

CHAPTER I INTRODUCTION

A. Research Background

Learning style is an individual's strategy to approach what is being learned actively so that individuals feel comfortable, safe, and able to absorb information according to the demands of learning. Learning style is a combination of absorbing, organizing, and processing information (Ahmad, 2014). In terms of learning styles, students have different tendencies to absorb information. According to Hsieh *et al* (2011), learning style is defined as the characteristics, strengths, and preferences of the way people process information. Students' learning styles are always different, and the way individuals learn and process information is also different. Learning styles have own characteristics, and learning styles involve the students' senses to do so. Huda (2014) states that learning styles exist in three style models, namely Visual, Auditory, Kinesthetic or what is called VAK learning model. The visual learning style focuses on seeing, reading, observing, and drawing. The auditory learning style focuses on listening. The kinesthetic learning style focuses on movement, such as demonstrating and practicing it.

As observed from these learning styles, students have several different learning styles according to the students learning needs, and this affects ability to absorb information through listening comprehension. Listening comprehension is important and cannot be ignored in language learning. As one of the receptive skills, listening is an element that must be mastered by students. It is natural for humans to understand other people's languages through listening, so in view of this concept, the foreign language skill that must take precedence is listening. Listening is the process by which individuals perceive sounds with ears. Listening is a process of getting, conceiving, and remembering as well as possible what is listened to and what is conveyed by others. According to Acat (2016: 2), Listening starts in the pre-school period with the efforts of the individual to understand what's happening around, the formation of the universe

containing the knowledge, feelings, and thoughts of this era, and the development of the basic mental structures. It shows almost all circumstances where learning may occur. Listening is a deliberate activity; some intentions require more understanding by paying attention to aspects of listening such as concentration, taking sounds seriously, and scrutinizing what is being said. It refers extensively to fluency, which not only understands and interprets it but also tries to do what the speaker means. The listening process plays a very important role, in which contemplation of what is listen forms meaning and is interpreted linguistically. This is a philosophical understanding. Understanding vocabulary, understanding sentence structure, and knowing the sound or language, which means interpreting the language spoken, is a divergence process in listening comprehension (Gilakjani and Sabouri, 2016).

Based on the existence of listening subjects at IKIP PGRI Pontianak, especially the English study program, researcher is interested in identifying third-semester students who are learning these subjects. The researcher is interested in identifying the learning styles of the third-semester students who study this listening subject. Through informal interviews with several third-semester students regarding the learning styles of students in listening comprehension that the students face, The researcher concludes that listening comprehension, as seen from the learning style according to the learning needs, is very necessary.

According to Rost (2011), the concern about the understanding process in learning can be well received so that individuals can apply it. Not just listening but understanding a speaker's pronunciation, the speaker's grammar, vocabulary, and understanding of meaning. For example, it seems that students often listen to spoken texts that include many unknown words. The need for thought-out vocabulary accepted by the listening entity is important because insight into vocabulary has a big effect. Low vocabulary coverage might lead students to experience listening anxiety. An assessment that covers the meaning of the lexicon is a dictionary that is related to vocabulary knowledge in listening comprehension, can determine how much vocabulary is needed so that a foreign language can be understood and so that learners can determine learning targets

(Schmitt *et al*, 2017). Students may have considerable difficulties comprehending the means of the inclination in each individual's learning needs, which can be seen as a correspondence to the description of each other's learning styles (Arslangilay, 2015:62).

From the description above, the researcher wants to analyze students' learning styles concerning in listening comprehension for college students at IKIP PGRI Pontianak, especially students in the third-semester English study program. The purpose of the researcher is to find out students' learning styles in listening comprehension.

B. Research Problems

The researcher formulates the research problem as follows:

1. What are the students of third-semester learning styles?
2. How are the third-semester students' level listening comprehension skills according to their learning style?

C. Research Purposes

The refers of the research based on the research problems above are:

1. To find out about the learning styles of the third semester.
2. To find out level of listening comprehension according to students' third-semester learning style.

D. Significances of Study

1. Theoretical Significance

The result of this thesis is expected to provide solutions to problems in the field of education. Know and understand the problems that are often experienced by students in listening comprehension, realize the students' abilities, evolve according to learning styles in listening comprehension. This research is also for integration into the education system in the English Education Department. This coveted research can enrich teaching methods and lecturers in college, especially in the field of listening.

2. The Practical Significance

The researcher hopes this thesis can benefit lecturers, students, and other researchers.

a. To the Lecturer of English

The researcher hopes this thesis will motivate lecturers to teach listening comprehension, condition the students learning style in class, or vary according to student's learning needs.

b. To the students

The researcher hopes this thesis can help students know, realize and understand the learning styles in listening comprehension, and improve level of listening comprehension with the students own learning styles.

c. To the Researchers

In research on learning styles that students have for listening comprehension, researcher hope that the results of the thesis can be useful to add insight for the researcher and also for other researchers by providing a little description and knowledge about this thesis.

E. Scope of Research

1. Research Variable

A variable is something that will be the object of research observation. It is called a variable because its value can vary between data units and populations, or because it can be rated as quality. Silaen (2018:69) states that research variables are concepts that have various values or have varying values, viz., a trait, characteristic, or phenomenon that can show something to be observed or measured with different values or varying values. The research used two variables, students' listening comprehension as dependent variables and learning styles as independent variables.

2. Research Terminology

There are some terms used in this thesis that need a further description to avoid readers' confusion. There are as follows:

a. Analysis

Analysis functions and aims to break down something into small components that are known to be related and gain a more detailed understanding of a matter. So this analysis is for making decisions on something based on theory, conjecture, or prediction through a method.

b. Learning Styles

Students' learning styles are the ways to choose to get information or knowledge in a learning process. Recognizing the dominant student learning styles can determine a more effective way of learning for students.

c. Listening Comprehension

Listening comprehension is a soft skill that is highly valued. Listening demands effort to decode and interpret verbal messages and nonverbal cues, such as tone of voice, facial expressions, and physical posture, and then encourage and welcome the thoughts, opinions, and feelings of others.

d. The Third Semester Student

The third semester students are students of the English language education study program in academic year 2022/2023 of IKIP PGRI Pontianak, In this case the students will be the object of research.

e. English Class

English class is a part of the English language education study program at IKIP PGRI Pontianak which is designed to teach and develop students' abilities in learning English so that students have a broader understanding one of the important skills is listening especially English.

