THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND LISTENING PROFICIENCY

THESIS

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THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND LISTENING PROFICIENCY

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Students' learning style refers to a specific way of learning that is preferred by the students. Learning style is important for both students and teachers to assist them in designing a better learning strategy to improve English skill especially for listening proficiency. This study was conducted to find out the correlation between students' learning style (Variable X) and their listening proficiency (Variable Y). The participants in this research were 24 students of senior high school in Darul Ulum Islamic boarding school who were chosen randomly by the researcher. The research instruments used to find out the data were questionnaire and listening proficiency test. After obtaining the data, it was analyzed by using Pearson Product Correlation method. The result showed that the most preferable learning style was auditory (46%), tactile (13%) and kinesthetic (13%) and visual learning style (4%). Afterwards, the score of correlation coefficient (r_{xy}) was 0,178 and this score lower than r_{table} score. The comparison was 0,178 < 0,404 with the degree significance of 0,05 and 0,178 < 0,515 with the degree significance of 0,01. Since the r_{xy} score was lower than r_{table}, alternative hypothesis (H_1) was rejected and null hypothesis was accepted (H_0). In conclusion, there was no significance correlation between students' learning style and their listening proficiency.

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CHAPTER I

INTRODUCTION

A. Background of Study

Learning is the acquisition of new knowledge or skills through teaching, experience or study. It is a transformative process in which the understanding of new information can lead to change a person's behavior or perception of the world around them. People have different strengths and preferences when it comes to learning. Many theories exist suggesting that people can be classified based on their predominant learning's style (Rezaeinejad, 2015). In addition, English now has entered to all aspects in education such as for instruction and terms (Khasbani, 2019). Most of the ideas propose that all people learn English differently and a designing instruction based on these learning styles can enhance the educational outcome.

Fleming (2001) argued that there are four types of learning styles that are applied to enhance students' productivity in learning activity. Those learning styles are Visual, Auditory, and Kinesthetic. The characteristics of learning style make students easily to receive and process information or teaching material presented in front of the class in teaching and learning activities. By understanding the characteristics and learning styles of each student, it will be easier for the teacher to integrate teaching patterns through various techniques and approaches. Some students are quick to achieve

information through listening but the others can absorb information through reading. This phenomenon can cause the variety of learning styles. Another category of learning style is that students are able to understand learning material easily when they study in groups and other students prefer self-study to group learning method. Therefore, students have their own unique way to learn and process information.

Stevenson and Dunn (2001) said some students can still learn simple knowledge even when their learning styles are mismatched, but they can do more effectively and rapidly when the learning material is balanced with their learning style strength. Therefore, the individual's differences toward learning styles have been regarded as an important issue by more educators and researchers. If learning style accommodated, it can be improved attitudes of the students toward learning activity and increase the outcome of the learning.

To achieve learning goals, it is very important for the instructor to use a combination of teaching and facilitate methods that provide stimuli and interactivity for students (Munzaki, Suadah & Risdaneva, 2016). Students learn through various ways. Students who learn through visual such as looking at graphics, or images have more advantages in absorbing the knowledge. Then, auditory students choose listening or audio material to absorb the knowledge. Lecture material which is delivered through lectures by reading while learning is more in practical way for kinesthetic students

(Marcy, 2001). Students can choose one, two and even three learning models. With different types of learning, it is important for teachers to integrate into the curriculum various activities that complement and are related to this learning model. Everyone can participate and be able to capture the subjects collected. Cuaresma (2008) cited in Gilakjani (2012), to help students learn, said that teachers must give choices about how to teach so that students can find an appropriate way to learn something.

Moreover, English has some skills that should be learned by the students in order to be able to understand English. One of the skills is listening skill which is categorized as the main four skills to be mastered. Listening is the first skill that the students have to master before learning a language. Listening is the skill that is acquired earlier by students, especially when they have not understood grammar, writing or reading skills. Then, listening is the main point of studying language. Morley (1991) said that listening is the most common communicative activity in daily life; we almost listened twice as we speak, four times more than we read, and five times more than we write. Thus, listening is an important skill to be mastered by the students.

For many students, listening is a difficult skill to improve because in listening, students have to pay much attention, concentration, and sometimes they even feel asleep. It also needs a quiet situation to ensure that the students hear a clear sound or voice. To make students easier in the listening skill, teachers have to employ appropriate strategies. The appropriate strategies in

teaching can be decided based on understanding students' learning style; students could be more successful in learning if they had applied their learning style. It will increase the outcome of education because they learn by a preferred learning style. However, a lot of students do not realize their own learning style or even them Mitchell (1994) cited in Klement (2014). This is one factor why every student does not make learning process more effective.

Some researchers have conducted similar researchers which are concerned to learning style. Vaishnav (2013) examined a research whose objectives were to know the types of learning style prevalent among secondary school students. She found out that there were three learning styles applied in the school. Those are Visual, Auditory and Kinesthetic learning style. Each student learns in a certain way to absorb the knowledge from the teachers. The result showed that those learning styles give a significant influence on academic achievement for the students.

Wahab and Nuraeni (2020) did a research about the students' learning in Maros Muslim University. English education students in the university were chosen by them as the population. Providing questionnaire about the characteristics about certain learning styles, the students answered the questionnaire. The results showed that there were three main learning styles used by the English students in Maros Muslim University. Those learning styles were Visual, Auditory and Visual-Auditory. Understanding the students' learning style can help them to set a proper teaching method that eases them in teaching and developing the potential of the way they learn.

In addition, Bidabadi and Yamat (2012) conducted a research about the correlation between students' preference learning style and their listening skill. The research was conducted by providing questionnaire about characteristics of learning style. The participants were fresh students of year in Esfahan University, Iran. The results showed that most students prefer communicative learning activity or auditory learning. They were more capable in producing a correct pronunciation of English word and its accent. This also revealed students' interest in conversation classroom since they had received a correct pronunciation.

Based on the previous studies, the researcher conducted this research to find out the relation between students' listening skills and their learning styles. Those previous studies were not conducted in Aceh so that the result of the correlation focused senior high school students in Aceh is still not available. Thus, this study was conducted in Aceh to give a specific knowledge . This study was conducted in Junior High School of Darul Ulum in Banda Aceh, Aceh. Darul Ulum was chosen by the researcher because it has an adequate practice of English and most of students are not aware about their learning styles. In addition, their listening proficiency is not measured yet. Then, this research is aimed to give awareness for the students to find out their learning styles which will help them in learning English especially listening proficiency.

B. Research Questions

Based on the explanation above, the researcher wants to conduct a research to answer two main questions:

1. Is there any correlation between students' learning style and their listening proficiency?
2. What kinds of learning styles do Darul Ulum students commonly use?

C. Aim of Study

This study aims to gain some purposes. The purposes drew as follows;

1. To find out the common learning styles of Darul Ulum school students used.
2. To find the correlation between students' learning style and their listening proficiency.

D. Hypothesis

In order to answer the questions of the study, and in the light of the theoretical and practical justifications, there are two hypothesis that are formulated; Null hypothesis (H_0) and Alternative hypothesis (H_1). The hypothesis are:

H_o = There is a significant correlation between students' learning style and listening proficiency.

H_1 = There is no significant correlation between students' learning style and listening proficiency.

E. Significance of The Study

1. Theoretical Significance

For English department, this study is expected to be useful in providing any understanding about the correlation between learning styles and listening proficiency. It is also hoped to be a foundation of knowledge to evaluate and develop learning styles in listening skill.

