

THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND THEIR LISTENING ACHIEVEMENT

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Abstract: Learning style is a method in which a student obtains, interprets, and processes information. Understanding the students learning style can help the teacher determine the best teaching method for teaching. By identifying the students learning style, students can assess their strengths and weaknesses. Learning style can also help the students be more concentrated on learning to improve the learning process. The objective of this study was to find out the most preferred learning style and determine whether there is a significant correlation between students learning style and their listening achievement in the 2nd- semester students' English Department UNISMA. In conducting the study, the researcher used the correlational research method. The subjects of this study were 28 students 2nd- semester English Department UNISMA 2020. Furthermore, there were two variables in this research. First was students' learning style (variable X), and second was students' listening Achievement (variable Y). The data were collected through a questionnaire and documentation of students' listening achievements. In analyzing the data, the researcher used descriptive analysis and Pearson Product Moment Correlation in SPSS 20.0. Based on the data analysis, it was found that r analysis was 0.141; it lay on interval 0.00- 0.199, which was interpreted as no correlation. Then, the data showed that auditory learning style was the most preferred, followed by kinesthetic and visual. It is also showed that students' learning style in 2nd- semester student of English department UNISMA was very good with a mean score of 85. Furthermore, there was no correlation between students learning style and their listening achievement.

Key Words: Learning Style, Students Achievement, Listening

INTRODUCTION

Listening is more than just processing what someone has said. Brown (2007) argues that the role of listening in learning languages cannot be emphasized. Language learners receive information through perception rather than by generating language. Listening, in other words, offers auditory inputs that serve as a foundation for learners and allow communicating orally. Listening is a crucial skill in today's conversational language classes, where language is taught through face-to-face conversation (Vandegrift & Goh, 2012). People may not be able to talk, read, or write if they are not trained to listen.

Morley (1991) stated that listening is a communicative action that students daily engage; students listen nearly repeatedly as much as they speak, read, and write since it is the initial step in learning the language. To successfully listen to spoken language, the students need to understand what the speakers mean when they use certain words in a certain way in certain situations, and not just understand the word itself. In addition, listening is a language method that may supply learners with information to acquire the skills needed to utilize the language. Still, it is also a method of gaining knowledge or understanding the meaning of communicative activities. Nunan (2003) argues that listening is a fundamental ability while learning a language; students cannot speak unless they have good listening abilities.

Students capture the information obtained in one or more styles (multi-style), but they must have one particular type. Therefore, the teacher should know their students' learning styles to adjust their classroom teaching approaches. According to

Hilliard (2001), a learning style is a technique through which a person acquires, analyzes, and processes information. Some learners are skilled at absorbing information by use of diagrams, charts, or text. Then, some students were adept at processing information by motion or touch and had previous experience. Pratama (2019) argues that learning methods are classified into three types: visual, auditory, and kinesthetic (VAK). Students with a visual learning style receive learning through the viewpoint of videos and pictures. Learners who prefer auditory learning obtain learning through dialogue and hearing. Students with a kinesthetic learning style learn through behavioral patterns such as touching, seeing, feeling, and hearing. This student learning style is connected to an individual's cognitive processes and how effectively the student learns and remembers knowledge.

Learning styles can help students to concentrate more on learning so that it can improve the learning process. Students can assess their shortcomings and learn from them by knowing their learning styles, considering individual learning styles, aligning teaching styles to challenging tasks, reinforcing weaker learning styles through more straightforward assignments and exercises, educating learners, and selecting appropriate. A teacher must establish an environment that meets the demands of diverse student learning styles and understand the significance of learning by comprehending their students' various learning styles (Drago & Wagner, 2004).

Listening is a challenging skill for many students to acquire since it requires paying close attention, concentrating, and occasionally falling asleep. Teachers must use proper ways to make students comfortable in the listening subject. Understanding students' learning styles can help determine the best methods for teaching listening. Teachers should examine individual learning styles and improve their learning methodologies (Jowkar, 2012). The grades in the subject can be used to determine a learning performance in learning listening. Students' knowledge, understanding, and mastery of specific material or talents, as assessed by examinations given to them, is referred to as "achievement." Ellis (2003) stated that individual differences in interest, tendency, identity, intellectual style, learning techniques, and selected learning style affect achievement. It implies that learning listening, the learners have different levels in their achievement.

