



THE CORRELATION BETWEEN LEARNING STYLE AND STUDENTS' LISTENING SKILLS IN FIFTH-GRADE STUDENTS AT SD NEGERI 1 GEDUNG MENENG

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Abstract

The objective of this study is to find out whether or not there is a significant correlation between learning style and listening skills in fifth-grade students at SD Negeri 1 Gedung Meneng. The population of this study was all the students from first grade until fifth grade of SD Negeri 1 Gedung Meneng. However only the fifth-class students were taken as the sample by using random sampling. A descriptive method was used in this study, specifically, this study was a correlational study. The data were obtained by means of a questionnaire and listening test. The data obtained were analyzed by using Pearson Correlations analysis. From the data analysis, it was found that there was a weak correlation between learning style and listening skill in fifth grade students at SD Negeri 1 Gedung Meneng, since the Pearson correlations obtained (0.268) was smaller than r table (0.514).

Keywords: elementary school, learning style, listening skill

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INTRODUCTION

English has been designated as an international language, therefore English has been learned as a foreign language and compulsory subject in Indonesia. Not only junior and senior high school who have English lessons, but at the elementary level there are already. Additionally, there are several components that must be mastered if students want to be fluent in English, they are speaking skills, reading skills, writing skills and listening skills. In line with Burns (2018) students need to learn four English skills. These four skills are important in learning and teaching English. These skills cannot be separated, because all are related to each other. For example it is impossible when we talk to other people, but not listen to what he is talking about. Likewise, it is impossible when we write something, but we don't read it. As supported by Morley (1991) listening is the most common communicative activity in everyday life, we listen almost twice as much as we speak, four times as much as we read, and five times as much as we write because it is the first skill when we learn a language.

Listening is a receptive skill other than reading that teachers must teach students. Listening has an important role in language teaching. According to Ahmed (2015), five essential listening skills are predicting content, listening for gist (finding the general meaning), detecting signposts (understanding the topics), listening for details (finding specific information), and inferring meaning (guessing the meaning). Based on the aspect of listening, listening skills are skills that must be mastered but sometimes teachers do not pay much attention because they only focus so that students can speak English (speaking skills). Whereas speaking and listening are two things side by side, because when we want to talk to other people of course we will also listen to the response of that person. If we can only talk but we can't understand what the other person is saying then the conversation will not take place. It means that the students have difficulty in catching the information from the speaker. The argument is also stated by Nunan (1998) cited in Sadighi & Zare (2006) listening is a basic skill in language learning. Without listening skill, learners will never learn to communicate effectively.

In English lessons at school, listening is a skill that is very poorly learned by students, because the teacher only focuses on speaking, writing and reading. Limited facilities are one of the reasons why listening is rarely taught in schools. So that students assume that listening is the most difficult skill to master. Besides, the reason why listening is a difficult skill to improve is because in listening, students have to pay much attention. Brown (1996) stated that hearing is not just hearing words. Students have to concentrate, and sometimes they feel asleep. It also needs a quiet situation without any noise to do because when there is a lot of noise, listening in English will be hard to do.

To make students easy in the listening subject, teachers have to employ appropriate strategies. The appropriate strategies in teaching listening can be decided based on understanding students' learning style. According to Hilliard (2001), learning styles are the characteristic way in which an individual obtains, perceives and processes information. Learning style refers to individuals' fastest and best way to learn. Every student absolutely has a different way of learning. They have their own way of receiving information from the outside. Some students learn best by seeing, some students learn best by hearing and listening, and others learn best by touching and moving. 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 in reading, writing, listening and speaking. It means that learning styles have relationships through English skills comprehension. Some research on learning styles and language learning performance show that there is a relationship between learning styles of the students and the success of the students in language learning. Language learning includes English language skills comprehension such as reading, writing, speaking, and listening.

In fact, there are many teachers who do not pay attention to the learning styles of their students. Moreover, 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 in Jowkar (2012), "teachers should consider students' learning styles and enhance students' learning strategies for their successful learning. When teachers are aware of the importance of learning styles and learning strategies, they can provide a good map to their students.

According to Russian (2005), defines learning style as learning approaches as preferred by students. Then, the media used to learn listening skills can be adjusted based on students' learning styles in learning, so that students can achieve the expected goals. Each student has a different learning style, therefore, the teacher must know how each student's learning style is so that when studying in class students feel enjoyment and are not burdened. In addition, by knowing the learning style of students, the teacher can create interesting learning vibes according to the needs of students.