2. Practical Significances

a. For English Teachers

This research is expected to motivate English teachers to increase their creativity in providing appropriate ways for students in order to improve students' interest and more motivated in learning. Then, it will give a new comprehend for the teachers to manage teaching method to help the students learn listening skill by an appropriate learning style.

b. For the Students

This study is hoped to give new knowledge for students in finding their learning styles. In order to maintain their interest and motivate them to learn better, they need to realize and treat their learning style. Then, this research is hoped to increase their awareness about type of learning styles.

c. For Researchers

The result of this study is hoped to be a reference for other researchers in conducting a relevant research. It also gives multiple materials about the learning styles so that they can use this study as a

foundation source to conduct a study that focuses on learning styles and listening proficiency.

F. Terminology

1. Learning style

Learning style is a concept represents a profile of individual's approach to learning, a blueprint of the habitual or preferred way of the individual perceives, interacts with and responds to the learning environment (Dornyei, 2005). Individuals have different learning styles, that is, they differ in their natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills. This study focuses on the learning styles of students in Darul Ulum School especially for the senior high school. The dominant learning styles used by the students will be revealed in this study. In addition, Fleming (2001) wrote that there are three categories of learning styles. Those are visual learning style, auditory learning style and kinesthetic learning style. In this research, learning style is a preferred method or pattern of learning activity that is adored by the students so that e better outcome of learning can be achieved.

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2. Listening Proficiency

According to Tyagi (2013), listening is a key of a language which requires intention to understand another human being, an attitude of respect and acceptance. Listening is an activity that consumes a high level concentration and energy to accept someone else's point of view or idea.

According to Merriam-Webster dictionary, proficiency can be defined as advancement in knowledge or skill. Moreover, Richard (1997) assumed that language proficiency is a person's skill in using a language for a specific purpose. English proficiency also can be defined as having or showing a lot of skill in the usage of English. In this study, listening proficiency can be concluded as students' ability to listen, pronounce and convey the information gained from video, audio, conversation and other recording devices.

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CHAPTER II

LITERATURE REVIEW

A. General Description of Learning Style

Recent research has made it fairly clear that different students have different learning style (Baykan, 2007). Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

1. Definition of Learning Style

In learning English, every student applies particular way and technique to make them feel comfortable to gain the knowledge. They need to know about the learning style in learning process. Learning style is a mode of learning. It is an individual's preferred or best manner(s) in which to think process information and demonstrate learning (Pritchard, 2009). Then, Marcy (2010) said that learning style is a conceptual structure which refers to the individual's learning characteristics on the basis of individual differences in learning. Learning styles also can be defined as a term used to refer to the

methods of gathering, processing, interpreting, organizing, and thinking about information. Thus, Students have different learning styles, which show in the classroom in the different ways that students acquire information. There have been various models developed to explain different learning styles. In conclusion, learning style is a structural setting of learning activity which is different from all students' preferable method.

2. Categories of Learning Style

In general, Fleming (2001) designed learning styles into three categories which differentiate a student's desire learning style from another students'. These learning styles have been examined by many researchers. Those learning styles are visual (V), auditory (A), and kinesthetic (K). Sayles and Shelton (2005) added one learning style for the students, namely tactile (T) learning style.

a. Visual Learning Style

Visual learning is a method of learning where the students are more interest seeing the demonstration and learn through description better. By focusing themselves in looking at photographs, maps, posters, diagrams and graphics, they can process the information fast and better. Students who are categorized into this learning style use any pattern and shape of the diagrams to study the materials easily.

Fleming (2001) mentioned some characteristics which are related to students who have visual learning style:

1. Students often see their teachers' lips.
2. Students like written instruction by looking at illustration and pictures.
3. Students typically see other friends who do something different when they follow instructions.
4. They tend to use body movement when they convey any idea.
5. They do not like to speak in front of much audience and usually they do not like to hear others.
6. They can sit in the middle of crowded people without disturbed by those people.
7. They prefer to study the reading notes and produce summaries.

The required means or media for these learning styles are mentioned below. Those are:

1. In an explanatory state, the instructor uses body languages and images.
2. Media for photos such as images, sketch, illustration, videos etc.
3. Using media or tools that consists of colors,

b. Auditory Learning Style

Auditory learning style is a style of learning where a student or individual to acquire of knowledge by using sense of ear or hearing. To obtain learning outcome, they mostly rely on their ability of listening such as to lecturer, radio, dialogue, conversation, discussion, etc. Students who are involved in this category give more attention to the words delivered by teachers. According to Miller (2001) cited in Othman and Amirudin (2010)

students in this type of learning can remember the knowledge by reading loudly especially in learning something new. When they obtain new information, they will discuss it with their friends.

The characteristics or features of auditory learning styles are mentioned below:

1. Students can remember something fast by reading it loudly and repeatedly.
2. They can remember well everything other people say.
3. They prefer group discussion.
4. They can recognize or mimic correctly the variety of songs or TV commercial.
5. They do not prefer reading or writing.
6. They are easily distracted by sound that is not related to what they are focusing about.
7. When they find any difficulties to certain materials, they prefer to discuss it with their friends.
8. They like better when using recorder or voice note in understanding the materials.

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c. Kinesthetic Learning Style

Students who are categorized in this type of learning achieve the goal of learning by experience and practice. In other word, kinesthetic students should learn something by going through experience, Murphy et al., (2004) cited in Othman and Amirudin (2010). Students with this tendency usually

have a high energy and spirit; prefer to learn by touching, sensing, moving and interacting to their environment. Then, students with this type of learning think fast if they move or doing any exercise. These students are better in field activity and remember something easily by doing any movement. They dislike the learning activity which merely uses listening, reading, writing and visual.

Based on the explanation above, the characteristics of kinesthetic learning style can be determined as:

1. Students like to touch everything they could find.
2. They use all five senses: vision, touch, taste, hearing, smell.
3. They have generally strong coordination of their body.
4. They like to use real things as the learning aids.
5. They can easily remember something if any physical activity involved in the learning.
6. They are difficult to be silent or quite.
7. They often play with things around them while listening.

The preferable things or tools that kinesthetic student use and do are mentioned below:

1. Laboratory both in computer and science.
2. Field visit.
3. Exhibition.
4. Sport, exercise or any physical activity.
5. Role play or drama.

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d. Tactile Learning Style

Students with tendency of touching prefer printed hands-on activity as a method to gain new information. They are more interested to building models, laboratory experiments, etc. These students like to arrange the learning media, note into sketch form and combine some learning stuff. The students with this learning style are common to make their hands busy to remember new information better and fast.

The characteristics of this learning style are mentioned below:

1. Students prefer to use pen and book in learning activities.
2. They easily remember something new by building or combining models or stuffs.
3. They find more focus in arranging some materials into targeted form.
4. They can understand more the materials given through experimenting in laboratory.
5. They are easily disturbed by silent activity or learning method.
6. They prefer to use their hands to keep busy to make them focus on learning activity.

Each students surely has his/her own learning style that helps them in learning something or materials easily or effortless. Based on the explanation above, students can be separated based on their learning style in order to give more change to learn something better. The criteria of those learning styles can be observed by the teachers or lecturers to find out the characteristics or suitable method of their students in learning. Thus, an appropriate approach

and method of teaching can be applied by teachers or lectures to increase the outcome of learning.

3. The Importance of Learning Styles

Students, as one of the independent factors in education, are unique entity with distinct internal and external characteristics. The internal characteristics are, for instance, motivation, attitude, and belief, personality, learning style, and learning strategy, whereas the external characteristics are environmental factor, social background, physical differences, and past experiences. Since these characteristics are essential factors in determining the successful of language learning, they need to be optimized fully and paid more attention both by teacher and students. To meet the students' divergent characteristics, Walqui (2000) stated that it should be created such techniques and environment which will strongly support the desire and the ability to learn a new language, second or foreign language because students come from dissimilar background with different needs and goals. However, the students do not only have different needs and goals, but they also have distinct favor on language skills to be learned, for example in EFL context in Indonesia. Jubhari (2006) stated that most of the students prefer conversation or speaking to writing and reading. It might be asserted that students are not alike in their needs, goals and courses or skills. Moreover, they also vary in the way of perceiving, absorbing and retaining the lesson, and in solving their problems appear due to the differences of their learning styles and learning strategies in approaching a new language. Skehan (1989) stated that students

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as individuals vary greatly in the ways they learn a second language. He added that some learners are more analytically oriented, others are more globally oriented. Some learners are more visually oriented, others more geared to sounds.

