THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE PREFERENCE AND LISTENING ACHIEVEMENT OF ENGLISH DEPARTMENT STUDENTS

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ABSTRACT

This research focused on the correlation between students' learning styles and their listening achievement. The design was quantitative research. The research conducted in Halu Oleo University, English Department at academic year 2018/2019 that had passed Listening II to see their learning style and listening achievement. There were 76 students taken as samples. The data of the research were collected through a close-ended questionnaire adapted from Reid's (1986) consisted of 30 statements and who had developed the perceptual learning style preference questionnaire to get the data of students' learning style especially in listening II. To analyze the data, the researcher used descriptive statistics to find out the students' listening achievement and their learning style based on the five categories; very good, good, moderate, low and failed. The researcher used the SPSS 16 program as the statistical program to analyze the data. The finding of the research showed that students' listening achievement was mostly categorized as a good category and students were minor learning styles. Based on the discussion findings of this study that covered the score of students' listening achievement and their learning style, the descriptive and inferential statistic analysis by using SPSS 16 program the researcher concluded that: Firstly, students the most preferred learning styles were Auditory Learning Style and Kinesthetic Learning Style. Secondly, based on the result above there were 2 learning style that correlate with listening achievement there were kinesthetic learning style showed that the coefficient correlate was $-.317$ and sig (2-tailed) was $0.038 \leq 0.05$ and group learning style showed that the coefficient correlates was $-.0.366$ and sig (2-tailed) was $0.01 \leq 0.05$. Also, the result of the correlation between students' learning style and students' listening score showed that the coefficient correlation was $-.349$ and sig (2-tailed) was $.022$ it means that sig (2-tailed) ≤ 0.05 it means H_1 was accepted so there was signifi couldt correlation. Meanwhile, coefficient correlates was negative correlate because the coefficient correlation was $-.349$. In addition, the

researcher could conclude that there was a negative significant correlation between students' learning style and their listening achievement of English Department Students at Halu Oleo University.

1. Introduction

Learning style is important in the learning process because every student has their different learning style. Some students are quick to achieve information through listening and information through reading. This category is one of the student learning styles. Another category of learning style is students are able to understand learning material when they study in groups but other students prefer self-study to group learning style. Therefore, students have their own unique way to learn and process information. They learn material in different ways, one student by oral repetition, another student by writing out and the other students by group or individual.

Duun, R. and Griggs (1993) stated that learning style was the general plan like auditory or visual, global or analytic, feeling or thinking that learners employ in getting a language or in learning any other subject. Language learning style is a main factor that plays a significant role in determining how well learners learn a language. These styles are the overall patterns that give general direction to learning behavior. In other words, Felder (1996) argued that some learners were visual and preferred to learn by chart, another learner preferred to learn by spoken explanation, like to learn in a group, while the other preferred to learn individually.

Meanwhile, Listening is the first skill that the students have to master before learning a language. Listening is the skill that is acquired earlier by students, especially if they had not yet learned to read. So in language skills, listening is the main point of studying language before other skills. According to Morley (1991), listening was the most common communicative activity in daily life, we almost listened twice as much as we speak, four times more we read, and five times more than we wrote because it was the first skill when we learnt a language.

Based on the explanation above, the research questions were:

- a. Is there any significant correlation between Students' Learning Style Preferences and Listening Achievement of English Department Students?
- b. What were the most preferred Students' Learning Styles Preferences?

2. Methodology

The design of this research used correlation design because it correlated two variables. The purpose of using correlation design was to measure the correlation between students' learning styles and achievement. This study tried to find out whether there was any significant correlation between students' learning style preference and listening achievement at English Department Students. The population of the research was the students of fourth-semester students in English Department, Faculty of Teacher Training and Education of Halu Oleo University. There were two classes. The total number of the population was around 76. The sample of this study was taken by *purposive sampling technique*. The sample was taken based on the researcher's consideration. The sample of this study was the students of English study program at Halu Oleo University class A who had programmed Listening II course which consisted of 43 students.

In this research, the data analysis technique which was used was descriptive inferential statistics in order to find out the relationship between students' learning styles and listening achievement. The data were analyzed by using the following steps: First, the researcher used Person Product Moment. Person Product Moment used to test the validity of the Perceptual Learning-Style Preference Questionnaire (PLSPQ) questionnaire. Second, the researcher used Cronbach's Alpha coefficient. Cronbach's Alpha coefficient was a measurement of the internal consistency reliability of an instrument used in research (Cronbach, 1951). This study used to test the reliability of the Perceptual Learning-Style Preference Questionnaire (PLSPQ) questionnaire. Third, Descriptive statistics used to determine the students' learning style preference. It was to find out the frequency, percentage and mean of the questionnaire. Last, Inferential statistics analysis to determine the coefficient

correlation between students' listening achievement and students' learning style by using SPSS 16. and the last procedure was making conclusion.

