulary, pronunciation, and grammar at the same time. Moreover, listening is a skill that is mostly used in daily activities. If a student has good listening skills, then the other skills will follow as well.¹

Listening is the very first skill in learning a language, like babies learning a language. they start to listen to the language that is spoken by their parents, then they will begin to mimic (membeo) everything that their parents say, and finally they can read and write. There is no difference when people learn English as a foreign language. Another reason is important because listening helps students acquire detailed comprehension. It assists students approach a foreign language with greater confidence and expectation of success.² In learning English people usually go through some sequences. First, people learn to listen to language, they start to speak, read, and write. Based on that statement, listening becomes an important part to open up all skills that need to be mastered in learning the language.

Listening has often been seen as a passive process. On the contrary, it is a complex process involving hearing, identifying, understanding, and interpreting spoken language.³ Meanwhile, Heinich used the terms encoding and decoding in illustrating this process. A listener

¹ Abdul Sudrajat, Muhammad Fajar Ngafif and Edi Sunjayanto Masykuri, "The Correlation Between Students' Habit In Watching Western-Movie And Listening Skill," *English Department Journal* 07, No. 02 (2020): 22.

² H Erhamwenmwony and Asemota, "Nature, Importance And Practice Of Listening Skill," *British Journal of Education* 03, No. 07 (2015): 27–33.

³ Kendeou Panayiota, "Developing Successful Readers: Building Early Comprehension Skills through Television Viewing and Listening.," *Early Childhood Education Journal* 33 (2005).

must determine the speaker's intended meaning in addition to just hearing what was said.⁴ Most of the time he/she has to pay attention to the context and use his/her background knowledge to make sense of what is said. Thus, it can be concluded that listening is an active process, and it is not as easy as it seems.

Foreign language students' listening skills are not derived naturally, because the language is not applied in social communication. The students may only be able to practice their listening in the classroom. The process of listening in the classroom involves students and teachers. This skill is mostly taught by practice. Usually, the lesson consists of three parts: pre-listening, listening, and post-listening.⁵

In the pre-listening activity, the teacher and students usually discuss the new vocabulary or the topic of the passage. Students are given audio of a conversation or a monologue and asked to identify the main theme or a few specifics. When they are done, students also review their responses. Then, in the post-listening activity, the instructor can play back the audio and instruct the pupils to listen for any particular language or diction that came from the speaker. Additionally, students may take part in a fresh discussion based on the audio. Mostly, the main source of listening for students is the voice of their teachers. The source of listening can also be referred to as the teacher's unique voice. because, in the teaching-learning process, the teacher's talk as he/she gives some instructions should also be understood by his/her students. In language learning about listening comprehension, basically, some teachers continue to emphasize the outdated model of learning. The pupils simply listen to the teacher's voice or the cassette and correctly respond to the questions. The pupils may pay little attention to hearing as a result and find it uninteresting.

There are several problems faced in Indonesia regarding the quality, and access, including the even distribution of well-trained teachers. In Indonesian senior high schools, EFL students currently have some difficulties in developing their listening competence such as weak phonemic awareness, a test-oriented environment overemphasizing the ability in reading and writing, a passive approach to listening and speaking, a lack of learning strategies to listening, and the time limitation for English teachers in class.

The ability to listen is necessary for learners to succeed in academic contexts. for instruction and learning, they require strong listening comprehension abilities. According to Afriani, for academic success, both teachers and students should recognize the significance of

⁴ Robert Heinich, *Instructional Media and Technologies for Learning* (New Jersey: Pearson Education, 2002), 29.

⁵ John Field, Jack C Richards, and Willy A Renandya, *The Changing Face of Listening* (New York: Cambridge University Press, 2002), 15.

listening comprehension. For students in the English language program, having strong listening comprehension is essential because listening has become a subject that needs to be learned.