According to the explanation provided above, the researchers concluded that students' learning styles are correlated to their listening achievement. Hence, the researcher is interested in conducting a research entitled "The Correlation between Students' Learning Style and Their Listening Achievement." Therefore, the researchers want to know the most preferred learning style and the correlation between students learning style and listening achievement. The research problems of this study are: "What is the most preferred learning style to achieve the listening ability in the 2nd-semester students' English Department UNISMA?" and "Is there any significant correlation between learning style and the listening achievement in the

2nd-semester students' English Department UNISMA?". Based on the research problems, this study aims to discover the most preferred learning style and determine the correlation between the students' learning style and listening achievement.

METHOD

The researcher used the correlation method in quantitative design as the type of this research. The reason is that the researcher looked into the potential of a correlation between the independent variable (The x variable) and the dependent variable (The y variable). The X variable was the students' learning style, while the Y variable was their listening achievement. According to Hamdi (2009), a study that collects data in numbers and evaluates the data using statistics is known as quantitative research. There are two variables in this study. The first is the independent variable, whereas the second is the dependent variable. The independent variable is students' learning style, whereas the dependent variable is their listening achievement and analyzed the data using descriptive analysis and Pearson Product Correlation by applying IBM SPSS20.0.

The research subject was 28 students from the second semester in the English Department who took the listening course. The instrument in this research is a questionnaire of students learning styles and documentation of students listening achievement. The researcher adopted the questionnaire from Joy Reid's (1987) Perceptual Learning Style Preference (PLSP) survey for this study. The questionnaire provided to students contains observations on the features of students' learning styles.

This questionnaire includes 24 items separated into three learning type groups. These categories are visual, auditory, and kinesthetic. There are eight items in each category. For documentation, the researcher obtained data from the listening teacher. The researcher requested data from the students' mid-term and final tests from the listening lecturer.

The assessment of each variable use the Likert Scale that consists of five options; Strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The components consist of two forms, positive items and negative items. Each of these items has five choices that can represent the type of learning style. This choice is based on the level of agreement of the Likert Type Scale Anchors.

FINDING AND DISCUSSION

The researcher delivers the findings of the data analysis based on the problem statements. These are the most preferred students' learning styles and the correlation between students' learning style and listening achievement.

The Most Preferred Students' Learning Style

The first variable, in this case, is the student's learning style (X). This section answered the first research problem. The students' learning styles have been determined by calculating students' answers from 24 items questionnaires given to 28 students as samples. Students' learning styles have been assessed based on the data obtained from the questionnaire.

No	Types of the Students' Learning Style	Frequency
1.	Visual	4
2.	Auditory	17
3.	Kinesthetic	7
	Total	28
	Mean Score of Students' Learning Style	85

According to the table picture above, four students have a Visual Learning Style, seventeen have an Auditory Learning Style, and seven have a Kinesthetic Learning Style in the E class of 2nd semester English students at the University of Islam Malang. The score was taken from the highest block score, which determines the student's learning style. Meanwhile, the average learning score is 85, regarded as "Very Good" based on the categorization criterion. The most preferred learning style in E Class of 2nd semester English Students at the University of Islam Malang is Auditory.

The correlation between students Learning Style and Their Listening Achievement

Based on data from students' learning styles and listening achievement, the researcher discovered a correlation between the two. Hence, the researcher computed the data using Pearson Product Moment Correlation IBM SPSS 20. Then the researcher began to analyze, and the correlation result is shown in the following table:

	Students_Learning_Style	Listening_achievement
Students_Learning_Style	Pearson Correlation	1
	Sig. (2-tailed)	.141*
	N	28
Listening_achievement	Pearson Correlation	.141*
	Sig. (2-tailed)	.476
	N	28

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation between students' learning style and their listening achievement was represented by Pearson Product or the symbol r . Afterward, the level of significance was represented by the symbol P of Sig. (2-tailed). Then, the number of samples was characterized by N . In this research, the researcher divided $N = 28$, which means that the sample was 28 students. The Pearson Product Correlation shown in the table was 0.141. Since the Pearson correlation was 0.141, the correlation on interval 0.00- 0.199 is no correlation between students' learning style and listening achievement.

