AN ANALYSIS OF LANGUAGE LEARNING STRATEGY OF NON-AUDITORY STYLE STUDENTS ON LISTENING AT SECOND SEMESTER OF ENGLISH EDUCATION DEPARTMENT IAIN SURAKARTA

THESIS

Submitted as A Partial Requirements

for the Undergraduate Degree in English Education Department

By :

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In Surakarta

Assalamu'alaikumWr. Wb.

After reading thoroughly and giving necessary advices, here with, as the advisors, we state that the thesis of

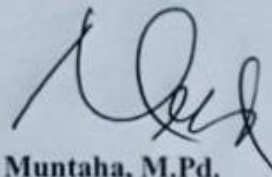Name : Ahmad Junaidi

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Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Undergraduate Degree in English Education. Thank you for the attention.

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Surakarta, January 22nd 2019

Advisor,

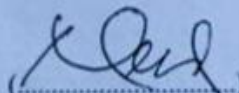**Muntaha, M.Pd.**

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RATIFICATION

This is to certify the Undergraduate thesis entitled "An Analysis of Language Learning Strategy of Non-Auditory Style Students on Listening at Second Semester of English Education Department IAIN Surakarta" by Ahmad Junaidi has been approved by the Board of Thesis Examiners as the requirement for the degree of Undergraduate in IAIN Surakarta.
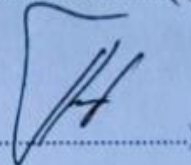
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iii

DEDICATION

In the name of Allah SWT, the Almighty God,
It is my genuine gratefulness and warmest regard that
I *dedicate this work to :*

My Beloved Mother, Yuriah

My Beloved Sister, Herlina Mustika Sari

My Thesis Advisor, Muntaha, M.Pd

All of My Lecturers of IAIN Surakarta

My Almamater, The State Islamic Institute of Surakarta

MOTTO

"For indeed, with hardship (will be) ease"

-Al-Insyirah 94: 6-

"So whoever does an atom's weight of good will see it,"

-Az-Zalzalah 99: 7-

PRONUNCEMENT

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I hereby sincerely state that the thesis titled "An Analysis of Language Learning Strategy of Non-Auditory Style Students on Listening at Second Semester of English Education Department IAIN Surakarta" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, January 22nd 2019

Stated by,

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Alhamdulillahirobbil'alaamiin, all praises be to Allah SWT, the Single Power, the Lord of the Universe, Master of the day of judgment. God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entitled An Analysis Language Learning Strategy of Non-Auditory Style Students on Listening at Second Semester of English Education Department IAIN Surakarta. Peace be upon to Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, January 22nd 2019

The researcher

Ahmad Junaidi

TABLE OF CONTENT

ABSTRACT

Junaidi, Ahmad. 2018. An Analysis Language Learning Strategy of Non-Auditory Style Students' on Listening at Second Semester of English Education Department IAIN Surakarta.

Advisor   : Muntaha, M.Pd.
Key words   : Language Learning Strategies, Non-Auditory Style.

This research aims to analysis the language learning strategies of non-auditory style students' on listening at second semester of English Education Department IAIN Surakarta. It is conduct to explore the language learning strategies used by non-auditory style students on listening, to explore the reasons of the non auditory style students in using their language learning strategies on listening, and to describe the difficulties faced by non-auditory style students on listening.

This research employs qualitative research methodology. The researcher uses case study in this research. This research is focusad on the non-auditory style students on listening in second semester of English Education Department IAIN Surakarta. In collecting the data, the researcher used questionnaire and interview. In analyzing the data, the researcher uses component of data analysis proposed by Miles and Huberman. In the trustworthiness of data, the researcher used triangulation technical.

Based on this research, there are some findings. The first research findings, most of visual style students tend to use metacognitive and social strategies on listening. The second group that is conducted in this research is kinesthetic style students. They prefer to use social strategies and cognitive strategies. The second research findings, it can be concluded that non auditory style students use their own learning strategies because of four things; learning environment, motivation, listening proficiency, and characteristics. The last research findings, there are three main sources of difficulties faced by non auditory style students on listening. They are from listening material, students themselves, and environment and setting.

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background of the Study

Listening is an important skill in learning language. It is the skill which is required and mastered by the language learners firstly. By listening, learners can catch insight and information from the speakers. It can trigger the other language skills. Someone can speak and write what he or she got before. Besides, listening is the most frequent activity done by people in communication. Miller (2000: 206) says that more than forty percent of our daily communication is spent on listening, thirty-five percent on speaking, about sixteen percent on reading, and only nine percent on writing.

Unfortunately, in language learning, listening proficiency seems difficult to be achieved by the Indonesian students. Hoc (2008:11) state that difficulties are caused by some factors. First, the students commonly begin to learn English in the way of reading, instead of listening. The second is the material itself. The material of listening is different from reading. In reading, the students have more time for thinking and pausing the material than when listening. Besides, commonly the materials of listening are read by native speakers who have different accent with the Indonesian teachers. Third, the content of material is unfamiliar with the students. Students who have lack of knowledge and background will feel difficult in understanding the passage and catching the meaning of content.

From the difficulties faced by the students, they have style to learn listening based on their passion. Learner styles are also the important thing in

language learning. When student knows their learning style, they will integrate in the process of learning so they will learn more easily, fast, and successfully. Besides, by knowing learning style, the students can overcome the problems of learning easily. Learner style can be divided into three main categories; visual, auditory, and kinesthetic style (Gilakjani, 2012: 105). Each of the style has own characteristics. Visual style learners learn by seeing and visualizing. They can apply visual strategies for remembering information. Auditory style learners learn by listening and verbalizing. Reid (2005: 92) states that they will very likely have skills in sequencing and organizing information and have a methodical approach to many aspects of your life. Kinesthetic style learners learn by doing and solving real life problems. They will enjoy active learning and this is useful for assembling and making products. They will also be able to demonstrate to others how to do something.

After the learners know about their learning style, they can choose an appropriate learning strategy as a vehicle for making the language learning process be successful. Learning strategies are defined as specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning (Scarcella and Rebecca, 1992: 63).

Both of learner style and learning strategies can make the language learning process be successful. Rebecca (1990: 8-9) state that language learning strategies as specific action taken by the learner to make learning easier, faster, more enjoyable, and more self-directed to new situations.

Language learning process covers many things happened in learners when they are learn language. Meanwhile language strategies guide how the process of language should be.

From the previous study, most of them conducted the research about learning strategies in language learning. Found the dominant of learning strategies that used by the students there are cognitive strategies and metacognitive strategies. Cognitive strategies enable the learner to manipulate the language material in direct ways (Rebecca, 2003: 12). Through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally. Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices. They allow learners to control their own cognition. That is to coordinate the learning process by using functions, such as centering, arranging, planning, and evaluating (Rebecca, 1990: 135). When a learner is in learning process, he or she may find novelty of language, for instance, unfamiliar vocabularies, rules, writing system and so on. Perhaps, in that case, he or she will face difficulty in his or her focus. One of metaconitive strategies, paying attention, can be a solution to overcome that problem.

In this research, the researcher calls visual and kinesthetic style learners as non auditory style learners. Based on the characteristics above, the researcher assumes that the non auditory style learners have more difficulties

on listening than the auditory style learners. The difference this research with the previous study is conducted in the learning strategies that used by the non-auditory learner style on listening.

This research is conducted in English Education Department of IAIN Surakarta based on pre-observation result found many students of English Education Department of IAIN Surakarta who in their listening lesson result are less satisfactory because of their learning that is not in accordance with their learner style. They know that they have difficulty in listening with various factors, but they do not know what their learning style is. They also have their own language learning strategies to overcome problems and difficulties encountered in listening. So in this research, the researcher looked for learning styles from English Education Department students, especially in non-auditory, to find out the language learning strategies used by them. Knowing the difficulties faced by non-auditory style students in learning listening and knowing how to learn them in listening courses.

Considering on the background above, the researcher is interested on conducting the researcher entitled "An Analysis of Language Learning Strategy of Non-Auditory Style Students on Listening at Second Semester of English Education Department IAIN Surakarta."

B. **Identification of the Problem**

Based on backgrounds of study, there are many problems that may arise. The problems are follows: 1) what is the learning style students' on

listening; 2) what are the difficulties faced by students in each style; 3) what are the learning strategies that used by students in listening; 4) what are the learning strategies used by non auditory style students on listening; 5) why do the non auditory style students use those learning strategies on listening; 6) what are the difficulties faced by non auditory style students on listening.

C. Limitation of the Problem

The researcher has a very limited ability all the problem which has been identified. The researcher has limited time that the researcher has been completed this research. Therefore the study only focuses on language learning strategies used by non auditory style students on listening.

D. Formulation of the Problem

The problems are formulated as follows:

1. What are the languages learning strategies used by non auditory style students on listening?

2. Why do the non auditory style students use those language learning strategies on listening?

3. What are the difficulties faced by non auditory style students on listening?

E. The Objectives of Study

There are several research objectives can be formulated as follows:

1. To explore the language learning strategies used by non auditory style students on listening.

2. To explore the reasons of the non auditory style students in using those language learning strategies on listening.

3. To describe the difficulties faced by non auditory style students on listening.

F. The Benefit of the Study

The result of the study is expected to bring some significances and contributions in English teaching learning process as follows:

1. For researcher, this study can used to get clear description on language learning strategies used by the non auditory style students on listening.

2. For teachers, the result of this study hopefully can help the teachers to find appropriate materials and method dealing with the language learning strategies of the non auditory style students on listening.

3. For the non auditory style students, to overcome their difficulties in listening through the appropriate language learning strategies.

4. For further researchers, the result of this study can be used the basic reference for further researches who will concentrate on listening strategies and learner style.

G. The Definition of Key Term

1. Language Learning Strategies

The word strategy comes from the ancient Greek word *strategia*, which means steps or actions taken for the purpose of winning a war. The warlike meaning of *strategia* has fortunately fallen away, but the control and goal directedness remain in the modern version of the word (Rebecca, 1990: 7). If that term is combined by word learning, it can be concluded that strategies means steps or actions taken for the purpose of learning. In this study, the researcher focuses on language learning strategies. Rebecca (1990: 8-9) defines learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, and more self directed to new situations.

