CHAPTER II
LITERATURE RIVIEW

A. Learning Styles

1. Definition of Learning Styles

Students' learning style is the way to choose to get information or knowledge in a learning process. Recognizing the dominant student learning style can determine a more effective way of learning for students. Everyone has own unique and distinctive learning style. Nothing learning style is better or worse than anyone else's. By utilizing learning abilities optimally, the learning outcomes obtained are also optimal. According to Gokalp and Fardon (2013), learning style is primarily concerned with "how" students learn, not "what" the individual learn. So this learning style does not only look at what the students learn but also at the learning acceptance process, which is tailored to the student's learning needs. According to Fleming and Mills (1992), there are several learning styles. There are three learning styles for students: visual, aural/auditory, and kinesthetic (VAK).

a. Visual Learning Style

A learning style captures sources of information through sight, focusing more on objects that can be seen. This learning style is certainly interesting and easy because it understands information through objects such as maps, pictures, illustrations, flowchart graphs, diagrams, circles, photos, power points, videos, films, and demonstrations that are presented with visualization and not only in the form of words (Widharyanto, 2017a).

Usually, students who use the visual learning style have the following characteristics:

1) More organized and tidy.
2) A planner who is organized and manages well over the long term.
3) The main appearance, both in terms of dress and presentation.
4) Good at spelling and can visualize the words in mind.
5) Not easily distracted by noise.

6) Frequent hand movements when talking, explaining something, or remembering something.

7) Tend to look back when thinking about or remembering something.

8) Have problems remembering verbal instructions unless written down.

9) Often, ask others for help to repeat what others say verbally.

10) Prefer to read than be read.

11) Requires an overall view and purpose and being more alert before being certain about a problem to be worked on.

12) When in a meeting or on a call, tend to doodle meaninglessly.

13) When answering questions, often answer briefly, such as yes or no.

14) Rather than speeches, people usually prefer to do demonstrations.

15) Often understand what to say but can't sort the words out well.

16) Pay attention, sometimes lose concentration.

17) Fast-talking patterns.

18) Patterns of remembering through written or read information.

19) Tend to communicate correctly or see facial expressions.

b. Aural/Auditory Learning Style

Aural/auditory learners can receive information better verbally and easily remember instructions that are given directly. Pitchard (2009: 44) states that the aural and auditory learning styles focus more on the sense of listening. Students have good listening skills, can remember information well, and can absorb information through discussions, stories, recordings, and interviews, as well as from lecturers.

Usually, students who use the aural/auditory learning style have the following characteristics:

1) At work, tends to talk to herself or himself.

2) Easily distracted by loud noises.

3) When reading, one tends to move the lips and pronounce the reading.

4) Likes to listen and read aloud.

5) Can repeat and imitate tone, bar line, and pitch of voice.

6) Great at storytelling but has difficulty writing.

7) More fluent in speaking.

8) Love music more than art.

9) Learn by listening.

10) Rather than remembering what was seen, it is easier to remember what was discussed.

11) Likes to talk, discuss, and explain things far and wide.

12) Have problems with tasks that involve visualization, such as cutting parts to fit each other.

13) Instead of reading comics, prefer jokes that are conveyed orally.

14) Tend to tilt heads when remembering things and use flat-eye movements.

c. Kinesthetic Learning Style

This learning style refers to movement; students who have this style learn by doing something that is directly involved or practicing it to get information rather than just reading theory. Individuals with this learning style tend to learn through experience, training processes, and simulations (Fleming and Mills 1992).

Usually, students who use a kinesthetic learning style have the following characteristics:

1) When talking, it tends to be slow.

2) Responsive to physical attention.

3) To get attention, usually by touching people.

4) When talking to people, tend to stand close.

5) Lots of movement and being physically oriented.

6) Memorize by seeing and walking.

7) Learn through practice and manipulation.

8) When reading tend to use finger as a pointer.

9) Use a lot of body cues.

10) When sitting for a long time, can not stay still.

11) Have trouble remembering geography unless been there.

12) Uses words that contain action.

2. Aspects of Learning Styles

According to Rita Dunn in Sugihartono (2007), pioneers in the field of other learning styles have found many variables that affect student learning styles, including physical, emotional, sociological, and environmental. These varied learning styles cause individuals to have different styles. individuals who need bright lighting and individuals who need dim lighting when studying. Some study while listening to music, and some study in a quiet atmosphere. Some individuals study in groups, while others prefer to be alone.

From this explanation, it is known that there are factors that influence learning styles. There are internal factors from the individual concerned, and there are external factors that are influenced from outside the individual.

a. Internal Factor

  1) Physical Factors

Physical factors are factor from within the individual; these physical factors are related to the physical body and health. Physical factors, namely physical disabilities such as deafness, blindness, paralysis, and other physical disabilities, can affect an individual's learning activities. Health factors also affect students senses are not functioning properly, such as sleepy, have low blood pressure, lack enthusiasm, and others.

  2) Psychological Factors

Psychological factors are factors from within the individual regarding self-awareness and responding to the environment that describes mental processes. Those factors are intelligence, attention, interest, talent, motive, maturity, and readiness.

    a) Intelligence

According to Dalyono (2004: 124), intelligence is the general ability to make adjustments to a situation or problem, which includes various types of psychic abilities such as abstract, mechanical, mathematical, understanding, remembering, speaking, and so on.