Listening comprehension skill is related to speaking and writing skill. Listening skill in foreign language learning is divided into two situations: those are direct and indirect situation. The direct situation is such as conversation directly, speech, and songs, and the indirect situation is such as listening in conversation on the cassette. Nowadays, listening comprehension has improved. For example, new technology has supported skills such as cassette, VCD, and video. It can improve listening comprehension skills.⁶ In language learning, basically, the teacher still focuses on the old learning model. The students just listen to the cassette and answer the teacher's questions correctly. It can make listening to uninteresting material and get the minimum attention from the students.

Listening can be done by using media that is supported by sound, like film, according to Harmer "Audiovisuals such as film, video or DVD can be used as media in learning listening".⁷ Films provide sound or spoken language and moving pictures that can be used to learn listening skills. Moreover, films as media in learning a language should be encouraging at least four pedagogical values: listening, speaking, reading, and writing.

In teaching listening skills, the student can use learning styles by themselves. Because students have different learning styles when they are studying. Learning style refers to an individual's habitual and preferred way of absorbing, processing, and retaining new information and skills.⁸ Thus, each learning style has its own strengths and weaknesses so a person who sticks to one style is never going to be an ideal learner.⁹ Considering that learning style is the particular way in which a learner tries to learn something or the way a person prefers to learn, the learner will enjoy and feel comfortable absorbing the information in her or his own way.¹⁰ Thus, learning style is not really concerned with what the learners learn, but rather how they prefer to learn the materials. Furthermore, each person has his or her own best way to learn, governing how they prefer to receive and process the knowledge. Some learners may rely on visual image presentation (visual), others prefer listening to music while learning or learning better through their hearing

⁶ Dehaki M, "The Effect Of Watching Videos On Listening Comprehension Of Iranian Intermediate EFL Learners In Public Schools," *Journal of Applied Linguistics and Language Research* Vol. 4, No. 06 (2017), 30.

⁷ Jeremy Harmer, *The Practise of English Language Teaching* (UK: Ashford Colour Press, 2007).

⁸ Moradkhan D and Mirtaheri S, "The Relationship Between Iranian EFL Learners' Perceptual Learning Styles And Their Teachers' Teaching Styles," *Journal of English Studies* Vol. 1, No. 4 (2011): 41–52.

⁹ Richard J C and Platt J, *Longman Dictionary Of Language Teaching And Applied Linguistics* (Harlow: Longman UK, 1992), 308.

¹⁰ Barbe W B, Milone Jr, and M N, "What We Know About Modality Strengths," *Educational Leadership* Vol, 38, No. 5 (1981): 378–80.

(auditory), and others may respond better to hands-on activities (kinesthetic).

Learning styles are found to affect students' learning behaviors. a study to explore the influence of learning styles on scholastic achievement levels. The major findings of the study are that the dominant learning style was Assimilator and that learning style and gender influenced academic achievement. Students who have different learning style preferences would behave differently in the way they perceive, interact with, and respond to the learning environment. Since the learners differ in their preferences of certain learning styles, it will be important for an educator to know the variations of students on the features of their learning styles because the information about students' learning style preferences can help the teachers or lecturers become aware of the students' differences brought to the classroom. In fact, there are many teachers who do not pay attention to the learning styles of their students. Moreover, many students also do not pay attention to their own learning style, knowing it can help them to learn a language easily.

There are many alternatives for students to improve their listening skills by learning style, one of them is learning strategies. It determines the student's progress and achievement. By using them, the learning process will flow as well. Besides it, pupils will get more information and increase their comprehension in learning material faster. Learning strategies help learners to be easier, faster, enjoy, self-directed, more effective, and transferable in new situations to learn English.¹¹ When students apply appropriate strategies, they can receive and maintain knowledge stability. Furthermore, it is also the parameter for measuring the English master. Hence, students can get optimized learning quality and enjoy their classes by using them. Learning strategies are defined as the techniques and tactics that the learners apply in practicing language activities. It has a role to facilitate the learners gain academic knowledge in several learning situations. learning strategies refer to the learners' actions, behaviors, steps, or techniques that students frequently apply in their learning of a second language.¹² . Besides, learning strategies are considered the skills that learners use in their learning namely learning skills, thinking skills, resolving skills, and expressing skills.¹³ It can be said that the learning strategies are some of the learning behaviors and techniques which the learners use to enhance their knowledge.