2. Non Auditory Style

There are three mains of learner style (Gilakjani, 2012: 105). They are visual, auditory, and kinesthetic. Visual learners enjoy their learning through images. Sometimes, the like sitting in front of the classroom and taking note about the material employed. Auditory learners get more information through listening. They learn more from what they listen. They like reading material loudly. Kinesthetic learners learn better by doing something. They can't keep sitting for long time. They like moving around the class during the lesson. In this research, non auditory style means visual and kinesthetic style.

CHAPTER II
REVIEW ON RELATED THEORY

A. Nature of Listening

1. Definition of Listening

Brown (2004: 138) states that listening is a process that is done by test takers to identify the gist, main idea, purpose, supporting points and conclusion to show full comprehension. The statement means that listening has five aspects or indicators. They are identifying gist, identifying main idea, identifying purpose, identifying supporting points, and identifying conclusion to show full comprehension.

Anderson (1998: 2) states that listening is a process that includes hearing, attending to, evaluating, and responding to spoken language. From that definition, it can be said that listening consists of four stages. They are hearing spoken language, attending to spoken language, evaluation of spoken language, and responding to spoken language. Those stages are related each other and done step by step. Someone can't attend to the spoken language before hearing, someone can't evaluate the spoken language before attending, and so on.

Krashen (in Underwood, 1997: 102) says that listening is a valuable source of what is called comprehensible input. Comprehensible input means a flow of language which contains elements already known plus some which has yet to be mastered.

Underwood (1997: 1) stating that listening is the activity of paying attention to and trying to get meaning from something we hear. Meanwhile, Buck (2001: 1) says that listening is a process to make sense of what is heard. Rost (1994: 2) says that listening is a process that is triggered by our attention. The key word of that definition is attention. During listening, someone must have strong attention on what he or she is hearing. In psychological term, attention is an excitement of nerve pathways in the brain to organize incoming stimuli in an efficient way. The excitement will send the students into comprehension of spoken language.

From those definitions that are stated by the experts, it can be summarized that listening is a process of hearing spoken language that needs attention of a listener in order to get meaning and comprehension.

2. Aspects of Listening

Brown (2004: 138) states that listening is a process that is done by test takers to identify the gist, main idea, purpose, supporting points and conclusion to show full comprehension. The statement means that listening has five aspects or indicators. They are identifying gist, identifying main idea, identifying purpose, identifying supporting points, and identifying conclusion to show full comprehension.

Lynch and Mendelsohn (2002: 207) state that the aspects of listening are discriminating between similar sounds, coping with and processing fast speech, processing the meaning of different discourse markers, and understanding communicative functions.

Listening, as Howatt and Dakin (in Hoc, 2008: 1) define, is the ability to identify and understand what others are saying. This involves understanding a speaker's accent and pronunciation, his grammar and his vocabulary and grasping his meaning. While Buck (2001: 117-118) states that the most important sources involved in listening comprehension are: (1) linguistic knowledge which consist of phonology, lexical knowledge, syntactic knowledge, morphology, discourse features, etc.; (2) knowledge of co-text, that is knowledge of what has been said already; (3) knowledge about the context of situation, language does not appear in isolation, but it takes place in a context, in a social situation; (4) general world of knowledge, or background knowledge.

From those explanations above, it can be concluded that aspects of listening are discriminating sounds, references, supporting points, function or purpose, inference, and gist/main idea.

3. Difficulties on Listening

Many learners have difficulties on listening. It is caused by a number of characteristics of spoken language that needs to be considered. Brown (2007: 252-254) mentions and explains eight characteristics of spoken language; clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation, and interaction.

In the research done by Hoc, there are some problems faced by learners on listening (Hoc, 2008: 1). They are as follows:

a. Problems from the Listeners

The problems from the listeners are making prediction what the speakers talk about, guessing unknown words or phrases, and recognizing main points.

b. Problems from the Materials

The problems from materials are unfamiliar topics, different accents, authentic material, colloquial words, speed of speech, linking words, ungrammatical sentences, hesitation, and long listening.

c. Problems from Physical Settings

The problems from physical settings are noise, poor tape quality, and poor equipments.

Underwood (1997: 15 -16) proposes some otential problems in listening. They are as follows:

a. Lack of control over the speech at which speakers speak

In listening, the listener cannot control how quickly a speaker speaks. They cannot sort out of the utterance. The students cannot keep up, as whenever they focus on the meaning of one part of what they hear, they have missed another part of them.

b. Not being able to get things repeated

Related to the input language, listeners are not always in a position to get the speaker to repeat the utterance.

c. Listener's limited vocabulary

In listening a foreign language, an unknown word can be a sudden

barrier that causes the listener to stop and think about the meaning of word and missing the next part of speech is made.

d. Failure to recognize the signal

Whenever speakers want to move from one point into another, giving an example or repeating a point, it is difficult for the learners to recognize the signal connection.

e. Problem of interpretation

Students who are unfamiliar with a context may have difficulty in interpreting the words they hear even if they can understand their surface meaning.

f. Inability to concentrate

Concentration is one of requirement of comprehending the listening as a shortest break in attention can seriously impair comprehension, such as the poor situation in class and the tiring of students will influence their concentration.

g. Establishing learning habit

In custom that teachers have goals to teach their students to understand all in English lesson by repeating and pronouncing words carefully by grading the language to suit the students' level by speaking slowly and pausing frequently. Due to this habit, the students are worried if they fail to understand a particular word or phrase when they are listening and become discourage by their lack of success.

4. **Listening Activities**

There are many listening activities that can be employed to help the students to be successful in listening. Galvin in Rost (1994: 121) identifies four categories of listening:

a. Transactional listening: listening to learn new information.

b. Interactional listening: listening to recognize personal component of message.

c. Critical listening: listening to evaluate reasoning and evidence.

d. Recreational listening: listening to appreciate random or integrated

aspects of events.

Rost (1994: 118 – 27) suggests numerous steps to develop listening that can be applied at the school.

a. Identifying listening problem.

b. Preparing pupils for listening task.

c. Relating task to listening roles.

d. Incorporating listening exercises into the school curriculum.

e. Helping pupils with persistence problem.

B. Nature of Language Learning Strategies

1. Definition of Language Learning Strategies

Rebecca (1990: 8-9) defined language learning strategies included cognitive, emotional, and social aspects of language learning strategies that enhance learners' language learning proficiency and self confidence. Ghani (2003: 11) defined language learning strategies as specific actions, behaviors, steps, or techniques that students' frequently use to improve their progress in L2 developing skills; these can facilitate the internalization, storage, retrieval, or use of new language. Language learners use language learning strategies as a means to facilitate the acquisition of language and the use of information they receive, store, and recall. However many researchers accomplished many studies in the field of language learning strategies as it will be discussed in the next section.

Learning a second language is a long and complex undertaking. A whole person is affected as a struggle to reach beyond to confines of the first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Bridley (in Richards, 1996: 34) says when learners and teachers meet for the first time, they may bring with them different expectations concerning not only the learning process in general but also concerning what will be learned in particular course and how it will be learned. Another area of language learning is the learner strategies. Rebecca (1990: 8-9) defines learning strategies as specific

actions taken by the learner to make learning easier, faster, more enjoyable, and more self directed to new situations. Rebecca (1990: 9) suggest that language learning strategies have the following features:

a. They contribute to the main goal, communicative competence.

b. They allow learners to become more self directed.

c. They expand the role of teachers.

d. They are problem-oriented.

e. They are specific actions taken by the learner.

f. They involve main aspects of the learner, not just the cognitive.

g. They support learning both directly and indirectly.

h. They are not always observable.

i. They are often conscious.

j. They can be taught.

k. They are flexible.

2. Categories of Language Learning Strategies

Rebecca (1990: 18) states that language learning strategies can be divided into two major classes, direct and indirect strategies.

a Direct Strategies

Direct strategies are strategies that directly involve the target language. Direct strategies can be divided into three categories:

1) Memory Strategies

Rebecca (1990: 18) says that memory strategies help learners link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard). Memory strategies fall into four sets: creating mental linkages, applying images and

sounds, reviewing well, and employing actions (Rebecca, 1990: 39). There are four kinds of memory strategies (Rebecca, 1990: 57).

a) Creating Mental Linkages

Three kinds of strategies are useful for making mental linkages are grouping, associating or elaborating, and placing new words into a context. Grouping involves classifying or reclassifying what is heard or read into meaningful groups, thus reducing the number of unrelated elements. Associating or elaborating involves associating new language information with familiar concepts already in memory. Meanwhile, placing new words into a context means placing new words or expressions that have been heard or read into a meaningful context, such as a spoken or written sentences, as a way of remembering it.

b) Applying Images and Sounds

Applying images and sounds are useful for remembering new expressions that have been heard or read. These strategies include using imagery, semantic mapping, using keywords, and representing sounds in memory.

c) Reviewing Well

The sole strategy in this set is structured reviewing, which is especially useful for remembering new material in the target language. It entails reviewing at different intervals, at first close together and then increasingly far apart. For instance, Misha is learning a set of vocabulary words in English. He practices them immediately, waits 15 minutes before practicing them again, and practices them an hour later, three hours later, the next day, two days later, four days later, the following week, two weeks later, and so on until the material become more or less automatic.

d) Employing Action

The two memory strategies under employing action are using physical response or sensation and using mechanical techniques. Using physical response means physically acting out a new expression that has been heard. That strategy is helpful in listening and reading. Meanwhile, using mechanical techniques is useful for listening, reading, and writing.

2) Cognitive Strategies

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally (Rebecca, 1990: 18). Rebecca (1990: 18) explains that there are four sets of cognitive strategies.

a) Practicing

The first and perhaps the most important set of cognitive strategies, practicing, contains five strategies: repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically.

b) Receiving and Sending Message

This set consists of two strategies; getting the idea quickly and using resources for receiving and sending messages. Getting the idea quickly help learners home in on exactly what they need or want to understand, and it allows them to disregard the rest or use it as background information only. Using resources means finding out the meaning of what is heard or read in the new language, or to produce messages in the new language.

c) Analyzing and Reasoning

Analyzing and reasoning strategies have five sets. They are reasoning deductively, analyzing expressions, analyzing contrastively, translating, and transferring. The five strategies in this set help learners to use logical thinking to understand and use the grammar rules and vocabulary of the new language.

d) Creating Structure for Input and Output

This is another set of strategies that aids all four skills. The three strategies in this group, taking notes, summarizing, and highlighting, help learners sort and organize the target language information that comes their way. In addition, these strategies allow students to demonstrate their understanding tangibly and prepare for using the language for speaking and writing.

