

Hak Cipta Diindungi Undang-Undang

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CHAPTER 1 INTRODUCTION

A. Background

Learning styles is a way to enhance the quality of learning, especially for the students. Some of the students can adapt learning processes, activities and techniques, if they are able to understand their own personal characteristics and their consequences of possible different experiences. In order to help students to learn better, instructors should provide an easy way for them to make discoveries about themselves. In line with the idea, Keefe 1979 as cited in Brown (2007, p. 120) said that a learning style can be described as the composite of cognitive, affective, and psychological characteristics that serve as an indicator of how an individual interacts with and respond to the learning environment.

In other words, according to James & Gardner in Alper (2004, p. 271) learning styles can be described as the means of perceiving, processing, storing, and recalling attempts in the learning process. It means that learning style has big effect to the students in their learning process. If one of the students has bad learning style, it means that their learning process can be affected.

Based on the researcher's preliminary observation at the eighth grade student of MTs. Ummatan Wasathan Islamic Boarding School of Technology Riau, Pekanbaru, it found that the students were getting

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difficult in English subject. It seems that many of the students had low score and their scores were so far from the passing grade in their school. It made students not pass the English subject. The weaknesses of student's achievement were caused by many factors. One of them is their unsatisfied score in listening comprehension.

According to Scarcella and Oxford, 1992, and Oxford, 1993 in Shirani (2011, p. 26) said that listening is an essential skill which develops faster than speaking and often affects the development of reading and writing abilities in learning a new language this is because one receives input through listening to instructions or explanations prior to responding orally or in writing.

Moreover, Richards (2005, pp. 85-92) listening has become an important acknowledgement of second language proficiency in comparison with speaking, reading, and writing. It means that listening comprehension is more than just hearing what is said; rather, it is a child's ability to understand the meaning of the words they hear. When the children hear a story, for instance, good listening comprehension enables them to understand it and remember it and also discuss it and retell it in their own skills.

Dunn (1983), in Ali, (2011, p. 143) found that dramatic improvement in students' achievement in cases where learning styles have been taken into account show that the way things are taught had a greater impact than the content covered in a course of study. It is believed that

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when the teachers are able to analyse the differences and needs of their students, the educational process is likely to become optimised for both students and teachers. They had many attempts, to enhance students' academic achievements. It has always been the main concern of many dedicated teachers and parents that their students and children can be as much successful as possible. In relation to this, many teachers convinced that students need the positive attitude to succeed academically. Often, one's learning style is identified to determine strengths for academic achievement.

Pertaining to statement above, Dunn, Beaudry and Klavas, 1989 in Nor. (2011, p. 144) said that through voluminous studies, it has been indicated that both low and average achievers earn higher scores on standardized achievement and attitude tests when they taught within the realm of their learning styles. From the brief explanation above, it is obvious that learning styles can affect the students' achievement especially in listening comprehension.

MTs. Ummatan Wasathan Islamic Boarding School of Technology Riau Pekanbaru is one of the formal Islamic junior high schools in Pekanbaru that requires English as a compulsory subject. English is taught twice a week with time duration 90 minutes. This high school is also offering the English subject to students especially in term of listening skills. According to School Based Curriculum (SBC) of SMP/MTs, below

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is a table of the standard competence and based competence of learning English for grade 8:

Table I.1
School Based Curriculum of MTs

Standard Competence	Based Competence
Understanding the meaning of oral texts and functional and simple short monologue form of descriptive and recount to interact with their surroundings	1.2 respond to the meaning contained in the short monologue simply accurately, fluently, and thank to interact with the surrounding environment in the form of descriptive and recount text

In English subject, the students studied about listening and learned about some texts. One of them is Recount text. Regarding with this idea, M. Arifian Rosyadi (2000, p. 1) said that recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. It means that recount text is a text that retells the events that happened in past.

And also the student's ability in listening was still very far from the expectation of the curriculum. It had been proved from English lesson result that is achieved by the students. Based on preliminary research, the student's passing grade might achieve to 78, while most of the students could only achieve 70. Perhaps, this weakness was caused by several factors, both coming from the students as well as from outside the students. One of the factors is students' learning style and the student. Furthermore, Learning styles were found to affect learners' learning behaviors. Learners have different learning style would behave differently

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in the way they perceive, interact, and respond to the learning environment (Junko, 1998 in Kaur 2011, p. 144).