In conclusion, the learning styles of every student should be analyzed or found by the teachers in order to give a better teaching method. When a student gets an appropriate teaching method, she/he can enhance the result of the learning activity. It is important for the students to find out their learning style and use that to improve their ability in learning English.

B. Listening

1. Definition of Listening

Listening is a basic ability that should be learned by students in learning new language (Hendrawaty, 2019). This means that listening skill is related to a receptive ability which gets students to receive a new word from what they heard and listened to. A good receptive skill will affect the pronunciation of the students. As the result, the students possess a good competency of productive skills such as speaking and writing. Furthermore, Brown (2004) stated that listening is a spoken or written response from the students that indicates correct or incorrect auditory processing. In order to become a better listener, the students must think actively when they are listening. They need to comprehend their skills by considering several things such as their knowledge background, their variety of vocabulary, etc.

Based on the explanation above, it can be concluded that listening is a basic skill that requires someone to receive any information or sound from his/her ears and understand what other people say about. The listening process also influences someone's pronunciation.

2. Listening Proficiency

According to Merriam-Webster dictionary, proficiency can be defined as mutual understanding of specific knowledge or skill. Mendelsohn (1994) cited in Mulyadi (2017) said that listening proficiency is an active and conscious process where a listener arranges the meaning by using contextual information, background knowledge and some strategies of listening. It is clear that listening proficiency refers to the a complex understanding in listening where a listener should comprehend the meaning of the information in the audio by analyzed the sound of the word, the meaning of the vocabulary, grammatical structures, the stress of the sound and the intonation. Because of the complexity of the listening proficiency, this skill is a complicated skill that hardly mastered by the students. In short, listening proficiency is a highly integrative skill which needs a hard work that needs more analysis and supports.

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According to American Council on The Teaching of Foreign Language (ACTFL), listening describes five major levels of proficiency. The major is categorized by the ability of someone in listening. Those majors are:

a. Distinguish

At this level, listeners can understand a wide variety of forms and styles of speech of highly topics. Listeners in this level can understand properly the meaning of language that is used in classical theater, art films, professional symposia, academic debate, literary reading, jokes and puns. The listeners can understand the inferred information that is gained by the mutual knowledge of social of the language, point of view and cultural.

b. Superior

Listeners at this level can understand speech in standard dialect properly both for familiar and less familiar topics. They can understand linguistically the meaning in academic and professional writing, lectures, and reports. They also can comprehend the meaning of familiar speech properly because of the variety of vocabulary mastering and they can follow the inferred information from the speech.

c. Advanced

At the advanced level, the listeners can understand the main idea and most supporting details in connected discourse on a variety of general good topics such as news stories, explanations, directions, instructions and description. They can understand the meaning of the passage if it has a significant familiar topic. They have enough knowledge of the language structure. Nevertheless, they barely comprehend the meaning of concrete, conventional discourse.

d. Intermediate

Listeners at this level, they can understand the information conveyed in simple, sentence-length speech on familiar or common topics. They can understand the meaning of the speech if the speech provides high-common-use vocabulary with the basic information. They need to rely on restatement, paraphrasing and contextual clues. They find it difficult when they need to comprehend a complex and concrete discourse.

e. Novice

In this level, listeners can understand key words, some vocabularies that have same meaning and the massage that can be easily predicted such as in introduction and greeting. They usually find it difficult to comprehend the speech and ask for more repetition. In understanding the meaning of the speech, they need to use other factors that can help them to understand it such as the clear voice, familiar topics, common-use vocabulary and the speed of the speech.

3. Types of Listening

According to Brown (2004), listening can be categorized into several types. Those types are:

1. Intensive

This type of listening requires someone to listen for perception of components such as phonemes, words, intonation, discourse markers, etc.

2. Responsive

This type of listening asks someone to hear a relatively short stretch of language such as a greeting, question, command, comprehension, etc. in order to make an equally short response.

3. Selective

This type of listening requires someone to hear a stretch of discourse such as short monologues for several minutes in order to select certain information. For example, an audio or spoken language of classroom directions, TV, radio, or stories are the type of this listening then someone needs to find out the certain information such as name, number, direction, facts or even accidents.

4. Extensive

This type of listening gets someone to hear a developed top-down of global understanding of spoken language. This means that the listener needs to find out the main idea, gist, or interference of someone's lecture, speech or any long conversation.

In addition, Bite (2013) divided listening into some categories. Based on the objective and manner in which the listener takes and respond to the process of listening. Those are:

1. Active listening

Someone listens in a way that demonstrates interest and encourages continued speaking. This category of listening requires the listener to actively interact with the speaker. The interaction should be involved in

this activity such as the listener can give any response towards the idea said by the speaker. Thus, the sharing knowledge or idea can be obtained from this category of speaking

2. Appreciative listening

   Someone is looking for ways to accept and appreciate the other people through what they say. Seeking an opportunity to praise such as listening to music is the concept provided by this category of listening. The listener usually appreciates someone else's idea or feeling through the words used by the speaker. The appreciation can be given by liking the song, buy the CD etc.

3. Attentive listening

   Someone listens carefully and obviously by showing more attention. This category of listening requires the listener to listen what other people say as the way to let all stress or anger felt by the speaker. In this category, the listener can ask even the small of information delivered by the speaker. This type of listening is also can be defined as the way to let the speaker feel relaxed and ease because he/she can say all the burden he/she is suffering from.

4. Bias listening

   Someone listen some information by filtering the information gained from the speaker. Such as she/he only listens to something she/he wants to listen and ignore the other information. Thus, the listener is only interested in the

information she/he wants to hear and ignores the other unimportant information.

5. Deep listening

   Someone is seeking to understand the person characteristics such as his/her personality, his/her real or unspoken meaning or motivation. This category of the listening lets the listener to find more than just the information. The listener can do some interaction or ask questions that let her/him to understand the characteristics of the speaker.

6. Discriminative listening

   Someone listens to something specific but nothing else such as listen to a baby crying. This category does not require anything from the listener because the listener only listens for any sound that does not have any information from it.

7. Critical listening

   Someone listens something in order to evaluate, criticize or otherwise pass judgment on what someone else's said. This category of listening is usually used in the judge as the way to find out the truth or any significant information that can be used to judge someone or to put the value of what the speaker says about.

8. Empathetic listening

   Someone is seeking to understand what other people are feeling. This category is almost similar with deep and attentive listening but it is more specific to understand what the speaker feels at that time. The listener

usually lets the speaker to speak anything related to what feeling she/he possesses and brings the speaker to speak more detail about her/his feeling. Then, the listener can give some supports towards the speaker's feeling.

9. In-active listening

   Someone pretends to listening other people say but actually spends more time of thinking. This category of listening is almost similar with discriminative listening but it differs from the subject the listener listens to. When a speaker delivers his ideas and thoughts about certain topic, the listener just ignores the information by pretending to listen to him/her but the listener is focusing more to another thing.

10. Reflective listening

    Someone listens to other people say and then reflecting back to what they said. This category requires the listener to give an appropriate response or feedback to what she/he heard. The listener surely needs to focus to any specific detail information said by the speaker and also the ability to find the problem and how to solve it at the same time so that the listener can give an appropriate feedback for the speaker.