3) Compensation Strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. Ten compensation strategies exist, clustered into two sets: guessing intelligently in listening and reading, and overcoming limitations in speaking and writing (Rebecca, 1990: 18).

Cohen, Weaver, and Yi (1998) assert that compensation strategies that are used for speaking and writing (often known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies. Rebecca (1990: 18) demonstrated that compensation strategies are significantly related to L2 proficiency in their study of native-English-speaking learners of foreign languages. There are two strategies included in compensation strategies. Rebecca (1990: 90 - 92) explains those briefly.

a) Guessing Intelligently

Guessing is essential for listening and reading. It helps learners let go of belief that they have to recognize and understand every single word before they can comprehend the overall meaning. In guessing strategy, there are two sets, using linguistic clues, and using other clues.

b) Overcoming Limitation

Overcoming limitation is helpful for speaking and writing. This strategy has eight sets of strategies. They are switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the messages, coining words, and using a circumlocution or synonym.

b. Indirect Strategies

Indirect strategies are strategies that are indirectly involve the target language. They can be divided into three categories:

1) Metacognitive Strategies

Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices. They allow learners to control their own cognition. That is to coordinate the learning process by using

functions, such as centering, arranging, planning, and evaluating (Rebecca, 1990: 19). Purpura (1999: 61) found that metacognitive strategies had a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion. When a learner is in learning process, he or she may find novelty of language, for instance, unfamiliar vocabularies, rules, writing system and so on. Perhaps, in that case, he or she will face difficulty in his or her focus. One of metaconitive strategies, paying attention, can be a solution to overcome that problem. While, the other kinds of metacognitive strategies can help learners in arranging the study more effectively. Rebecca (1990: 19) proposes three kinds of strategies in metacognitive strategy. They are explained in the following explanation.

a) Centering Your Learning

This strategy helps learners to converge their attention and energies on certain language task, activities, skills, or materials (Rebecca, 1990: 138). There are three strategies to provide a focus for language learning, overcoming and linking with already known material, paying attention, and delaying speech production to focus listening.

b) Arranging and Planning Your Learning

This set contains six strategies, all of which help learners to organize and plan so as to get the most out of language learning. These strategies touch many areas: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, planning for a language task, and seeking practice opportunities.

c) Evaluating Your Learning

There are two points in evaluating the learning, self-

monitoring, and self evaluating. Self-monitoring means identifying errors in understanding or producing the new language, determining which ones are important, tracking the source of important errors, and trying to eliminate such errors. Meanwhile, self-evaluating means evaluating one's own progress in the new language.

2) Affective Strategies

The term affective refers to emotions, attitudes, motivations, and values. It is impossible to neglect the importance of those affective strategies help to regulate emotions, motivations, and attitudes. She also proposes three main sets of affective strategies exist. They are lowering your anxiety, encouraging yourself, and taking your emotional temperature. Those strategies are explained in Rebecca (1990: 19-20).

a) Lowering Your Anxiety

In any of the four skills, anxiety can play a strong role, short circuiting potential learning. Speaking the new language often causes the greatest anxiety of all, but some learners also experience tremendous anxiety when listening, reading, or writing the new language. In order to lower anxiety, there are three ways. The first is using progressive relaxation, deep breathing, or mediation. The second is using music, such as a classical concert. The third is using laughter. The last way can be used by watching a funny movie, reading a humorous book, listening to jokes, and so on.

b) Encouraging Yourself

Teaching students some self-encouragement strategies will pay off in all of the skill areas. This strategy is often forgotten by language learners, especially those who expect encouragement mainly from other people and do not realize they can provide their own. There are three kinds of this strategy, making positive statements, taking risks wisely, and rewarding yourself.

c) Taking Your Emotional Temperature

There are four sets in taking emotional temperature,

listening to your body, using a checklist, writing a language learning diary, and discussing your feelings with someone else. Those sets help learners to assess their feelings, motivations, attitudes, and in many cases, to relate them to language tasks. Those set of strategies for affective self-assessment involves getting in touch with feelings, attitudes, and motivation through a variety of means.

3) Social Strategies

Language is a part of social behavior. It is a means of communication, the communication occurs between and among people. Social strategies can make students easily in learning through interaction with others. Rebecca (1990: 20) states and explains that there are three sets of social strategies, they are asking questions, cooperating with others, and empathizing with others.

a) Asking Questions

This set of strategies both asking or verification and asking for correction. These two strategies are used differently in the four skill areas. In listening and reading, asking for clarification or verification is used more than asking for correction. In speaking and writing, asking for correction is more prevalent.

b) Cooperating with Others

Because language in all its aspect is a social act, cooperating with other people is essential. This cooperation requires that the learner interact well with both peers and more proficient language users.

c) Empathizing with Others

Empathizing with others includes in social strategies. In this set of strategy, there are two strategies, developing cultural understanding and becoming aware of others' thoughts and feelings.

C. Learning Strategies on Listening

Rebecca (1990: 18-20) lists kinds of learning strategies being useful for listening. They can be seen in table 2.1.

Table 2.1. Learning Strategies in Listening by Rebecca L. Oxford

Strategy Group	Strategy Set	Strategy
Memory	Creating mental linkages	• Grouping • Associating / elaborating • Placing new words into a context
	Applying images and sounds	• Using imagery • Semantic mapping • Using keywords • Representing sounds in memory
	Reviewing well	• Structured reviewing
	Employing action	• Using physical response or sensation • Using mechanical techniques
Cognitive	Practicing	• Repeating • Formally practicing with sounds and writing systems • Recognizing and using formulas and patterns • Practicing naturalistically
	Receiving and sending messages	• Getting the idea quickly • Using resources for receiving and sending messages
	Analyzing and reasoning	• Reasoning deductively • Analyzing expressions • Analyzing contrastively (across languages) • Translating • Transferring
	Creating structure for input and output	• Taking notes • Summarizing • Highlighting
Compensation	Guessing intelligently	• Using linguistic clues • Using other clues
Metacognitive	Centering your learning	• Over viewing and linking with already known material • Paying attention • Delaying speech production to focus on listening
	Arranging and planning your learning	• Finding out about language learning • Organizing • Setting goals and objectives • Identifying the purpose of language task • Planning for task • Seeking practice opportunities
	Evaluating your learning	• Self monitoring

		• Self evaluating
Affective	Lowering your anxiety	• Using progressive relaxation, deep breathing or mediation • Using music • Using laughter
	Encouraging yourself	• Making positive statements • Taking risks wisely • Rewarding yourself
	Taking your emotional temperature	• Listening to your body • Using checklist • Writing learning diary • Discussing your feelings with someone else
Social	Asking questions	• Asking for clarification and verification
	Cooperating with others	• Cooperating with peers • Cooperating with proficient users of the new language
	Empathizing with others	• Developing cultural understanding • Becoming aware of others' thoughts and feelings

From the table 2.1, it can be found that Rebecca states six groups of learning strategies for listening; memory, cognitive, compensation, metacognitive, affective, and social. Each group has some kinds of strategy set. Memory strategy has creating mental linkages, applying images and sounds, reviewing well, and employing action. Cognitive strategy involves practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. Compensation strategy has guessing intelligently strategy. Metacognitive strategy involves centering learning, arranging and planning learning, and evaluating learning. Affective strategy has lowering your anxiety, encouraging self, and taking emotional temperature. Social strategy has asking questions, cooperating with others, and empathizing with others.

O'Malley and Chamot (in Ishler, 2010: 83) classify the learning strategies in listening into three main strategy groups. First strategy is metacognitive. It consist of three strategy sets. They are planning, monitoring, and evaluating. Second strategy group is cognitive involving selective attention, rehearsal or repetition, inference or guessing,

summarizing or note-taking, imagery, associating or elaborating or grouping or combining, practicing, analyzing and reasoning, and translating/ transferring. The third strategy group is socio-affective. That strategy has four strategy sets. They are cooperation, questioning or clarification or encouragement, and monitoring emotions or lowering anxiety. The description of those strategy groups can be listed in table 2.2.

Table 2.2. Learning Strategies in Listening by O'Malley and Chamot

Strategy Group	Strategy Set	Definition
Metacognitive	Planning	Planning and organizing in advance so that a task can be successfully completed
	Monitoring	Overseeing the ongoing listening process to that a task can be successfully completed
	Evaluating	Checking comprehension after listening to a text to verify that a task has been successfully completed
Cognitive	Selective attention	Focusing on specific information in a text
	Rehearsal/repetition	Repeating information to facilitate retention
	Inferencing/guessing	Using understood information the text to guess, predict, or complete missing information
	Summarizing /note-taking	Periodically synthesizing what has been heard to facilitate retention of the information
	Imagery	Using visual images to assist in the comprehension of new verbal information
	Associating/ elaborating/ grouping/ combining	Linking, integrating, grouping, or combining new ideas with known information according to logical principles
	Practicing	Using language to communicate which facilitates and expedites the retrieval of appropriate information from long-term memory
	Analyzing and reasoning	Constructing rules, or comparing and contrasting words or expressions between the target language and the EFL learner's primary language to make language learning easier
	Translating/ transferring	Converting words or expressions from the primary language into the target language or using

		words, concepts, or structures from the learner's primary language to understand the target language
Social-affective	Cooperation	Working with peers to check comprehension, resolve a question with a text, share information, check notes, or obtain feedback on a learning task
	Questioning/ clarification	Asking a teacher or a peer for addition explanation, rephrasing, or examples
	Encouragement	Using rewards, supportive statements, and prodding to take risks, either from oneself or from others
	Monitoring emotions/ lowering anxiety	Understanding one's feelings, motivations, and attitudes about learning the target language and finding ways of lessening apprehensions and negative attitudes toward the target language

From two tables above, Rebecca's classification is more complete than O'Malley and Chamot's. Rebecca adds memory and compensation strategy groups. Due to what questionnaire the researcher applies, the researcher uses classification proposed by Rebecca.

D. Nature of Learner Style

1. Definition of Learner Style

The experts call learner style as learning style. Learning styles can be defined in multiple ways. They depend upon someone's perspective. Keefe (in Brown, 2007: 120) states that learning styles might be thought of as cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Skehan (1991: 288) defines learning style as a general predisposition, voluntary or not, toward processing information in a particular way. He defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and

refers to the choice of one learning situation or condition over another.

