

The Relationship between Learning Style and Listening Comprehension Achievement of Twelfth Grade Students of SMA Pusri Palembang

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Abstract: This research aimed to describe the relationship between students' learning style and their achievement in listening skill. The method which was used in this research was correlational research. The population of the research was the twelfth grade students of SMA Pusri Palembang in the 2016/2017 academic year. There are 128 students from five classes as the population in this research. The sample was taken by using convenience sampling which consist of 86 students. Furthermore there were two variables in this research. The first one was students' learning style (variable X) and the second one was students' achievement in listening skill (variable Y). The students' learning style score was taken from the questionnaire whereas the student' achievement in listening was taken from scoring. Based on the data analysis, it was found that the r -obtained (-.084) was lower than r -table (0.1765). then the level of probability (p) significance (sig.2-tailed) was .443. It means that p (.443) was higher than .05. It means that null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. From the research finding, it can be concluded that there was no significant relationship between students' learning style and their achievement in listening skill. It means that students' learning style is not a dominant factor that affects listening achievement.

Key words: learning style, listening comprehension achievement

INTRODUCTION

In developing and investigating proficiency in English, the literature of the language skills is very dense, and as the result, an intense amount of sources dealing with the importance of speaking, writing, and reading exists. Alderson (2005, p. 138) says that listening is highly complex ability to understand spoken text has received much less attention in the literature. Listening has been neglected in the foreign literature until recently whereas a language acquisition theory by Krashen (1982) emphasizes that people acquire language understanding the linguistic information they hear. In line, Rost (2002, p.236) also agrees that developing proficiency in listening is a key of achieving proficiency in speaking. Not surprisingly, listening has a critical priority among the four skill areas for language students. Having good mastery in listening skill is the fundamental for everybody to communicate in daily activity. Bozorgian (2012, p. 2) claims that listening skill occupies almost 50% of our daily communication.

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. Moreover, teaching listening also has attracted a greater level of interest in recent years than in the past. According to Richard (2008, p. 1), university entrance exams, school exams, and other examinations often include listening component.

It indicates that listening skill is one of main components of second language proficiency, and also reflects that if listening is not tested, teachers will not teach it. Listening is also an important part in determining the success of students in academic settings. They need good listening comprehension skill to help them in teaching and learning process. Daweesh (2014) states that for success in academic setting, both instructors and students should acknowledge the importance of listening comprehension. Especially for senior high school students, having good listening comprehension can help the students understand about the material and get so much new information. As a result, having good listening comprehension skill will improve students' learning achievement.

For many students, listening is a difficult skill to improve because in listening, students have to pay much attention, they have to concentrate, and sometimes they feel asleep. It also needs a quiet situation without any noise to do because when there are a lot of noise, listening in English will be hard to do (Faridah, 2014, p. 2). Thus, students have a limited vocabulary. The speaker may choose words the students do not know. Students sometimes encounter an unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech. In relation, Malkawi (2010, p. 773) explained that there are three listening problem that senior high school students usually face in listening comprehension. 1) speech speed; 2) limited knowledge of vocabulary and structure of sentences; 3) limited knowledge of topic in question. The problems above happen because the students did not aware about strategy when they are learning listening.

Learning style becomes one of strategies of that students have to know because it will help them to comprehend listening easily. Moreover, there are many teachers who do not pay attention to learning styles of their students and many students also do not pay attention to their own learning style whereas knowing it can help them to learn listening easily. According to Chiya (2003, p. 27), teachers should consider students' learning styles for their successful learning. When teachers are aware of the importance of learning styles, they can provide a good map to their students.

It is not easy for teachers to accommodate different learning styles unless their students develop the ability to shift learning styles according to the activity. Recognizing the weaknesses of their own styles and the strengths of the learning styles is important for the students in order to be effective learners (Chiya, 2003, p. 6). It is also supported by Coffield, Moseley, Hall and Ecclestone (2004, p. 2) that states that the students will be

more motivated to learn by knowing more about their own strength and weaknesses as learners, in response to individuals' strength and weaknesses, retention and achievement rates in formal programs are likely to rise and 'learning to learn' skills may provide a foundation for lifelong learning. In relation, Pritchard (2009, p. 42) states each individual will adopt an approach to learning with which they are most comfortable and in doing so leave behind the approaches with which they are less comfortable. It is helpful for learners if they are aware of their own particular learning preferences in order that they can use an appropriate learning style to suit the particular learning that is being undertaken, and take opportunities to improve their potential for learning when faced with a learning activity that might steer them towards one of their 'weaker' – or at least one of their less favoured – styles.