Intelligence can also be interpreted as an innate ability that allows a person to do things in a certain way. Intelligence is the ability to acquire and apply knowledge and skills so that individuals can think and act in a directed manner, both physically and mentally. In short, it is called intelligence. Thus, the level of intelligence of students affects internal psychological factors within the student.

b) Attention

According to Ramayulis (1994: 175), attention is one of the psychological factors that can help interactions occur in the teaching and learning process. This psychological condition can be formed through two things, namely first, which arises intrinsically, and second through learning materials. Therefore, attention is one of the internal factors that influence student learning styles, and how students pay attention to what the students learn.

c) Interest

According to Syah (2012: 152), In simple terms, interest means a high tendency toward excitement or a great desire for something. Interest is not a popular term in psychology because of its heavy dependence on other internal factors such as concentration of attention, curiosity, motivation, and needs. However, interest can also be an internal factor in student learning styles because students' interest in what is being learned is happy and positive. Interests are dynamic, meaning that the individual can change according to experience and needs.

d) Talent

According to Crow and Crow (1989), talent is a quality that is possessed by everyone and that varies greatly from one person to another. Talent is owned from birth, and this talent is the individual's ability to learn or master something quickly and better. Talent is also one of the psychological factors regarding student learning styles; with this talent, students tend to be able to apply learning styles

according the talents, both visually and verbally. Listening, writing, reading, or doing practice.

e) Motive

According to Pramiyanti and Christin (2014), the term psychological motive is defined as a movement carried out by humans in the form of behavior or actions. These behaviors and actions are based on a sense of state and are usually unconscious. This factor is intense in the learning style experienced by students where students have a motive regarding the learning style used.

f) Maturity

According to Monks *et al* (1999: 2) maturity is defined as the readiness of individuals in carrying out certain developmental tasks and the ability to function at a higher level as a result of growth. Individuals also behave naturally and appropriately. Thus maturity plays a role in learning styles according to the level of growth and development experienced by students.

g) Readiness

According to Chaplin (2006: 419) Readiness according to the psychological dictionary is "the level of development of maturity or readiness that is favorable for practicing something". With this readiness factor, learning styles can work well when students can practice the learning styles well, namely practicing correctly. Without readiness, learning styles cannot be realized properly.

b. External factors

1) family factor

According to Duvall (1985), the family is also referred to as an association of related people, such as marriage, adoption, and birth relations whose purpose is to create and maintain a common, social, and emotional culture of members, and promote mental and physical development. Family factors can also affect student learning styles, where habits and rules in the family apply. The situation is conducive

or not in the family so that time and opportunities for students are applied properly and support between families makes students more enthusiastic. Socio-economic families how students are facilitated properly so that the development of these students increases and has a positive impact on students.

2) Society Factor

According to Comte in Syani (2012: 31), "Society is a group of living beings with new realities that develop according to the laws by developing according to a pattern of development". Society factors can influence students in learning styles, such as a conducive environment that also supports students' learning styles to develop well. On the other hand, an environment that is not conducive, such as noise, is likely to disrupt the pattern of learning styles that students have.

3. The Role of Learning Styles

Ghaedi and Jam (2014) define learning styles as the changes among learners in using one or more senses to understand, organize, and retain experiences. The five senses that exist in individuals play a role in student learning styles, the sight, listening, or others. Learning styles play a role in ensuring that students can absorb information well. The learning style that is liked by students will ignite student motivation in learning, while the learning style of students who are not liked will make not concentrate and not interested. With a way of learning that is of interest to students and pleasing to the heart, students will not feel forced because do it with full awareness and desire from themselves, and the results will be maximized and vice versa. If students do not like the method used, the learning style can be said to be not optimal and hamper the student learning process because it is done by force.

The role of learning styles cannot be separated from proper learning planning and providing maximum stimulation. Learning planning is a process to determine the appropriate individual learning style. By identifying learning styles, the characteristics of students can be analyzed and developed

according to the students abilities. According to Nichols (2003), learning styles have several roles, including 1) students will become more competitive (ready to compete); 2) students can collaborate (cooperate) with anyone; 3) students can limit themselves; 4) students have a more active role; and 5) students become independent and do not depend on anyone.

The role of learning styles that focus on the five human senses maximally is a process called learning, in which the learning process is identified and becomes the determination of learning styles. This learning style will affect student achievement according to the indications of the learning process. From the types of learning styles through the five senses, namely visual, auditory, and kinesthetic, based on the findings, according to Marpaung (2015), most people show one particular learning style: 29% like visual learning styles, 34% prefer auditory styles, and 37% like kinesthetic learning styles.

Based on these studies, it can be concluded that it is important to know the appropriate learning style as a student. Because one cannot identify and recognize the learning style properly, it will also have an impact on the continuity of education and the quality of learning for students. Poor achievement is the impact that will befall students if the students do not recognize the learning style that best suits the individual. In connection with this, according to Riza (2021), several ways are done first to find out a person's learning style, namely:

a. Knowing in advance an effective approach

The most common approach used is sensory preference (visual, auditory, or kinesthetic). This approach involves the use of the five senses, such as sight, hearing, and body movement (practicing).

b. Knowing the intelligence profile

This follows Howard Gradner's theory of multiple intelligences, which states that humans have eight bits of intelligence: linguistic, logical, mathematical, musical, kinesthetic, spatial, intrapersonal, interpersonal, and naturalist.

c. Knowing the relevant Cognitive references

Gregorc (1984), who is famous for mind-style model theory, revealed that there are four strongest perceptual combinations from individuals, namely Concrete sequence (CS), abstract Random (AR), Abstract sequence (AS), and Concrete Random (CR). This model can be used to help people find effective learning tendencies.

4. Problems in Learning Styles

In the learning style, there are also problems based on how the learning process is experienced by students. According to Yuhana (2019), the learning problems experienced by students are as follows: 1) some students are not yet fluent in writing and reading; 2) low cognitive level of students; 3) students' understanding of the material is not complete; 4) lack of student learning motivation; and 5) there is no support from the family (lack of attention, affection, and often giving heavy burdens to children who are not educational tasks). The problems experienced by these students will become difficulties that will develop later. The need for identification and analysis of students' symptoms.

It is not only a problem for students; the problem of pedagogic competence is also a problem for students. The pedagogic competence in question is that lecturers, as implementers and field executors, have a dual role because relate to students. According to Permendiknas No. 16 of 2007 concerning Academic Qualifications and Competency Standards, Pedagogic Competence is defined as the ability to manage student learning. Several indicators in the pedagogic competition must be carried out so that the learning process can run smoothly.

a. Mastering the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects.

b. Mastering learning theory and educational learning principles. Develop curricula related to the areas of development that are taught. Organizing educational development activities.

c. Utilizing information and communication technology for the benefit of organizing educational development activities.

d. Facilitate the development of the potential of students by asking to write down the various potentials.

e. Communicate effectively, empathically, and politely with students.

f. assessments, process evaluations, and learning outcomes.

g. Utilize the results of the assessment and evaluation for the benefit of learning.

h. Take reflective action to improve the quality of learning.