Murcia (in Gilakjani, 2012: 105) defines learning styles as the general approaches, for example, global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject. The manner in which a learner perceives, interacts with, and responds to the learning environment. Learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (MacKeracher, 2004: 71).

Based on those definitions, the researcher summarizes that learner style is a particular way that is used by the students in acquiring new language or learning any subject as interaction and responds to learning environment. The learner styles are relatively stable.

2. **Kinds of Learner Style**

Gilakjani (1990: 105-106) states there are three main learner styles; visual, auditory, kinesthetic. He explains those as follows:

a. Visual

Visual learners prefer to learn by seeing. They think in pictures and learn best in visual images. Pritchard (2009: 44) states that they have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Reid (2005: 93) states that the visual learners may also get considerable pleasure from learning involving visual and creative skills. Sometimes, visual learners favor sitting in front of the classroom. They also take descriptive notes over the material being presented. In the other words, visual learning style is a learning style combining absorbing, setting, and processing learning information visually (Hamid, 2011: 87).

There are some characteristics of visual learning style (De Porter and Hernacki, 2000: 117):

1) Neat and orderly.

2) Given what is seen rather than what is heard.

3) Usually not disturbed by the commotion.

4) Prefer to read rather than read.

5) Doodling without meaning when following lessons.

6) Forgot to deliver verbal messages to others.

7) Sometimes lose concentration when want to pay attention to a topic.

b. Auditory

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements (Pritchard, 2009: 44). These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. They gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written. According to Reid (2005: 92), the auditory learners prefer to work on their own rather than work in groups. Auditory style learners can study well through their auditory sense. In other words, auditory learning style combines absorbing, managing, and processing learning information by listening (Hamid, 2011: 91).

De Porter and Hernacki (2000: 118) give some characteristics of learners with auditory learning style:

1) Talk to yourself while working or studying.

2) Easy to interfere with the commotion.

3) Moving lips when reading.

4) Nice to read aloud and listen.

5) Likes to talk.

6) Learn by hearing and remembering what is discussed rather than being seen.

7) Likes to discuss and explain things at length.

c. Kinesthetic

Kinesthetic learners prefer to learn by doing. According to Pritchard (2009: 45), they are good at recalling events and associate feelings or physical experiences with memory. Kinesthetic learners are able to learn well by moving or touching (Hamid, 2011: 93). They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. Kinesthetic learners are difficult to concentrate on a lengthy written task while seated (Reid, 2005: 93). They are often difficult to keep still and need regular breaks in classroom activities. Individuals that are kinesthetic learn best with and active "hands-on" approach. These learners favor interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

There are some characteristics of kinesthetic style learners stated by De Porter and Hernacki (2000: 118):

1) Speak slowly.

2) Touch people to get their attention.

3) Using the index finger when reading.

4) Many use body cues.

5) Cannot sit still for a long time.

6) Always physically oriented and moving a lot.

7) Usually have bad writing.

From those explanations stated by the experts above, the researcher constructs some characteristics which are owned by auditory and non auditory (visual and kinesthetic) style learners that can be observed. Those can be seen in table 2.3.

Table 2. 3. Characteristics of Learner Style by De Porter and Hernacki (2000: 119)

Auditory learning style	Non auditory learning style	
	Visual	**Kinesthetic**
Prefering to work their own rather than work in groups	Often using hand movement when describing object	Being difficult to concentrate on a lengthy written task while seated
Talking to himself when working or studying	Getting considerable pleasure from learning involving visual	Touching someone to get attention
Usually being disturbed with noise	Sometimes, favoring sitting in front of the classroom	Using forefinger when reading
Moving the lips when reading	Taking descriptive notes over the material being presented	Not being able to keep sitting on a lengthy time
	Usually being undisturbed with noise	Usually having bad writing
	Sometimes, being unconsentrated when describing a certain topic	

3. **Relationship between Learning Strategies and Learner Styles**

Learning strategies and learner style relate tightly. One of the most significant issues in learning to learn is an individual's taking the responsibility for his/her own learning. The individuals should know what their own learning styles are and what characteristics this style has and they should thereby behave according to this style (Gilakjani, 2012: 5). After the learners know about their learning style, they can choose an appropriate learning strategy as a vehicle for making the language learning process be successful. Riding and Rayner (1998: 79) term this 'the cognitive tool-kit'. They feel that individuals cannot change their styles, but it can develop strategies to compensate for weaknesses by using their positive skills to enable them to deal effectively with a range of situations.

E. **Previous Study**

In this chapter, the researcher would like to review some studies that are related to the research done by the researcher.

a. Changju Shi conducted the study entitled A Study of the Relationship between Cognitive Styles and Learning Strategies. This study focused on the relationship between cognitive styles and learning strategies of 184 second-year English majors from the Foreign Language School of a

university in Wuhan. The results showed that cognitive styles had significant influence on learners' choices of learning strategies. This study used quantitative data. Two questionnaires were employed to the participants; Learning Style Survey is used to find the learning styles and SILL is given to the participants to investigate learning strategies. Synthesizing style, sharpener style, field-independent style and impulsive style of cognitive styles correlated positively almost with every strategy presented in this paper, so they turned to be the most influential cognitive styles that had an impact on learners" learning strategy choices. Shi suggested to the other researchers to discover whether students" cognitive styles influence learners" learning outcomes (Shi, 2011: 20).

b. Patrisius Istiarto Djiwandono held the study entitled The Language Learning Strategies and Learning Styles of Beginning and Intermediate Learners in Indonesia. The study aimed at finding out the patterns of strategies and the learning styles of intermediate and beginning learners in fluency and accuracy activities. The subjects were 27 second-year secretarial students at a university in Malang, Indonesia. This study reported that the differences between beginning and intermediate EFL learners in terms of three dimensions of their learning strategies, which included diversity, consistency, and purpose-fullness of strategy use. First, the study captured a significant difference between the intermediate and beginning learners, showing that the former employed more diverse strategies. Second, the former group was less inclined to visual style and group learning than the latter. The study also revealed a significant difference between the intermediate and beginning learners, showing that the former used more strategies. The former group did not tend to visual style and group learning than the latter. Based on that study, it is suggested that the teaching of English as a foreign language should start teaching the learners how to use diverse learning strategies to improve their oral communication proficiency (Djiwandono, 1998: 16).

c. Rahmadeni, Amri, and Adnan (2013: 1) took a research conducting to

relationship between students' learning strategies and their achievement in speaking. That research aimed to find out the most learning strategies used by students. After that, the researchers looked how students' English skill through strategies applied. That descriptive research involved fifty of eighth students of SMP Negeri Padang as sample. To collect the data, the researchers used questionnaire of Strategy Inventory for Language Learning proposed by Rebecca. The result was that most of the students chose metacognitive strategies. Besides, most of the students belonging to those strategies got high score in speaking.

d. James Mitchell Ishler has written his dissertation entitled the Listening Strategies of Tunisian University EFL learners. The study of that dissertation is to identify the listening strategies that they use and the obstacles that they encounter while they listen to oral English transactional texts. The findings of this study show that Tunisian EFL learners are active in the listening process and use some strategies to help them understand some texts. However, when they encounter listening obstacles during the listening process, they are unable to orchestrate their strategy use and fail to comprehend the texts. Furthermore, the study indicates that the learners have few reserve strategies to use when they are prevented from using their default strategies. The study suggested the teachers to use appropriate texts based on listeners' proficiency, appropriate tasks related to the texts that are used, and appropriate planning, monitoring, and evaluating of metacognitive strategies while listening to the text (Ishler, 2010: 5).

e. Serri, Boroujeni, and Hesabi (2012) took research to investigate the relationship between learner's strategy use, cognitive, metacognitive, and social/affective, while they listen to the texts and some of their individual differences. The sample of the research was 40 Iranian university EFL (English as a Foreign Language) students. The sample was surveyed with questionnaires and a listening test. There were five questionnaires employed in this research involving listening comprehension test,

questionnaire to find learners' personality traits, learner style questionnaire, motivation questionnaire, and another questionnaire conducting learners use of cognitive, metacognitive, and social or affective strategies. The result of the research found that there was a significant relationship between level of motivation and listening strategies. Beside motivation, learning style also had some effect on listening strategies use.

The first, second, and third studies above give description about the relationship between learner styles and learning strategies. A learner having a certain learner style also has a learning strategy in language learning. By explaining the relationship between learner styles and learning strategies, it seems that those studies are not in-depth. Those studies inspire the researcher to hold the research more deeply focusing on learning strategies used by non auditory style (visual and kinesthetic) learners. The third study describes learning strategies used in speaking. It uses questionnaire of SILL proposed by Rebecca. That study makes the researcher curious on conducting SILL in listening. Meanwhile, the forth study gives a little description about what kinds of learning strategies used in listening.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research includes in qualitative research in the form of case study. Yin (1984: 23) states that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context; when the boundaries between phenomenon and context not clear evident and which multiple sources of evidence are used. Meanwhile Merriam (1998: 36) argues that case study is on the individual as a way to investigate some aspects of human behavior. That argument is in line with the objective of the research which is to explore learning strategies of non auditory style students on listening. Bassey (1999: 65) states that there are seven steps in conducting a case study involving (1) identifying the research as an issue, problem, or hypothesis, (2) asking research questions and drawing up ethical guidelines, (3) collecting and storing data, (4) generating and testing analytical statements, (5) interpreting or explaining the analytical statements, (6) deciding on the outcome and writing the case report, and (7) finishing and publishing.

B. Setting

1. Place

Researcher takes place at IAIN Surakarta at Pandawa Street, Pucangan, Kartasura, Sukoharjo. The researcher conducts this research at the second semester of English education department in academic year 2017/2018.

2. Time

The research was conducted from April until December 2018 at second semester students' of English Education Department IAIN Surakarta 2017/2018 academic year. Can be seen in table 3.1

Table 3.1. Time Schedule for the Research

Activities	Apr	May	Jun	Jul	August	Sept	Oct	Nov	Dec
Writing Thesis Proposal	√	√							
Reviewing Literature		√	√						
Seminar Proposal			√						
Developing Instrument			√						
Collecting and Analyzing Data				√	√				
Writing the Report					√	√	√		
Submitting the Report							√	√	√

C. Data and Source of the Data

Participants are person who participates in something (Hornby, 2004: 311). In this research, the participants here were non auditory style students at second semester of English education department IAIN Surakarta. The researcher used 30% from 176 of listening students in second semester of English Education Department. The researcher used 52 of listening students in second semester of English Education Department. The researcher distributed the learner style questionnaire to the fifty two participants. The researcher found twenty two of auditory style students and thirty of non-auditory style students. Then from thirty of non-auditory style students, the next data source was taken using the SILL questionnaire. The researchers used ten students for samples obtained from the results of five students with the highest results of the learning style

visual questionnaire and five students with the highest learning style kinesthetic questionnaire. The researchers used ten students by SILL questionnaire and interview for data analysis.

