

**THE CORRELATIONS AMONG ENGLISH LISTENING STRATEGIES,  
LEARNING STYLES, AND LISTENING MASTERY OF THE  
CAMBRIDGE CLASS STUDENTS OF SMA NEGERI SUMATERA  
SELATAN.**

**A Thesis by**

**Rizki Utami Putri**

**Student Number: 06011381621053**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

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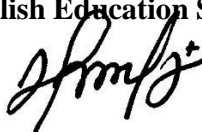
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## DECLARATION

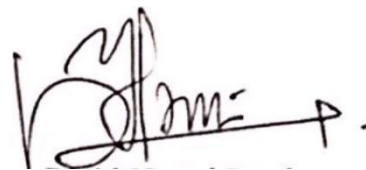
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Certify that thesis entitled “The Correlation among English Listening Strategies, Learning Styles, and Listening Mastery of the Cambridge Class Students of SMA Negeri Sumatera Selatan” is my own work and I did not do any plagiarism or inappropriate 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.

Palembang, , 2020

The Undersigned,



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## **DEDICATION**

I would like to dedicate this thesis to:

- The Almighty God, ALLAH SWT
- My beloved parents, Sugito and Winarti
- My lovely sisters, Zahra Salsabila and Dinda Tri Wahyuni

## ACKNOWLEDGMENTS

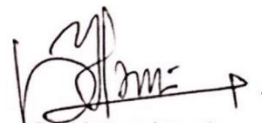
This thesis would never be finished without the blessing of the Almighty God, ALLAH SWT. This thesis is conducted and finished to fulfill one of the requirements for acquiring S-1 Degree at English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Sriwijaya University. There are many people who help and support me during the making of this thesis.

The writer would like to deliver the greatest love to her dearest parents, Sugito and Winarti, also her lovely sisters, Zahra Salsabila and Dinda Tri Wahyuni who always support and pray for every steps.

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Palembang,

The writer



Rizki Utami Putri

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**ABSTRACT**

*Listening plays an important role in language teaching and learning process because listening skill cannot be demeaned under any circumstances. In relation to this, there are two aspects such as students' English listening strategies and learning styles that affecting successful in learning listening skill. The aims of this study are to find out whether or not there is a significant correlation between students' English listening strategies and their listening mastery, students' learning styles and their listening mastery, predictor variables (students' English listening strategies and learning styles) toward criterion variable (students' listening mastery), and also to find out whether or not there is a significant contribution of each dimension to students' listening mastery. The number of research participant of this study was 100 students from the Cambridge class at SMAN Sumatera Selatan. The sampling for the research population here taken all together from the total number of population. The instruments of this study were students' English listening strategies and students' learning styles questionnaires, and documentation from their listening score which were analyzed by using Pearson Product Moment in SPSS 25. The result of this research showed that the students had high level of English listening strategies and learning styles. It also highlighted that there were no correlation between student' listening strategies and their listening mastery ( $r= 0.167$ ,  $p\text{-value}=0.097$ ), students' learning styles and their listening mastery ( $r=-0,006$ ,  $p\text{-value}=0.965$ ), and among students' listening strategies, learning styles, and their listening mastery ( $r=0,139$ ,  $p\text{-value}=0,167$ ). Finally, in each dimension, there was only kinesthetic learning style from students' learning style ( $r=0.221$ ,  $p\text{-value}=0.027$ ) which correlated to students' listening mastery.*

**Keywords:** *English listening strategies, learning styles, listening mastery.*

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## **CHAPTER I**

### **INTRODUCTION**

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

#### **1.1 Background of the Study**

Listening plays an important role in language teaching and learning process because listening skill cannot be demeaned under any circumstances. As Morley (1991) states, listening is the most common communicative activity in daily life. Humans almost listen twice as much as they speak, four times as much as they read, and five times as much as they write because this is the primary skill after they learn a language. Therefore, when students have a problem with listening, they are not able to get the context understanding of what the teacher or other speakers are saying. Otherwise, if they have no problem with it, they are obviously capable of getting the information as to what the teacher or other speakers are saying about.

In learning process, students may apply certain strategy, as well as in listening process. According to Brown (2007, p.119), “strategies are specific procedure of approaching a problem or assignment, operation modes to achieve a particular goal, or planned designs for manipulating and controlling certain information”. It means, students need a particular strategy in learning to help them gain the knowledge and skills. Moreover, Vandergrift (1997) states, listening strategies help students in language input also to get success in learning language. Every student has his/her own way to reach the goals that they set. It is important for students to have skills and knowledge about various English listening strategies.

The strategies used by a student in listening process might be different from other students. It depends on the learning goals they want to achieve. According to Vandergrift (1997), there are three types of listening comprehension strategies such as metacognitive, cognitive, socio-affective strategies. In metacognitives, learners plan the strategies, monitor, and evaluate strategies in understanding the

task. In cognitive strategy, learners use specific way to learn the lesson, such as, they make the important note or summarize, and try to found the meaning of difficult word to get the information from the speaker. Meanwhile, Social-affective strategy is divided in social strategy and affective strategy, social strategy refers to sharing the idea to others to get the comprehension in listening and affective strategy refers to learners' confidence during the listening process.

The appropriate strategies in learning English, including listening can also be seen based on understanding students' learning style. According to Oxford (2005), there are some variables that affecting successful in learning English, some of them are learning styles and language learning strategies. Furthermore, Oxford (2006) states that learning styles and strategies are the main factors helping determine how language learners learn a second or foreign language. Therefore, it seems that learning style is crucial during the language learning process.