Based on the contents of the Permendiknas, there is teacher intervention in pedagogic competence regarding learning difficulties experienced by students. A lack of pedagogic competence can be an obstacle to learning strategies that do not run effectively and efficiently.

The next factor in the problem of learning styles is the learning process in students, namely learning skills. According to Syafni (2013a), learning problems in students are caused by a lack of learning skills, namely skills that must be mastered by students to successfully undergo learning at school (academic success) mastering the material learning. Skills There are several types of learning skills, according to the 3SCPD Satgatsus team (Syafni, 2013b), including:

a. skills in managing study time;

b. book reading skills;

c. the ability to memorize lessons in class;

d. note-taking skills;

e. book summarizing skills;

f. group study skills;

g. memory skills;

h. concentration skills and learning endurance;

i. Ability to complete tasks;

j. Exam preparation skills.

All of these learning skills support student success by supporting learning styles. These skills are interrelated; for example, students who like to read but cannot carry out group assignments will have problems with learning success.

5. **Function of Learning Styles**

According to Cholifah (2018), there are two main functions of learning styles: can determine teaching methods and procedures and how to learn according to respective styles. The determination of teaching methods and procedures will have an impact on student learning styles, in which the learning process occurs effectively and efficiently and improves student learning outcomes.

According to Nasution in Cholifah (2018), learning style is a consistent way that students capture stimulus or information and remember or think and solve the problem. The definition reveals three main points about learning styles, namely: 1) consistency. 2) capturing stimulus or information; and 3) remembering, thinking, and solving problems. The first point is said to be consistent, which means that there is harmony or similar behavior continuously carried out by students where each individual has the way according to individual will. The second point is about the process by which students capture information as a source of knowledge with the five senses, either visually, auditorily, or kinesthetically. The third point is about how students individually capture and receive information and then manage what is captured.

According to Alavi and Toozandehjani (2017), having a background on the learning styles of students can enhance the individual's learning and at the same time help students strengthen self-actualization. Thus, the function of the learning style is to acquire knowledge, absorb information, remember, and manage the captured knowledge under the learning environment. The need for awareness of how to understand the mechanisms of the brain so that what is captured can be received properly and optimally. According to Waluyo (2014a), the learning process can run optimally to absorb information, one of

which is influenced by the ability of the brain. Several matters relating to learning methods to maximize students' abilities are described as follows:

a. Make something want to learn interesting or look for an interesting side so that the brain's ability to remember is greater. If students can remember both in the short and long term, it means that the process of remembering information as a learning process occurs in the students; this is one of the characteristics of the learning process. With an interesting and fun learning situation, the function of this learning style will be achieved. The existence of planning and implementation will make the students ' sensory learning style more intense. To explore brain cells in students, the media is also needed to explore brain cells who can come up with ideas and thoughts concretely on abstract concepts.

b. According to the principle of repetition, according to Waluyo (2014b), something that is always repeated will become a habit, and from that habit, the memory that has been recorded in the brain can be recalled from time to time. To achieve maximum learning objectives, the principle of repetition must be carried out in the learning process; this will strengthen the impression and new behavior intensely. Intense repetition will stimulate the brain subtly so that information from the knowledge can be built over a longer period.

c. There is a habit of using the mind to build ideas. According to Waluyo (2014c), people who are accustomed to using minds to build ideas or attempt to solve problems by considering cause and effect or having futuristic views usually have the skills to think systematically. Thinking systematically is certainly needed by students because it can store information in the long term. This will make it easier for students to explore ideas and concepts that have been stored for a long time. This systematic thinking habit must be taught to students regularly.

B. Listening Comprehension

    1. Definition of Listening Comprehension

Listening is a soft skill that is highly valued. Good listeners always try to fully understand what the other person is trying to communicate, especially when the statement is not clear. Because no matter how good communication is with someone without the ability to listen, communication is not effective. Listening demands effort to decode and interpret verbal messages and nonverbal cues, such as tone of voice, facial expressions, and physical posture. Through body language and other cues, good listeners subtly communicate to the speaker that the individu listening. In addition encourage and welcome the thoughts, opinions, and feelings of others.

The ability to listen is an active understanding process to get information and the attitude of the speaker, whose aim is to understand the conversation objectively, According to Gilakjani and Sabouri (2016), Listening comprehension is the process of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. The purpose of this is to seek, find, and understand what is listened to, both from songs, audio stories, storytelling, conversation, speeches, discussions, debates, and others related to lecture material in college, as well as adding knowledge in listening comprehension.

From that definition, it can be concluded that listening comprehension is a complex process, especially if the listening comprehension is in a second language where students have to balance each other's knowledge of the two languages, which includes sounds, vocabulary, and grammar. These things are interrelated; therefore, of course, the listening comprehension process is said to require high concentration and great attention so that in the process it can be captured properly and there are no mistakes.

2. **Aspects of Listening Comprehension**

Referring to the theory that has been described, some aspects are not spared in listening comprehension. This is the taxonomy bloom or hierarchy in the listening comprehension process; this includes the realm of cognitive aspects that emphasize understanding knowledge, understanding, and

thinking skills in the cognitive domain, including memory or recognition of certain facts, procedural patterns, and concepts that allow the development of intellectual abilities and skills (Huda, 2013: 169), among others:

a. Remembering

Remembering is the ability to retrieve something relevant or relevant knowledge from long-term memory that has been stored and viewed by the mind. This is like recognizing the memory and then comparing it back with the information presented from recalling when responding to a problem or being given a command, for example, or being asked a question.

b. Understanding

Understanding has a higher level than remembering because understanding is the ability to know clearly and unequivocally something that has been known and remembered. Understanding means being able to formulate the meaning of the message that has been conveyed or remembered and being able to re-communicate it orally, in writing, or graphically. In understanding it, it does not escape from several things, namely:

1) Interpreting, is the ability to give an impression or opinion to change the information that has been presented from one form to another. Interpreting the meaning can change sentences to sentences, pictures to sentences, sentences to numbers, and so on.

2) Exemplifying, is the ability to explain by giving examples of general or specific concepts. Exemplifying can also be used to identify the meaning of general concepts.

3) Classifying, is the ability to know that something is part of a category according to existing or predetermined rules or standards. It can also be interpreted as detecting characteristics or patterns that indicate that these characteristics or patterns correspond to certain categories or concepts.

