

An Analysis of Students Learning Styles in Listening Comprehension

Welly Wandini¹, Maliqul Hafis², Sahrawi³, Dayat³

English Education Study Program, IKIP PGRI Pontianak¹²³

email : wandiniwelly@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk menemukan Analisis Gaya Belajar Siswa dalam Pemahaman Mendengarkan. Penelitian ini menggunakan studi deskriptif dengan pendekatan kuantitatif dan kualitatif. Penelitian ini menggunakan kuesioner tertutup dan wawancara semi-terstruktur sebagai alat untuk mengumpulkan data. Populasi untuk penelitian ini adalah mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris, IKIP PGRI Pontianak, dan kemudian dua puluh lima mahasiswa di IKIP PGRI Pontianak terlibat dalam penelitian ini. Kemudian peneliti menggunakan analisis statistik deskriptif sederhana dan analisis tematik untuk menjawab pertanyaan penelitian. Untuk menganalisis data, peneliti memperoleh persentase masing-masing gaya belajar dari seluruh mahasiswa. Berdasarkan hasil penelitian melalui kuesioner, peneliti menemukan persentase gaya belajar yang dimiliki oleh mahasiswa IKIP PGRI Pontianak. Mahasiswa bergaya belajar visual (28%), gaya belajar auditori (16%), gaya belajar kinestetik (20%), gaya belajar visual - audio (8%), gaya belajar visual - kinestetik (8%), gaya belajar audio - kinestetik (12%), dan gaya belajar yang tidak teridentifikasi (8%). Melalui wawancara, peneliti menemukan aspek-aspek pemahaman mendengarkan yang ditemukan pada siswa dengan gaya belajar masing-masing.

Kata Kunci: Learning Styles Listening Comprehension, Descriptive Study.

ABSTRACT

This study aimed to find An Analysis of Students Learning Styles in Listening Comprehension. This study used a descriptive study with quantitative and qualitative approaches. This study used closed-ended questionnaire and semi-structured interview as tools to collect data. The population for this study was third semester students of English Education Study Program, IKIP PGRI Pontianak, and then twenty-five students at IKIP PGRI Pontianak were involved in this study. Then the researcher used simple descriptive statistical analysis and thematic analysis to answer the research questions. To analyze the data, the researcher obtained the percentage of each learning style from all students. Based on the results of research through questionnaires, researchers found the percentage of learning styles possessed by IKIP PGRI Pontianak students. Visual learning style students (28%), auditory/aural learning style (16%), kinesthetic learning style (20%), visual - audio learning style (8%), visual - kinesthetic learning style (8%), audio - kinesthetic learning style (12%), and unidentified learning styles (8%). Through interviews, researchers found aspects of listening comprehension found in students with their respective learning styles.

Keywords: Learning Styles Listening Comprehension, Descriptive Study

INTRODUCTION

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 absorbing in conjunction, organizing, and information processing (Ahmad, 2014). In terms of learning styles, students have different tendencies to absorb information. According to Hsieh *et al* (2011), defined learning style as the traits, advantages, and preferences of how individuals process knowledge. 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.

According to Huda (2014) the VAK learning style is a multimodal learning method that incorporates three learning styles, including visual, aural, and kinesthetic. The visual learning style emphasises on seeing, reading, observing, and drawing. The auditory learning style emphasises on listening. The kinesthetic learning style focuses on movement, such as demonstrating and practicing it. Students may noticeably use one of these to learn the learning styles. It's also possible to learn information by combining visual-auditory, visual-kinesthetic, and auditory-kinesthetic, or a combination of equally all three, or one is a little more obvious than the other.

As observed from these students' learning preferences several alternative methods of learning 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. One of the receptive abilities is students need to hone of listening skills. Humans naturally want to comprehend the perspectives of others languages through listening, listening is the foreign language ability that must be prioritized in light of this idea. 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), With an individual's attempts to comprehend what is going on around them, the creation of the universe that contains the information, emotions, and ideas of this era, and the development of the fundamental brain structures, listening begins in the pre-school years. It shows itself in 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 heard 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). The listening process plays a very important role, in which contemplation of what is listen forms meaning and is interpreted linguistically philosophical understanding.