Based on the statements above, the researcher concludes that there are some problems faced by the students. It can be seen from this following phenomena:

- a. Some of the students had difficulties in making and understanding in recount story
- b. Some of the students still had difficulties in constructing the correct sentences in making their own recount story
- c. Some of the students did not take the general structure of recount story
- d. Some of the students had difficulties in employing the meaning of making recount story.

In relation of the problems above, the researcher is interested in observing the problems above into a research project entitled **“The relationship between students’ learning style and listening comprehension in recount story of the eighth grade students at MTs. Ummatan Wasathan, Islamic Boarding School of Technology Riau”**.

B. The Problems

Based on the researcher’s preliminary study at MTs. Ummatan Wasathan Islamic Boarding School of Technology Riau, it is clear that some of the students are still getting difficulties, especially in term of

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listening comprehension in recount story. Therefore, the problems need to be identified, limited and formulated as follows:

1. Identification of The Problems

Based on the background and phenomena of this research, the problems are identified into the following identifications:

- a. Why did some of the students have difficulties in making and understanding recount story?
- b. Why did some of the students have difficulties in constructing the correct sentences in making their own recount story?
- c. Why did some of the students not take the general structure of recount story?
- d. Why did some of the students have difficulties in employing the meaning of making recount story?

2. Limitation of The Problems

Based on the identification of the problems stated above, the researcher needs to limit and focus the problem of this research on the correlation between students' learning style and listening comprehension in recount story of the eighth grade students at MTs. Ummatan Wasathan Islamic Boarding School of Technology Riau, Pekanbaru.

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3. Formulation of The Problems

Based on the research background above, the researcher formulates the problems as follows:

- a. How is the students' learning style in learning process at MTs. Ummatan Wasathan Islamic Boarding School of Technology Riau?
- b. How is the students' listening comprehension in recount story MTs. Ummatan Wasathan Islamic Boarding School of Technology Riau?
- c. Is there any significant correlation between students' learning style and listening comprehension in recount story at MTs. Ummatan Wasathan Islamic Boarding School of Technology Riau?

C. Objective and Significance of The Research

1. Objective of The Research

- a. To know the students' learning style
- b. To know the students' ability in listening comprehension in recount story
- c. To know whether there is a correlation between students learning style and listening comprehension in recount story.

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2. Significance of The Research

- a. Hopefully, this research is able to contribute the benefit the researcher as a novice researcher in learning how to conduct this research.
- b. These research findings are also expected to be useful and valuable for both teacher and students of MTs. Ummatan Wasathan Islamic Boarding School of Technology Riau to be the focus of following teaching and learning or of future teaching and learning process.
- c. Besides, the research findings are also expected to be positive and valuable information for those who are concerned in the field of teaching English as a foreign language.
- d. Finally, these research findings are expected to be critical and theoretical information to the development of the theories on language teaching in general.

D. Reason for Choosing the Title

There are some reasons why the researcher interested in carrying out this research:

- a. The title of the research is relevant to the researcher status as a student of English Education Department.
- b. The title of the research (the problems investigated in this research) is not yet investigated by other previous researchers.

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- c. The location of the research facilitates the writer in conducting the research.

E. Definition of The Term

There are so many terms involved in this research. To avoid misunderstanding to the terms that used in this research, thus, the following terms are necessarily defined as follows:

a. Correlation

Correlation, according to Creswell (2012, p. 338) is a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. However, in this research “correlation/ the term of correlation refers to the design of this research in order to correlate between two (2) variables namely “students’ learning style and listening comprehension in recount story”.

b. Learning Style

Kolb, 1984 and Honey and Mumford, 1992 in Nor (2011, p. 144) describe learning style as an individual preferred or habitual ways of processing and transforming knowledge. In this research, learning style is how the people characteristics in learning are able to differentiate one learner to another. Learners who know their own learning style will be easier in the process of learning because they are able to choose the appropriate way in their learning.

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c. Listening Comprehension

Jack C. Richard (2008, p. 3) said that the view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. In this research, Listening is an activity of paying attention and also their ability to understand the meaning of what the students hear.

d. Recount Text

According to Peter Knapp and Megan Watkins (2005, p. 223) said that Recount is text that consists of sequence a series of events. It is used to tell past events for the purpose of informing or entertaining. Its focus is on a sequence event. In this research, recount text is the students' idea when they listen about past experience.