4) Summarizing, is the ability to determine the end of the course of a thing or event that has been described or conveyed. Summarizing can also be interpreted to provide a single statement that states the information conveyed or the topic in general.

5) Inferring, is the ability to imagine a concept or principle that is part of an example by coding the appropriate characteristics of each example and, more importantly, in the absence of any connection to the examples.

6) Comparing, is the ability to find out the similarities or differences between a combination of two or more objects, an object, a subject, and so on.

7) Explaining, is the ability to explain or express the intent of something that has been well captured and uses cause-and-effect relationships between parts in a system.

In Bloom's Taxonomy, remembering is part of C1 and understanding is part of C2. In listening comprehension, it is necessary to be able to recognize the sound of words, messages, and symbols that have been listen and seen before. Recalling can write down or select images that have been listen or seen before; this is included in the C1 aspects. In the C2 aspect, the skills needed are interpreting, exemplifying, classifying, summarizing, comparing, and explaining, as described previously. This requires high attention and concentration so that students understand and respond to the content of messages or information conveyed through verbal and non-verbal communication, so that communication takes place effectively.

In listening comprehension, there are also linguistic aspects that must be considered. Rost in Fatmawati (2016) explains that there are four linguistic components to listening comprehension:

1) Speech Sounds

Therefore, students must pay close attention to the way of speaking so that what is conveyed can be understood properly. Because

of the tone of speech, length, frequency, and duration, students can distinguish and conclude what is being talked about and what is being conveyed.

2) Words

Words are also the basic things that the students must hold onto to understand the listening process. During the listening process, the following three things will happen: identify the word that is listened to, and the students will perform word recognition according to the brain's ability to recognize and reach the words; identify words that sound reasonable with what has been conveyed; and find clues to what has been said. Therefore, pressure and intonation also play a role in this.

3) Speech on Parsing

Deciphering sentences is part of the listening process. This aspect is where a speech or sentence is described based on what has been conveyed according to the grammar that has been categorized or related. The description of this sentence is in the form of sentences or groups that match the theme or verb of a speech.

4) Discourse of Processing

Students must conclude what has been listened to or conveyed with reasonable and relevant facts, following the cultural situation. The students must examine words that may be missed; therefore, listeners must try to find words from what has been conveyed as a whole. This shows that the listener understands that language and its meaning are related to each other.

3. Elements of Listening Comprehension

Several elements of listening comprehension must be considered. According to Shockingwful (2017:1) in iRubric, there are four elements of listening, namely:

a. Ability to Focus

The ability to focus means that the listener must concentrate seriously on what is being conveyed and what is being listen from the

audio speaker. Two things that must be considered in focusing on vision, which means focusing on reading tests, pictures, and so on, are related to what is listen or conveyed.

b. General Understanding

This means that students can understand the outline of the theme conveyed. Usually, students can understand quickly what is being conveyed by getting the keywords have got, for example in places of events such as schools, parks, and so on, or sad, happy and so on so that students can digest the outline of what will convey.

c. Accuracy of Answer

Accuracy in answering means that the elements of focus, general understanding and listening for details have been achieved well so students can answer well without any mistakes. This is included in the form of writing back of directly conveying.

4. Types of Listening Comprehension

In listening comprehension, some types are not spared when mastering listening comprehension. According to Rost (2011: 182–183), there's a lot of listening to do before someone tries to learn the skill. There are:

a. Intensive

Intensive means that students pay attention when listening to gain knowledge through what is listen or conveyed. This means focusing on the science of phonology, the vocabulary of language sounds and the distribution, and the science of syntax, namely the rules and principles that cover sentence structure in natural languages, and lexis. Which is a collection of words or vocabulary in a language.

b. Selective

Selective means that students focus on certain things that have been examined or studied with full consideration; this means focusing on the essence of what has been conveyed, and important information received by students is extracted in such a way.

c. Interactive

Interactive is focused on being more active and involved and communicating reciprocally as students. Carry out discussions and find solutions to get information from each other.

d. Extensive

Extensive means reaching out to information widely and focusing on what has been conveyed or listened to continuously and sustainably.

e. Responsive

Responsive means capturing and responding to information that has been conveyed or listened to. Pay attention to how students capture the information, then find opportunities to express opinions, answer questions, and express ideas.

f. Autonomous Listening

It depends on what the students have listened to, either for intellectual or recreational purposes. Manage progress and exploration as chosen by the students. Focus on how the students work and develop, and determine the conclusions by interacting with one another. Because what has been listened may be interpreted differently because of the way the students listen to each other.

5. Process of Listening Comprehension

In listening comprehension, there are processes for listening to each individual, and the processes differ for each individual in capturing information. According to Helgesen and Brown (2007), "To understand listening, we have to know how people process the input. This is what is called bottom-up and top-down processing".

a. Bottom-up Processing

When listening to a foreign language that is not understood, it means that the individual has just listened to the language and can learn new words from the language that has been listened to. When the students try to understand what is being conveyed, the listener so only by paying attention to vocabulary or grammar. Of course, the individual only focus on that, so other parts are a bit neglected because each part is related to the

other. Therefore, bottom-up processing tries to focus on each different part, such as vocabulary, grammar, sounds, etc. Although it will be difficult to be completely perfect in every part, at least the students can focus on every voice that is listen.

b. Top – Down Processing

Top-down processing is a listening process but not as detailed as bottom-up processing, which focuses on vocabulary, grammar, and so on. Top-down processing is listening in outline from sound only; with this process, the students may skip parts—the details—but in general, the individu understand the intent and purpose of what has been listened to or conveyed. Top-down processing is based on a background called schema. The scheme is divided into two parts, namely: first, the content of the schema is general knowledge based on something the students have previously learned from experience. The second, the schema, is textual, which means knowledge of the language used in certain situations. For example, the language students need at school is different from the language in which the individu socialize and interact with friends.