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 comprehending the pronunciation of a speaker as well as the speaker's grammar, vocabulary, and sense 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 find it quite difficult to understand 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).

Before this research was conducted, several earlier research on students' learning preferences for listening comprehension exist. Naning and Hayati (2011) The result of this study is that Learning style is a person's chosen method of learning and processing information, through the learning styles the students should be able to master listening because listening comprehension are needed so that students can communicate effectively. Wahyudin and Wahyuni (2022) the researchers found that certain learning styles are beneficial. Different ways of learning used by students help students achieve targets in language learning. Wulandari *et al*. (2019) concluded that There are three types of learning used, namely visual, auditory, and kinesthetic, so with the learning style that is owned and its relationship with listening, this is a challenge that must be faced by English students. Last, Rahmadani *et al* (2021) The result of this study is that pedagogically, teachers do not need to worry about differences in student learning styles, regardless of differences in listening performance variables.

Based on the problem occurred, the researcher interest to analyze students' learning styles concerning in listening comprehension for college students at IKIP PGRI Pontianak This research is important to conduct because the previous studies proved that learning styles in listening comprehension. This research is important because by knowing the learning style possessed by students with how these students are in listening comprehension according to the learning style that each individual has.

METHOD

This research was conducted at IKIP PGRI Pontianak. The subject of this study was 25 third – semester students of English Education Study Program. The data collection techniques in this study used indirect and direct communication. The data collecting tools were closed-ended questionnaire and semi structured interview.

This study used descriptive study as the method of research. Williams (2007) explains that a study technique that can ascertain the context of a present phenomena is descriptive research. A descriptive study is an exploration of a phenomenon to answer a problem that focuses on what and how, so the researcher tries to describe the object or subject broadly, deeply, and in detail to get a specific and complex explanation. This research uses an approach that combines quantitative and qualitative data called the mixed method. According to Creswell (2012), using a mixed-method design as a technique for gathering and analysing data, and "mixing" to comprehend a research topic, use both quantitative and qualitative research methodologies in a single study.

Based on the theory above, it can be concluded that descriptive study is a researcher trying to capture an event from an event which has symptoms and becomes the center of the problem that must be considered and then described in such a way as it is in accordance with what happened.

In this study, researcher used descriptive study methods to find problems that occurred in the background. This descriptive study uses quantitative and qualitative methods. Quantitative methods are used to analyze the learning styles that students have, while qualitative are used to analyze how students with learning styles have in listening comprehension. By using these two methods, the researcher wants to minimize the shortcomings of each method because these two methods will be more systematic and structured.

In analyzing quantitative data, the questionnaires will be calculated using the Likert scale method. The likert scale is used to gauge a person's or a group's attitudes, views, and perceptions on social phenomena, claims Sugiyono (2014: 58).

The Score of Likert scale

Description	Scale
strongly agree	4
Agree	3
Disagree	2
strongly disagree	1

Table 1. Taken from Sugiyono,(2014: 93)

The researcher calculates the final results, namely the percentage of learning styles in the class. Formula:

$$P = \frac{F}{N} \times 100$$

Note:

P = Percentage

F = Frequency

N = Total number of samples

The Formula adopted by Sudijono (2018) is cited in Nabi & Suryawan (2021:40).

In qualitative data analysis, researcher will use a thematic analysis. One method for analysing data is thematic analysis, because it can organize and describe data in detail so that researcher can interpret various aspects under the focus or research questions. Analyzing means starting to identify, analyze, and report thematic patterns in the data and presenting in detail and completely (Braun and Clarke, 2006). In general, thematic analysis is used when field data has been obtained, and then a text coding stage is carried out, which involves the process of segmenting, categorizing, and reconnecting the basic aspects of the data before it is finally interpreted

FINDINGS AND DISCUSSION

A. Research Findings

In this stage, the result of data taken from both a closed-ended questionnaire and a semi-structured interview.