D. Technique of Collecting the Data

1. Questionnaire

Questionnaire is a popular technique in collection the data. In this technique, the respondents are given a set of printed or typed questions with a request to answer the question and return the questionnaire. The researcher distributed the questionnaire to the fifty two participants and accompanied them during filling it to avoid unclear statements in the questionnaire. After filling the questionnaire, the participants return it to the researcher. The respondents must give checklist in the questionnaire based on their own self.

The researcher uses questionnaire to know about style of students' on listening and to know about the language learning strategies used by non auditory students. The researcher uses a set of questionnaires to the participants, in this case, the non auditory students. In the first questionnaire, the researcher uses Learning Style Questionnaire used by University of California to know about style students'. In this questionnaire, the participants only give check (√) mark in columns containing three items; often, sometimes, and seldom. Score five for often, three for sometimes, and one for seldom. This questionnaire is taken on fifty two of listening students. Then from the result of questionnaire can

know about the learner style students and the researcher get data about visual, auditory, and kinesthetic style students. The researcher found twenty two of auditory style students and thirty of non-auditory style students. Then from thirty of non-auditory style students, the next data source was taken using the SILL questionnaire.

The second is set of questionnaires here is called Strategy Inventory for Language Learning (SILL) version 7.0 that is proposed by Rebecca. This questionnaire consists of six parts; part A relating to memory strategy, part B relating to cognitive strategy, part C relating to comprehension strategy, part D relating to metacognitive strategy, part E relating to affective strategy and part F relating to social strategy. In this questionnaire, the participants only give check (√) mark in columns containing five items; always true of me, usually true of me, somewhat true of me, usually not true of me, and never true of me. This questionnaire is to know about language learning strategies used by non auditory students taken on thirty students.

2. **Interview**

Interviewing is an activity in which the researcher and the participant face-to-face and there is interaction in the form of questioning and answering. In this research, besides interviewing the participants, the researcher considers to take interview with people relating to this research. Sugiyono (2007: 52) states that there are three types of interview; structured interview, semi-structured interview, and unstructured

interview. In structured interview, the question is standardized, the

ordering and phrasing of the questions are also kept consistent from

interviews to interview. Semi-structured interview allows the interviewers

to explore the questions. Nevertheless, the explored questions must

consider to the questions prepared before. In this research, the researcher

applied semi-structured interview to non auditory style students that are

taken on ten non auditory students of English Education Department in

IAIN Surakarta. The researcher used interview to know about the language

learning strategies used by non auditory students and to know about the

difficulties faced by non auditory students.

Table 3.2. Research Mapping

No.	Problem Statement	Source of Data	Technique of Collecting Data	Instrument
1.	What are the learning strategies used by non auditory style students on listening?	• Participants (students)	• Questionnaire	• Questionnaire SILL
2.	Why do the non auditory style students use those learning strategies on listening?	• Participants (students)	• Questionnaire • Interview	• Questionnaire SILL • List of interview
3.	What are the difficulties faced by non auditory style students on listening?	• Participants (students)	• Interview	• List of interview

E. Trustworthiness

To test the trustworthiness, the researcher would use triangulation

techniques. Triangulation is the use of multiple and different sources,

methods, investigators and theories to verify the data for improving credibility

of findings and interpretation (Denzim in Lincoln and Guba, 1985: 305). In

this research, data were collected through multiple techniques involving

questionnaire and interviews. Besides, the researcher also used some sources of data. They are result of questionnaire and audio of interview.

F. Technique of Analyzing the Data

In this research, the researcher used interactive model analysis proposed by Miles and Huberman for analyzing the data. Interactive model consists of four steps. To make a clearer, the model can be seen in the following figure:

Figure 3.1. Components of Data Analysis: Interactive Model in Miles and Huberman (1994: 12)
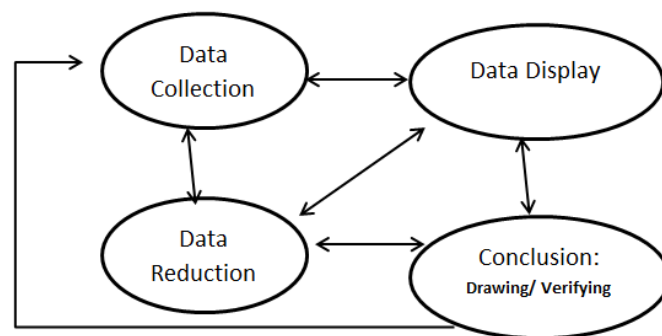
Miles and Huberman (1994: 10-11) explain those steps in the following terms.

1. Data collection

   Data collection means collecting data from many sources. The researcher collected data from interview and questionnaire. The researcher interviews with the informants and give questionnaire of the second semester students' of English education department in IAIN Surakarta 2017/2018 academic year.

2. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field note, until a final report is completed. It is a form of analysis that sharpens sort, focuses, discard, and organizes data in such a way that final conclusions can be drawn and verified.

In this research, the researcher selects and focuses data relating to the problem statements. Then, the data taken from interview and questionnaire are abstracted and transformed into description.

3. Data Display

Generically, a display is an organized, compressed assembly of information that permits conclusion drawing. The display can be in the form of text, diagrams, charts, matrix, etc. In this research, after reducing the data, the researcher displays the data in the form of description and table.

4. Conclusion Drawing and Verification

From the start of data collection, the qualitative analyst is beginning to decide what things mean and assess the implications for the questions at hand. Verification entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. The meanings emerging from the data have to be tested for their validity.

After displaying the data, the researcher made conclusion about the analyzed data and the implications of them. The researcher also held a cross-checking as many times as necessary to verify the conclusions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents about research findings and discussion. It is as result of research dealing with learning strategies of non auditory style students on listening. The result is as the answer of the problem statements stated before. It covers listening strategies used by non auditory style students on listening, the reasons of non auditory style students in using their learning strategies on listening, and difficulties faced by non auditory style students on listening.

A. Research Findings

In the research, the researcher used two techniques of collecting data, they are questionnaire and interview. This part presenting the findings of the three research problems, covering findings on the languages learning strategies used by non auditory style students on listening, the non auditory style students use those language learning strategies on listening, and the difficulties faced by non auditory style students on listening.

1. The Languages Learning Strategies Used by Non Auditory Style Students on Listening

To find out data of learning strategies used by non auditory style students on listening, the researcher used two kind techniques; questionnaire and interview. For questionnaire, the researcher used Strategy Inventory of Language Learning (SILL) proposed by Rebecca.

There are fifty statements in SILL. The questionnaire's purpose was to gauge the frequency of learning strategy used by the participants. The researcher ordered the strategy used by their mean score through descriptive statistics. The researcher labeled the questionnaire with five kinds of frequency. They are always or almost always, usually, sometimes, rarely, never or almost never. First, the researcher gave the questionnaires to the participants and asked them to fill in based on the real situation concerning with their difficulties on listening. To make them understand the each item of the questionnaire, the researcher accompanied them and opened the opportunity for them to ask question if they did not understand the statement presented in the questionnaire. For the brief description of that questionnaire, it can be seen in the appendix. To decide frequency of use in learning strategy, the researcher uses table proposed by Oxford. It can be seen in table 4.1.

Table 4.1. Average of Learning Strategies Used

Level	Criteria	Average
HIGH	Always or almost always	4.5 to 5.0
	Usually	3.5 to 4.4
MEDIUM	Sometimes	2.5 to 3.4
LOW	Rarely	1.5 to 2.4
	Never or almost never	1.0 to 1.4

To make easier in filling the questionnaire, the researcher modified SILL into checklist. The researcher distributed the questionnaire to the eight participants and accompanied them during filling it to avoid unclear

statements in the questionnaire. After filling the questionnaire, the participants return it to the researcher.

The researcher counted the average of each learning strategy of the participants by SILL questionnaire. Then, the result was consulted to the table above. After that, to make more understandable, the researcher listed the result into table 4.2.

Table 4.2. Language Learning Strategies of Non Auditory Style

Students on Listening

Participant	Learning Strategy	Average	Criteria
V1	1. Memory	2,6	Sometimes
	2. Cognitive	2,8	Sometimes
	3. Compensation	2,2	Rarely
	4. Metacognitive	3,1	Sometimes
	5. Affective	3,5	Usually
	6. Social	3,0	Sometimes
V2	1. Memory	2,9	Sometimes
	2. Cognitive	3,3	Sometimes
	3. Compensation	3,2	Sometimes
	4. Metacognitive	3,8	Usually
	5. Affective	4,0	Usually
	6. Social	4,3	Usually
V3	1. Memory	2,7	Sometimes
	2. Cognitive	3,2	Sometimes
	3. Compensation	3,5	Usually
	4. Metacognitive	3,4	Sometimes
	5. Affective	3,3	Sometimes
	6. Social	3,3	Sometimes
V4	1. Memory	2,7	Sometimes
	2. Cognitive	2,7	Sometimes
	3. Compensation	2,8	Sometimes
	4. Metacognitive	2,7	Sometimes
	5. Affective	2,7	Sometimes
	6. Social	2,8	Sometimes
V5	1. Memory	4,2	Usually
	2. Cognitive	3,6	Usually
	3. Compensation	4,3	Usually
	4. Metacognitive	4,0	Usually
	5. Affective	3,8	Usually

	6. Social	4,0	Usually
K1	1. Memory	3,8	Usually
	2. Cognitive	3,7	Usually
	3. Compensation	3,5	Usually
	4. Metacognitive	3,9	Usually
	5. Affective	3,5	Usually
	6. Social	3,5	Usually
K2	1. Memory	2,9	Sometimes
	2. Cognitive	5,0	Always
	3. Compensation	4,5	Always
	4. Metacognitive	3,8	Usually
	5. Affective	3,5	Usually
	6. Social	4,2	Usually
K3	1. Memory	2,7	Sometimes
	2. Cognitive	2,8	Sometimes
	3. Compensation	2,5	Sometimes
	4. Metacognitive	4,1	Usually
	5. Affective	2,3	Rarely
	6. Social	2,5	Sometimes
K4	1. Memory	3,8	Usually
	2. Cognitive	3,2	Sometimes
	3. Compensation	3,7	Usually
	4. Metacognitive	3,8	Usually
	5. Affective	3,5	Usually
	6. Social	4,5	Always
K5	1. Memory	3,6	Usually
	2. Cognitive	3,7	Usually
	3. Compensation	3,5	Usually
	4. Metacognitive	4,0	Usually
	5. Affective	3,5	Usually
	6. Social	3,3	Sometimes