3. Result and Discussion

a. Students Most Prefer Learning Style

The Results of the classification of students by learning style preference can be seen in the following table.

Table 1. descriptive analysis of the perceptual learning style preference

	N	Minimum	Maximum	Mean	Std. Deviation
VISUAL	43	18	36	28.70	4.161
AUDITORY	43	28	50	37.67	5.822
KINESTHETIC	43	16	40	29.49	6.017
TACTILE	43	18	38	29.44	4.500
GROUP	43	12	30	23.35	5.047
INDIVIDUAL	43	12	30	20.56	4.866
Valid N (list wise)	43				

Based on the scoring system that had been introduced by Reid (1987), the qualification of each learning style as follow:

Major Learning Style Preference	38-50
Minor Learning Style Preference	25-37
Negligible	0-24

The mean score for auditory was 37.67, kinesthetic 29.49, tactile 29.44 and visual 28.70. Therefore, auditory, kinesthetic, tactile and visual learning styles were categorized as minor learning styles. While mean score individual and group learning style was categorized as negligible learning style.

b. Percentage of Students' Learning Style

Graph 1. Percentage of Students' Learning Style

Moreover, based on the percentage above, we can conclude that the most students preferred auditory kinesthetic it was about 87.60% the second was kinesthetic learning style 68.58% and the third was visual learning style 66.74%. Next, tactile learning style 68.46%, group learning style 54.30% and individual learning style 47.81%.

c. Correlation Testing

Table 2. Correlation Testing of Learning Style Preference

Learning Style	Sig (2 tailed)	R-Count	Note
Visual	.989	-.002	-
Auditory	.167	-.215	-
Kinaesthetic	.038	-.317	Negative Correlate

Tactile	.235	-.185	-
Group	.016	-.366	Negative Correlate
Individual	.740	.052	-

Based on the table above, the researcher concluded that: R-count between student's **visual learning** style and listening achievement was -.002 it was categorized low correlation and the probability (sig-2 tailed) was $0.989 > 0.05$. It meant there was no correlation between student's visual learning style and listening achievement. R-count between student's **auditory learning** style and listening achievement was -.215 it was categorized low correlation and the probability (sig-2 tailed) was $0.167 > 0.05$. It meant there was no correlation between student's auditory learning style and listening achievement. R-count between student's **kinesthetic learning** style and listening achievement was -.317 it was categorized moderated correlation and the probability (sig-2 tailed) was $0.038 < 0.05$. It means there was correlation between student's kinesthetic learning style and listening achievement. R-count between student's **tactile learning style** and listening achievement was -.185 it was categorized low correlation and the probability (sig-2 tailed) was $0.235 > 0.05$. It means there was no correlation between student's tactile learning style and listening achievement. R-count between student's **group learning style** and listening achievement was -.366 it was categorized moderated correlation and the probability (sig-2 tailed) was $0.016 < 0.05$. It meant there was correlation between student's group learning style and listening achievement. R-count between student's **individual learning style** and listening achievement was -.052 it was categorized low correlation and the probability (sig-2 tailed) was $0.740 > 0.05$. It meant there was no correlation between student's individual learning style and listening achievement.

d. Discussion

1. Learning Style Preference

Based on the data above, we knew that the most preferred learning style was auditory and kinesthetic learning style. On a similar line to the findings of this study, Peacock (2001) investigated the learning style preferences of 206 university students in Hong Kong. The results revealed preference for kinesthetic and auditory styles whereas group and individual learning styles were disfavored by the participants. Likewise, a study by Riazi and Mansoorian (2008) indicated less preference that the auditory, visual, tactile, and kinesthetic learning styles were preferred by students as the major styles and they chose the individual and group learning styles as their minor styles.

Regarding the finding, the dominant student preferred was auditory learning style. Auditory learner preferred to Listening to a person. Auditory learners preferred to the preference for learning through hearing and listening to words (Renou, 2009). According to Montemayor et al. (2009), auditory learners easily “Interpret the underlying meaning of speech through listening to the tone of voice, pitch, speed, and other nuances” (p. 61). Put briefly, auditory learners learnt by listening either to themselves or to others.

Also, the dominant student preferred was kinesthetic learning style Students who prefer with activity they could be active learners. They enjoy the activity that they could get involve or participate in. They were active learner so they needed to move. For example they wiggled, tapped, and swung their legs. They could not sit still. They were most successful when they were engaged in hands-on activity rather than sitting for hours in a classroom. These types of learners also liked to participate in science experiments, drama, dance, and educational trips. Similarity with Marcia (1995), they needed activity they could make them involved in the learning. They had to participate so they could learn best. Based on Montemayor (2009), kinesthetic learner felt difficult standing still in teacher-centered classroom. They enjoyed and concentrated on active activities such as doing a role-play, taking a field trip; pantomiming, etc. they remembered information well when they could actively participate in activities in the classroom. In contrast, they needed frequent breaks; sitting for hours was difficult for them. Similarity to Donyei (2005), they needed to

move such as walking around while. Simply, they needed activity they could make them be active learners where they participated or getting involve actively make them learnt best in language learning.