1. Data From Questionnaire

This questionnaire consists of three sessions, namely visual, aural/auditory, and kinesthetic learning styles, each of which has 10 questions made according to learning style indicators. After the questionnaire is filled in, the researcher will calculate the results that have been answered following the predetermined score to get all items using a table according to each student's name who has answered. The table is made under each predetermined learning style to produce an appropriate and optimal graph.

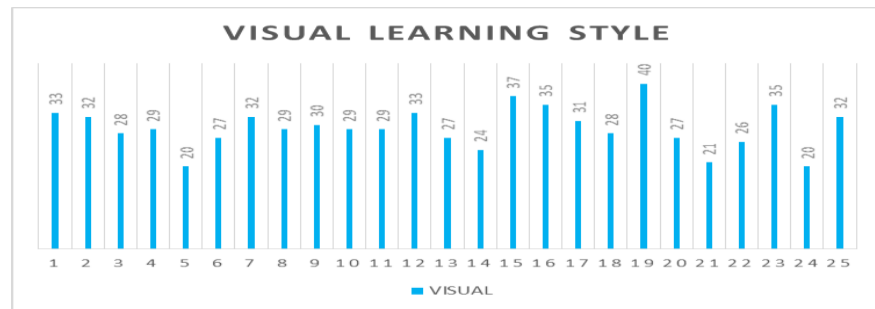


Figure 1. The Results of Visual Students' Total Score from Questionnaire

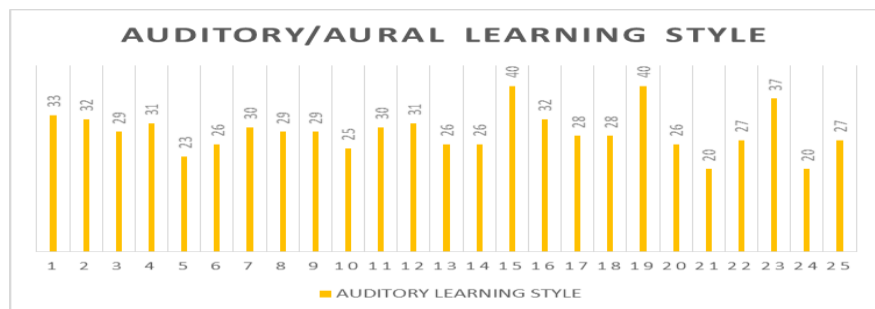


Figure 2. The Results of Auditory Students' Total Score from Questionnaire

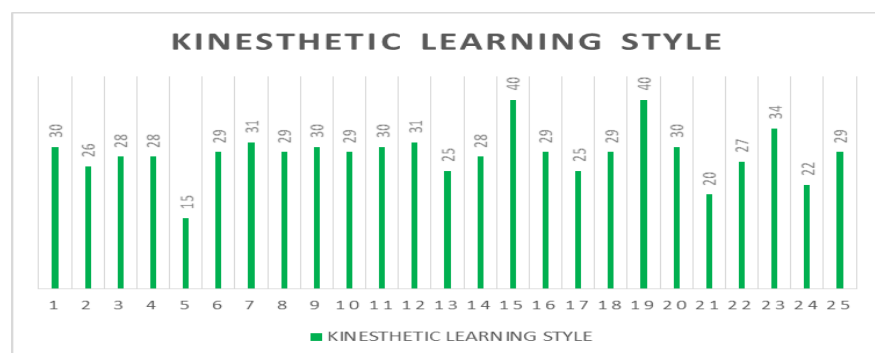


Figure 3. The Results of Kinestetik Students' Total Score from Questionnaire

With the three learning styles that have been determined, students tend to have more than one learning style. Students with more than one learning style, when analyzed, have exactly the same total score for each learning style, so It is evident that pupils came to this conclusion tend to be prevailing in both learning styles that have been determined.