The researcher is interested in conducting this study in fifth grade students at SDN 1 Gedung Meneng, because as we know at this time English is something that must be learned in the hope of mastering four skills, namely speaking, listening, reading, and also writing. In addition, in learning each student has different learning styles to understand the lesson. Therefore, the researcher conducted this study with the title "The Correlation Study Between Students' Learning Styles and Listening Skill".

LITERATURE REVIEW

The Concept of Learning Style

According to Hilliard (2001), learning styles are the characteristic ways in which an individual acquires, perceives, and processes information. In other word learning styles are the ways individual prefers to learn and comfortable in absorbing information with their own ways. Dunn in Dunn and Griggs (2000) stated learning style is the initial way students focus on, process, absorb and remember new and difficult information in them derived from biological and developmental characteristics.

Different learning styles indicate an individual's fastest and best way to learn absorb and understand information from outside. Understanding learning Style is the key to developing individual abilities in work, school, and environment. By understanding it, they can learn easily, communicate easily, and get maximum results in learning. In line with Hilliard (2001) stated that there are no wrong and right or good and bad learning styles, just preferred styles. Although students have a combination of learning styles, they usually have a dominant learning style or their own preferred style. Others usually find that they use Different styles in different situations. It doesn't matter if we sometimes use Different styles in different situations. It's just a matter of login preference learn or absorb information.

The Types of Learning Styles

There are three main types of learning styles: visual, auditory, and kinesthetic. Most students learn best through a combination of all three types of learning styles, however everyone is different. Other students may enjoy learning with their dominant learning style. Below are the types of learning styles according to Shepherd (1999) and Farewell (2000).

Visual Learning Style

In visual style, a person usually excels in using images, pictures, colors, videos, diagrams, overhead transparencies, flyers, and maps to organize information and communicate with others. They can easily visualize objects, plans, and results in their mind's eye. They also have good spatial sense, which gives them a good feeling

Of direction. They can easily find their way using a map and rarely get lost. That blackboard is their best friend. They love to draw, scribble, and doodle, especially with color.

The students need to watch the teacher's body language and facial expressions to really understand the content of the lesson. They prefer to sit at the front of the class to avoid obstructions (e.g. people's heads). They probably think in pictures and learn best from their visual display. During lectures or class discussions, visual learners often prefer to take detailed notes to absorb information.

Auditory Learning Style

Auditory style users are those who like to work with sound and music. They have good pitch and rhythm sensitivity, and can usually sing, play musical instruments, or identify different instrument sounds. Certain music evokes strong emotions. They also notice music playing in the background of movies, TV shows, and more media. They often hum or rap to pop songs, themes, or jingles into their heads without prompting. Also, auditory students will learn best in lectures, discussions, and speaking settings through listening to what others are saying. Auditory students interpret the underlying meaning of speech by listening to the tone of voice, pitch, speed and other nuances. Written information may have little meaning until heard. These ten student benefited from reading the text aloud using a tape recorder.

Kinesthetic Learning Style

If students are more physical, they are likely to use their body and senses touch to learn and understand the world around them. It's quite possible they like it sports and sports, and other physical activities such as gardening or carpentry. These learners usually use larger hand gestures and other body language to convey. When they learn a new skill or topic, they prefer to "jump deep" and play with the physical parts as soon as possible instead of reading or looking at diagrams of how it works. They learn best through a hands-on approach and perhaps discover and find it difficult to sit still for long periods of time and may be distracted by their needs activity and exploration. They want to get up and move.

The Concept of Listening

In daily life, listening is a skill used dominantly by people over the world. People often listen to news reports, songs, watch movies on television, or people often listen to people talking around them in person or over the phone. Listening is a receptive skill besides reading. It emphasizes that listening requires the active participation of the listener. In the same way, Harmer (2001) revealed that listening is a "receptive skill" where people get ideas according to what they heard.

Basically, hearing has a different meaning than listening. Listening involves active processes requiring sound analysis. On the other hand, hearing only passively perceives sound (Underwood, 1989). Listening to language can be defined as the ability to receive and decode spoken communication by processing language samples. Listening is a two-way street process, that involves receiving, or decoding input, and production, involving prediction and compensation.