In the table above, it can be seen that the students' visual style (V) is more using social and metacognitive strategies in listening. For more convenience, can be seen in the diagram below:

Figure 4.1. Diagram of Language Learning Strategies of Visual Style Students on Listening

Language Learning Strategies of Visual Style Students on Listening

Strategy	Scale
Memory	15.40%
Cognitif	16.00%
Compensation	16.30%
Metacognitive	17.60%
Affective	17.00%
Social	17.70%
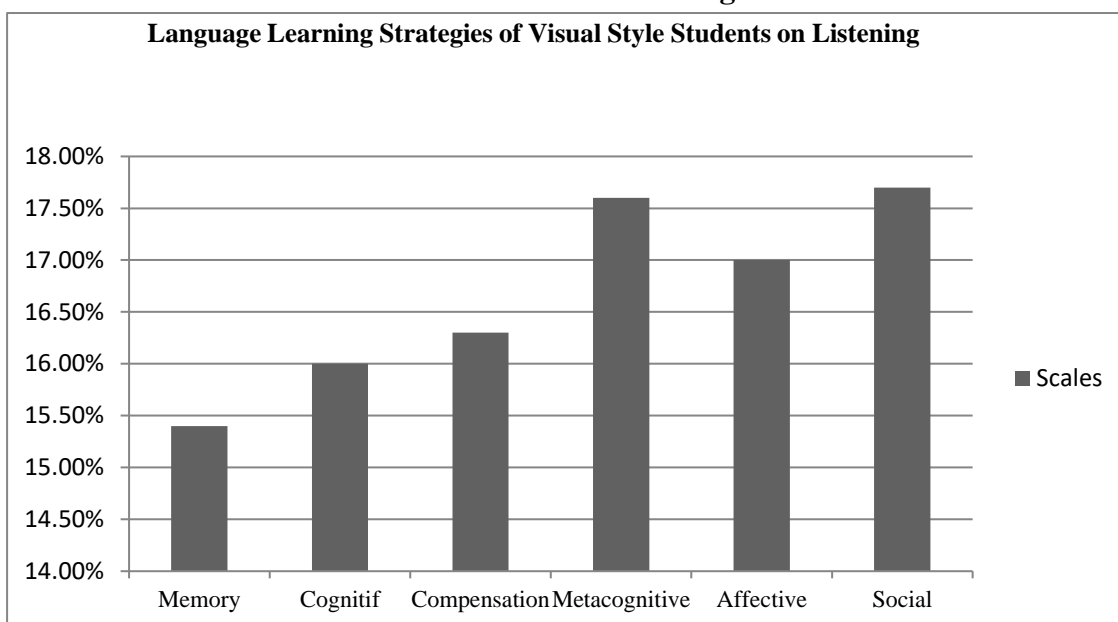
From diagram above, it can be seen that the visual style students (V) use social and metacognitive strategies on listening. That is seventeen point seven percent and seventeen point six percent. The sequence of language learning strategies used by visual style students is then affective, compensation, cognitive, and the last is memory strategy. In an interview V1 said:

> *"More often practice listening to audio and do the questions about listening. If I do it, I make notes or scribble on the questions so that I remember what the native said. If by recording I still don't understand then I ask my friend."* (Interview 1/V1)

From the interview results, visual style students were detected using metacognitive, namely by listening to audio repeatedly to practice to be more proficient in listening. It is also included in the cognitive strategy, namely making notes to remember what the speaker said through the audio. Besides that, she also uses a social strategy that is shown by asking

questions from the lecturer and her friends, this happens if she fails to use the two previous strategies.

The memory strategy is sometimes used by V3. Namely by often was watch action western movies with subtitles. That statement was stated from interview V3:

R : *"Why do you use the memory strategy in studying listening subjects?"* (Interview 3/V3)

V3 : *"Because with a note, I will remember, the thing I often do is by watching western movies and then from some of the scenes that I see, I can add new vocabulary. One of my techniques in memorizing is to take notes. And it will make it easier for me to understand the audio listening that is playing."* (Interview 3/V3)

The way to remember that is by looking at the western movie and then seeing the action and subtitles, he will remember the vocabulary on the video. Also by recording what he heard.

Then in the Visual style student also found students who used the compensation strategy learning method. From these results V4 students answered listening questions by guessing what he had heard on the audio, like the following:

"By reading the existing questions and answers, then listening to the audio that is playing. It makes me a little guessing the answer because I have read the questions and answers that are there and then I match the audio played. Follow along with the answers while listening to the audio." (Interview 4/V4)

In accordance with the results of the questionnaire for listening learning methods that are most commonly found for students' visual styles, namely indirect strategies, especially social and affective strategies. To clarify it, the researcher interviewed her. She said:

"The solution that I got to overcome this problem was more often practicing listening and working on the problem as well as focusing on the words in the audio that were being played. In my opinion the method of learning in groups or groups applied in listening subjects. Because by exchanging ideas or thinking in groups can complete ideas. In groups, one student with other students can ask or ask for information from other students." (Interview 5/V5)

From the results of the interview, the student used an affective strategy where he needed focus to be able to do listening problems and listen to the audio properly. Emotional system that is regulated with focus. Then she was also more interested in group learning methods because according to her it made it easy to exchange ideas and be able to ask other friends.

The result of the SILL questionnaire above also reveals facts about learning strategies used by kinesthetic style students on listening. According to the questionnaire above, kinesthetic style students belonging high score on listening (K) choose to use both direct and indirect strategies. Can be seen in the diagram below:

Figure 4.2. Diagram of Language Learning Strategies of Kinesthetic Style Students on Listening
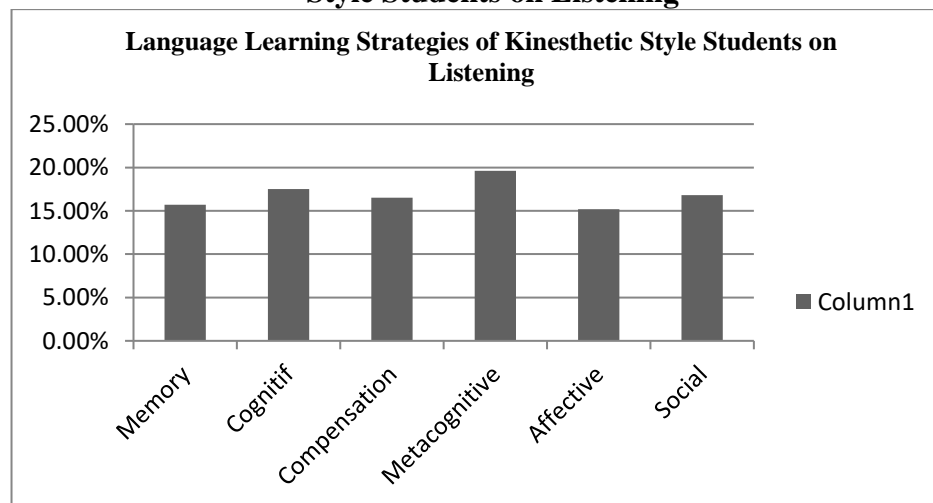
From diagram above, the most widely used language learning strategies can be used are cognitive and metacognitive strategies, namely eighteen percent and nineteen percent. Then is social, compensation, memory and affective strategy.

For indirect strategy, they use metaconitive strategy. When the researcher interviewed them, K1 said:

> *"Before listening starts, I usually have my ears carefully and prayed before starting. Usually I make notes on the question sheet about what I heard from the audio that was played earlier. So that makes it easier for me to answer questions because there are still notes or remind me of the audio that was played earlier."* (Interview 6/K1)

From the results of the interview above, the cognitive strategy is indicated by the student making a note of what he is listening to in the audio and then remembering the note. Then the metaconitive strategy is shown by focusing on listening and starting by praying.

Kinesthetic style students, students often ask lecturers to repeat audio in order to get the core of what is being discussed at that time. To repeat the audio the lecturer gives the chance to only two rounds. This shows that the student uses social strategy. Proven in the results of interviews with the following K2:

> *"When in class, ask the lecturer to repeat the audio. If I study by myself, I always play the audio repeatedly. And the lecturer gives two times the opportunity for the audio."* (Interview 7/K2)

Kinesthetic style students also found affective strategy, K5 said:

> *"The method that I applied in studying listening was to focus more on audio and prepare my ears well. I usually remember what I*

heard from the audio and then I guessed at the answer that was available. If later it feels very difficult then I usually listen to western songs. To be more enjoy in learning." (Interview 10/K5)

The interview results found that kinesthetic style students also used affective strategies. It was said like that because she made herself able to focus on audio and calm in doing or listening to the audio. Then students also play western songs so that they enjoy learning more.

In kinesthetic style students also found that use memory strategy by memorizing different ways with visual style students, K3 said:

"By increasing my vocabulary and learning the pronunciation and practicing it. I remember the vocabulary that I got, I usually did it by moving to do physical activity. For example by moving here and there by reciting the words I want to memorize earlier, so I can't if I have to be quiet." (Interview 8/K3)

So in kinesthetic style, students use movement when memorizing new vocabulary. Thus, in memory strategy, the kinesthetic style students tend to use physical response.

Considering on the explanations above, the researcher made list of learning strategies used by non auditory style students on listening. The researcher arranged it in order. The researcher also differentiated between two groups of learning styles; visual and kinesthetic. To arrange in order, the researcher took the average of all average of each group score. It means that the researcher summed the average of each group of strategy, and divided the result with four. The list can be seen in table 4.3.