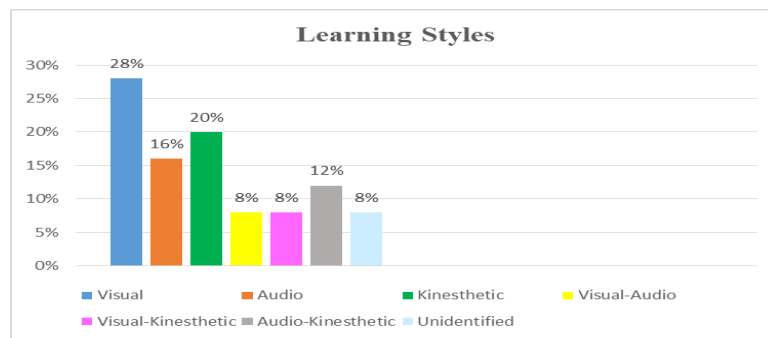


Figure 4. The Chart of Students' Learning Styles

In the chart above, the researcher presented the research results using percentages. The proportion of students with visual learning styles is 28%, the percentage of students with auditory learning styles is 16%, the percentage of students with kinesthetic learning styles is 20%, the percentage of students with visual-audio learning styles is 8%, the percentage of students with visual-kinesthetic learning styles is 8%, the percentage of students with audio-kinesthetic learning styles is 12%, and the percentage of students whose learning styles are not identified is 8%.

2. Data from Interview

Semi-structured interviews were employed by the researcher in this study, which aim to get more in-depth data about listening comprehension according to the learning styles that students have. Researcher use thematic analysis to find out indicators in listening comprehension such as the meaning of learning style, the definition of listening comprehension, aspects of listening comprehension, the process of listening comprehension, types of listening comprehension, difficulties in listening comprehension, activities in listening comprehension, listening comprehension learning strategies, and important roles in listening comprehension.

a. Definition of Learning Style According to Students

The first indicator is the definition of learning style. Of the six students with visual, audio, kinesthetic, visual-audio, visual-kinesthetic, and audio-kinesthetic learning styles who have been interviewed, the students answers regarding learning styles have the same meaning. Learning style is the reference, understanding, absorption, own style, characteristics, and fulfillment of learning methods in capturing information for each individual. The definition of learning style that has been conveyed and then concluded

from the six students with different learning styles above does not escape the learning style preferred by these students. Of course, these students are aware of the students and the learning tendencies that the students are interested in, form a learning pattern called learning style. Students with visual learning styles like learning materials that are visual in nature; for example, the student prefer materials that have pictures. Students with audio learning styles tend to prefer to learn by listening. Students with kinesthetic learning styles tend to like learning by practicing or demonstrated the information. Students with a visual-audio learning style tend to have more than one preferred learning style, namely seeing and listening. Students with a visual-kinesthetic learning style tend to like learning by seeing and practicing by the student see. Students with audio-kinesthetic learning styles tend to like learning by listening and practicing what the student see.

In learning styles, there are internal and external factors that underlie why the six students have this style. There are two internal factors, namely motivation, and interest. Motivation itself means that the student has a motive for the learning style. While among the factors from within oneself is interest, which means that these students realize what to do and like and feel good and positive, there is also interest. While external factors influence social factors, one of the social factors is social change through education. In addition, external factors that influence the learning styles of these students are fully supported by the family, and the same habits that exist in the family eventually create a learning style pattern that is owned by the individual.

b. Definition of Listening Comprehension According to Students

From the six students with each learning style, the researcher concluded that the six students expressed opinions with the same meaning. Listening comprehension is the ability to implement what is meant by listening well, which involves the process of understanding, paying attention, interpreting, and applying relevance to information.

c. Aspects of Listening Comprehension

Listening comprehension cannot be separated from the aspects involved in it. With six students with different learning styles, of course, there are

aspects that exist. In this section, researcher look at the understanding of these students in listening comprehension and take a big theme, namely the aspects that underlie it. The first is the aspect of remembering; the researcher gets two aspects of this remembering. The first is understanding by recalling by writing notes. The second is understanding by recalling the material by repeating it. there are students who remember it in two ways, namely by writing notes and repeating the material.