6. Skills of Listening Comprehension

In listening comprehension, some skills are possessed when mastering listening comprehension. According to Hughes (2001:34), there are two skills involved in listening comprehension:

a. Micro Skill

The ability of micro-skills is the ability to pay attention in detail to what has been listened to or conveyed. Each section has its value in receiving factual information. The students must be able to perceive intonation, such as identifying stress and rhythm, and pay close attention to patterns of important command structures, such as stand-up! sit down! take it! Etc., connecting words that are related to each other from the previous sentence. Detecting smaller units of word elements that form larger units, such as phonemes into morphemes, whether in the form of

subjects, objects, verbs, and so on As well as recognizing discourse markers.

b. Macro Skill

Macro skill is the ability where the students must understand what has been listened to or conveyed; the individu must combine concrete facts; get the gist of the material that has been conveyed; follow the instructions in the material; and so on. Can identify the general topic, or the main idea of the topic, identify specific information, namely 5W + 1H, and the vocabulary that is the key to the material that has been conveyed.

7. **Difficulties of Listening Comprehension**

There are many difficulties in the process of understanding listening comprehension; the purpose of knowing these difficulties is for the students to be aware of the problem and at least try to fix it. Some difficulties in listening comprehension are as follows:

a. Quality of Recorded Materials

The quality of the recording can affect the material that is conveyed. If the quality of the recording is not good enough to listen to, it makes the students less able to catch what is being conveyed. The recording must be good or not scatter when sounded. Do not force sound recording if the amplifier is used with low or unbalanced power. In some classes recordings that do not have high quality, which affects the students understanding in the listening lesson process (Azmi *et al*, 2014a). With supporting equipment, listening comprehension will run smoothly and neatly, minimizing mistakes.

b. Cultural Differences

Cultural differences also become difficulties in listening comprehension; the students must have insight into a culture so that when the material presented is cultural in the discussion, can at least understand the intent and purpose of what is conveyed. This, of course, affects the students ' mastery, for students must be able to think critically about cultural differences. It is the responsibility to inform the students about the

background in advance so get an idea of what will be listened to (Azmi *et al*, 2014b). Telling or describing the cultural background of the material before listening so that students can think about what kind of culture will listen to later.

c. Accent

An accent is also one of the difficulties in listening comprehension. The accent is a way of pronouncing a word in a language; it can also identify the location where the speaker comes from. Harding (2011) stated that accents included more concrete phonological components when he indicated that accents comprised differences in the segmental and suprasegmental features of pronunciations, including variation in vowels and consonant sounds as well as stress and intonation. An accent is a factor that is quite difficult in listening comprehension. Accents that are less familiar to students can be difficult. It is difficult to understand an accent, especially if students have never listened to it before, because it will affect the meaning that will be captured by the students. Accents can also determine a foreign language used in a country. For example, American accents and British accents have significant differences, so the students must listen well to capture the meaning of the accent vocabulary.

d. Unfamiliar Vocabulary

Unfamiliar vocabulary can make listening comprehension difficult for students. The students must have a lot of knowledge about vocabulary in English to make it easier to master listening comprehension. In addition, the use of text in listening comprehension can make it easier for the students to capture the information conveyed. According to Azmi et al, (2014c), listening while looking at the text makes it easier for students to learn listening comprehension because the students will concentrate on the text and listening to. If the students know the meaning of the vocabulary read, it will be fun to be curious about what material will be listened to later and try to see a picture of what was listened to. The problem of

difficulty faced is when getting new vocabulary and not knowing what the meaning of the vocabulary is, and this can make the students deviate from what is being listen and misperceive the vocabulary. Likewise, when students listen directly from a native speaker to words can not understand, the students will be confused and even mistaken for understanding as a whole.

e. Length and Speed of Listening

Students have a level that determines how to catch a material presented and store in minds, both briefly and long-term. Of course, students with low levels will find it difficult to listen in long sections; the students will only be able to listen for no more than three minutes, and this will affect ability to capture the listening. Listening comprehension will be easy because it is captured in short sections; this will reduce the students' fatigue in listening. If the second language that is being listened to speaks too quickly, then this becomes a serious difficulty experienced by students because the students will find it more difficult to listen, and if just a few things are missing, the material capture will experience errors. However, this condition is not something that students can control. This can also make students' listening levels increase if students hone properly and create critical thinking about what will listen.

8. Activities of Listening Comprehension

Students have a level that determines how to catch a material presented and store in minds, both briefly and long-term. Of course, students with low levels will find it difficult to listen in long sections; the students will only be able to listen for no more than three minutes, and this will affect ability to capture what listening to. Listening comprehension will be easy because it is captured in short sections; this will reduce the students' fatigue in listening. If the second language that is being listened to speaks too quickly, then this becomes a serious difficulty experienced by students because it will find it more difficult to listen, and if just a few things are missing, the material captured will experience errors. However, this condition is not something that

students can control. This can also make students' listening levels increase if students hone properly and create critical thinking about what will listen.

From these listening activities, here are some activity points in listening comprehension:

a. Listening Only

Listening is the only activity in which the students listen to what is conveyed in a relaxed manner. The students can do this activity while doing other activities such as riding a bicycle, cooking, or cleaning the house. This listening-only activity is light and easy one. This type of art certainly makes it easy for beginners and low-level listeners to learn listening comprehension. In a school environment, in a listening-only class, it will be more conducive if directed by a good lecturer, such as by dictating or reading it aloud; besides, outside of school, students can direct themselves voluntarily (Renandya and Farrel 2011). Listening can only happen when the lecturer teaches and the students listen to what the lecturer says.

b. Active Listening (Shadowing/Overlapping While Listening)

Listening comprehension also has techniques such as shadowing and overlapping. Shadowing technique is a technique that can also be said to be a duplication technique or a language learning technique. It involves not only imitating what words are listened to but also practicing according to rhythm, stress, and intonation. In the listening process, this activity produces phrases correctly without cutting or omitting the meaning of the English language. Without looking at the text, students actively look for vocabulary in every part to understand the meaning so the students have a progress in listening comprehension. The next technique is the overlapping technique, which is reading aloud using the text upward while listening. The activities required students to listen to a text and vocalize it as accurately as possible, mainly facilitating bottom-up listening because it leaves little or no more time to spare for accessing meaning (Hamada, 2016). The students should be encouraged to use texts with native

speakers' voices when conducting active listening activities so the student have access to a better model of spoken language.

