

**THE CORRELATION BETWEEN THINKING STYLES AND LISTENING  
MASTERY OF THE SEVENTH SEMESTER STUDENTS OF ENGLISH  
EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

**A Thesis by**

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**English Education Study Program  
Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
PALEMBANG  
2019**

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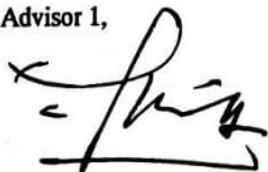
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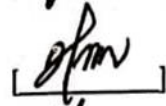
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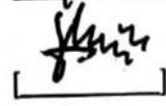
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## DECLARATION

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Certify that thesis entitled “The Correlation Between Thinking Styles and Listening Mastery of The Seventh Semester Students of English Education Study Program of Sriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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Palembang, December 2019

The writer,  
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**ABSTRACT**

The main objectives of this study were to find out (1) whether or not there was a significant correlation between thinking styles and listening mastery, (2) the dimension of Thinking Styles that mostly affected the students. The sample of this study was 70 of the seventh semester students of English Education Study Program of Sriwijaya University in academic year of 2016/2017 chosen by using purposive sampling technique. In this case, the writer collected the data by using questionnaire and documentation. The data were analyzed statistically using Pearson Product Moment Correlation Coefficient and Simple Linear Regression in SPSS version 25. Sixty five items of thinking styles were administered to the samples. The result of pearson product moment correlation coefficient showed that (1) there was a fair significant correlation between thinking styles and listening mastery ( $p$ -values  $< 0.05$ ,  $p$ -values=0.001,  $N=70$ ) with 14% contribution of students' thinking styles to their listening mastery. (2), there was no the most dominant of each dimension of thinking style that affected the seventh semester students of English Education study program of Sriwijaya University, the mean of each dimensions were almost same that was about  $\geq 3.5$ . it meant that the result was in neutral category based on 5 point Likert-type scale.

**Keywords:** *Correlation, Thinking Styles, Listening Mastery*

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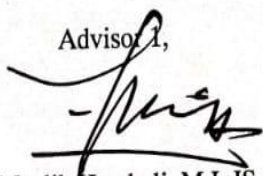
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# CHAPTER I

## INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

### 1.1 Background

English is an international language which unites people around the world to communicate with each other. This universal type has supported people to learn and to apply it in their daily lives. In addition, people can easily get information globally from books, newspapers, articles, magazines, scientific journals, internet files, and technology. Therefore, English is totally needed and is beneficial for all aspects. In Indonesia, English as a foreign language was declared formally in 1955 in teacher trainer conference (Lauder, 2008). It relates to the Law 1989 Chapter IX Section 39 which mentions English as a compulsory subject to be taught from Grade 7 at lower secondary level. Government Regulation No. 060/U/1993 dated 25 February 1993 mentions that on primary level English might be taught as a local content subject starting from Grade 4. Then, from now on English is formally a compulsory subject starting from junior secondary schools until university level (Permendikbud, 2013).

Meanwhile, the four English skills are frequently recognized as listening, speaking, reading, and writing (Baker, 2001). Listening is one of the four English skills that must be given more attention because it is a central skill in communication. In Sriwijaya University, listening comprehension is one of the English language skills that must be owned by every student. The lectures start from the first until the fourth semesters which are divided into four stages, (Intensive English Course) Listening has four credits, Listening I has three credits, Listening II has three credits, and Listening III has two credits. Learner who communicate should have good listening comprehension in order to avoid misunderstanding. The better the learners can understand what is being said, the better they can communicate.

Gilakjani and Ahmadi (2011) state that listening takes up 40-50% of the total spent on communicating. According to Richard (2008), university selection tests, school tests, and other examinations often involve listening element. It explains that listening skill is one of the primary elements of second language proficiency and helps students to upgrade their skill in academic activity. Not surprisingly, listening has a crucial portion among the other skill areas for language learners. Having a good mastery in listening skill is important for everybody to communicate in daily activity. However, listening is the most difficult among the four English skills for some learners, especially for EFL learners, as Hamouda (2013) stresses that EFL learners get severe issues in English listening comprehension because of the fact that colleges give a huge portion among English grammar, reading, and vocabulary. Listening and speaking skills are not essential parts of some curricula or course books and teachers are irresponsible to these skills while setting their studies. Most teachers give up and believe that it will evolve naturally by the time.