In the English Department of State Islamic Institute IAIN Kediri, all English skills are taught in four distinct courses. all English skills are taught in four distinct courses. The listening

¹¹ Oxford, R. L. (2002). Language learning strategies in a nutshell: Update and ESL suggestions. *Methodology in language teaching: An anthology of current practice*, 4(3), 124-132

¹² Ghani, M. (2003). Language learning strategies employed by L2 learners. *Journal of Research (Faculty of Languages & Islamic Studies)*, 4, 31-36.

¹³ Lee, C. K. (2010). An overview of language learning strategies. *Arecls*, 7, 132-152

skill itself is taught on two levels, They are academic listening and extensive listening. In addition to being able to interact effectively with native speakers, having good listening skills helps students understand the subject matter and learn a lot of new knowledge. Many students find it challenging to develop their listening skills because they find it difficult to understand spoken language from native speakers. Students find it challenging to comprehend the issue being spoken.

The researcher did an informal interview with several students in the fifth semester of the English study program of the institute college of IAIN Kediri, there are some phenomes found. first, they emphasize that listening is viewed difficult subject. Many students have a difficult experience understanding what native speakers say They have trouble understanding the spoken native language. Whereas, listening is one of the subjects that must be mastered. Whereas, listening is one of the skills you need to develop. Second, they are unaware of their personal learning preferences. whereas They must have effective tactics, which may be chosen depending on their individual learning preferences, to make training their listening skills easier. Third, they want to know what is learning strategies they need based on the learning style they have.

Previous research has looked into those connected variables. There are many researchers who conducted to find out the correlation between learning style and learning strategies toward listening comprehension skill. Some of them are as follows: The first study was published by Izzettin Kok with the title: "Relationship between listening comprehension strategy use and listening comprehension proficiency. The study goal is to know a positive correlation between the level of listening comprehension strategy use and listening comprehension proficiency. The result of this study showed there was a positive correlation between the level of listening comprehension strategy use and listening comprehension proficiency. The second study was published by Susilawati with the title: "The correlation of learning strategies on students' listening comprehension. The purpose of this study is to investigate whether learning strategies had correlation on students' listening comprehension and also to see which learning strategy used by students the most to achieve good listening comprehension. The result indicated that there was as significant correlation of learning strategy on students' listening comprehension and metacognitive strategy was used the most by students to achieve good listening comprehension. The third study by Kassem,Hassan M with title " The relationship between listening strategies used by Egyptian EFL college sophomores and their listening comprehension and self-efficacy. The aimed of this study to identify 1. the strategies used more often by participants,2. The relationship between listening strategy use and listening comprehension and self-efficacy and 3.