Factors Affecting Listening Skill

In listening other languages such as English, listeners must have difficulties in doing it. According to Norflee (2014) there are four factors that affect listening. That are (1) the listeners. The more listeners are interested in the topic, the easier it will be for them to listen to the topics discussed. (2) Background knowledge. Without adequate background knowledge, listeners with poor listening skills will have a difficult time accessing information. (3) Style of speech. The way in which people talk may have an effect on listening. If people use speech fasting, listeners may have difficulty accepting the information they are trying to convey understanding. (4) Visual input. For some people, visual support helps with listening new information.

RESEARCH METHOD

Research Design

The method which was used in the research was a descriptive one. Specifically, the research was conducted through correlational research. In this research, the researcher investigated the possibility of a relationship between an independent variable (X variable) and a dependent variable (Y variable). The X variable was the students' learning style and the Y variable was the students' listening skills. Arikunto (1998, p.251) stated that the purpose of correlation research is to find out whether there is a relationship exists between variables, to calculate the strength of the relationship, and to determine the importance of relationships.

Sample

The population of this research is all the students from first grade until fifth grade of SD Negeri 1 Gedung Meneng. The sample was taken by random sampling, since the class for the sample of this research was chosen by the principal of SD Negeri 1 Gedung Meneng. From the population, the researcher got one class as a research sample that is fifth grade of SD Negeri 1 Gedung Meneng, which consists of 15 students.

Data Collection Techniques

To collect the data, the researcher were used two techniques. They were questionnaires and test. The questionnaire was used to find out the students; learning style listening test was used to find out students listening skills. Below are the steps to collect the data in this research.

Questionnaires

Data collection of research uses questionnaires. The questionnaire is a technique of data collection that is done by giving a set of questions or writing a statement for the respondent to answer (Sugiyono, 2016). The questionnaire was distributed to the sample about the students' learning style characteristics in statement form. The purpose of the questionnaire was to find out which type of learning styles the students were. The questionnaire was adapted from Perceptual Learning Style Preference Survey by Joy Reid (1998). The questionnaire was based on the characteristics of each learning style (visual and auditory and kinesthetic learning styles).

Table 1. Learning styles instrument prediction

NO	Dimension (learning styles)	Number of Items	Total of Items
1.	Visual Learning Style	1, 2, 3, 4, 5	5
2.	Auditory Learning Style	6, 7, 8, 9, 10	5
3.	Kinesthetic Learning Style	11, 12, 13, 14, 15	5
Total			15

The instrument indicators of students' learning style can be seen in Table 1. In this study the instrument, each item had five choices which represented each type of learning styles. Those option were based on agreement level of Likert-Style Scale Anchors. The respondents are ask to choose their answer to signify one of the numbers from 1 to 5 based explanation for the numbers, that are:

- Strongly Agree, respondents got score (5)
- Agree, respondents got score (4)
- Neutral, respondents got score (3)
- Disagree, respondents got score (2)
- Strongly Disagree, respondents got score (1)

Test

In this step, a listening test is used to collect the data. In the listening test the form of the question is fill-in-the-blank, consists of 15 blanks. Students must fill in there are 15 blanks that must be filled in with the lyrics of the song To Night You Belong To Me by The Macarons Project.

The researcher obtains the data from 15 students' at the fifth grade of the SD Negeri 1 Gedung Meneng. In this research the researcher distributed questionnaires in the google form to collect the data and find out in which type of learning styles the students were. In addition, the researcher also conducted a test of students' listening skills. So, this study aims to prove whether there is a correlation between student learning style and students' listening skills.

FINDINGS AND DISCUSSION

FINDINGS

After doing research at SDN 1 Gedung Meneng the researcher got the data obtained from questionnaires and tests of students' listening skills. This research was conducted with 15 students, from fifth grade of SDN 1 Gedung Meneng. In addition, this study was only conducted for 2 meetings in different weeks. at the first meeting, the researchers distributed questionnaires to be filled out by students, after that at the second meeting the researchers tested students' listening skills by distributing questions containing song lyrics that had been left blank for several parts, then students had to fill in the empty parts based on what they heard from the song which is played.

Table 2. Statistic of Perception (Learning Styles) and Test (Listening)

		Statistics	
		Perception	Listening
N	Valid	15	15
	Missing	0	0
Mean		3.3873	44.4667
Std. Deviation		.18429	23.23749
Minimum		3.20	13.00
Maximum		3.87	87.00
Sum		50.81	667.00

The table is showed the result of statistical frequency between perception (learning styles) obtained by the questionnaire and listening score obtained from the test of listening skills, which was conducted by 15 students from fifth grade of SDN 1 Gedung Meneng. The average perception (learning styles) is 3.38, while the average of listening score is 44.46. The minimum result for perception (learning styles) is 3.20 and the minimum result for listening is 13.00. While the maximum result of perception (learning styles) is 3.87 and the maximum result of listening is 87.00.