The students might have different personalities. So, they learn in many ways or styles. According to Pritchard (2009), learning styles are an individual way of gaining knowledge and skills that contribute to academic achievement. Furthermore, Jaya (2019) state, a learning style is the students' continuously used strategies in responding to and processing stimuli in the context of learning. Every student might have their own special method in learning. They may have their own method of getting information from their surroundings. It means, learning style refers to the preferential way wherein the learners take in, process, realize, and maintain information.

There are three types of learning style, namely visual, auditory, and kinesthetic learning style or (VAK) learning style. Visual learning style is learning by seeing, auditory learning style is learning by hearing and kinesthetic learning style is learning by doing (Clark, 2008). Furthermore, MacKeracher (2004) states that learning style is occasionally defined as the feature cognitive, affective, social, and physiological behaviors that serve as comparatively stable ways of how students understand, have interaction with, and respond to getting to know about learning environment.

As previously stated, every student has different learning styles. Students' ability to understand and absorb lessons may be at different level. Students' success is not just depending to how well they learn, but on how they learn. When the learners take the responsibility of their own learning, they attribute meaning to the process of learning. Every opportunity for learning is a chance for them. "It is in the students' hand to use unique methods and develop the learning styles to some extent" (Coffield, Moseley, Hall, & Ecclestone, 2004).

Learning style is also one of the major factors that assist to decide how well learners learn a second language or foreign language that can influence all of their language comprehension abilities, both in reading, writing, listening and speaking. Learning styles also have relationship with students' English skills comprehension.

Logically, the success in teaching and learning might be considered through students' outcomes in the subject, as well as the success of students' listening mastery can be measured by their listening achievement or listening score. Some studies have confirmed that the correlation between students' English listening strategies and learning styles is proven to have a positive impact on their academic achievement, especially in listening skill (Abdullah, Kasim, Sadeghi, & Tan, 2012; Amirian & Farahian, 2014; Bidabadi & Yamat, 2011). In addition to the evidence, other study show disagreement that both teaching strategies or learning styles will have some beneficial results on listening outcomes (Al-Hebaishi, 2012; Faridah, 2014).

In this present study, the writer puts high interest to conduct a study about the correlation among English listening strategies, learning styles, and listening mastery of Cambridge class students at SMAN Sumatera Selatan. The writer chooses the Cambridge class of SMAN Sumatera Selatan because it applies the 2013 curriculum which is based on the National Education Standards and also 21st century learning supported by the Cambridge International Examination (IGCSE – *International General Certificate of Secondary Education*) curriculum which is part of the Cambridge Assessment Group, a non-profit organization under the University of Cambridge.



According to the Marketing, Events, and External Relations team of SMAN Sumatera Selatan (as cited in Academic Program of SMAN Sumatera Selatan, 2015), Cambridge class or the EEP (Extra English Program) applies to students in class X and XI, but X grade students not focused on listening skill yet, only focus on writing and reading skills. Cambridge class program aims to improve students' English proficiency because it requires students to interact daily with English at school. The teaching and learning activities in the Cambridge class at SMAN Sumatera Selatan is also focused on giving more roles to the activeness of students with a various approaches that are able to accommodate differences in student learning styles. In relation to this, the writer will conduct a study entitled "The Correlation among English Listening Strategies, Learning Styles, and Listening Mastery of Cambridge Class Students at SMAN Sumatera Selatan."

### **1.2 Research Questions**

1. Is there any significant correlation between students' English listening strategies and their listening mastery of Cambridge class at SMAN Sumatera Selatan?
2. Is there any significant correlation between the students' learning styles and their listening mastery of Cambridge class at SMAN Sumatera Selatan?
3. Is there any significant correlation between the predictor variables (the students' English listening strategies and the students' learning styles) when taken together toward the criterion variable (students' listening mastery) of Cambridge class at SMAN Sumatera Selatan?

### **1.3 The objective of the study**

1. To find out whether or not there is significant correlation between students' English listening strategies and their listening mastery of Cambridge class at SMAN Sumatera Selatan.
2. To find out whether or not there is significant correlation between students' learning styles and their listening mastery of Cambridge class at SMAN Sumatera Selatan.

3. To find out whether or not there is significant correlation between predictor variables (the students' English listening strategies and the students' learning styles) when taken together toward the criterion variable (students' listening mastery) of Cambridge class at SMAN Sumatera Selatan

#### **1.4 The significance of the study**

As explained in the background, it is important for students to pay attention to their learning strategy as well as their English listening strategies, because the strategies which are used by the students help them to get easier in understanding the material. The appropriate strategies in learning English especially in listening skill also can be seen based on the understanding of their learning style. Therefore, logically, the success in learning can be measured by students' mastery in the subject, as well as their listening achievement. Several studies have confirmed that the correlation between students' English listening strategies and learning styles is proven to have a positive impact on their academic achievement, especially in listening skill (Abdullah et al., 2012; Amirian & Farahian, 2014; Bidabadi & Yamat, 2011). In addition to the evidence, other study show disagreement that both teaching strategies or learning styles will have some beneficial results on listening outcomes (Al-Hebaishi, 2012; Faridah, 2014).

In this present study, the writer wants to see the correlation between these three variables (English listening strategies, learning style, and listening mastery of the students) so that the results of this study expected to help the teachers, students, researchers, and others by giving valuable information in terms of the correlation between students' English listening strategies and their listening mastery, students' learning styles and their listening mastery, or students' English listening strategies and learning styles toward their listening mastery.

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