c. Reading While Listening

Students can read while listening as well as listening. This can be done through audiobooks, audio scripts, and others. Reading while listening is beneficial for students because better understand the meaning and purpose of reading and listening because the students use both aural and textual abilities. Thus, new vocabulary is obtained, and this certainly increases the language dictionary in the brain. While listening, students can find out how intonation, stress, and pronunciation are spoken in sentences that are read and listened to so the students can connect what is read and listen. Reading while listening helps students focus on listening better in text, but reading while listening can also make students dependent on reading. When listening without text, students will not feel properly focused if only listening. Reading while listening does not cover broad listening comprehension. Then understanding in reading while listening does not last long, aka only the ability that is used temporarily because it is only limited to understanding the material that is read and listened to without practicing it in real life (Yeldham, 2016). The practice of listening while reading is good for students. At this level, students learn slowly so can move up to a level where listen without the need to read and practice it directly.

d. Listening and viewing

Students can also listen and see when studying listening comprehension material, which can also be in the form of audio-visual text or videos. This depends on the level of ability; this activity can make students listen and speak fluently. The activity of listening while watching can be done through spectacles such as serials or random videos. When watching a series, students will watch sequentially according to the storyline, place, and relationship with each other. Thus, students can draw background conclusions from what the student watch and listen to.

Besides, watching serials is easier because the lexical load of the episodes of the same program is lower than that of unconnected programs (Rodgers and Webb, 2011).

e. Combined, Listening, Reading and Viewing

Listening comprehension activities can be done by combining all listening, reading, and viewing activities. It is also more effective because it involves other aspects that play an important role in improving listening comprehension. Students can listen while watching and reading. For example, while watching YouTube, apart from listening, we also see and can read the subtitles that have been provided. Vocabulary comprehension also increases when watching videos accompanied by subtitles while listening (Perez *et al,*2013).

9. Strategies of Listening Comprehension

In listening, comprehension means not only listening but also paying close attention. Listening is not just being able to listen to something; it is also being able to take information and meaning from what is listened to. "Listening strategy refers to skills or methods for listeners to directly or indirectly achieve the goal of listening comprehension from spoken input" (Ho, 2006: 25). There are strategies for improving listening comprehension so that it can be more optimal and effective. With the listening strategy, students can improve the listening comprehension.

The listening comprehension strategy is divided into three parts. O'Malley and Chamot (1990) believe that listeners use metacognitive, cognitive, and socio-affective strategies to facilitate understanding and make learning more effective.

a. Metacognitive

strategies are strategies so that students can control learning process by understanding listening psychologically or mentally. With this strategy, students can understand what things must be evaluated individually regarding the extent to which listening comprehension is understood. Metacognitive strategies are management techniques used by students to

have control over learning through planning, monitoring, evaluating, and modifying (Rubin, 1987). Thus, this metacognitive strategy has the function of facilitating individuals in mental processes so that individuals can manage and overcome difficulties experienced by students in understanding listening comprehension.

1) Advance organizers: To anticipate learning activities in listening comprehension, students make a comprehensive concept design.

2) Direct attention: Students must focus on listening comprehension by not turning attention to things that are not important and distracting from concentration to be able to follow listening comprehension learning assignments properly.

3) Selected attention: Students focus on certain aspects of listening comprehension or situations that are appropriate to the terms, diction, and language conveyed in listening comprehension.

4) Independent manager: Independent management means that students can conditions where the students can help individuals understand one another and understand the conditions that occur in learning to understand listening comprehension.

5) Functional planning: To be able to understand listening comprehension well at the next stage, students can practice important language components by making a plan that is relevant to understanding the listening comprehension material that will be conveyed.

6) Monitoring independently: correcting someone's conversation in terms of accuracy, speech, grammar, vocabulary, or relationship with the setting or with the speaker. Students can monitor and correct conditions and situations that take place in listening comprehension through speech, grammar, vocabulary, someone's accuracy in a conversation, and relationships that exist in a conversation.

7) Delaying production: Students are aware of how to take a position in listening comprehension.

8) Self-evaluation: Students evaluate and check the results of a person's language from listening comprehension, accuracy, and completeness delivered and measured internally.

The written metacognitive strategies generally apply to language learning. In listening comprehension, the strategies are adjusted according to needs and modified optimally, and in general, the students related to how students manage learning listening comprehension and evaluate individually towards the learning process that has been carried out.

b. Cognitive

Cognitive strategies are strategies for how the information processing system is received by individuals in brains when the listening process is in progress. Cognitive strategies focus on the processes of comprehension, acquisition, recall, and storage of memories in listening comprehension. Cognitive strategies are problem-solving techniques that learners use to handle learning tasks and facilitate the acquisition of knowledge or skills (Derry and Murphy, 1986). O'Malley through Brown (2000:125–124) describe more specific cognitive strategies as follows:

1) Repetition: With this strategy, students perform practical demonstrations or practice self-taught imitating language models.

2) Utilization of resources: Students in listening comprehension make use of sources that refer to the target language in the material.

3) Translation: To understand or produce a second language, students use the first language by translating the second language into a language easily understand into the first language or mother tongue the students use every day.

4) Grouping: Students group, reorder, and name learning material sources based on properties.

5) Make notes: Students make the necessary notes, such as writing down main ideas, important points, material outlines, and summaries of information conveyed orally in listening comprehension.

6) Deduction: Students consciously understand the second language, apply the applicable rules, practice, and produce material in listening comprehension.

7) Recombination: Students combine parts of familiar language with by composing language at a more difficult level by constructing meaningful sentences.

8) Imagery: linking new information to familiar visual concepts in memory students' memories to visualize new information and relate it to familiar memories.

9) Auditory representation: Students retain sounds or new sounds that are similar, words, tastes, or language, which are sequential and longer.

10) Keywords: remembering new words in the second language by identifying familiar words in the first language that sound similar and by remembering ways that are generally easier. Students identify words that are familiar and sound similar to the first language when remembering new words in the second language to make it easier to understand listening comprehension.

11) Contextualization: Students order more meaningful language by placing words or phrases.

12) Elaboration: Students create other concepts in memory to relate new information.

13) Transfer: Students facilitate the task of learning a new language by making use of previously acquired language and conceptual knowledge.