Based on the informal interview with the twelfth grade students of SMA Pusri Palembang, most of students don't know about learning styles and their own learning styles. The teachers use teacher-centered approaches to teach their students and the teacher never do the activities related to the learning styles. As a result, most of the students never identify their learning styles. In relation to their achievement in listening comprehension, the students have difficulties in understanding it because sometimes they don't know that the speakers is talking about and it is hard for them to comprehend it.

Some researchers have previously explored those related variables; Students' learning styles and their achievement in listening skill. Jowkar (2015) found that there was correlation between types of learning styles and listening comprehension but Naning and Hayati (2011) found that the students' learning styles were not related to their listening achievement.

The research problems in this study are: (1) is there any significant relationship between learning style and listening comprehension achievement of twelfth grade students of SMA Pusri Palembang? (2) How much does learning style significantly influence listening comprehension achievement of twelfth grade students of SMA Pusri Palembang?

LITERATURE REVIEW

The Concept of Learning Style

Learning styles can be defined, classified, and identified in many different ways. It can also be described as a set of factors, behaviors, and attitudes that enhance learning in any situation. How the students learn and how the teachers teach, and how the two interact with each others are influenced by different learning styles. Each person is born with certain tendencies toward a particular style, and these biological characteristics are influenced by external factors such as: cultures, personal experiences, and developments (Chermahini, Ghanbari and Talab, 2013 p. 324). Each learners have different and consistent preferred ways of perception, organization and retention. These learning styles are the indicators of how learners perceive, interact with, and respond to the learning environments. Students have different styles of learning, and they learn differently from one another.

Active and Reflective Learners

Active learners do not learn much in situations that require them to be passive (such as most lectures), and reflective learners do not learn much in situations that provide no opportunity to think about the information being presented (such as most lectures). Active learners work well in groups; reflective learners work better by themselves or with at most one other person. Active learners tend to be experimentalists; reflective learners tend to be theoreticians

Sensing and Intuitive Learners

Sensors like facts, data, and experimentation; intuitors prefer principles and theories. Sensors like solving problems by standard methods and dislike “surprises”; intuitors like innovation and dislike repetition. Sensors are patient with detail but do not like complications; intuitors are bored by detail and welcome complications. Sensors are good at memorizing facts; intuitors are good at grasping new concepts. Sensors are careful but may be slow; intuitors are quick but may be careless. These characteristics are tendencies of the two types, not invariable behavior patterns: any individual—even a strong sensor or intuiitor—may manifest signs of either type on any given occasion

Visual and Verbal Learners

The ways people receive information may be divided into three categories, sometimes referred to as modalities; *visual* – sights, pictures, diagrams, symbols, *auditory* – sounds, words, *kinesthetic* – taste, touch and smell. Visual learners remember best what they see; pictures, diagrams, flow charts, time lines, films, demonstrations. If something is simply said to them they will probably forget it. Auditory learners remember much of what they hear and more of what they hear and they say. They get a lot of discussion, prefer verbal explanation to visual demonstration, and learn effectively by explaining things to others.

Sequential and Global Learners

Sequential learners follow linear reasoning processes when solving problems; global learners make intuitive leaps and may be unable to explain how they came up with the solutions. Sequential learners can work with materials when they understand it partially or superficially, while global learners may have difficulty doing so. Sequential learners may be strong in convergent thinking and analysis, global learners may be better at divergent thinking and synthesis. Sequential learners learn best when material is presented in a steady progression of complexity and difficulty, global learners sometimes do better by jumping directly to more complex and difficult material. However, global learners are the last students who should be lost to higher education and society. They are the synthesizers, the multidisciplinary researchers, the systems thinkers, the ones who see the connections no one else sees.