DISCUSSION

The Most Preferred Students' Learning Style

According to the sample data in the table of student learning styles, the overall mean score of students' learning styles was 85, which was categorized as "Very Good." Twenty students claimed that the learning style was excellent, and eight students were in good learning style. Last, no students claimed that the learning style was fair, less, and poor. So, it is possible to establish that the learning style at E class of 2nd semester English students at the University of Islam Malang was excellent.

The student' achievement score was generated based on the data collected from their achievements. The average student accomplishment score for E class of 2nd-semester English students at the University of Islam Malang was 68, rated as

"High" by the standard categorization. In conclusion, some of the students had high achievement in learning listening.

Theoretically, Gilakjani and Ahmadi (2011) stated that auditory learners learn best when they receive information in an audible framework that allows them to interpret it using pitch, emphasis, and tempo. It means that auditory learners are better at listening when they discover information. Therefore, the research conclusion above showed that auditory is the most used learning style when students learn listening.

The correlation between students Learning Style and Their Listening Achievement

Based on the data analysis, the result showed no correlation between students' learning styles and listening achievement. Theoretically, Mistar (2013) asserts three ways of interpreting a correlation. They are in terms of size, significance, and variance—the researcher used to measure and importance in solving the result of the research. Then, the results showed on the tables that learning style and listening achievement were not significantly correlated. In this case, it did not prove the theory that learning style and listening achievement are correlated.

The previous research was in line with these studies are from Faridah (2014), Afriani (2017), and Naning and Hayati (2011). The results of these previous studies were similar to this research. Even though the researcher used a different subject, the

result indicated no correlation between learning style and listening achievement, so the hypothesis in this research was rejected.

There is a possibility that affect the results of this study. The hypothesis was rejected because the students listening achievement may be affected by another factor. It was discovered that students' listening performance was not influenced by their learning method. According to Munsakorn (2012), each student has a variety of ways to improve their listening achievement. Each individual has their way of learning listening besides the three learning style which applies in this research. The researcher assumed that another factor that caused the listening achievement is the different learning experiences of each student, different learning motivations, and different environmental conditions.

Finally, this study revealed that auditory is the most preferred learning style used by the student. There was no relationship between students' learning style and their listening achievement of 2nd students in the English Department University of Islam Malang.

CONCLUSION AND SUGGESTION

The two conclusions were found in this research. First, according to the survey results, the auditory learning style is the highest among students, followed by visual and kinesthetic learning styles. Auditory students' are like to learn with sounds and music. Also, the students who have auditory learning styles can easily understand the

information of the material by listening. It means that the students prefer the auditory learning style because it is related to their listening activity. Second, the student's learning styles were unrelated to their listening performance. While the subject of this research was different from the previous researchers, it was indicated that the variables were not significantly correlated. It means that when the student has learning styles that are visual, auditory, and kinesthetic, it is not guaranteed that they have a good listening achievement.

There are some suggestions for future researchers, teachers, and students. For future researchers are suggested to conduct a test to get the students' listening achievement scores. Next, it will be better if future researchers collect the data offline to avoid misunderstanding the participants when they answer the questionnaire or test. Future researchers are suggested to give a questionnaire that provides different learning styles that can influence the students' listening achievement. Also, future researchers are suggested to add more participants for analyzing the data when using SPSS.

For the teachers, Teachers must be aware of their students' preferred learning styles since they play an essential part in the learning process. It can assist students in attaining higher levels of achievement. Then, the students need to recognize their learning style earlier on so that when they conduct their study, they can apply a learning plan based on their learning style. It may aid them in their academic performance.

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