

**THE ANALYSIS OF STUDENTS' LISTENING LEARNING STYLE
(A STUDY OF THE 5TH SEMESTER STUDENTS AT ENGLISH EDUCATION STUDY
PROGRAM OF UNIVERSITAS BENGKULU IN ACADEMIC YEAR 2018/2019)**

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ABSTRACT

This research attempted to find out the learning style used in learning listening. This research was carried out by employing descriptive quantitative design. The population of this research was the fifth semester students of English Education Study Program of University of Bengkulu in academic year 2018/2019. The samples of this research were taken by using total sampling technique, i.e 79 students. The data were collected by questionnaire consisted of 36 questions related to the learning style. The questionnaire adapted from Joy Reid written in Dede Nurul Faridah (2014). The results of this study showed that the students used three types of learning style in learning listening (visual, auditory and kinesthetic). The most used learning style was auditory (Mean score:2.85), visual (Mean score:2.75) and kinesthetic (Mean score:2.50). In conclusion, there were three learning style used in learning listening, and the most dominant learning style is auditory.

Keywords: Learning style, Listening skill

ABSTRAK

Penelitian ini bermaksud untuk mengetahui gaya belajar yang digunakan siswa dalam kemampuan mendengarkan. Penelitian ini dilakukan dengan menerapkan model penelitian deskriptif kuantitatif. Populasi dari penelitian ini adalah mahasiswa semester lima program studi pendidikan Bahasa Inggris di Universitas Bengkulu tahun ajaran 2018/2019. Sampel penelitian diambil dengan cara tehnik sampel menyeluruh, yakni 66 mahasiswa. Data penelitian diambil dengan menggunakan kuisisioner yang terdiri dari 36 pertanyaan yang berhubungan dengan gaya belajar. Kuisisioner di adaptasi dari Joy Reid yang tertulis dalam Dede Nurul Farida (2014). Hasil dari penelitian ini menunjukkan bahwa siswa menggunakan tiga gaya belajar dalam kemampuan mendengarkan (visual, auditori,

dan kinestetik). Gaya belajar yang paling banyak digunakan adalah gaya belajar auditori (nilai rata-rata 2.85), visual (nilai rata-rata 2.75) dan kinestetik (rata-rata 2.50). sebagai kesimpulan, siswa menggunakan tiga gaya belajar dan gaya belajar yang paling dominan adalah auditori.

Kata Kunci: Gaya Belajar, Kemampuan

mendengarkan **Introduction**

English has four basic skills, such as listening, reading, writing and speaking. From that four language skills, listening is the first step to learn and it must be learned earlier. So before students understand and begin to speak, they have to hear sound, voice, and words first. Listening skill is a complex language skill because it is an invisible mental process. The students must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, try to find the meaning what the speaker actually says. In other word it can be said that listening is a challenge for students especially for english students. It is very important for them to have good listening skill because their classes are conducted in English.

According to Morley (1991), listening is the most common communicative activity in daily life, we almost listen twice as much as we speak, four times more we read, and five times more than we write because it is the first skill when we learn a language. While Underwood (1990) states that listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the word themselves. Moreover, listening is not only the way of learning language that can give the student information from which to build up the knowledge necessary for using the language but also the way to get information or to understand the sense of communication which will be sent in oral. Nunan (1998) cited in Sadighi & Zare (2006:1) also believes that "listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively.

Listening is a receptive skill besides reading that teachers have to teach. Listening plays an important role in language teaching. It means that teaching listening becomes an important task for English teachers to conduct in order to achieve the curriculum objective. English Education Study Program students of Universitas Bengkulu, they are suppose to master listening skill. It is related with other English skill and also as a teacher training education student they must be able to teach listening skill too. Every student has their own learning style when learning listening.