The second is the linguistic aspect. The linguistic aspects are the study of language and how these students examine understanding of language structures from the information the students collect. There are two parts found in this linguistic aspect: the first is the understanding of students to identify information listened to or conveyed by speech sounds. The second is students who understand to identify information listened to or conveyed through words. There are students whose linguistic aspects are both of these.

d. Process of Listening Comprehension

In listening comprehension, there is such a thing as the process of understanding. This process of understanding is where each individual has a way of capturing information in the own way. In this indicator, there are two processes of understanding in listening comprehension: The first is top-down processing. Top-down processing is a process of understanding where students listen to the essence of the material presented, focus on themes, and identify important points and keywords. While the second is bottom-up processing, which is listening to the information conveyed as a whole or in detail from beginning to end.

e. Types of Listening of Comprehension

To master listening comprehension, there are several types of listening that individuals have. In this indicator, the researcher found several types of listening from the six students who have different learning styles. There are four different styles of listening comprehension: intensive, selective, interactive, and autonomous. Intensive is get information by listening thoroughly according to the situation and conditions. Selective is Getting information by listening to the important points only. Interactive is Get information by discussing. And the last is autonomous listening, where these

students have own way of listening, either combining existing types or things that do exist in the individual students.

f. Difficulties of Listening Comprehension

In listening comprehension, there are difficulties that hinder the individual's process of receiving information. In this indicator of difficulty, the researcher found difficulties experienced by these six students. The first difficulty is that students find it difficult to capture information due to poor audio quality. The second difficulty is cultural differences, where students feel that listening to information from a different culture can be difficult due to a lack of knowledge of the culture. The third difficulty is the accent that is listen; when listening to the accent thrown by the speaker, it is quite difficult to get the significance of the words conveyed. The fourth difficulty is unfamiliar vocabulary that makes students not understand the meaning of the vocabulary. The fifth difficulty, the difficulty in capturing information if the duration of the information delivered takes a long time. The sixth difficulty, the difficulty in capturing information if the speaker conveys information at a fast tempo. The seventh difficulty is that the student is not focused, so the information conveyed cannot be received properly. The last difficulty is that students feel bored with what is conveyed, so the information conveyed is not really digested by the student.

g. Activities of Listening Comprehension

In listening comprehension, there must be activities carried out by students to develop understanding. Here, researcher find out what activities students do every day besides getting material in formal education so that the students ' listening comprehension has made significant progress. The researcher found three major themes in the activities carried out by six students with different learning styles: just listening, listening while looking, and active listening. Students who only listen do daily activities to improve the student listening comprehension by listening to songs. Students who listen and see do daily activities to improve the students listening comprehension by watching movies and podcasts. Active listening students tend to do activities such as listening to songs, watching podcasts, and

watching movies again, such as singing while listening to music or repeating words in movies or podcasts.

h. Listening Comprehension Strategies

In listening comprehension, there is such a thing as a strategy; this strategy is used so that listening comprehension becomes more effective in understanding it. In this study, the researcher found out the strategy according to the version of each student and the learning style the students have. The researcher found that there were three strategies carried out by the six students: metacognitive, cognitive, and socio-affective. The first is a metacognitive strategy, which is a strategy where students prepare mentally and physically when facing listening comprehension. Metacognitive students plan and prepare to get information, evaluate to get information. The second is cognitive strategy. A cognitive strategy is the process of understanding, acquisition, and recall, as well as memory storage in listening comprehension. Students with cognitive strategies utilize resources such as smartphones to listen to podcasts to get information and translate new vocabulary to get information. act by practicing the information that has been obtained, utilizing resources such as smartphones to listen to songs to get information, dedicating the students to real life after getting information, and sharing the knowledge of the information that has been obtained. utilizing resources such as books and smartphones to read and watch movies to get information and practice the information that has been obtained. Third is the socio-affective strategy. The socio-affective strategy is that students involve other people in the listening comprehension process. Students with cognitive strategies. ask for the information the students want to get and discuss it to get it.

i. The Importance of Listening Comprehension

All the elements of listening comprehension that have been conveyed by the six students with different learning styles agree that listening comprehension is one of the most crucial aspects, especially when it comes

to language learning. Listening comprehension plays an important role because it helps understand an instruction, build good relationships with people, get new information, promote self-development, and master skills that are important components in order to speak and understand information well.