The Concept of Listening Comprehension

According to Tyagi (2013, p. 1), listening skill is a key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. It involves a sender, a message and a receiver. It is the psychological process of receiving, attending to, constructing meaning from and responding to spoken and/or nonverbal messages. As in line with what Tyagi (2013) states, Brown (2007) states that listening is not a one-way street; it is not merely the processes of a unidirectional receiving of audible symbols. One facet—the first step—of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. Meanwhile, Yousefinia (2012, p. 4) declared listening comprehension means the process of understanding speech in a second or foreign language. It is the perception of information and stimuli received

through the ears. It can be conclude that listening comprehension is the process of understanding of aural message from the speaker and match it to the listener knowledge

TOEFL Junior Standard Test

The *TOEFL Junior* Standard test is an objective and reliable measure of your English communication skills. While the ETS university-level *TOEFL* test continues to set the standard for the measurement of English-language proficiency worldwide, the *TOEFL Junior* Standard test measures the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English-language skills representative of English-medium instructional environments. Usually these students are ages 11+. However, the test may be appropriate for other students. The appropriateness is based on the English-language proficiency of the students. It is an English-language proficiency test that is not based on or limited to any specific curriculum. The *TOEFL Junior* Standard test may not be appropriate for students who have not yet attained a basic level of proficiency (TOEFL Junior Handbook, 2015).

RESEARCH METHOD

In conducting this research, correlational research was used in terms of explanatory research design to find out the correlation between variables and explain and interpret the results that may appear. A correlational study is a scientific study in which a researcher investigates associations between variables.

The population of this research was the twelfth grade students of SMA Pusri Palembang. The sample was taken by convenience sampling. Since XII IPA 1 did not participate in this research because doing daily examination. That was why only XII IPA 2, XII IPA 3, XII IPS 1 and XII IPS 2 were taken as the sample. There were 103 students. However, only 86 students participated and others were absent when conducting the test.

To collect the data, two techniques were used. They were questionnaire and test. The questionnaire was used to find out the students' learning style and TOEFL Junior listening section was used to find out the students' listening comprehension.

The questionnaire was used a ready-made questionnaire taken from Felder and Silverman. It was written in Indonesian since the sample of this research was senior high school students. The questionnaire consisted on 44 items and each items had two options (a and b). Letter "a" for activist, sensing, visual and sequential and letter "b" for reflector, intuitive, verbal and global. The students chose which letter that appropriate with

themselves. Each letter has 1 point for each question. For the test, TOEFL Junior listening section was applied. TOEFL Junior was used because it is an appropriate test to measure students' proficiency in English for high school.

Table 1. The Descriptor of Listening Comprehension

Interval	Category
86 – 100	Very Good
85 – 71	Good
70 – 56	Average
55 – 46	Poor
0 – 45	Very Poor

Source : Scoring System of SMA Pusri Palembang

FINDINGS AND DISCUSSION

Result of Learning Style

The total active students in the twelfth grade students of SMA Pusri Palembang were 103 students. 86 students participated in this study, and the others were absent when conducting this study. The result of learning style were 38 (44.18%) were active, 10 (11.62%) were intuitive, 9 (10.46%) were sequential, 7 (8.13%) were visual, 6 (6.97%) were verbal, 5 (5.81) were global and 3 (3.48%) were reflective

The descriptive statistical analysis of ILS for the participants is shown below. The maximum score is 22.00, and the lowest score is 8.00. The mean of the learning style scores for the participants is 13.96 and the standard deviation is 3.33. There are 38 students in active, 10 students in intuitive, 9 students in sequential, 8 students in sensing, 7 students in visual, 6 students in verbal, 5 students in global and 3 students in reflective.

Result of Listening Comprehension

The result of listening comprehension were 7 (8.13%) were very good, 40 (46.51%) were good and 39 (45.34%) were average. The descriptive statistic analysis of listening for the participants is shown below. The maximum score is 83.0, and the lowest score is 60.0. The mean of the listening scores for the participants is 71.45 and the standard deviation is 5.89. There are 40 students in good level, 39 students in average level and 7 students in very good level.