According to Hilliard (2001), learning styles are the characteristic ways in which an individual acquires, perceives, and processes information. Some people are best in processing information through seeing or reading a chart, diagram, or written text. Other people are best in processing information through listening to the explanation. And the others are best in processing information through experiencing or touching, working, and movement. In addition, learning style, different to approaches to learning, is a term used to describe the attitudes and behaviors, which determine an individual's preferred way of learning. Most people are not aware of their learning style preferences (Honey & Mumford, 1992). Whereas Mok (2003) defines learning style as learning approaches as preferred by student. Meanwhile, Drago and Wagner (2004) identify learning style as differences that exists between individuals over each learning methods. Achievements in educational field depend much on the ability to adapt lesson based on each individual's aspects. There are three kinds of learning style, visual learning style, auditory learning style, and kinesthetic learning style (Barbe et al 1979). Visual students tend to learn through seeing or reading, auditory students tend to learn through listening, and kinesthetic students tend to learn through experiencing or touching, working, and movement. Learning style has nothing to do with intelligence or skills. It has to do with the way a person's brain works to learn and store information efficiently

Learning style is one of the main factors that help determine how and how well the students learn a second language or foreign language which can influence their comprehension both in reading, writing, listening

and speaking. It means that learning styles have relationship through English skills comprehension.

In facts, the different types of learner need to be treated differently. A research by Nurhafni Siregar (2016) showed a significant effect between students' personality learning styles and their vocabulary achievement. In this research, the writer focused on extrovert and introvert students. Another research written by Pratiwi, Arifin, and Novita (2013) from English Education Study Program of FKIP Untan Pontianak with the title the correlation between learning styles which is they are focus on visual, auditory and kinesthetic learning styles and Students' reading comprehension showed different result from the research. In their research they found that there is no significant correlation between learning styles and students reading comprehension. From those previous researches, it can be seen that different learning styles impact to different English achievement too.

By those findings in previous studies above it is interesting then for the researcher to know the analysis of learning styles in this case are Visual, Auditory Kinesthetic learning style use by the English students' in listening course. The researcher focused on visual, auditory and kinesthetic learning styles because those learning styles were become the famous learning styles (Barbe et al 1979).

Based on the explanations above, this study is conducted to investigate:

1. What is the learning styles used by the fifth semester students of English Department study program Universitas Bengkulu in learning listening?
2. What is the most dominant learning styles used by the fifth semester students of English Department study program Universitas Bengkulu in learning listening?

Method

This research used descriptive quantitative study. Based on the aim of the research, the researcher will describe the used of Visual, Auditory,

Kinesthetic learning styles in learning listening of the fifth semester students English study program Universitas Bengkulu. This research used descriptive quantitative study. Arikunto (2013) explains descriptive research is a research that intended to investigate the circumstances, conditions, or the other thing that have been mentioned, the result are presented in the form of research report. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.

The population of this research were the students of English Education Study Program, Universitas Bengkulu in 2018/2019 academic years and also already take three listening subject. In this research, the researcher used total sampling technique to select the sample belong the population. This research used questionnaire as the instrument of the research. The questionnaire was adapted from Joy Reid written in Dede Nurul Faridah (2014). The questionnaire as the instrument was validated by three experts judgement before distributing it to the real sample of the research. The questionnaire also has validity and reliability to make sure the questionnaire reliable and valid to use for the sample. The expert judgements, suggest to the researcher to change the language used in the questionnaire. The originally of the questionnaire are using English, but in this research expert judgements suggest to change the questionnaire into Bahasa in order to make the respondents easier to understand and avoid language barrier.

Result and Discussion

Result

In this section, the researcher would like to discuss and describe the result which is relevant to the research questions in the chapter one about the learning style used by the fifth semester students of English Department Study Program Universitas Bengkulu in learning listening. The researcher

gains the data for completing this research by using a set of questionnaire. In getting the data, the researcher has validated the instruments by the experts' judgment After the questionnaire have been valid and reliable, the researcher distributed the questionnaire to the purposive sample on October 14th-15th 2018.

