

CHAPTER I

INTRODUCTION

A. Research Background

This research intends to find out the correlation between students' learning styles and listening skill achievement. It is important because students' learning style is one of the main factors that help to determine how well students can learn a second or foreign language, especially in listening skill (Worthington & Bodie, 2017). In learning English whether as a second or foreign language, both students and teachers ever use the listening skill for teaching and learning process. Sometimes it makes the teaching and learning process easier. Furthermore, Bano (2017) stated that listening skill is very important because listening is one of four basic language skills which should be mastered by students and teachers. It has a significant influence on the speaking, reading, writing skills and the English language learning process (Bozorgian, 2012).

Supported by Ahmadi (2016), listening is a receptive skill besides writing, reading and speaking that teachers have to teach. For some students, listening is such a difficult skill to improve because in listening, students need to pay attention and they need to concentrate. And the situation should be quiet without any noise. To make the listening subject easier, teacher have to prepare appropriate strategies. The appropriate strategies in teaching

listening can be determined based on the understanding of students' learning style. The proper strategy can be decided based on students' learning style.

Moreover, every student has a different way to acquire information from the learning process. Supported by Oxford (2003), learning style is one of the main factors that help to determine how well students can learn a second or foreign language that can affect their comprehension in speaking, reading, writing and listening. It can be concluded that learning style deal with the four English skills.

There are some reasons why this research is conducted. One of the reasons is based on the researcher-teacher training development in a school where the students tend to choose a listening skill in the English teaching and learning process. They tended to ask the teacher to do a listening activity. Most of them get quickly to understand the material by listening, and they get a better score when listening. It can be seen from the result score of students. There are 19 students got score from the range of 85-100, and 18 students got score 80, it means this score is very good. It is why this research is conducted to find out how students can learn listening skill very well and what kind of students learning style that can help students get better score in listening skill.

Some previous researches related to this research, as follow for the first is the research by Farinaz Shirani Bidabadi and Hamidah Yamat. The research was conducted in 2012. This research aimed to identify the relationship that would exist between the Iranian freshmen's level of

English listening proficiency and their learning style. The second research is by Omid Tabatabei and Somayeh Mashayekhi. The research was conducted in 2012. This research intended to determine whether there are significant differences in learning styles of Iranian Pre-University EFL learners in different levels of proficiency, majors, and genders.

From some of the previous researches above, the researcher believes that the students' learning style also correlates with the students' listening skill achievement. So this research entitled "The Relationship between Students' Learning Styles and their Achievement in Listening Skill." The previous researcher observes about student's learning style which focuses on visual, auditory and kinesthetic. In this research, it focuses on the visual, auditory, read/write and kinesthetic learning styles by Fleming and Mills (1992).

B. Research Questions

Referring to the background above, there are some problems which can be identified as follows:

1. What kind of learning styles are done by the students at SMAN 27 Bandung?
2. How is the students' achievement in listening skill at SMAN 27 Bandung?
3. Is there any correlation between students' learning styles and their achievement in listening skill at SMAN 27 Bandung?

C. Research Purposes

Based on the background of the research above, the research is supposed:

1. To find out the kind of students' learning styles at SMAN 27 Bandung
2. To find out the students' achievement in listening skill at SMAN 27 Bandung.
3. To find out the correlation between students' learning styles and their achievement in listening skill at SMAN 27 Bandung.

D. The Significances of the Research

This research at least gives two significances include theoretically and practically. Theoretically, this research can be helpful to make a deep understanding of students' learning style and to give information about the relationship between students' learning styles and their achievement, especially in listening skill. Practically, this research gives significance to:

1. Students

It is expected that can help the students to recognize their learning style.

2. Teachers

This research could contribute to all teachers to consider students' learning style and determine the best strategy in teaching learning process to minimize students' gap and maximize their potential in learning English, especially in listening skill.

3. Further Writers

It is expected for the next researcher to be used as a preview for the next writers in doing the same field of the research.

E. Research Framework

As stated in the previous section, this research aims to find out the relationship that exists between students' learning style and their achievement in listening skill. Therefore, there are two variables in this research; they are students' learning styles as the dependent variable and students' listening skill achievement as the independent variable. The researcher explains those two variables as follow.

As same as the other English language skills, listening is also an important skill in English language teaching and learning process (Bozorgian, 2012b). In fact, a listening skill often appears in some examinations such as in school examination, university entrance examination, TOEFL test and others. There is a factor which can influences students' achievement, especially in listening skill. It is the students' learning styles. Every student has different learning styles. The People's ability in understanding and receiving information is certainly different from the others (Rahman & Ahmar, 2017). Hence, they have to use different learning styles based on their easiest way to understand the information or lesson.

According to Maria (1998), subject matter, age, context, prior knowledge, gender, motivation, and ethnicity are some factors that affected people's specific way of learning.