Result of Normality Test

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .110 for learning style and .297 for listening comprehension.

Result of Linearity

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that, the deviation from linearity between learning style and listening comprehension was .645.

Relationship between Learning Style and Listening Comprehension Achievement

Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant relationship between learning style and listening comprehension.. The correlation coefficient or the r -obtained (-.084) was lower than r -table (0.1765). Then the level of probability (p) significance (sig.2-tailed) was 443. It means that p (.443) was higher than .05. Thus, there was no significant relationship between the students' learning style and their listening comprehension.

Table 2. Correlation between Learning Style and Listening Comprehension

		Correlations	
		LEARNING STYLE	LISTENING
LEARNING STYLE	Pearson Correlation	1	-.084
	Sig. (2-tailed)		.443
	N	86	86
LISTENING	Pearson Correlation	-.084	1
	Sig. (2-tailed)	.443	
	N	86	86

Having analyzed the result of the questionnaire and listening test, it was found learning style was not related to listening comprehension. The result showed that the level of probability (p) significance (sig.2-tailed) was 443. It means that p (.443) was higher than

.05. Thus, there was no significant relationship between the students' learning style and their listening comprehension.

In this study, the researcher focused on listening comprehension achievement and learning style in learning. Based on the informal interview with the twelfth grade students of SMA Pusri Palembang, it was found that the students have difficulties in understanding the words by words because sometimes they don't know what the speakers is talking about and it is hard for them to comprehend it. Then the English teacher recommended five classes, XII IPA 1, XII IPA 2, XII IPA 3, XII IPS 1 and XII IPS 4 but XII IPA 1 couldn't be allowed in this research because that class did daily examination with their teacher. In this research, 86 students from four classes participated and others were absent when conducting this research. First, the researcher distributed ILS questionnaire to the students after they answered the questionnaire, the researcher distributed listening question to the sample to know the students ability in listening related to their learning style.

Based on the findings, the researcher found that 38 students with 44.18% result were active learners. It meant that most of students tend to retain and understand information best by doing something active with it for example discussing or applying it or explaining it to others. An active learner in a class that allow little or no class time for discussion or problem-solving activities, the students should try to compensate for these when they studied. An active learner could study in a group in which the members take turns explaining different topics to each other. Work with others to guess what active learners will be asked on the next test and figure out how they will answer. Active learners will always retain information better if they find ways to do something with it. To teach active learners, the teacher should use students-centered when they are teaching. The teacher can divide them to some groups and give them topic to discuss with their group related to the topic. It will make them active in class.

Then researcher found 10 students with 11.62% result were intuitive learners. It meant that the students often prefer discovering possibilities and relationships. Intuitors may be better at grasping new concepts and are often more comfortable. If they were an intuitor and they happend to be in a class that deals primarily with memorization and rote substitution in formulas, intuitors may have trouble with boredom. They could ask the teacher for interpretations or theories that link the facts, or try to find the connections themselves. Intuitors may also be prone to careless mistakes on tests because they are

impatient with details and don't like repetition (as in checking your completed solutions). It took time to read the entire question before they started answering and be sure to check the results. Then, the researcher also found 9 students with 10.46% result were sequential learners. It meant they tend to gain understanding in linear steps, with each step following logically from the previous one. Sequential learners tend to follow logical stepwise paths in finding solutions and may not fully understand the material but they could nevertheless do something with it (like solve the homework problems or pass the test) since the pieces they had absorbed were logically connected. Sequential learner who had a teacher who jumps around from topic to topic or skips steps, they may have difficulty following and remembering. They could ask the teacher to fill in the skipped steps, or fill them in themselves by consulting references. When they were studying, took the time to outline the teacher material for themselves in logical order. In the long run doing so would save the time.