The types of listening that were mentioned above are used by listeners to respond the spoken language they interact with. Those categories are used or applied by the listeners in different situation and condition of the speaker. The listener should concern when to use those categories in the right situation so that an appropriate response can be given.

4. Listening Strategy

According to Nation and Newton (2009), there are two listening strategies that listeners use in order to collect or conclude the whole meaning of the information from speech or any spoken language. Those listening processes are:

a. Bottom-up Process

This process of listening is where a listener uses to assemble the massage piece-by-piece from the speech stream or any spoken language, making those pieces to be complete information. Bottom-up processing involves perceiving and elaborating the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical syntactic, semantic, propositional, pragmatic and interpretive.

b. Top-down

Top-down process involves the listener in going from the whole their prior knowledge and their content and rhetorical to the parts. In other words, the listener uses what they know of the context of communication to predict what the massage will contain. Then, they use parts of the message to confirm, correct or add to the gained information.

Furthermore, Bite (2013) elaborated that the process of listening into several steps. Those steps explain about the stage of listening from receiving until responding the information. Those steps are:

1) Step 1 Receiving (Hearing): it is referred to the response caused by sound waves stimulating the sensory receptors of the ears which means that it requires a physical response. Brain screens stimuli and only select few items to come into focus. This selective perception is known as attention.
2) Step 2 Understanding (Learning): understanding this step helps to know the symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived. Symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well. For successful interpersonal communication, the listeners must understand the intended meaning and the context assumed by the sender.
3) Step 3 Remembering (Recalling): remembering is an important listening process because it means that an individual has not only received a message but has also added it to the mind's storage bank. Listening with attention is selective so that remembering may be quite different from what was originally seen or heard.
4) Step 4 Evaluating (Judging): in this step, the listener selects the information based on the evidence, sorts of fact of the opinion and determines the presence or absence of the bias in the message. The effective listeners make sure that they do not begin to do or believe the information too soon. Thus, whether the listener will continue to hear or not depends on the accuracy of the information. If the information is bias or false, the listener will no longer hear and attend the incoming message.

The explanation above shows that types and processes of listening have significant purposes. When listeners have a conversation, many things can happen such as social relationships, understanding someone else's feeling, even someone can know other people's personality. The purpose of listening performance is not necessarily to look the global meanings but to comprehend the real information or motive of someone.

5. Problems Encountered by Student in Listening Proficiency

There are some problems faced by the students in listening proficiency. Assaf (2015) said that some problems encountered by the students are classified into different sources including factors related to background knowledge, phonological awareness, word recognition, speaker, physical setting and psychological characteristics. In conclusion, there are some obstacles found by the student during listening. The further classification of listening problems is mentioned below.

1. Problems Related to Listening Materials

A common material is a foundation in listening activity. Unfamiliar words, difficult grammatical structures and the length of the spoken text may cause students' listening problems (Hamouda, 2013). However, students are better if they have a chance in reading then interpreting the information well but they face difficulties in listening. Therefore, materials should be updated periodically.

2. Basic Linguistic Problems

Basic linguistics is important in listening activity. Hamouda (2013) stated that lack of English skill is one of the factors that cause students grasp and recall verbal with difficulty. The points of linguistics that cause any difficulty for students in listening are the use of slang words in the audio, the use of reduced forms, the idioms of the language and too strange accents and pronunciation. Therefore, both students and teachers should speak English in class.

3. Fail Concentration Problems

Concentration is needed in listening activity. The smallest pause can be a reason to listeners in ruining their concentration. Students should pay attention while they listen because in the limited time, they need to find out the meaning of the information mentioned by Hamouda (2013). When students fail to concentrate, they will miss some information which affects their understanding. Therefore, the students should train their listening skills often.

4. Psychological Characteristic Problems

Psychology characteristics are one of the factors that influence listening process. Filed (2004) said that someone who feels nervous or anxious while listening, she/he cannot concentrate and feel uncomfortable which cause his/her ability disturbed. In addition, frustration also influences students' level of attention in listening. Because of that psychology plays an

essential role in listening. Therefore, students should be relaxed while listening.

5. Speaker Problems

Speaker is one of the problems faced by listeners. Problem of listening related to speaking can be seen in relation to natural speech, pronunciation, varied accents, and a voice heard only on an audio-tape recorder (Hamouda, 2013). Therefore, the frequency of listening practice should be added in the classroom.

6. Physical Setting Problems

The problem of listening also comes from the environment surrounding the students. Noise or distortion while the students listen to the audio will disturb the students' concentration and the quality of audio, (Hamouda, 2013). Therefore, teacher should observe the circumstance in the classroom before starting listening activity.

The problems faced by students in listening activity need an appropriate treatment so that the students can overcome the problems. Teachers play an essential role in helping their students to solve the problems. Therefore, all aspect in learning process of listening should work cooperatively in order to enhance the outcome of learning process.

6. Strategies in Improving Listening Skill

Hamouda (2013) conveyed some strategies that can be applied by the teacher to improve students' listening ability. These strategies can be adapted

as the exercises for the students so that they can familiar with listening activity. The strategies are:

a. Adapting and Improving Listening Materials

It is obvious that students have different ability or skill in listening activity. Therefore, teachers need to provide the materials that match their interest and background. This is important to provide the materials related to students' interest because it can stimulate their focus to what they are familiar with. For example, female students who are interested in fashion and style will be more motivated to listen anything related to the fashion brand, price and the variety of clothes.

b. Activating Students' Vocabulary

As the problem faced by the student which related to vocabulary, teachers need to conduct the method to improve students' vocabulary. One of the ways that can be used by the teacher is to expand the meaning of the words that have been known by them. An English word promotes many different meanings and uses. It is important for the students to know the suitable context for using the same word with different meanings. Then, this word can be related to another different word yet it has the same meaning.

c. Using Different Kinds of Input

The teacher should provide the materials from different sources to motivate students in listening activity. The sources can be from radio, TV, announcements, interview, song etc. Andyani (2012) said that the use of games in listening activity improves students' listening skill such as Tic-Tac-

Toe, Running dictation and whispering game. Syhabuddin et al. (2021) also said that Podcasts can boost the students' listening skill after conducting an experiment for English students.

d. Using Visual Aids

Similar to the using of different inputs, visual aids help students to be more focused and motivated to watch the video. By watching a good visual video, it can draw students' attention. The teacher also can use it as the way to make them focusing the audio part that requires the students to answer some questions based on the conversation in the video.

e. Adapting Pronunciation and Accents

It is obvious that pronunciation and accent are two parts of listening which must be considered by both teacher and students. The activity that can be done by the teacher is to familiarize the students to pronounce a word properly and compare their pronunciation to the native in order to give them an appropriate feedback. The source of materials can be obtained from films or songs.

f. Building Students' Prior Topical and Linguistic Knowledge

One of the tips that can be done by the teacher to improve the listening outcome from the students is by giving them a prior knowledge or the background of the topic of message that will be listened by the students. By telling the background of the message, the students are more ready to listen audio and to predict the actions happening in the message.

g. Providing and Trying to Gain as Much Feedback as Possible

During the listening activity, the teacher should provide the feedback about the students' reply and the information from the audio. The error correction can be done during or after the audio finished. If the listening focuses on the pronunciation, the correction should be about the pronunciation and a correct way to say it. If the activity is more focusing on the information from the audio then the teacher should correct the answers from the students. It is important for the teacher to provide an appropriate feedback which not breaks students' confidence.

h. Motivating Students to Interact with Listening Habitual

This activity can be done by giving the instructions both inside the class and outside the class in English. In the classroom, the teacher should give any instruction in English so that students are more familiar with words or phrase of command and asking. In the outside of the class, the teacher can give a voice note or audio message in WhatsApp, Telegram group of the class.