Table 4.3. Result of Language Learning Strategies of Non Auditory

Style Students on Listening

No	Participant	Group of Strategy	Strategy
1.	Visual Style Students	1. Metacognitive	• Planning learning by listening English song • Paying attention
		2. Social	• Asking for clarification and repetition • Cooperating with others • Asking to the teacher
		3. Compensation	Guessing by using clue
		4. Cognitive	Taking notes
		5. Affective	Lowering anxiety
		6. Memory	Using image
2.	Kinesthetic Style Students	1. Social	• Cooperating with others • Asking for clarification and repetition • Asking to the teacher
		2. Cognitive	Taking notes
		3. Compensation	Guessing with clue
		4. Metacognitive	Paying attention
		5. Memory	Using physical response
		6. Affective	Lowering anxiety

2. Reasons of the Non Auditory Style Students in Using Their Language Learning Strategies on Listening

The second problem statement in this research tries to explore the reasons of non auditory style students in using their learning strategies on listening. The technique of collecting data used for that problem statement is interview. The researcher interviewed ten students belonging non auditory learning style.

Based on the data collected by the researcher, in this research the researcher found some reasons of non auditory style students in using their learning strategies. The memory strategy is sometimes used by V3. Namely by often watching action western movies with subtitles. That statement was stated from interview between the researcher (R) and V3:

R   *: "Why do you use the memory strategy in studying listening subjects?"* (Interview 3/V3)

V3   *: "Because with a note, I will remember, the thing I often do is by watching western movies and then from some of the scenes that I see, I can add new vocabulary. One of my techniques in memorizing is to take notes. And it will make it easier for me to understand the audio listening that is playing."* (Interview 3/V3)

The way to remember that is by looking at the western movie and then seeing the action and subtitles, he will remember the vocabulary on the video. Also by recording what he heard. From these results, there is a motivation for students to increase their vocabulary by remembering through pictures.

Then in the Visual style student also found students who used the compensation strategy learning method. From these results V4 students answered listening questions by guessing what he had heard on the audio, like the following:

"By reading the existing questions and answers first, then just listening to the audio that is playing. That made me guess the answer a little because I had read the questions and answers, then I matched the audio played. Follow along with the answers while listening to the audio." (Interview 4/V4)

Students guess the answers to the questions through the words they have read on the answer sheet. So there is a clue from the answer choices. He felt easier with that because he found several answer choices that made it easier for him to answer from listening.

In accordance with the results of the questionnaire for the listening learning method which is most commonly found for students' visual styles,

namely indirect strategies, especially social and affective strategies. To clarify it, the researcher interviewed her. She said:

> *"The solution that I got to overcome this problem was more often practicing listening and working on the problem as well as focusing on the words in the audio that were being played. In my opinion the method of learning in groups or groups applied in listening subjects. Because by exchanging ideas or thinking in groups can complete ideas. In groups, one student with other students can ask or ask for information from other students."* (Interview 5/V5)

From the results of the interview, the student used an affective strategy where he needed focus to be able to do listening problems and listen to the audio properly. Emotional system that is regulated with focus. Then she was also more interested in group learning methods because according to her it made it easy to exchange ideas and be able to ask other friends. If she is in a group then she can ask her friends so the answers she has can be discussed or asked by her friends.

The result of the SILL questionnaire above also reveals facts about learning strategies used by kinesthetic style students on listening. According to the questionnaire above, kinesthetic style students belonging high score on listening (K) choose to use both direct and indirect strategies. For direct strategy, they use cognitive strategy. Meanwhile, for indirect strategy, they use metaconitive strategy. When the researcher interviewed them, K2 said:

> *"By playing the audio repeatedly, then remembering what is spoken in the audio, then understanding the problem and concentrating. So that I can understand what is being said in the audio that is being played and answer the question correctly, concentration is needed."* (Interview 7/K2)

From the results of the interview above, metaconitive strategy is shown by focusing on listening and requires concentration in listening. Repeating audio aims to understand what the text means in the audio.

Environmental factors or circumstances around them are also the reason why students choose cognitive learning strategies, namely by focusing on listening. As done in K3:

> *"Sometimes the speaker is damaged or the conversation is too fast and sometimes also does not concentrate if there is disturbing noise. Because concentration in listening to audio is needed so that we can analyze the audio properly and answer the questions well. By improving hearing and concentration. Enough with a calm atmosphere, the concentration is created well."* (Interview 8/K3)

Students need concentration because sometimes inadequate environments make them less focused on listening to and answering questions. Therefore they try to improve hearing and concentrate.

Considering on the explanation, it seems that the reason of choosing the learning strategies are learning environment, motivation, listening proficiency, and characteristics. To make clearer, the researcher displays those explanations in the table 4.4.

Table 4.4. Result of Reasons of Non Auditory Style Students in

Choosing Language Learning Strategies on Listening

No	Reasons	Explanation
1.	Learning environment	Sounds from audio that are less clear due to damaged sound and class conditions or their busy friends
2.	Motivation	Students with high motivation will use wider learning strategies than the students with low motivation
3.	Listening proficiency	The more proficient listeners employs meta-cognitive strategies more frequently

4.	Characteristics	Characteristics of students will affect students' learning style, further the learning style influences learning strategies

3. Difficulties Faced by Non Auditory Style Students on Listening

The third problem statement in this research deals with difficulties faced by non auditory style students on listening. For getting the data, the researcher used interview. Interview doing with open ended interview, this interview a broad answer from students is needed. The result of the interview can be seen in table 4.5.

Table 4.5. Result of Difficulties of Non Auditory Style Students on Listening

No	Difficulty	Participant									
		V1	V2	V3	V4	V5	K1	K2	K3	K4	K5
1.	Many words are difficult to understand	√	√	-	-	√	√	√	√	-	√
2.	Many words are pronounced almost similarly	√	√	√	-	√	-	-	-	-	-
3.	The topic is not interesting	-	-	-	√	-	-	-	-	-	-
4.	The students feel difficult to conclude oral text in English	-	-	√	√	-	-	-	-	-	-
5.	The students feel difficult to differentiate pronunciation of English words	√	√	√	√	√	√	-	√	-	-
6.	The environment is noisy	-	-	-	-	-	-	√	√	√	√
7.	The quality of sound is not good	-	√	√	-	-	√	√	√	√	√
8.	The equipment is not complete	-	-	-	-	-	-	-	-	√	√

From the table 4.5. it can be seen that there are four difficulties dealing with material, four difficulties dealing with the students themselves, and three difficulties dealing with environment and setting. The most difficulty of non auditory style students on listening is in the material. There are many words that are difficult to understand. The researcher also analyzed the material of listening. It was found that there are many words that were difficult for the students, for instance, 'run out', and so on. That the difficulty seem to relate to the difficulty of the students' ability on listening, they do not understand the meaning of words.

To triangulate those findings the researcher interviews student(V3) said:

> *"That voice is ugly and unclear. Sometimes there are also foreign words and the previous word is not clearly heard. Because mastery of my vocabulary is still lacking, it is difficult to be able to understand what the native says."* (Interview 3/V3)

From the interview above the students did not understand the listening scripts in the audio because they had a lack of vocabulary, so what he heard was not understood.

The second difficulty relating to the material is that many words pronounced almost similarly. That difficulty is connected with the difficulty of the students' ability. They feel difficult to differentiate pronunciation of English words. The researcher interviewed V1 and V5 .V1 said:

"The problem is when the native speaker starts to make a sound or the audio starts to sound, it speaks too fast and I'm still hard to accept. The words to the sentences I say are the same as planes and plan, palace and place. It is difficult to distinguish." (Interview 1/V1)

V5 added:

". . . And the third is the lack of vocabulary that I have mastered, and I have not understood the pronunciation or pronunciation of each vocabulary. Many actual words are different but in my opinion they are the same." (Interview 5/V5)

That result of interview indicates that the students still have low ability in differentiating pronunciation of English words.

Dealing with the difficulties on listening from environment and setting, the result of the questionnaire reveals that the students feel difficult because the environment is noisy. Even, non auditory students belonging high score feel difficult on listening when the environment is noisy. K3 said:

"Sometimes the speaker is damaged or the conversation is too fast and sometimes it doesn't concentrate if there are noisy sounds from my annoying friends." (Interview 8/K3)

From those statements, it is found that the students cannot concentrate if the environment is noisy. The commotion is from the other students. Besides, based on the interview, there is a difficulty on listening relating to the setting. It is sometimes the quality of sound that is not good. K1 said:

"The sound is sometimes broken, then the speaker speaks too fast." (Interview 6/K1)

K2 also said:

"Because the audio is not smooth or not good to listen." (Interview 7/K2)

Indeed, when listening is found a lot of damaged or error sound because it is often used and not maintained. Students feel uncomfortable with this. Finally it affected their listening skills.

From the explanations above, the researcher summarized that the difficulties of non auditory style students on listening are from materials, students themselves, and environment and setting. From material, there are two kinds of difficulties; many words are difficult to understand, and many words are pronounced almost similarly. From the students themselves, it seems that the students do not understand the meaning of words, and they feel difficult to differentiate pronunciation of English words. In other case, from environment and setting, the difficulties are caused by the environment that is noisy, and the quality of sound that is not good. To make clearer, the researcher listed the difficulties above into table 4.6.

Table 4.6. Summary of Difficulties Faced by Non Auditory Style Students on Listening

No	Source of Difficulty	Difficulties
1.	Material	Many words are difficult to understand
		Different words are pronounced almost similarly
2.	Students themselves	The students do not understand the meaning of words
		The students feel difficult to differentiate pronunciation of English words
3.	Environment and setting	The environment is noisy
		The quality of sound is not good
4.	Media	The sound is not clear
5.	Teaching activities	The main points are difficult to get

B. Discussions

This part aims to discuss the research findings explained above. It deals with three research problems; language learning strategies that used by non-auditory style students on listening, reasons of using language learning strategies conducted by non auditory style students, and difficulties on listening in Second Semester of English Education Department in IAIN Surakarta. The learning strategies used by non auditory style students on listening involve direct and indirect strategies. Whereas, the reasons of using learning strategies. The difficulties are from materials, students themselves, and environment and setting. The detailed discussion about those issues is stated below.

1. **The Languages Learning Strategies Used by Non Auditory Style Students on Listening**

Students' learning style may affect what learning strategy that they prefer to use. Study done by Ehrman and Oxford (1990) revealed that there is a relationship between learner style and learning strategies. The findings in the area of language strategies have demonstrated that the employment of learning strategies facilitate learning and lead to better performance (Al- Hebaishi, 2012: 514). In this part, the researcher would like to divide the learning strategies used into two groups of user. They are visual style students and kinesthetic style students.