Next, the researcher found 8 students with 9.30% result were sensing learners. It meant they tend to like learning facts and tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work. Sensors didn't like courses that had no apparent connection to the real world. Sensors remembered and understood information best if they could see how it connected to the real world. If sensors were in a class where most of the material is abstract and theoretical, they may have difficulty. They could ask the teacher for specific examples of concepts and procedures, and find out how the concepts apply in practice. If the teacher did not provide enough specifics, try to find some in the course text or other references or by brainstorming with friends or classmates. Then, the researcher found 7 students with 8.13% result were visual learners. It meant they remember best what they see for example pictures, diagrams, flow charts, time lines, films, demonstrations etc. a visual learner try to find diagrams, sketches, schematics, photographs, flow charts, or any other visual representation of course material that is predominantly verbal. They could ask the teacher, consult reference books, and see if any videotapes or CD-ROM displays of the course material are available. They could prepare a concept map by listing key points, enclosing them in boxes or circles, and drawing lines with arrows between concepts to show connections. Colour-code your notes with a highlighter so that everything relating to one topic is the same colour.

Then, researcher found 6 students with 6.97% result were verbal learners. It meant they got more out of words such as written and spoken explanations. They could write summaries or outlines of course material in their own words. Working in groups could be particularly effective: they gain understanding of material by hearing classmates' explanations and you learn even more when they do the explaining. The last the researcher found 5 students with 5.81% result were global learners. It meant they tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it." Global learners may be able to solve complex problems quickly or put things together in novel ways once they had grasped the big picture, but they may had difficulty explaining how they did it. It could be helpful for global learners to realise that they need the big picture of a subject before they can master details. If the teacher plunges directly into new topics without bothering to explain how they related to what you already know, it can cause problems for them. Fortunately, there were steps they could take that may help them get the big picture more rapidly. Before global learners began to study the first section of a chapter in a text, skim through the entire chapter to get an overview. Doing so may be time-consuming initially but it may save them from going over and over individual parts later. Instead of spending a short time on every subject every night, they might find it more productive to immerse themselves in individual subjects for large blocks. Try to relate the subject to things that already know, either by asking the teacher to help them see connections or by consulting references.

In relation to their listening comprehension, based on the findings, 7 students with 8.13% result got in very good level. It meant that they could understand what the speaker says and they could comprehend well words by words from the speakers. Then 40 students with 46.51% result got in good level. It meant that they were able to understand the words but they could not concentrate well and sometimes the missed the words. The last 39 students with 45.34% result got in average level. It meant the students were lack of vocabulary and it was hard for them to analyze the words that the speaker said. It was relevant to the statement of Malkawi (2010, p. 773), that there are three listening problem that senior high school students usually face in listening comprehension. 1) speech speed; 2) limited knowledge of vocabulary and structure of sentences; 3) limited knowledge of topic in question. To improve students with average score, the teacher can improve their teaching listening skill or they can improve or change their strategy when they are teaching. The teacher should practice with the students in

listening in order to can make them usually listen about English to develop the students' achievement in listening comprehension.

In short, based on the data analysis researcher found that the total contribution of learning style and listening comprehension showed no correlated and influenced. It was possible to happen because every student has their own style when they are learning English and comprehend it well and will influence the result they get. As Munsakorn (2012, p.234) said that each student will use a different style of learning to gain the most benefit from a course in English for the workplace. The success of each student comes from the ability to provide a variety of learning style. The result could happen since learning style was not only one factor than affected listening comprehension. The result not only occurred because learning style was not the only one factor affecting the students listening achievement, but also since it was not the most dominant factor affecting the students listening achievement. The writer assumed the difference experience time of learning was the most dominant one. It can cause the students to have difference experiences and knowledge. The difference knowledge, of course, causes them to have difference listening achievement. As well, another factor that should not be neglected was the condition of the students when joining the test

Finally, this study found there was no relationship and influence between learning style and listening comprehension achievement of twelfth grade students of SMA Pusri Palembang.

CONCUSIONS

Two conclusions are drawn in this research. First; there was no relationship between learning style and listening comprehension achievement. The finding showed that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. Second; based on the finding, it can be concluded that the students' learning style does not give dominant effect through listening achievement. In this case, the other factors maybe give more dominant effect through it. It also means that the students with good understanding and using their learning style effectively not certify will have good achievement in listening and the students with bad understanding and using their learning style ineffectively not certify will have bad achievement in listening.

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