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CHAPER III

RESEARCH METHODOLOGY

A. Research Design

This study is designed as quantitative research since it is aimed to find out the correlation between students learning style and their English proficiency. According to Cresswell (2012), quantitative research is an inquiry approach which is useful to describe tendencies and explain the relationship among variables found in the literature. According to Fraenkel, Wallen, and Hyun (2012), the correlation study mainly focuses on the possibility of relationship between two or more variables investigated without any attempts to influence them. A correlation study is quantitative method of research in which the researcher have two more variable and the researcher is trying to determine if there is a relationship between those variables. In this research, the researcher 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' proficiency.

In this study, 24 participants were chosen by using cluster sampling. Sugiyono (2011) said that cluster sampling is used where the objects of the research is too large to be studied. This sampling was done by selecting randomly the group that can represent the whole population. This technique eases the researcher in collecting the percipients. Mackey and Gass (2005)

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said that purposive sampling is a deliberately selecting which is done by the researcher and it comes in a small group as a representative from the large people. Then, listening test and questionnaire will be used to collect the data from participants. The listening was conducted based on TOEFL listening questions. The questionnaire was adapted from Joy Reid (1984) cited in Pikri, Aderlaepe and Siam (2019). Then, the analysis by using the appropriate formula will be done to find out the correlation between students' learning style and listening proficiency.

1. Population

According to Sugiyono (2011), Population is a generalization area that consists of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions from. In this study the researchers decided to take second grade of Darul Ulum junior high school students as a population, they are class VIIIA, VIIIB, VIIIC, VIIID, and VIIIE, which are consisting 150 students.

2. Sample

Creswell (2012) states that samples are a subgroup of the target population that researchers plan to study for generalization of sampling. According to Arikunto (2002), when a population of a study is less than 100 people, the researcher should take all people to be sampled then if the sample is more than 100 people, the researcher may take 10-15 percent of the population as a sample. Based on the theory, the researcher of this study will

take 15 percent of the population to be the research sample. The calculating is mentioned below:

$$S = \frac{15}{100} \times N$$

Where:

S : Number of Sample

N : Number of Population

From the formula mentioned above, the researcher can calculate that the total sample that will be taken. Since there are 150 students, it is got that *N* is 150. Thus,

$$S = \frac{15}{100} \times 150$$

$$S = 22, 5$$

Because of the number of sample is fractional number, the researcher rounds out the fractions to be 23. Thus, there are minimal 23 students from Darul Ulum boarding school were the sample of this research. There are 12 classes from the first to third grade. But the researcher intended to choose one class of the second grade. The second grade students have more practical experiences in English learning and the population of this class is 30 students who are in line with the minimum representative sample required in this research. Then, by selecting the whole students in the class aided the

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researcher in conducting this research because all the participants were in the same class.

B. Technique of Data Collection

In this research, the appropriate instruments are needed to gain the data. To support this quantitative design, some instruments are chosen. It is essential to select the right method to adapt to the study that will be carried out by Adedokum (2003). Thus, the instruments of data collection used in this study are listening test and questionnaire.

1. Listening Test

English Listening Test was used in this research to find out the ability of students' listening skill. The ability of students' leaning skill can be categorized into score they get from the listening test. The test that researcher used was TOEFL listening test. TOEFL (Test of English as a Foreign Language) is a standardized test that has been proved its validity and reliability. TOEFL is used to measure a non-native English speaker's proficiency in English language (Warfield et al., 2013). Based on TOEFL, the total of question is 140 which are divided into three sections; listening with 50 questions, structure with 40 questions and reading comprehension with 50 questions. In this research, the questions used are 50 questions of listening. It is divided into three parts; short conversation, long conversation and monolog.

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2. Questionnaire

Questionnaire is a technique of data collection carried out by giving a set of questions or written statements to the respondent to answer (Sugiyono, 2008). Questionnaires adapted from Joy Reid (1984) cited in Pikri, Aderlaepe and Siam (2019). Questionnaire for young people which could determine the preference learning styles of students. In student' learning style adopted from Reid (1984), the questionnaire was designed purposely to indicate the students' learning style preference. There are 20 statements in the questionnaire to identify students' learning style preference. Each statement refers to specific learning style indication.

Table 3.1
Learning style questionnaire indication

Students' Learning Style	Questionnaire
Visual Learning Style	3, 7, 9, 17, 20
Auditory Learning Style	1, 4, 6, 13, 15
Tactile Learning Style	8, 10, 12, 16, 18
Kinesthetic Learning Style	2, 5, 11, 14, 19

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The Perceptual Learning Style Preference Questionnaire as a learning preference assessment tool consists of 20 multiple questions are designed based on Likert scale model. Arikunto (2002) stated that Likert scale is a statement table which followed by table of scale of preference for example begins from strongly agrees to strongly disagree. The indicator scoring on a Likert scale questionnaire items are as follows:

Table 3.2

Indicator Score for Learning Style Preference

No.	Alternative Answer	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Undecided	3
4.	Disagree	2
5.	Strongly Disagree	1

Source from Joy Reid (1984)

From the questionnaire, it was obtained the preference of learning style for the students. The category was calculated by using the specification from The Perceptual Learning Style Preference Questionnaire:

The score from each category x 2 = Total score

The preference of learning style can be seen by following this category:

Table 3.3

The Frequency of Learning Style Preference

Preference Frequency	Score
Major Learning Style Preference	38-50
Minor Learning Style Preference	25-37
Negligible	0-24

Source from Joy Reid (1984)

C. Data Analysis

1. Correlation between student learning style and listening proficiency

Data analysis is the process of searching and compiling a systematics data that have been obtained by interview and observation. Arranging data into categories, describing into units, organizing into pattern, choosing the data which is the steps done in analyzing data until to make the conclusions. Then, the data was easily understood by oneself or others (Sugiyono, 2008). In this study, Pearson Product Correlation will be used to find out the correlation between the students' learning styles and their listening proficiency.

First of all, the students were given a listening test of TOEFL. The test was only given for listening section. Then, the score was calculated and documented. Secondly, the researcher distributed list of questionnaire of The Perceptual Learning Style Preference to the students. The students were given time to answer the questionnaire. After that, the researcher calculated the total of The Perceptual Learning Style Preference Questionnaire modality and saw which one was the most dominant. From this test, the researcher could find out the learning style's dominant of the students. The previous score of listening test was calculated with the data from The Perceptual Learning Style Preference Questionnaire by using Pearson Product Correlation formula. As result found, the strength and weakness correlation was described. To seek the correlation of students' learning style and their English listening proficiency used the formula as below:

$$rxy = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

rxy : Number of Index while "r" as Pearson Product-Moment correlation

N : Number of Cases

∑xy : The Sum of Times between Scores x and y

∑*X* : The Sum of Scores x

∑*Y* : The Sum of Scores y

Sugiyono (2011)

From the formula above, the correlation of students' learning style and their listening proficiency were obtained. If the score of r_{xy} is 1, it can be concluded that there is a correlation between two variables and it is even categorized as perfect, or H_o is accepted. Nevertheless, if the score of r_{xy} is 0, it can be concluded that there is no correlation between two variables, or H_o is declined (Lesmono, 2015). The further explanation about the score of Pearson-Product moment can be seen below:

Table 3.4
Correlation Coefficient Interpretation

Correlation coefficient	Interpretation
0.00-0.20	Very low correlation
0.21-0.40	Low correlation
0.41-0.70	Moderate correlation
0.71-0.90	High correlation
0.91-1.00	Very high correlation

Source: Lesmono (2015)

2. Statistical Hypothesis

To answer the hypothesis of the research, the degree of freedom formula is used to determine whether the hypothesis is accepted or rejected. The formula is used to be compared with the score of r_{table} (r_t) and the degree of significance of 5% and 1% as follows:

Df = N – nr

Where:

Df : Degree of Freedom

N : Number of participants

nr : Number of Research Variable

Then, the conclusion will be symbolized into:

H_0 : $\rho = 0$ or if $rxy < r_t$, H_0 is accepted, and H_1 is rejected.