Table 1 The result of Visual learning style

Item	Frequency of respondent answer				N	SUM	Weighted Average	Predicate
	SS	S	TS	STS				
	F4	F3	F2	F1				
17	35	23	7	1	66	224	3.39	H
21	29	31	6	0	66	221	3.35	H
9	28	31	6	1	66	218	3.30	H
33	19	45	2	0	66	215	3.26	H
1	19	40	7	0	66	210	3.18	H
34	16	43	6	1	66	204	3.12	H
26	24	23	18	1	66	202	3.06	H
6	10	28	27	1	66	179	2.71	S
13	7	29	30	0	66	175	2.65	S
7	4	26	32	4	66	162	2.45	S
28	2	30	29	5	66	161	2.44	S
20	1	24	30	11	66	147	2.23	L
11	0	11	39	16	66	127	1.92	L
Σ	194	384	239	41		2445	37.06	
Total Average							2.75	S

As the table displays, the result of all frequency of the items on the questionnaire. The frequently of predicate "High" and weighted average used were item 17 (M=3.39), item 21 (M=3.35), item 9 (M=3.30), item 33(M=3.26), item 1 (M=3.18), item 34 (M=3.12), item 26 (M=3.06). The frequently of predicate "sometimes" and weighted average used were item 6 (M=2.71), item 13 (M=2.65), item 7 (M=2.45), item 28 (M=2.44). The frequently of predicate "Low" and weighted average used were item 20 (M=2.23), item 11 (M=1.92).

Table 2 The result of Auditory learning style

Item	Frequency respondent answer				N	SUM	Weighted Average	Predicate
	SS	S	TS	STS				
	F4	F3	F2	F1`				
2	29	37	0	0	66	227	3.44	H
10	15	48	2	1	66	209	3.17	H

15	16	42	7	1	66	205	3.11	H
18	15	43	8	0	66	205	3.11	H
16	22	26	18	0	66	202	3.06	H
14	13	38	14	1	66	195	2.95	S
35	11	41	14	0	66	195	2.95	S
4	16	31	16	3	66	192	2.91	S
5	6	47	13	0	66	191	2.89	S
19	17	27	20	2	66	191	2.89	S
30	21	24	11	10	66	188	2.85	S
8	6	41	19	0	66	185	2.8	S
36	14	21	24	7	66	174	2.64	S
3	14	24	17	11	66	173	2.62	S
23	7	23	31	5	66	164	2.48	S
12	5	16	37	8	66	150	2.27	L
32	2	18	40	6	66	148	2.24	L
Σ	229	547	291	55		3194	48.38	
Total Average							2.85	S

The result of all frequency of the items on the questionnaire. The frequently of predicate "High" and weighted average used were item 2 (M=3.44), item 10 (M=3.17), item 15 (M=3.11), item 18 (M=3.11), item 16 (M=3.06). The frequently of predicate "Sometimes" and weighted average used were item 14 (M=2.95), item 35 (M=2.95), item 4 (M=2.91), item 5 (M=2.89), item 19 (M=2.89), item 30 (M=2.85), item 8 (M=2.80), item 36 (M=2.64), item 3 (M=2.62), item 23 (M=2.48). The result of all frequency of the items on the questionnaire. The frequently of predicate "low" and weighted average used were item 12 (M=2.27), item 32 (M=2.24).

Table 3 The result of Kinesthetic learning style

Item	Frequency respondent answer				N	SUM	Weighted Average	Predicate
	SS	S	TS	STS				
	F4	F3	F2	F1`				
27	26	23	15	2	66	205	3.11	H
22	24	25	15	2	66	203	3.08	H
25	17	25	23	1	66	190	2.88	S
29	9	15	31	11	66	154	2.33	L
31	5	13	30	18	66	137	2.09	L
24	3	13	28	22	66	129	1.95	L
Σ	84	114	142	56		1018	15.44	
Total Average							2.50	S

Note: SS=Sangat Setuju S=Setuju TS=Tidak Setuju STS=Sangat Tidak Setuju

N=Jumlah

The result of all frequency of the items on the questionnaire. The frequently of predicate "High" and weighted average used were item 27 (M=3.11), item 22 (M=3.08). The result of all frequency of the items on the questionnaire. The frequently of predicate "sometimes" and weighted average used were item 25 (M=2.88) and the result of all frequency of the items on the questionnaire. The frequently of predicate "low" and weighted average used were item 29 (M=2.33), item 31 (M=2.09) and item 24 (M=1.95).