14) Referrals: utilizing available information to predict the meaning of new words, predict outcomes, or fill in the missing information Students guess the meaning of new words, predict outcomes, and fill in missing information by making use of available information.

c. Social – Affective

Vandergrift (2003) defines socio-affective strategies as techniques listeners use to collaborate with others, verify understanding, or reduce anxiety. Social-affective strategy is a strategy in listening comprehension where students, as individuals, involve other people in the implementation process. With the help of other people, individuals can increase confidence in listening comprehension. The following are social-affective strategies that can be used by individuals:

1) Cooperation and collaboration mean that individuals can exchange ideas with other individuals to achieve the same goal by solving a problem together, gathering information, checking notes, and giving feedback to each other in listening and understanding activities.

2) Questions for clarification; This strategy aims to obtain information from sellers, descriptive text, classmates, and additional examples from other sources.

3) Self-talk: This strategy is done by individual to convince that the learning activities undertaken will be successful in reducing pleasure and mental control regarding listening comprehension.

10. The Importance of Listening Comprehension

Listening comprehension is important and is a primary need in learning and teaching. Listening is an important aspect of communication, so feedback can occur between listeners and speakers. Further, Nunan (2003) added that listening is assuming greater and greater importance in foreign language classrooms. In teaching and learning, students must know the input, because if not, learning is said to not be working as it should. That is why students must have the ability to listen in order to understand the material, whether listening directly or indirectly. With good listening comprehension, second language learning will develop and expand into various aspects of learning.

In listening learning, students usually listen to monologues, dialogues, speeches, conversations, and songs from recordings. Speakers can be native

or non-native. Listening comprehension also includes active listening, which needs to be improved so that the listening process runs effectively. Apart from just listening, of course, all students learn vocabulary, grammar, writing, and speaking. With listening comprehension, students get new vocabulary from the material, and then the students can pay attention to the grammar that is used, whether it is past, what is happening, or what will happen. The students listen while rewriting what have listend or written answers. Test what listen, and students can talk well, interact with each other, or answer questions asked. With listening comprehension, students have the opportunity to learn about these things. This is a sign that listening skills are a core component of second language proficiency. (Richard, 2018).

In second language learning, listening comprehension functions to facilitate individuals personal understanding of learning both directly and indirectly. This should be the focus of students efforts to hone or forgelistening comprehension skills. Learning a second language that is not the mother tongue can be quite difficult and requires skill. So that individual students are required to learn it well from level to level. Apart from individually, the teacher can play a role in helping to give good instructions so that listening comprehension can be studied carefully and well. Besides the importance of listening comprehension in learning English, listening is also important for learning other languages in different areas.

11. **Essential of Listening Comprehension Skills**

In listening comprehension, there are important skills that students cannot be proud of. This skill is intrinsic because it focuses students on the basics that must understand. This skill is especially needed if the material being listened to is not tongue but a second language. Harmer (2009:10) reports that listening is divided into four categories: abstract listening, specific information listening, detailed listening, and inferential listening.

a. Listening for Gist

The first type of listening is about the general meaning of the content of conversations, dialogues, and the like that are listen, what the speaker

says, and how students succeed in connecting with and understanding the intent of what is conveyed. This type of listening ability is determined by who the speaker is, for whom it is delivered, and how the theme of the material conveyed is between the participants, the material being listened to, or the speaker. When listening, it is possible to get an overall picture of the material presented. There is one important difference in listening for the gist, namely that information comes sequentially. In this information, there are words (nouns, adjectives, and verbs) that help students get a picture of what is conveyed; this is what is called listening in essence. The core words that students get will help students determine the theme of what situations and conditions are happening in the material being listened to.

b. Listening for Specific Information

This skill is where students can distinguish whether the information obtained is relevant or irrelevant in a context that is familiar. So, students not only catch what is listen or conveyed, but also exclusive to certain information that has been conveyed. This skill needs to be possessed by students so that the students not easily fooled when information sounds similar to the main information but is wrong,

c. Listening for Details

This type of listening skill is meant to understand the point of view of the speaker without ignoring any information. It relies on the words needed to complete all required segment assignments. In this way, students can narrow, searching and focus on the details of the information needed. Students identify important things which are then heard in detail to get more information.

C. Relevant Previous Research

In this study, several previous studies have the same theme. The studies are as follows:

1. Khatib and Taherkani (2007) in the titled " Top – Down and Bottom – Up Processing in Iranian EFL Learners' Listening Comprehension at Pre-

intermediate Level" concluded of this study was to see whether the students would choose the correct word (bottom-up process- ing) or would the students go for the more probable word in the context (top-down processing). The results show that in this experiment the participants did not pay any attention to the context and when asked to write the target words, the students trusted their ears and wrote down the correct words. The student were able to identify the sounds and words ac- curately in the target language; that is, the students used bottom-up process- ing. In this experiment the students were familiar with all the words that they listen.

2. Rost (2011) in the titled "Teaching and Researching Listening" concluced there is six types of listening is intensive, selective, interactive, ekstensive, responsive, and autonomous listening. Intensive listening refers to listening to a text closely, with the intention to decode the input for purposes of analysis. Selective listening refers to listening with a planned purpose in mind, often to gather specific information to perform a task. Interactive listening refers to a type of conversational interaction in which the listener takes a leading role in understanding, through providing feedback, asking questions and supporting the speaker. Extensive listening refers to listening for several minutes at a time, staying in the target language, usually with a long-term goal of appreciating and learning the content. Responsive listening refers to a type of listening practice in which the listener's response is the goal of the activity. Autonomous listening refers to independent listening, without the direct guidance of an instructor. Autonomous listening can include all of the types of listening discussed – intensive, selective, extensive, interactive, responsive.

3. Serri *et al* (2012) in the titled "Cognitive, Metacognitive, and Social/Affective Strategies in Listening Comprehension and Their Relationships with Individual Differences" concluded of this study is that related to the use of cognitive, metacognitive, and social/affective strategies of listening comprehension by the learners of this study. Similarly, it was discovered that level of motivation was the best predictors of the selection

of cognitive, metacognitive, and social/affective strategies which explained 29% of the variance in the strategy selection. So, it can be asserted that motivation is an important potential factor in an EFL context, and it can stimulate learners to persist both in L2 learning and possibly L2 listening comprehension. So, in regard to the results of this study, teachers can teach EFL learners cognitive, metacognitive, and social/affective strategies in listening comprehension task regardless of their different personality traits, learning styles, ages, gender, and want all of them to use these strategies.