B. Discussion

1. The Students Learning Styles

This section is a data result session from the research problem that researchers are looking for, namely the type of learning style that third-semester students have and how much listening comprehension these students have with their learning style. De Porter and Hernacki (2007: 110) argue that A person's learning style is a mix of how absorb, organise, and manage knowledge. With questionnaire data that produces six students' different learning approaches, namely, visual, auditory, kinesthetic, visual-audio, visual-kinesthetic, and audio-kinesthetic, Researcher found that students can have not just one learning style but tend to have two. Every pupil has a unique learning style, however it is possible that the student possesses all three. (Balta, 2018). Thus, learning styles support students' ability to get information in own way.

2. The Students Listening Comprehension According Learning Style

Through the learning styles of these qualified students, researcher find answers to how listening comprehension is affected by the students learning styles. Gilakjani & Sabouri (2016: 1671) Listening comprehension is defined as the many processes of comprehending and making meaning of spoken words. With in-depth semi-structured interviews and thematic analysis, the researcher found the following findings:

a. Visual Students

Visual students tend to capture information in the form of directions, images, and what the students see. As stated by Syah (2013), Students with visual style tendencies Visual media such as diagrams, graphs, flow charts, and models that express visual information are typically enjoyed. In this study, students with a visual learning style in listening comprehension had the motivation to understand. Visual students remember listening comprehension by taking notes, linguistically tend to understand in words, process listening comprehension in top-down processing, and are selective listeners. Visual students have difficulties with

listening comprehension due to poor audio quality, cultural differences, accents, unfamiliar vocabulary, duration, and a lack of focus. In listening comprehension activities, visual students tend to listen and see. Visual students have cognitive strategies for listening comprehension.

b. Auditory Students

Auditory students capture information by listening to audio. Rose et al (2015) The auditory learning style entails learning by listening things.. In this study, auditory learning style students in listening comprehension have an interest in and are influence from social education to understand. Auditory students remember listening comprehension by repeating material, processing listening comprehension in a bottom-up way, and being intensive listeners. Auditory students have difficulties with listening comprehension due to poor audio quality, accents, and unfamiliar vocabulary. In listening comprehension activities, auditory students not only listen but also sometimes see. Auditory students tend to have metacognitive strategies for listening comprehension.

c. Kinesthetic Students

Kinesthetic students capture information by demonstrating or practicing what has been conveyed. Leasa et al (2017) say that the kinesthetic learning style is touch. In this study, kinesthetic learning style students in listening comprehension have an interest and influence from family to understand. Kinesthetic students remember listening comprehension by recording and repeating material, processing listening comprehension in top-down processing, and autonomous listening type. Kinesthetic students have difficulties in listening comprehension such as poor audio quality, unfamiliar vocabulary, duration, speaker speed, and easy boredom. In listening comprehension activities kinesthetic students are active listeners. Kinesthetic students tend to have socio-affective strategies in listening comprehension.

d. Visual - Audio Students

Visual-audio students capture information in two ways, namely visual and audio, where the two learning styles have an equal position, meaning that the two learning styles are equally dominant in value. So students may have more than one learning style. In the information processing and reception approach, learning styles are described as individual differences (Cabi et al 2012: 4460). In this study,

visual-audio learning style students in listening comprehension have interest and influence from family to understand. Visual-audio students remember listening comprehension by repeating the material; linguistically, the students tend to understand with speech sounds and words. Processing listening comprehension in a top-down and interactive listener type visual-audio students have difficulties in listening comprehension due to factors such as accent, duration, and speaker speed. In listening comprehension activities, students listen while looking. visual - audio students tend to have cognitive strategies for listening comprehension.