Many experts define what learning style is. Dorris Matthews (1996, p.249) stated that students' learning style affect their academic achievement.

Furthermore, Nolting emphasized Saadi (2012, p.5), “Students’ academic achievement increases more positive and higher if they are very aware of their learning style.” Based on those statements above, it can be concluded that learning style has the important role in the process of teaching and learning, especially in the English learning process.

The students’ learning styles in this research are focused on visual, auditory, read/write and kinesthetic learning styles by Fleming and Mills (1992).

- a. Visual Learning Style
- b. Auditory Learning Style
- c. Read/write Learning Style
- d. Kinesthetic Learning Style

There are some indicators of learning style:

Table 1.1

Indicators of Learning Style

Dimension	Indicators
Visual Learning Style	<ul style="list-style-type: none"> a. Neat and disciplinary b. Hard to receive verbal instruction c. Understand well about position, shape, numeral, and color d. Learning by visual association
Auditory Learning Style	<ul style="list-style-type: none"> a. Weak in visual activity

	b. Good in oral activity c. Having sensitivity through music d. Learning by hearing/listening
Read/Write Learning Style	a. Having orientation to write well and read widely b. Addicted to words c. Having sensitivity through music d. Learning by visual association
Kinesthetic Learning Style	a. Having orientation to do trial error activity b. Learning through physical activity c. Physical-oriented and always moving d. Having sensitivity to expression and gesture

And in this research, the researcher relates those four dimensions of learning styles with the students listening skill achievement. 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 for a period. The students will get their goal in listening if they understand and have a high score in the listening test.

F. Hypothesis

According to Creswell (2012), the hypothesis statements in quantitative research in which the researcher predicts the outcome of the relationship among characteristics. It means in the hypothesis; it predicts whether the research influences the result or not.

Based on that explanation, the hypothesis of this research are as follow:

Ha: There is a positive relationship between students' learning styles and their achievement in listening skill.

Ho: There is no positive relationship between students' learning styles and their achievement in listening skill.

G. The Previous Research

There are some previous researches on students' learning styles and the students' achievement. The researcher gets the idea to do this researches from those previous researches. Those related researches are explained as follow:

1. The Study of Learning Styles and its Relationship with Educational Achievement among Iranian High School Students by Maria Rezaeinejada, Akbar Azizifara, and Habib Gowharya.

This research was conducted in 2015. The main purpose of this research was to find out the relationship between the educational achievement of Iranian High School students and their learning styles. Meanwhile, the differences in the research are in the kind of learning style.

This research used Felder and Solomon online questionnaire to know the learning style. The results of this research showed there was a significant relationship between the students' learning style and their educational achievement. Field.

2. The dimension of Learning Styles and Students' Academic Achievement by Norasyikin Omar, Mimi Mohaffyza Mohamad, and Aini Nazura Paimin.

This research was conducted in 2015. This research aimed to find out the relationship between student achievement and learning style for the technical and nontechnical subjects. The kind of learning style that used in this research was the Solomon Felder Learning Style Index and also the Felder and Silverman model that used to interpret the data. This research used the quantitative method. The participants in this research consist of 288 students.

On the other hand, the differences in the research are in the kind of learning style that used and the level of participants. The finding showed that there is no significant relationship between the dimension of learning styles and the student academic achievement in Electrical Engineering subject and only the sensing dimension that has a relationship with the Polibridged subject.

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

The research was conducted in 2012. This research aimed to identify the relationship that would exist between the Iranian freshmen's level of

English listening proficiency and their learning style. By using the Pearson correlation analysis, it indicated that there was a significant positive correlation between the English proficiency levels learners and their learning styles. The differences in this research are the kind of learning style and the level of participants.

4. The Relationship between EFL Learners' Learning Styles and their L2 Academic Achievement by Omid Tabatabaei and Somayeh Mashayekhi.

The research was conducted in 2012. This research intended to determine whether there are significant differences in learning styles of Iranian Pre-University EFL learners in different levels of proficiency, majors, and genders. In this research, the test was conducted to know their achievement. The result from this research confirms that learning styles of pre-university students don't affect the student's academic achievement in foreign language education. The differences in the research are in the level participants that used university student and the kind of learning style.

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

The research was conducted in 2013. This research purpose is to know the relationship between learning styles and the students' academic performance who learned English as a second language in Iran. The researcher used the Kolb's learning styles Inventory which there were four basic learning types: *Accommodating*, *Diverging*, *Assimilating*, and

Converging. The test was conducted to identify the students' academic performance.

The survey results showed there was a significant relationship between the different learning styles and the students' academic performance in an English test. These results of the research lead us to know that learning styles can be considered as one of a good predictor of any second language academic performance, and it also showed that the differences of students' learning styles have an important role in this domain. On the other side, the differences in this research are the total of the participants and the kind of learning style that used to measure the students' learning style.