2. Students' Listening Achievement

According to Muliani (2015), learning achievement was not separated in the learning teaching process, because learning achievement itself could be obtained through the process of learning. It meant that students who had low or high achievement after they obtained through the learning process. Similarly, in this research, the entire students in class A as the sample had programmed Listening II course in which they had obtained the value of the listening learning process. From the result, it indicated that, most of the students were categorized as a good level of listening. It was supported by 22 students which was 51.16% had the good level in listening. While 8 students which was 18.60% were having very high and 8 students which was 18.60% having a moderate level. Then, 5 students which was 11.62% were having low listening achievement.

3. The result of the correlation between students' learning style and Listening Achievement

The result of the correlation between students' learning style in listening achievement at English department students' indicated that based on Pearson product-moment correlation and SPSS 16 showed that there was a significant correlation between students' learning style and their listening achievement but there was a negative correlation.

Firstly, based on the six learning style we could see that kinesthetic learning style and group learning style that correlation between listening achievement. Because, probability value (sig 2-tailed) $0.03 \leq 0.05$ and pearson correlation kinesthetic learning style was -0.317 it meant there was negative correlation between students' kinesthetic learning style and listening achievement. Besides, based on the result of group learning style and listening achievement probability value (sig-2 tailed) $0.01 \leq 0.05$ and pearson correlate was -0.366 , it was meant there was negative

correlate between two variables which was group learning style and listening achievement.

The result showed that probability value (sig 2-tailed) $\alpha \leq 0.05$ which was in this research sig 2-tailed $\alpha 0.02$. Therefore, there was significant correlation between students learning style and their listening achievement so, H_1 was accepted. Secondly, the criteria of the correlation between students learning style and listening achievement was a low correlation with $r = -.349$. It meant that contribution of the students learning style and listening achievement was low. Thirdly, the result showed that the coefficient correlation was negative (-.349). It could be predicted that the score students' listening achievement was the higher than score learning style.

Munsakorn (2012, p.234) stated that each student would use a different style of learning to gain the most benefit from a course in English for the workplace. The success of each student came from the ability to provide a variety of learning style. The result could happen since learning style was not only one factor that affected listening comprehension. The result not only occurred because learning style was not the only one factor affecting the students listening achievement, but also since it was not the most dominant factor affecting the students listening achievement. The writer assumed the difference experience time of learning was the most dominant one. It could cause the students to had difference experiences and knowledge. The difference knowledge, of course, caused them to had difference listening achievement. As well, another factor that should not be neglected was the condition of the students when joining the test.

Having analyzed the results of the questionnaire and students' listening test, it was found that the students' learning styles were not related to their listening achievement. Some other factors had already been discussed in the previous chapter. The experience time of learning could also be one of the factors affecting the students' listening achievement. In other words, the longer the experience, the more knowledge they got. As well, another factor that should not be neglected was the condition of the students when joining the test. The insignificant result not only

occurred because learning style was not the only one factor affecting the students listening achievement, but also since it was not the most dominant factor affecting the students listening achievement. The writer assumed the difference experience time of learning was the most dominant one. It could cause the students to had difference experiences and knowledge. The difference knowledge, of course, causes them to had difference listening achievement. It was in line with Rost (1991:3-4) in which she included synthesis skill consisting of using background knowledge as one of the skills making up a person's listening ability.

However, it should not be simply ignored. As already stated earlier, there were some characteristics of each learning style. Some of them could benefit students in facing listening course. If they could empower those characteristics, it will be helpful for them.

4. Conclusion

Based on the result and discussion of this study that covered the score of students' listening achievement and their learning style, the descriptive and inferential statistic analysis by using SPSS 16 program the researcher can conclude that: Firstly, students the most preferred learning style were Auditory Learning Style and Kinesthetic Learning Style. Secondly, based on the result above there were two learning styles that correlate with listening achievement there were kinesthetic learning style which showed that the coefficient correlate was $-.317$ and sig (2-tailed) was $0.038 \leq 0.05$ and group learning style which showed that the coefficient correlate was $-.0366$ and sig (2-tailed) was $0.01 \leq 0.05$. Also, the result of the correlation between students' learning style and students' listening score showed that the coefficient correlation was $-.349$ and sig (2-tailed) was $.022$ it means that sig (2-tailed) ≤ 0.05 it means H_1 was accepted, so there was significant correlation. Meanwhile, coefficient correlate was negative correlate because the coefficient correlation was $-.349$. In addition, we could conclude that there was a negative significant correlation between students' learning style and their listening achievement of English Department Students at Halu Oleo University.

To conclude, learning style should be the main concern of lecture. They had to aware of the student different approaches to learning. Student might different each other in order how they processed information. Mix and match teacher's teaching style and student's learning was needed in order to improve language learning, designing the material and etc. It could make learning environment be better in the future.

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