H_1 : $\rho \neq 0$ or if $rxy > r_t$, H_1 is accepted, and H_0 is rejected

Sugiyono (2011)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher obtained the data from the students' listening test and learning style questionnaire. The score of students' learning test is symbolized as "X" and the score of students' listening test is symbolized as "Y". After the result of each variable was identified, Pearson Product Moment Correlation was used to find out whether there is a correlation between students' learning style and their listening proficiency or not.

1. The Result of Questionnaire

This table below shows the result of the total score of the questionnaire (Variable "X") and the specific scoring for each category of the learning style. The result is:

Table 4.1
The result of questionnaire

No.	SISWA	SCORE (X)	VISUAL	AUDITORY	TACTILE	KINESTHETIC	GROUP
1	AR	82	34	40	46	44	**T**
2	CA	81	38	50	36	38	**A**
3	CN	73	34	36	38	38	**T/K**
4	DT	72	28	42	36	38	**A**
5	DI	72	34	40	32	38	**A**
6	FN	88	38	46	44	48	**K**
7	FJ	80	34	44	40	42	**A**
8	IM	77	40	48	30	36	**A**
9	KH	74	38	40	32	38	**A**
10	LM	87	42	44	44	44	**A/T/K**
11	NV	92	46	48	46	44	**A**

12	NS	80	42	34	44	40	**T**
13	NA	79	34	42	44	38	**T**
14	NI	92	48	46	42	48	**V/K**
15	PA	80	40	40	40	40	**V/A/T/K**
16	QA	87	38	48	40	48	**A/K**
17	SU	86	44	48	42	38	**A**
18	SD	60	32	36	24	28	**A**
19	SK	78	38	46	40	32	**A**
20	SL	76	36	44	40	32	**A**
21	SZ	83	42	42	38	44	**K**
22	WU	72	32	38	34	40	**K**
23	WY	79	34	44	36	44	**A/K**
24	ZN	77	44	38	34	38	**V**

From the table 4.1, it could be seen that the highest range score "X" was 92 and the lowest score was 60. The highest score was obtained by two students and the lowest score was obtained by one student. The total score "X" was obtained by summing up all the point from each questionnaire answered by the students. As variable X, this score was needed to be calculated with variable Y to find out the correlation between two variables.

Then, from table 4.1, it also shows the result of the learning style preference score of visual, auditory, tactile and kinesthetic learning style. As mentioned in chapter 3, the range of score from 38-50 determined the students' major learning style preference. This table below mentioned the number of students who have their own preference learning styles and the percentages of the number of it.

Table 4.2
The number of students' learning style preference

Types of learning styles	Number of students	Percentages
Visual Learning Style	1	4%
Auditory Learning Style	11	46%
Tactile Learning Style	3	13%
Kinesthetic Learning Style	3	13%
T/K	1	4%
V/K	1	4%
A/K	2	8%
A/T/K	1	4%
V/A/T/K	1	4%
TOTAL	24 Students	100%

From the table above, it shows that auditory learning style was the most preferable learning style of the students with the number of 11 students. Then, the second preferable learning style was tactile preferred by 3 students and kinesthetic learning preferred by 3 students. The lowest preferable learning style was visual with only one student. From this study, the researcher also found the students had more than one prefer learning style. There were two students who preferred Auditory and Kinesthetic (A/K). there was a student who adored Tactile and Kinesthetic (T/K). Another student preferred Visual and Kinesthetic (V/K). There was one student who liked Auditory, Tactile and Kinesthetic and there was one student who prefer the

four learning styles; Visual, Auditory, Tactile and Kinesthetic (V/A/T/K). This finding shows that some students have different learning style in assisting them in learning activity.

2. The Result of Listening Test

Listening TOEFL test was given on Mei 8th, 2022. The students were asked to answer the questions of listening test in 55 minutes. The listening test consisted of 50 questions was obtained from TOEFL Cliff practice audio. To ease the researcher in calculating the score, each question of listening test scored 2 for a correct answer. It indicated that the highest score of listening test was 100. The result of the listening test is shown below:

Table 4.3
The result of listening test

No.	STUDENT	LISTENING SCORE (Y)
1	AR	32
2	CA	46
3	CN	28
4	DT	34
5	DI	30
6	FN	40
7	FJ	36
8	IM	42
9	KH	32
10	LM	40
11	NV	44
12	NS	36
13	NA	36
14	NI	40
15	PA	32
16	QA	42
17	SU	44
18	SD	36
19	SK	28
20	SL	40

21	SZ	40
22	WU	30
23	WY	38
24	ZN	30

From the table above, it shows that the highest score of listening test was 46 achieved by one student. And the lowest score was obtained by two student scoring 28. The number of students who had score 40 were the dominant with five students who achieved the score. The interpretation of the exam score was indicated in the table below:

Table 4.4
The interpretation of exam score

Score Achievement	**Grade**
86 – 100	Excellent (A)
72 – 85	Very Good (B)
60 – 71	Good (C)
50 – 59	Average (D)
0 – 49	Poor (E)

Source :BukuPanduan Program S-1 dan D-3 UIN AR-RANIRY Tahun Ajaran 2013/2014

From the interpretation table, it could be concluded that all the students were categorized as poor in listening test. By median of students' total listening score was 36, the students need to do more practice about listening test.

3. The Students' Learning Style and Their Listening Skill Achievement

The distribution of students' learning style and their listening skill achievement could be seen in Table 4.5

Table 4.5

The analysis of relationship between students' learning style and their listening skill achievement

LEARNING STYLE CATEGORY	Frequency	LISTENING SCORE		MEAN
		MIN	MAX	
Visual	1	30	30	30
Auditory	11	28	46	37
Tactile	3	32	36	34
Kinesthetic	3	30	40	35
T/K	1	28	28	28
V/K	1	40	40	40
V/A/T/K	1	32	32	32
A/T/K	1	40	40	40
A/K	2	38	42	40
TOTAL	24			

From the table above, it could be seen that the mean among the students' score in listening test did not have significant difference. However, students who preferred auditory learning style had the highest score among the students in this research. The mean obtained for auditory students was 37 which mean the highest among another learning style. Accompanied by students who preferred kinesthetic with mean was 35 and the mean score for students who preferred tactile was 34. Then, student with visual learning style had 30 mean score. In addition, for the students who had more than one learning style, the highest score was obtained by A/K student with the score

achieving was 42 and the lowest score was obtained by T/K student scoring 28.