e. Visual - Kinesthetic Students

Visual-kinesthetic students capture information in two ways, namely visual and kinesthetic, where the two learning styles have an equal position, meaning that the two learning styles are equally dominant in value. In this study, visual-kinesthetic learning style students in listening comprehension have the motivation to understand. Visual-kinesthetic students recall listening comprehension by repeating the material; linguistically, they tend to understand with speech sounds and words. Processing listening comprehension in a top-down and autonomous listener type. Ahmadi (2016: 7) says that students in listening comprehension must find difficulties. Visual-kinesthetic students have difficulties with listening comprehension due to accents, unfamiliar vocabulary, and speaker speed. Difficulties experienced by visual-kinesthetic students such as accents, unfamiliar vocabulary, and speaker speed in listening comprehension activities, visual-kinesthetic students are active listeners. Visual-kinesthetic students tend to have cognitive strategies for listening comprehension.

f. Audio-Kinesthetic Students

Audio-kinesthetic students capture information in two ways, namely audio-kinesthetic, where the two learning styles have an equal position, meaning not only listening but also practicing. According to Sardiman (2014), in learning activities, motivation can be said to be the overall driving force among students. In this study, audio-kinesthetic learning style students in listening comprehension had the motivation to understand. Audio-kinesthetic students recall listening comprehension by writing notes on what was said. Processing listening comprehension in a top-down and autonomous listener type Audio-kinesthetic students have difficulties in listening comprehension due to poor audio quality,

accent, unfamiliar vocabulary, duration, and speaker speed. In listening comprehension activities, audio-kinesthetic students are active listeners. Audio-kinesthetic students tend to have metacognitive strategies for listening comprehension.

CONCLUSION

Based on the data analysis discussion, it is possible to conclude that the Third-Semester Students of Class B Afternoon of the English Education Study Programme at IKIP PGRI Pontianak had three types of learning styles: visual, auditory, and kinesthetic. Each learning approach emphasises perception. In learning activities, how do students approach, receive, and process information? As a result, the researcher demonstrated that the majority of the Third-Semester students in class B Afternoon at IKIP PGRI Pontianak were classified as visual learners rather than other learning styles. In other words, visual learning methods are clearly the most prevalent in the class. Furthermore, the researcher wants to understand students' issues with reading comprehension as they relate to learning styles. In analysing reading comprehension features based on students' learning styles, Reading comprehension is more challenging for those with diverse learning styles. It was shown that visual learners had more challenging components of reading comprehension than other aspects, such as detecting the primary concept. Auditory learners struggle with making references, whereas kinesthetic learners struggle with terminology and inference.

In this research, the main idea of the discussion is an analysis of students' learning styles in listening comprehension. According to the data analysis in chapter four, it is possible to deduce that the third-semester students of class B Morning of the English Education Study Program at IKIP PGRI Pontianak have six learning styles. The learning styles are visual, auditory, kinesthetic, visual-audio, visual - kinesthetic, and audio-kinesthetic. Each of these learning styles has its way of processing and capturing information. Of the six The most common types of learning methods visual learning style is owned by students with a percentage of 28%, while visual-kinesthetic and audio - kinesthetic learning styles are the least learning styles owned by students and are in the same percentage of 8%.

With this learning style in listening comprehension, the researcher analyzes and finds that students understand the definition of learning style and realize that listening comprehension is crucial. There are taxonomic and linguistic aspects in students with each learning style. The process of students' understanding of listening comprehension in which five

students with visual, kinesthetic, visual-audio, visual - kinesthetic, and audio-kinesthetic learning styles have the same process, namely top-down processing, while students with auditory learning styles process bottom-up processing. Researcher found that students with kinesthetic, visual-kinesthetic, audio - kinesthetic learning styles are autonomous listeners, which means that students who have kinesthetic tendencies have own way of understanding listening comprehension while students with visual, audio, and visual-audio learning styles are selective, intensive, and interactive listeners. On average, all learning styles owned by students face the same difficulties in listening comprehension and the most common ones experienced by these students are poor audio quality, Differences in culture, accents, foreign vocabulary, length, and speaker pace. In listening comprehension students do activities only listening and seeing but for students with kinesthetic learning styles who like practicing activities active listeners. In addition to these things, researcher found that Students with various learning styles have learning strategies in listening comprehension, students with auditory and audio-kinesthetic learning styles have metacognitive strategies, students with visual, visual-audio, and visual-kinesthetic learning styles have cognitive strategies, while students with kinesthetic learning styles have socio-affective strategies.

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