4. Ahmadi (2016) in the titled "The Importance of Listening Comprehension in Language Learning" concluded of this study is the ability to understand the spoken language has an important role in second language learning and use. With guidance and practice, learners can improve their listening comprehension skills. Language teachers should respond to their learners' need to develop increased listening comprehension skills by making listening comprehension an integral component of their instructional sequence. Through this paper, the researcher believed that if learners want to improve their listening skill, they should practice it a lot in the target language. The review of literature indicated that learners should be provided with appropriate materials and activities in which they can learn how to understand the English language. When learners have developed their listening skills to a specified level, teachers can choose texts spoken by native speakers as teaching materials and activities.

5. Magfirah (2017) in the titled "Students' Reading and Listening Comprehension Based on Their Learning Styles" concluded of this study is learning style is not really concerned with what the learners learn, but rather how they prefer to learn the materials. Learning styles are found to affect students' learning behaviors. Students who have different learning style preferences would behave differently in the way they perceive, interact with, and respond to the learning environment. There is a significant difference in students' English achievement based on their visual, auditory, and kinesthetic. Accordingly, reading and listening comprehension can be seen

as students' achievement related to English acquisition. One of the factors affecting language acquisition is learning styles. Learning styles relates to reading and listening achievement because the ways students prefer to learn determine their comprehension.

6. Yulisa (2017) in the titled "Learning to Listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students" concluded of this study is the students' listening strategies had significant influence on their listening comprehension. Therefore, there was a significant influence between students' listening strategies toward their listening comprehension of eleventh grade Islamic Senior High School Students of Babbussalam Payaraman. It means that there was a significant influence of listening strategies on listening comprehension.

7. Ivone and Renandya (2019) in the titled "Extensive Listening and Viewing in Elt" concluded of this study Most of the EL studies reviewed in this section do not put much emphasis on the key features of EL which is the actual listening and viewing in the target language. Instead, they focus on the use of authentic materials, especially those found on the Internet and in the forms of songs and movies. Students in one of the studies reported that some of the materials were too difficult for their level. Although authentic materials can be interesting, care needs to be taken that students listen to and view those that are within their level. In other words, the materials have to be comprehensible.

8. Wulandari *et al* (2019) in the titled "the Analysis of Students' Listening Learning Style" concluded of this study is there were three types of learning styles used by the fifth semester students of English study program Universitas Bengkulu in learning listening. Those are visual, auditory and kinesthetic learning styles. visual learning style with the total percentage 39%. auditory learning style with the total percentage 46%. kinesthetic learning style with the percentage only 15% students.

9. Tran (2020) in the titled "Insights into Listening Comprehension Problems: A Case Study in Vietnam" concludes of this study indicated that almost all

of the eleventh graders at a Vietnamese high school encountered several listening problems in their listening process. First, these high schools students faced some perception problems as they could not understand English pronunciation or control the speed of the spoken material. It. Second, the students lacked the necessary vocabulary knowledge to comprehend the listening texts fully. Furthermore, long sentences in the listening text and the limited time contributed considerably to the misunderstanding of the audio track content. Typically, they could not grasp the intended message of the listening text although they could understand the meaning of individual words. In addition, unfamiliar topics were a commoncause for listening comprehension problems. Lastly, they found it difficult to arrange the ideas of a listening text to determine the relationships between ideas.

10. Hardiyanto *et al* (2021) in the titled "Listening Comprehension Difficulties; A Case Study of Efl Students In Listening Class" concludes of this study is the students with low level faced difficulties with unfamiliar words (message content), speed of speech (speaker), and lack of vocabulary (listener). Then in moderate level students felt difficult in the speed of speech (speaker) and noises (physical settings). Meanwhile, students with high level faced difficulty with the long spoken text (message content), variety of accents (speaker) and noises (physical settings).

11. Hijrah (2022) in the titled "An Analysis Of Students' Learning Style on English Speaking Ability At SMP Unismuh Makassar" concluded of this study two students have visual learning style, ten students have auditory learning style and eight students have kinesthetic learning style.Generally, students' learning styles may be classified as visual, auditory, or kinesthetic. Individuals with this learning style have the following characteristics: they can only absorb information through their ears, they converse with themselves during speaking practice, they find writing English difficult but excel at speaking, they are fluent as a speaker and they learn by hearing and remembering what was discussed rather than what was seen.

Previous researchers Magfirah (2017) in the titled "Students' Reading and Listening Comprehension Based on Their Learning Styles", Wulandari *et al* (2019) in the titled "the Analysis of Students' Listening Learning Style", Hijrah (2022) in the titled "An Analysis Of Students' Learning Style on English Speaking Ability At SMP Unismuh Makassar" concluded that learning styles consist of three types, namely visual, aural / auditory and kinesthetic. From the research that has been found, in that research the researcher takes a variable, namely learning style.

Previous researchers Khatib and Taherkani (2007) in the titled "Top – Down and Bottom – Up Processing in Iranian EFL Learners' Listening Comprehension at Pre-intermediate Level", Rost (2011) in the titled "Teaching and Researching Listening", Serri et al (2012) in the titled "Cognitive, Metacognitive, and Social Strategies in Listening Comprehension", Ahmadi (2016) in "The Importance of Listening Comprehension in Language Learning", Yulisa (2017) in "Learning to Listen: Listening Strategies and Listening Comprehension of Madrasah Aliyah Students", Ivone and Renandya (2019) in the titled "Extensive Listening and Watching in Elt", Tran (2020) in the titled "Insights into Listening Comprehension Problems: A Case Study in Vietnam" Hardiyanto et al (2021) in the titled "Listening Comprehension Difficulties; A Case Study of Efl Students in a Listening Class". From the research that has been found, the researcher takes the variables, namely Top – Down and Bottom – Up Processing, types, Cognitive, Metacognitive, and Social Strategies, The Importance, difficulties, and activities of listening comprehension.

From the two variables above learning style and listening comprehension, the researcher determines the thesis title An Analysis of Students Learning Styles in Listening Comprehension. the purpose of this thesis is to find learning styles that students have based on visual, aural / auditory and kinesthetic and listening comprehension levels based on variables that have been found previously.