4. The Correlation between Students' Leaning Style and Listening Proficiency

To find out the correlation between two variables, Pearson Product Correlation formula was needed to calculate the number in both variables. The result between students' learning style (variable X) and listening proficiency (variable Y) was shown below:

Table 4. 6
The correlation between students' learning style and listening proficiency

No.	STUDENT	X	Y	X^2	Y^2	XY
1	AR	82	32	6724	1024	2624
2	CA	81	46	6561	2116	3726
3	CN	73	28	5329	784	2044
4	DT	72	34	5184	1156	2448
5	DI	72	30	5184	900	2160
6	FN	88	40	7744	1600	3520
7	FJ	80	36	6400	1296	2880
8	IM	77	42	5929	1764	3234
9	KH	74	32	5476	1024	2368
10	LM	87	40	7569	1600	3480
11	NV	92	44	8464	1936	4048
12	NS	80	36	6400	1296	2880
13	NA	79	36	6241	1296	2844
14	NI	92	40	8464	1600	3680
15	PA	80	32	6400	1024	2560
16	QA	87	42	7569	1764	3654
17	SU	86	44	7396	1936	3784
18	SD	60	36	3600	1296	2160
19	SK	78	28	6084	784	2184
20	SL	76	40	5776	1600	3040
21	SZ	83	40	6889	1600	3320
22	WU	72	30	5184	900	2160
23	WY	79	38	6241	1444	3002

24	ZN	77	30	5929	900	2310
TOTAL		**1907**	**876**	**152737**	**32640**	**70110**

From the table 4.6, it was obtained the result that:

1. The total number of sample (N) was 24 students.
2. The score of variable X was 1907
3. The score of variable Y was 876
4. The sum quadrate score of variable X ($\sum X^2$) was 152737
5. The sum quadrate score of variable Y ($\sum Y^2$) was 32640
6. The sum multiplying score of variable X and Y ($\sum XY$) was 70110

Next, the score of r_{xy} was calculated by the Pearson Product Correlation formula as follow:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[(N\sum X^2 - (\sum X)^2][(N\sum Y^2) - (\sum Y)^2]}}$$

$$r_{xy} = \frac{(24\,.\,70110) - (1907)(876)}{\sqrt{[(24\,.\,152737) - (1907)^2][(24\,.\,32640) - (876)^2]}}$$

$$r_{xy} = \frac{1682640 - 1670532}{\sqrt{[3665688 - 3636649][783360 - 767376]}}$$

$$r_{xy} = \frac{12108}{\sqrt{[29039][15984]}}$$

$$r_{xy} = \frac{12108}{\sqrt{(4640778576)}}$$

$$r_{xy} = \frac{12108}{68123}$$

$$r_{xy} = 0.178$$

From the calculation of Pearson Product formula, it shows that the correlation between students' learning style and listening proficiency was (r) 0.1778. As mentioned in the chapter 3, there was very low correlation between students' learning style and their listening proficiency because the score was ranged between 0.00 – 0.20 (Lesmono, 2015). To find out how much percentage the correlation between the students' learning style and their listening proficiency, the researcher used determination coefficient formula.

$$R = r^2 \times 100\%$$

Where:

R : Determination Coefficient

r^2 : Correlation Coefficient

Then, the result of the calculation was shown below:

$R = r^2 \times 100\%$

$R = 0.1778^2 \times 100\%$

$R = 0.03161284 \times 100\%$

$R = 3.16\%$

The result of R value was 3.16%. It indicated that the effect of students' learning style (X) toward their listening skill (Y) was only 3.16%. Meanwhile, another 96.84% was affected by another factor.

5. Statistical Hypothesis Test

In testing the hypothesis, the score of Degree of Freedom (Df) was needed to compare r_{xy} with r_{table} (*rt*) with the degree significance 0,05 and 0,01 in order to find out whether H_1 was accepted or denied. Then, the

value of Df could be obtained by using this formula:

Df = N – nr

Where:

Df = Degree of Freedom

N = Number of Cases

nr = Number of Variables

Then, N value was obtained by calculating the total of sample in this research which was 24 students or cases. The number of variable was 2, namely the learning style and listening skill. The result of calculation was shown below:

Df = 24 – 2

Df = 22

It was gained that the value of t_{table} was at the case 22. The score could be seen in the table 4.7:

Table 4.7
The value of degree significance

Df (N-2)	***r table***	
	0,05	**0,01**
1	0,997	0,999
2	0,950	0,990
3	0,878	0,958
4	0,811	0,917
5	0,754	0,874
6	0,707	0,834
7	0,666	0,797
8	0,632	0,764
9	0,602	0,734
10	0,576	0,707

11	0,553	0,683
12	0,532	0,661
13	0,514	0,641
14	0,497	0,622
15	0,482	0,605
16	0,468	0,589
17	0,456	0,575
18	0,444	0,561
19	0,433	0,548
20	0,423	0,536
21	0,413	0,525
22	**0,404**	**0,515**
23	0,396	0,505
24	0,388	0,495

The score of t_{table} at the degree significance 0,05 = 0,404

The score of t_{table} at the degree significance 0,01 = 0,515

$r_{xy} : r_{table}$ (0,05) = 0,178 : 0,404; $r_{xy} < r_{table}$ (0,05)

$r_{xy} : r_{table}$ (0,01) = 0,178 : 0,515; $r_{xy} < r_{table}$ (0,01)

The criteria of the hypothesis test that has been mentioned before are:

a. If $r_{xy} < r_{table,}$ the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected. It means that there is a correlation between students' learning style and their listening proficiency.
b. If $r_{xy} > r_{table}$, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It means that there is no correlation between students' learning style and their listening proficiency.

Based on the findings of this research, the calculation of r_{xy} was 0,178 with the score of Df is 22. Then, the score r_{xy} was compared to the degree of

significance 0,05 which shows that with the Df = 22, the r_{table} score was obtained about 0,404, therefore, $r_{xy} < r_{table}$. Then, the score r_{xy} was compared to the degree of significance 0,01 with the Df = 22, the r_{table} score was obtained about 0.515, therefore, $r_{xy} < r_{table}$.

B. Discussion

After analyzing the result of this study, a discussion was presented in order to answer the research questions as stated in chapter1. The first research question is "Is there any correlation between students' learning style and their listening proficiency?" Based on the finding analysis, it was obtained that the correlation coefficient was 0,178. Then, the correlation coefficient (r_{xy}) was lower than r_{table} where the score was 0,178 < 0,404 with the degree significance 0,05. Moreover, the correlation coefficient (r_{xy}) was lower than r_{table} where the score was 0,178 < 0,515 with the degree of significance 0,01. Therefore, the score of correlation coefficient of both degree of significance was lower in comparison with the score of $r_{table.}$ It shows that alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. Thus there was no significant correlation between students' learning style and their listening proficiency.

Moreover, the result of correlation coefficient (r_{xy}) was 0,178. It could be interpreted from the table 3.4 of Correlation Coefficient in chapter 3 that the score ranging from 0,00 – 0,20 means there is very low correlation between variable X and variable Y. Thus, students' learning style did not have significant influence towards students' listening proficiency. This result

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was contrary with the result presented by Bidabadi and Yamat (2012) who stated that there was a significant correlation between students' learning style preference and students' listening skill. The result of determination coefficient (R) was about 3.16%. It indicated that 96.84%. value of the effect of students' learning style (X) toward their listening skill (Y) was affected by another factor. The researcher assumed that the students were barely given any listening test and practice about listening proficiency. As mentioned by Hamouda (2013), to assist students in listening test was to make them familiar with it such as giving listening task and practice.

The second research is about "What kinds of learning styles do Darul Ulum students commonly use?" After analyzing the questionnaire results, the researcher found that the students in Darul Ulum boarding school preferred the most auditory learning style with the percentage 46%. Then, the second most preferable learning style was Tactile and Kinesthetic learning style with each of them obtained 13%. The last preferable learning style was visual with only 4%. This result was relevant with Vaishnav (2013) who said that several learning styles such as auditory, visual and kinesthetic were the most preferable learning styles.

From this research, it also revealed a new understanding about the students who had more than one preferable learning style such as there were students who preferred Auditory and Kinesthetic learning styles with 8%. There were also students who preferred Tactile and Kinesthetic, Visual and Kinesthetic, with each of them obtained 4%. Accompanied by student who

preferred three learning styles, namely Auditory, Tactile and Kinesthetic with 4% and there was also a student who preferred all four learning styles, namely Auditory, Tactile, Visual and Kinesthetic with 4% of students. The variety of learning styles showed that students have many preferable ways to study especially listening skill. It is similar with Stevenson and Dunn (2001) who said that some students they can do more effectively in learning when they learn with their learning style.

