

Chapter One

Introduction

In this chapter, the researcher discusses several things including the background of the research, the identification of the problem, the delimitation of the problem, the research question, the objectives of the research, the significance of the research, and the organization of the study.

Background of the Research

Learning styles of each individual must be different, and it depends on how comfortable the individual feels in learning something or accumulating knowledge using their own learning styles. The way an individual learns something and gathers information in a particular manner is called learning styles (Abante, Almendral, Manansala, & Mañibo, 2014). In learning or understanding some information, especially learning English as a second language, students will be more inclined to choose the learning style the most they enjoy with it, this is also in line with the definition of learning styles by Andriyan (2021), who stated learning styles are the way students collect, construe, and process information. Besides, Wahab and Nuraeni (2020) mentioned that learning styles are owned by individuals in receiving, organizing, and processing information obtained. By owning and choosing learning styles that they are more comfortable with, it will be one of the factors for students to achieve their goals in learning a second language. Furthermore, Wulandari, Harahap, and Hati (2019) believed that students' comprehension in reading, writing, listening, and speaking can be influenced by how well students learn their second language which is determined by one factor, namely learning style.

There are four factors affecting learning styles, such as physical factors, learning environment factors, emotional and social factors, and learning factors (Khairy, 2018). These factors can also be considered by students in choosing the type of learning style for themselves. Discuss more about the types of learning styles, Willis (2017) stated that there are three types of learning styles, namely visual, auditory, and kinesthetic learning styles which is abbreviated to VAK.

Meanwhile, one of the factors that influence the success of students in learning their second language is learning style. This is in line with Wulandari, Harahap, and Hati (2019), who believed that to see how well students' understanding in learning a second language, including reading, writing, listening and speaking skill can be influenced and determined by one of the factors called learning styles. As known, learning English as a second language is not easy for students, they have to learn four skills, such as listening, reading, writing and speaking. In the order of the four skills in English, the first thing should be learned is listening. To master English especially for listening skill, the students need some strategies, so they can master listening skill well. One of the strategies is by understanding their own learning style. This is in line with Afriani (2017), who stated that one of the strategies for students to understand listening easily is to know their own learning style. Listening is a process in which students distinguish the sounds, understand the vocabulary and grammatical structure, interpret the stresses and intentions, and understand what the speaker is saying (Wulandari, Harahap, & Hati, 2019, p. 43).

Susilowati, and Sartipa (2021) mentioned that there are three factors influencing students' difficulties in understanding listening skills such as difficulty in

vocabulary, the native speaker speaks too fast, and difficulty of understanding native speakers. Every student has different English listening skills levels, some are good, fair or poor level.

When it comes to learning English, learning styles and listening proficiency are important factors. This is because listening is essential to learning any other language skills (Byrnes 1984, Dunkel 1986 & Feyten 1991, as cited in Bidabadi & Yamat, 2012, p. 1042). Some students may have difficulties in learning listening skills because they have not found out what type of learning style that suitable for themselves, so they will not be comfortable in learning. This is in line with Syofyan and Yulianti (2017), who argued that the various students' learning styles aimed to create a learning environment that is comfortable for them, the hope is that the learning objectives can be achieved properly. Therefore, it is very important for students to know the type of learning style that is suitable for themselves, so that when they learn they will enjoy it more and find it easier to master English, especially in learning listening skills. When students do not know and do not aware of their learning styles in learning English, it will make it difficult for them to master English very well.

Several previous studies such as Pikri, Aderlaepe, and Siam (2019), and Mulyani (2018) found that learning styles correlated to the listening proficiency. However, another previous study by Naning and Hayati (2011) also found that learning styles did not have significant correlation with listening proficiency. Therefore, the researcher was curious whether learning styles will have a correlation

with listening proficiency or not, and it encourages the researcher to conduct the same research topic.

Previously, the researcher had conducted pre-interviews with several students at a private university where the researcher conducted the research. In the pre-interview, the researcher found several problems similar to those discussed above related to students' learning styles and their listening proficiency. Some of the problems that exist are first, students have not been able to recognize their own type of learning style. Second, some lecturers do not know the appropriate learning styles for the students in teaching and learning process. Third, the students' listening scores are lower than other skills because listening is the most difficult skill after speaking skills. Next, the students have difficulty understanding the material when the lecturer explains, so they prefer to learn on their own through learning media such as YouTube, books or pdf. The last, during the listening class, some students did not focus and did not enjoy the teaching and learning process, so they had difficulty understanding the material. Based on that problem, the researcher wants to conduct research about the students' learning styles and their English listening proficiency. By understanding students' learning styles, it is hoped that students' learning objectives can be achieved and they can improve their proficiency in listening skills.

Identification of the Problems

From the pre-interview conducted by the researcher with several students at private university where the researcher conducted the research, the researcher identifies the problems which comes from the students themselves and also the way the lecturer teaches. Here the problems are, the first is students have not been able to recognize their own type of learning style. The next is the lecturer do not pay attention to students' learning styles when teaching.

Delimitation of the Problems

Based on the problems that may come up in this research, the researcher only wants to focus on the correlation between students' learning styles and English listening proficiency. The students' learning styles will be based on a survey (questionnaire) and students' English listening proficiency level will be based on documents (students' TOEFL test scores). This research will be conducted in seventh-semester students of English Language Education Department of a private university in Yogyakarta.

Research Question

Regarding the problems mentioned above, the researcher formulates research questions as follows:

1. What are the ELED students' learning styles?
2. What are the levels of ELED students' English listening proficiency?
3. Is there any correlation between ELED students' learning styles with their English listening proficiency levels?

Objectives of the Research

Based on the research questions, the objectives of the research are:

1. To find out the students' learning styles
2. To identify the levels of students' English listening proficiency
3. To investigate the correlation between students' learning styles with their English listening proficiency levels.

Significance of the Research

The results of this research are expected to provide benefits for students, teachers and lecturers, and other researchers.

Students. The results of this study are expected to be able to provide benefits to students in order to find the type of learning style that suits them so that they enjoy the learning process, especially learning listening skills.

Teachers and lecturers. The results of this study are expected to be able to provide an understanding for teachers or lecturers of the importance of knowing the types of learning styles of students in order to make it easier for students to achieve their learning goals.

Other researchers. The results of this study are expected to become a reference for other researchers who want to conduct research with the same topic.

Organization of the Study

The following is a brief summary on the content of chapter one, chapter two, and chapter three.

Chapter one. This chapter offered the introduction of the research, such as background of the study, identification of the problems, delimitation of the problems,

research questions, objectives of the research, significance of the research, and organization of the research.

Chapter two. This chapter contained a literature review, which provides information related to research topics, namely learning styles, listening skills, and English listening proficiency. In addition, this chapter also contains the conceptual framework.

Chapter three. This chapter presented research methodology, it consists of design used in this study, samples and population, research instrument, and data analysis.

Chapter four. This chapter presented the finding and discussion of the study about type of students' learning style, level of students' listening proficiency, and the correlation between students' learning style and listening proficiency.

Chapter five. This chapter contained the summary of research findings and the recommendations.