differences in listening comprehension and self-efficacy between students with high and low strategy frequency. The result revealed that listening strategies correlated significantly with both listening comprehension and self-efficacy. Except for socio-affective strategies, participants with high frequent overall strategy use, cognitive strategies, and metacognitive strategies outperformed their counterparts with low frequency in both listening comprehension and self-efficacy. The fourth research by Aulia Putri with the title the correlation between students' language awareness and learning styles toward their TOEFL listening skill. The aim of this research was to see the correlation between students' language awareness and learning styles toward their TOEFL listening skill. The result shows that there was a very low correlation between language awareness and learning style to the dependent variable of students' TOEFL listening skill. The fifth writer by Leny Marzulina with title "Learning styles and English proficiency of undergraduate EFL students at one State Islamic University in Sumatera, Indonesia. The purpose is investigated 1. correlation between each learning style and English proficiency. 2.the influence each learning style to English proficiency of undergraduate EFL. Result of this study are 1. 34.0% of students preferred in visual learning style, 43% of students preferred in Auditory learning style, and 23% of students preferred in Kinesthetic learning style. 2. the coefficient correlation between visual learning style preference and English proficiency with r-obtained was (0.430). It was higher than r-table (.2565), then H_{a1} was accepted and H_{o1} was rejected. It indicated that there was a significant correlation between visual learning styles and their English proficiency. 3. The coefficient correlation between Auditory learning style and English proficiency was (0.2565). It was lower than r-table (.2565), then H_{o2} was accepted and H_{a2} was rejected. 4. It was lower than r-table (.2565), then H_{o3} was accepted, and H_{a3} was rejected. It showed that there was no significant correlation between kinesthetic learning style and English proficiency of EFL students. Besides, there was also a significant influence of visual learning style on English proficiency with 18.5% contributions. The sixth study by Desma Yulisa with title Learning to listen: listening strategies and listening comprehension of Islamic senior high school students. Writer aimed to identify the correlation and the influence between listening strategies and listening comprehension. The result revealed that there was a significant correlation between listening strategies and listening comprehension. Then, there was also a significant influence of listening strategies on listening comprehension. The seventh study by Mehdi Jowkar with title "The relationship between perceptual learning style preferences and listening comprehension strategies of Iranian intermediate EFL learners. The goal is identify the learning styles and listening comprehension strategies of students, to check whether there are significant differences in the

learning style and strategy preferences between high and low proficient listeners, and investigate whether there is any relationship between students' learning style and listening strategy preferences. The output is there was a significant correlation between perceptual learning style preferences and listening comprehension strategies of Iranian intermediate EFL learners

Referring to the phenomena found and previous related studies above, therefore the purpose of this study is to find out whether there is different listening comprehension skill of different students' learning styles and learning strategies. Thus, the title of this thesis was **A Study of Students' Learning Styles , Learning Strategies And Their Listening Comprehension.**

B. Problem of the study

Considering the study's historical context, there are numerous issues that develop. Some problems that the researcher can be identified are as follows:

1. Is there any different listening comprehension skill of different students' learning styles ?
2. Is there any different listening comprehension skill of different students' learning strategies?

C. Objectives of the study

According to the research problem, this research is aimed as follows:

1. To investigate whether there is any different listening comprehension skill of different students' learning.
2. To investigate whether there is any different listening comprehension skill of different students' learning strategies.

D. Significances of The Study

The English teaching-learning process is anticipated to gain considerable significance as a result of this study. This work has two different kinds of relevance: theoretical significance and practical significance.

1. Theoretically;The study's findings can address the kids' difficulty with listening comprehension skill
2. Practically, the outcome of this study was anticipated to contribute to:
 - a. English Lecturer

It was anticipated that lecturers would use this study as a resource to enhance the media used in the process of teaching and learning about listening comprehension skill.

b. Students

The students learned about the utilization of English-language films and different learning styles, which can help them solve their listening comprehension skill problems.

c. Other researchers

As a resource for future research, this study also contributed information for use by other researchers and the library.

E. Scope and Limitation

The scope of this research focuses on the correlation between learning style and learning strategies toward listening comprehension skill. On the other hand, to limit the problem of this study, the writer focuses on the six-semester of English department students of IAIN Kediri

F. Hypothesis

There are two hypotheses on this study: the writer should purpose an alternative hypothesis(H_a) and Null hypothesis as follow:

a. H_a : There is different listening comprehension skill of different students' learning styles.

H_o : There is no different listening comprehension skill of different students' learning styles

b. H_a : There is different listening comprehension skill of different students' learning strategies

H_o : There is no different listening comprehension skill of different students' learning strategies.

G. Definition of The Key Term

Some key terms are defined:

- 1. Listening comprehension** is a difficult procedure that includes hearing, recognizing, comprehending, and interpreting spoken language complex process that involves the process of hearing, identifying, understanding, and interpreting spoken language.
- 2. Learning style** is the student will appreciate and feel comfortable receiving the material in her or his own way, regardless of how she or he attempts to learn anything or chooses to learn.
- 3. Learning strategies** are the techniques and tactics the learners apply to practice language activities.