In conclusion, students of Darul Ulum Islamic boarding school preferred the most auditory learning style accompanied by tactile and kinesthetic in the second position and visual learning style in the third position as the most preferable learning style. Then, their preferable learning style does not have significant correlation or influence toward their listening proficiency.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, it showed that students' learning styles in Darul Ulum Islamic boarding school were varied from auditory, tactile, kinesthetic and visual learning styles. The most preferable learning style for the majority of the students was auditory. The second preferable learning style was tactile and kinesthetic learning style. The last preferable learning style was visual learning style. It was proved by the result of the questionnaire where the percentage of the students' learning style preference was displayed in the previous chapter. From the questionnaire, the researcher found out that there were several students who preferred more than one learning style. There was also a student who preferred three learning styles and four learning styles.

The result of the study also revealed that there was no significant correlation between students' learning style and their listening proficiency. It was proved by the result of r_{xy} score was lower than r_{table} score; 0,178 < 0,404 with degree significance 0,05 and 0,178 < 0,515 with degree significance 0,01. Because the score of r_{xy} was lower than t_{table}, alternative hypothesis (H_1) was rejected and null hypothesis (H_0) was accepted. Thus, students' learning style did not have correlation or influence toward students' listening proficiency.

B. Suggestion

After analyzing the correlation between students' learning styles and their listening proficiency, there are several suggestions that should be considered. Firstly, the score of listening test from students in Darul Ulum Islamic boarding was categorized as low/poor which mean that there should be a consideration from the teachers or stakeholders about it. The students should be assisted by giving them related listening task, listening practice and listening oriented activities especially for the task related to TOEFL or any other English proficiency test. To design the activity, the teachers should be aware about the majority of preferable students' learning style where in this study the preferable learning style was auditory.

Secondly, for the next researcher, it is important to conduct any study related to this topic. Since this research only focuses on revealing the correlation between two variables and the most preferable learning style, a further research is needed to find out the influence of certain learning styles such as auditory, visual, tactile and kinesthetic toward listening proficiency. The further researcher can focus on the experimental research by implementing certain teaching method which focuses on certain learning style to find out the most influence learning style toward listening proficiency ot the further researcher can study about the other factors that influences students' listening skill. It is hoped that a better outcome of students' listening proficiency can be achieved by them and the teacher can use this research as reference for conducting a better teaching method.

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APPENDICES

Appendix 1

Questionnaire Form

Perceptual Learning Style Preference Questionnaire

(Copyright 1984, by Joy Reid. Explanation of learning styles was adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208)

Directions:

People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and /or by "hands-on" tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

Decide whether you agree or disagree with each statement. And then indicate whether you:

Strongly Agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly Disagree (SD)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand better.					
2. I prefer to learn by doing something in class.					
3. I learn better by reading what the teacher writes on the chalkboard.					

4. When someone tells me how to do something in class, I learn it better.					
5. When I do things in class, I learn better.					
6. I remember things I have heard in class better than things I have read.					
7. When I read instructions, I remember them better.					
8. I learn more when I can make a model of something.					
9. I understand better when I read instructions.					
10. I learn more when I make something for a class project.					
11. I enjoy learning in class by doing experiments.					
12. I learn better when I make drawings as I study.					
13. I learn better in class when the teacher gives a lecture.					
14. I understand things better in class when I participate in role-playing.					
15. I learn better in class when I listen to someone.					
16. When I build something, I remember what I have learned better.					
17. I learn better by reading than by listening to someone.					
18. I enjoy making something for a class project.					
19. I learn best in class when I can participate in related activities.					

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20. I learn more by reading textbooks than by listening to lectures.					

SELF-SCORING SHEET

VISUAL
3 - _____
7 - _____
9 - _____
17 - _____
20 - _____
Total_____ x 2 = _____(Score)

TACTILE
8 - _____
10 - _____
12 - _____
16 - _____
18 - _____
Total_____ x 2 = _____(Score)

AUDITORY
1 - _____
4 - _____
6 - _____
13 - _____
15 - _____
Total_____ x 2 = _____(Score)

KINESTHETIC
2 - _____
5 - _____
11 - _____
14 - _____
19 - _____
Total____ x 2 = _____ (Score)

Indications of the total score reference:

Major Learning Style Preference : 38-50
Minor Learning Style Preference : 25-37
Negligible : 0-24

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Appendix 2

Recommendation Letter for Conducting Research

18/07/22 12.32 Document

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-5952/Un.08/FTK.1/TL.00/05/2022
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Pimpinan Dayah Modern Darul Ulum

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SHAFIRA KAMILA / 150203027**
Semester/Jurusan : XV / Pendidikan Bahasa Inggris
Alamat sekarang : Komplek PNS, Kec. Darul Imarah, Aceh besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Correlation Between Stundents' Learning Style and Their Listening Proficiency***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 17 Mei 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 17 Juni 2022

Dr. M. Chalis, M.Ag.

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Appendix 3

Confirmation Letter of Conducting Research from the School

AYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH
DAYAH MODERN DARUL 'ULUM
LAMIC BOARDING SCHOOL OF DARUL 'ULUM
ROVINSI ACEH - INDONESIA

المؤسسة لبناء الأمة الإسلامية بندا أشيه
معهد دار العلوم العصرى
ولاية أشيه – إندونيسيا

ddress : Jl. Syiah Kuala No. 5 Komplek YPUI B. Aceh Kp. Keuramat Kec. Kuta Alam Kota Banda Aceh (0651)23452 aceh.darululum@gmail.com http://darululumaceh.net

Nomor : 313/YPUI-DU/05/2022
Lampiran : -
Perihal : ***Surat Balasan Telah Melakukan Penelitian***

Kepada Yth,

Kepala Prodi Pendidikan Bahasa Inggris UIN Ar Raniry Banda Aceh

di –

Tempat

Berdasarkan surat permohonan saudara Nomor : B-5952/Un.08/FTK.1/Tl.00/05/2022 tanggal 17 Mei 2022 perihal Pengantar Penelitian Skripsi, maka Pimpinan Dayah Modern Darul 'Ulum YPUI Banda Aceh menerangkan bahwa :

Nama	: **SHAFIRA KAMILA**
NIM	: 150203027
Program Studi	: Pendidikan Bahasa Inggris
Judul Tesis	: *The Correlation Between Students' Learning Style and Their Listening Proficiency*

Telah melakukan penelitian dan mengumpulkan data pada Lembaga Pendidikan Dayah Modern Darul 'Ulum YPUI Banda Aceh yang kami pimpin dengan ketentuan :

a. Tidak menyelewengkan data yang telah diberikan sehingga dapat merusak nama baik Dayah Modern Darul 'Ulum YPUI Banda Aceh.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami mengucapkan terima kasih.

Banda Aceh, 23 Mei 2022
Pimpinan Dayah,

Ust. Luqmanul Hidayat, M.Ag

Appendix 4

AUTOBIOGRAPHY

1. Name : Shafira Kamila
2. Place / Date of Birth : Meulaboh / 30 Maret 1997
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupasion : Student
8. Address : Komplek PNS desa Payaroh, no.125, Lampeuneurut, Aceh Besar.
9. Email : Shafirakamila303@gmail.com
10. Parents' Names
    a. Father : Syahrial (Alm)
    b. Mother : Cut Fitriah
11. Parents' Occupation
    a. Father : -
    b. Mother : Civil Servant
12. Address : Komplek PNS desa Payaroh, no.125, Lampeuneurut, Aceh Besar.
13. Education Background
    a. Elementary School : SDN 24 Banda Aceh (2003-2009)
    b. Junior High School : SMP Islam Darul Ulum Banda Aceh (2009-2012)
    c. Senior High School : MAS Darul Ulum Banda Aceh (2012-2015)
    d. University : UIN Ar-Raniry Banda Aceh (2015-2022)

Banda Aceh, June 15th 2022

Shafira Kamila