In Indonesia, listening skill is in unsatisfactory level. Survey conducted by EF Standard English Test (2015) shows that Indonesian students are on average at the B1 level (independent user) in English listening skills among 16 countries. Based on the results of pre-observation to the students of English Education Study Program of Sriwijaya University, it was also known that most students, in this case, the seventh semester students as the sample of the study, faced problems to construe what they listened. They were difficult to listen clearly and sometimes didn't get the point of what was being said from the native speaker. Students experienced problems in following the dialogue (Jaya, 2019). This occurred due to reason that they came from rural areas where they influenced by their mother tongue. Most children acquire their mother tongue in childhood, and then learn Indonesian as the second language in schools. This issue cannot be neglected from the fact that there are 742 local languages in Indonesia (Etnologue, 2005). It is indicated that mother tongue has relationship with the development of EFL' student. Furthermore, the factor of students' poor listening is quite complicated: it can be affected by environmental factors (e.g. family and educational level) and individual-difference factors (e.g personality variables

and students' self-concept) (Chen, 2008). Thus, based on the explanation above individual difference becomes one of the factors that affects the students' development.

We believe that human is different from each other. They have their own natures, characteristics, and heredities since they were born. Basically, every human being is a person or an intact individual, the individual means: undivided, inseparable: his/her existence as a one, singular and typical. Someone is different from others because of his special features (Hartono & Sunarto, 2006, p.1). The differences comprise the way they think, the way they act or behave, and the way they learn or conclude many things.

The different individual way of learning is likely the results of students' different ways of thinking. Distinctive researches have pointed out that thinking styles have a relationship with educational achievement, problem-solving, decision-making, etc., and factors such as age, culture, gender, the field of study, a record of service, parents' styles, influence individuals thinking styles (Emamipour and Seif, 2003). This argument is relevant to the theory of mental self-government by Sternberg (1998) who considers about thinking styles which can be measured with many kinds of preferences to manage human activities. Stenberg's theory of mental self-government has 13 types of thinking styles, *legislative, executive, judicial, monarchic, hierarchical, oligarchic, anarchic, global, local, internal, external, liberal*, and the *conservative* thinking styles.

In learning context, thinking styles is taking part to understand and classify learners' various types in their everyday activities that provide excellent chances to construct learners' performances in every aspect, especially in academic achievement. It is also in line with the newest curriculum of Indonesia that attitudes, thinking skills, the way to apply general knowledge, and learning abilities are curriculum content which should be developed together by every course and every learning activities (Hasan, 2013). The 2013 Curriculum admits that competencies are known by the ability of students to create multiple right answers to a question. The students are supposed to think that so many correct answer they could choose and apply to solve the real life problems. To illustrate

with, in doing listening activity, some students want to write the words that they have listened on a paper before making a summary while the others just focus on what they are listening without taking a note. The different ways show that the students have different preferences in using their ability.

There have been previous studies investigating the relationship between thinking styles and academic achievement. First, the study was done by Fatemi and Heidarie (2016) showed that there was a significant relationship between the variables of legislative, executive, oligarchic, monarchic, anarchic, hierarchic, judiciary thinking styles and academic achievement. Another study was done by Abdi (2012) about investigating the relationship between thinking styles and critical thinking skills among university student showed a different result that there was no significant relationship between legislative thinking style and evaluation component of critical thinking skills.

Based on the explanation above, it can be pointed out that the results of previous studies on thinking' styles (Sternberg's) are various. Due to these reasons, the writer was motivated to investigate specifically whether or not there was a significant correlation between students' thinking styles and their listening mastery. This study involved the seventh semester students of English Education study program of Sriwijaya University. These semester students were involved in this study because they had already finished IEC listening I, II, and III which focus on how well they listen on the listening subject.

## **1.2 The Problems of the Study**

The problems of the study are formulated in the following question:

1. Was there any significant correlation between thinking styles and listening mastery of the Seventh Semester Students of English Education Study Program of Sriwijaya University?
2. Was there any significant contribution between Thinking Styles and students' listening' mastery of the Seventh Semester Students of English Education Study Program of Sriwijaya University?
3. Which dimension of thinking styles mostly affected the Seventh Semester Students of English Education Study Program of Sriwijaya University?

### **1.3 The Objectives of the Study**

Based on the problems above, the objectives of this study are as follows:

1. To find out whether or not there was a significant correlation between thinking styles and listening mastery of the Seventh Semester Students of English Education Study Program of Sriwijaya University.
2. To find out whether or not there was a significant contribution between Thinking Styles and students' listening mastery of the Seventh Semester Students of English Education Study Program of Sriwijaya University.
3. To find out dimension of Thinking Styles mostly affected the Seventh Semester Students of English Education Study Program of Sriwijaya University.

### **1.4 The Significance of the Study**

The writer hopes that the result of this study could be a good source for the development of language teaching and learning, especially to understand the relationship between thinking styles and students' listening mastery. Then for students, by knowing the thinking styles, it is hoped that it would improve their listening activity. It is also hoped that this study would provide information for English teachers in choosing teaching strategy because each student had a different style in managing their activity. As the result, the teaching and learning strategy chosen will be suited well to the students. Finally, it is expected that this study would bring meaningful information for the writer as a future English teacher about the importance of thinking styles on students' learning.



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