The result showed that the most dominant learning style used by fifth semester students English study program Universitas Bengkulu is Auditory learning style (M=2.85) followed by Visual learning style shown from the mean (M=2.75) and the last one is Kinesthetic learning style (M=2.50).

Table 4. The Result of the most dominant learning style

No.	Category	Mean
1	Auditory Learning style	2.85
2	Visual Learning style	2.75
3	Kinesthetic Learning style	2.50

The result showed that the most dominant learning style used by fifth semester students English study program Universitas Bengkulu is Auditory learning style (M=2.85) followed by Visual learning style shown from the mean (M=2.75) and the last one is Kinesthetic learning style (M=2.50). The higher percentage of learning style used by the fifth semester students in English department study program academic year 2018/2019 in learning listening skill was auditory learning style with the total percentage 46% students from the samples. Followed by visual learning style with the total percentage 39% students from the total samples. The lower learning style used by the fifth semester students in English department study program academic year 2018/2019 in learning listening skill was kinesthetic learning style with the percentage only 15% students used this learning style when they learning listening skill.

Discussion

There were three types of learning styles used by the fifth semester students of English study program Universitas Bengkulu in learning listening. Those are visual, auditory and kinesthetic learning styles. The students of English Education Study Program in the fifth semester preferred to use all of three learning styles visual, auditory and kinesthetic proposed by Barbe et al 1979.

The result showed that the most dominant learning style used by the students was auditory learning style followed by visual learning style and kinesthetic learning style. The result also showed that the English Education Study Program students preferred to choose all learning style in learning listening skill. But, there were no significance differences of the percentage between auditory learners and visual learners. It is only 7% of the students. It could be happened because the students are misunderstanding about their comprehension in visual style in listening skill even the researcher already explained the definition of all the kind of learning styles before they answer the questionnaire about visual, auditory and kinesthetic learning styles.

The result of the research supported Dede Nurul Faridah (2014) research entitled *The Relationship Between Students' Learning Style and Their Achievement in Listening Skill (A Correlational Research at The First Grade of The Sma N 01 Pamijahan Bogor)*. From the research finding, can be concluded that there was no significant relationship between students' learning style and their achievement in listening skill and all of the students used all visual, auditory and kinesthetic learning style in learning listening. The most dominant learning style used in her research also auditory learning style with the percentage 82.2% from total sample. But, the research from Eka Dwi Fithrotunisa (2015) "The comparative analysis of students' learning style on their achievement in reading skill" she found that the most dominant learning style by the students was visual learning style (50%) students from the sample.

Conclusion and Suggestion

After doing the research and investigate the students' learning style and their listening score achievement in fifth semester students English study program the researcher draw a conclusion based on the research questions. There were two conclusions.

1). There were three kinds of learning style used by the fifth semester students English study program Universitas Bengkulu in learning listening.

1. Visual learning style
2. Auditory learning style
3. Kinesthetic learning style

2). The most dominant learning style used by the students in learning listening was auditory learning style.

There were some suggestions that the researcher can propose after doing the analysis as follow:

First, For the lecturer. This research will give the feedback about how importance of the learning style used, so that the lecturer should know the students' learning style and guide the students to choose an appropriate style in learning listening skill.

Second, For the students. This research will be expected to improve the students' awareness about how importance of the learning style. The students should choose and use an appropriate style in learning listening that will help them easier to learn listening.

Third, For Further Research. There are still many limitations and weaknesses of the current study. But, it is hoped that this research could be the previous study for the next researcher who wants to conduct a research about students' learning style and their listening achievement. Therefore, for the next research, the researcher suggest that there should be more complete research such as add the investigation in other English skill like reading, writing and speaking.

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