Table 3. Correlations Between Perception (Learning Styles) and Listening skill

		Correlations	
		Perception	Listening
Perception	Pearson Correlation	1	.268
	Sig. (2-tailed)		.335
	N	15	15
Listening	Pearson Correlation	.268	1
	Sig. (2-tailed)	.335	
	N	15	15

According to the table above, the researcher draws conclusions by referring to the two bases for making decisions in the Pearson bivariate correlation analysis above.

Based on the significant value of Sig. (2-tailed): From the table above it is known the value of Sig. (2-tailed) between perception (learning styles) as variable X and listening as variable Y is $0.335 > 0.05$, which means the value of Sig. (2-tailed) is greater than 0.05. So, based on the guidelines for the degree of relationship with the Pearson Correlations value of 0.268, it means that the relationship between variables learning style (X) and variable listening skills (Y) has a weak correlation. The type of relationship between variable X and variable Y is positive, which means that the higher the X variable, the higher the Y variable.

Based on the calculated r value (Pearson Correlations): It is known that the calculated r value or Pearson correlations for the relationship between perception; learning styles (X) and listening (Y) is $0.268 < r \text{ table } 0.514$. It can be concluded that the relationship or correlation between variable X and variable Y was weak, because the calculated r value or Pearson correlation is smaller than the r table value.

DISCUSSION

From the data of students learning style and their listening skills, it was found that the value of Pearson correlations is smaller than r table value. This means learning style has a low or weak effect on students' listening skills. It was possible to happen because each student has their own style of learning English and understands it very well which will influence the results they get. It is also supported by Faridah (2014) research entitled *The Relationship Between Students' Learning Style and Their Achievement in Listening Skill (A Correlational Research at The First Grade of SMA Negeri 01 Pamijahan Bogor)*. From the research findings, it can be concluded that there is no significant relationship between students' learning styles and their achievement in listening skills and all students use all visual, auditory and kinesthetic learning styles in learning listening. The most dominant learning style used in his research is the auditory learning style with a percentage of 82.2% of the total sample.

The success of each student comes of the ability to provide a variety of learning styles. The result of this study could happen since learning style was not only one factor than affected listening skills. In line with Bhatti & Bart (2013, p. 1) stating that these findings contradict and reject the theory that learning styles influence performance. The discovery of insignificance occurred since learning style is not the only factor that influences student achievement both in listening skills and other subjects. Insignificant results are likely to occur because learning styles are not the only of factors that influence students' listening skills. Several other factors have been discussed in the previous chapter. Learning time experience can also be one of the factors that influence students' listening achievement. In other words, the longer the experience, the more knowledge they get. As well as, that another factor should not be ignored is the condition of students when taking the test. Ellis (2003) also stated that there are several other factors that affect achievement such as motivation, talent, cognitive abilities, interests, weather, and others.

This insignificant result does not only occur because learning style is not the only factor that influences students' listening skills, but also because it is not the most dominant factor affecting students' listening achievement. The researcher considers that the difference in the learning experience is the most dominant. This can cause students to have different experiences and knowledge. The difference in knowledge of course causes them to have different listening abilities. This is in line with Rost (1991, p.3-4) which includes synthesis skills which consist of using background knowledge as one of the skills that shape one's listening ability. Besides that according to Norflee (2014), there are also several factors

that influence the listening process such as listener factors, background knowledge, speaking style and visual input. Since these factors occur when students listen, students will experience difficulty in listening. with this the researcher believes that these other factors have a dominant effect on students' listening skills.

CONCLUSION

Based on findings and discussion the researcher concluded that there was weak correlations between learning style and students' listening skills in fifth grade students at SD Negeri 1 Gedung Meneng. Since the Pearson correlation is smaller than the r table value ($0.268 < 0.514$). In this case, the other factors may give a more dominant effect through it. Considering the insignificant correlation between students' learning styles and their listening skills, teachers and students need not pay much attention to in influencing students' listening skills. However, it should not be simply ignored. As previously mentioned, there are several characteristics of each learning style. Some of them can be useful for students in facing listening courses. If they can empower those characteristics it will really help them.

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