From table 4.2, it can be seen that visual style students most frequently use metacognitive strategy. It is paying attention. That strategy

is appropriate since visual style students are not sensitive with sound. Thus, in listening, they try to take attention more and more. Besides, in the out of the lesson, they also learn listening by using English songs. They seek opportunities for practicing listening. The second place of learning strategy used by visual style students is social strategies. Oxford (1990: 144) states that learning a language thus involves other people, and appropriate social strategies are very important in this process. From the research findings, it can be seen that they use some kinds of social strategies; asking for clarification and repetition, cooperating with others, and asking to the teacher. For lowering the anxiety and stress, the visual prefer to use song. They ask the teacher to play a song to make relaxed. In a relaxed and alert state, student can optimize learning (Fauziati, 2005: 91). Music also lets them to have more moods for learning. Whereas, in memory strategy, the visual style students tend to use image. This strategy matches with their characteristic. They learn best through seeing and prefer information to be presented virtually in the form of pictures, posters, maps, diagram, etc (in Al- Hebaishi, 2012).

Kinesthetic style students most frequently apply social strategies. They tend to cooperate with their friends, asking for clarification and asking to the teacher. Kinesthetic style students are active students. They learn best when actively engaged in doing or touching something. They like to walk around and discuss with other students. The second learning strategy used by kinesthetic students is cognitive strategy. When the

teacher plays the listening material, they usually take notes. They write word per word that they can listen. They try to do anything engaging with their learning. The third strategy that they used is compensation strategy. Similar to what the visual style students do, the kinesthetic style students also guess using clue given by their teacher. The clue here is in the form of English vocabulary and its meaning. So that, they can comprehend what they are listening easily. They can answer questions given by the teacher that relate with the listening material. Metacognitive strategy is also used by kinesthetic style students. They take attention while the teacher is playing oral text. Being different with visual style students, in using memory strategy, the kinesthetic style students tend to use physical response. Since they like to act in learning, the researcher thinks that it is an appropriate strategy for kinesthetic students. The students act out what they listen or associate physical sensations. The last strategy is affective strategy. Being similar to visual style students, kinesthetic style students use music or song to decrease their anxiety. Moreover, if the teacher plays their favorite music or song, they will be happy and the learning environment won't be boring.

As the researcher stated before, visual and kinesthetic style student seem to use similar kinds of strategies on listening. The difference is only in memory strategy. Visual style students tend to use image, whereas kinesthetic style students prefer to apply physical response.

2. Reasons of the Non Auditory Style Students in Using Their Language Learning Strategies on Listening

Based on the research dealing with the reasons of non auditory style student in using their learning strategies on listening, the researcher found out some facts. They apply such kinds of strategies because of four reasons; learning environment, motivation, listening proficiency, and characteristics (in Vandergrift, 1999: 168-176).

Visual style students (V3) argue that they use compensation strategy because of learning environment. The teacher gives additional material in the form of vocabulary clues. It can encourage the students' interest. As the researcher concluded that most of the non auditory students feel difficult in understanding the meaning of words in the listening material, the clues are very beneficial for them. Providing more relaxing and interesting supplementary materials and knowledge sounds is a reasonable way to make the language learning environment more appealing and encouraging (in Vandergrift, 1999: 168). The strategy makes the students get high score.

The different reason is stated by V4. V4 stated that she uses metacognitive strategy because of her listening proficiency. In fact she gets low score in listening. Vandergrift (1999: 170) investigated the relationship between listening proficiency and listening strategy used. A group of 36 university students of French in Canada were recruited for listening strategy elicitations. The study showed that the more proficient

listeners employed meta-cognitive strategies more frequently than the less proficient listeners, and the variations in this type of strategy use had a statistically significant relation across the listening ability.

Studies have proved that motivation is a factor in choosing learning strategy. Vandergrift (1999: 171) study revealed that inherent interest motivation positively correlated with student's learning strategy use. Marttinen's research (2008) indicates ESL students with high motivation employed a wider range of learning strategies than those with low motivation.

K2 has a reason dealing with choosing their learning strategy. They tend to use metacognitive strategy because she needs concentration when listening to audio and working on listening.

3. **Difficulties Faced by Non Auditory Style Students on Listening**

As listed in table 4.6, the difficulties faced by non auditory style students on listening are from material, students themselves, and environment and setting. From the research findings, it can be concluded that the difficulties faced by visual and kinesthetic style are relatively same.

From the material, most of the non auditory style students get difficulty in meaning of the words. That difficulty relates with the difficulty coming from the students themselves; the students do not understand the meaning of words. The students still have low skill in

English vocabulary. In a research, Hoc (2008) said that vocabulary power making problem in listening. He found that some listeners thought that meaning resides within the unfamiliar words so they need a huge amount of vocabulary. That problem is also caused by the student rarely or almost never drills the students' vocabulary. She makes less effort to improve the students' skill in vocabulary. That condition is aggravated by process of teaching and learning process in listening session. The teacher rarely gives brainstorming to the students. In brainstorming activity, the students are asked to predict vocabulary that is associated with the set of topic and the teacher is supposed to write them on the board (Prace, 2009: 25). The students only know fewer things. Choosing the listening material also affects students' difficulties. The teacher should select materials in which the vocabulary is not too difficult for the students. The second difficulty is that many words are pronounced almost similarly. Rixon (1986: 38) states that pronunciation of English can cause students' problem in recognition, and therefore in comprehension. This difficulty is in line with the problem from students themselves; the students feel difficult to differentiate English pronunciation. Over and over, the selecting material hold important role on this case.

There are two difficulties coming from environment and setting. They involve the noisy environment, and the quality of sound which is not good. Hoc's study (2008) revealed that 63.1 % of participants having problem of noises. He said that if the listening task is carried out in the

noises around, it is sure that they won't have a good result in listening. First, they are distracted by the noise no matter how hard they try to focus on the task. Otherwise, the noise makes a complex of sounds instead of the solo recording being played. This interrupts the students from hearing and focusing on the task. Based on the result of interview, the noises are from the students themselves. When the teacher plays listening material, the students often talk with others. Male students often do that. The first difficulty surprised the researcher since De Porter and Hernacki (2000: 117) stated that one of the characteristics of visual learner style is that they are not easily distracted by noise. Visual and kinesthetic style students sometimes also feel disturbed by noise. The second difficulty is the quality of sound. The sound of listening material is too low and unclear. Whereas, dealing with the characteristic of visual style students, Al-Hebaishi (2012: 512) states that they get nothing from   merely hearing information. Kinesthetic style students also have same difficulty since they are engaged to do something in learning.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter have two parts. The first part is conclusion, the researcher would like to conclude the research findings that are described in the previous chapter. The second part is suggestion, the researcher would like to the teachers, non auditory style students, and the other researchers. The brief explanation about each part can be seen in this following section.

A. Conclusion

In line with the problem statement, the researcher has some conclusion of the research findings as follows:

The first problem statement, non auditory style students tend to use many kinds of learning strategies on listening. They use six groups of learning strategies proposed by Oxford; memory, cognitive, compensation, metacognitive, affective, and social strategies. But they have different order of learning strategies which are mostly chosen. Most of visual style students tend to use metacognitive and social strategies on listening. Metacognitive strategies are beyond cognitive mechanism. The second group that is conducted in this research is kinesthetic style students. They prefer to use social strategies and cognitive strategies. The same as visual style students, kinesthetic style students use three kinds of social strategies; cooperating with others, asking for clarification and repetition, and asking to the teacher. In addition, the researcher also finds that the difference between visual and kinesthetic style students is placed on the kind of memory strategy they used.

In using memory strategy, visual style students use image, whereas kinesthetic style use physical response.

The second problem statements from research findings, it can be concluded that non auditory style students use their own learning strategies because of four things; learning environment, motivation, listening proficiency, and characteristics. Learning environment relates to the material and the process of learning. Motivation deals with what the students expect from the learning. They have expectation that they want to be able to be skillful in listening.

The third problem statements, based on the research findings, it can be seen that the difficulties faced by two groups of non auditory style students; visual, and kinesthetic style are same. There are three main sources of difficulties faced by non auditory style students on listening. They are from listening material, students themselves, and environment and setting. Dealing with the listening material, most of the non auditory style student still get difficulty in meaning of words. That difficulty relates to the vocabulary. The second place of difficulty relating to the material is about the pronunciation of English words. Next source of difficulty is from the students themselves. The kinds of difficulties from that source relate to the difficulties stated above. They are that the most of students do not know the meanings of words in the listening material and they still feel difficult in differentiating English pronunciation. Based on the research, the non auditory style students also face difficulties which come from environment and setting. The difficulties are that the environment is noisy, and the quality of sound is not good.

B. Suggestion

Considering on the conclusion of the research, the researcher would like to give suggestions for students, the teachers, and other researchers. Further, it is presented below.

1. For students:

   a. They should identify their difficulties by doing reflection of their learning or writing their learning diary. It can help them to find ways to solve it.

   b. They should be aware on their learning style by looking such kind of learning style questionnaire given by the teacher. Thus, they can choose what learning strategies are appropriate for them.

   c. They shouldn't only practice listening during the lesson, but also seek opportunities outside the class.

2. For other researchers:

   a. The other researchers may conduct a research of learning strategies used by non auditory students in different language skills.

   b. The other researchers may develop this research by doing research dealing with the teaching strategies applied for non auditory students on listening.

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APPENDICES

APPENDIX 1
INTERVIEW GUIDE

1. Menurut anda, apa listening itu?
2. Apakah anda mengetahui tujuan dari listening?
3. Kendala apa yang anda hadapi ketika listening?
4. Mengapa hal itu menjadi kendala anda dalam listening?
5. Bagaimana solusi anda untuk mengatasi kendala tersebut?
6. Metode belajar yang seperti apa yang anda terapkan supaya anda bisa memahami mata kuliah listening?
7. Mengapa anda menggunakan metode tersebut dalam memperlajari mata kuliah listening?
8. Apakah metode yang anda terapkan tersebut bisa mengatasi kesulitan anda dalam memahami mata kuliah listening?

APPENDIX 2

INTERVIEW REPORT 1

Date   : **Monday, 29th October 2018**

Informant   : **Diah Zigma Narulita (V1)**

R   : Menurut anda, apa listening itu?

V1   : Menurut saya, listening itu adalah salah satu kemampuan yang harus dimiliki dalam bahasa Inggris yang mengasah kemampuan pendengaran kita melalui audio.

R   : Jadi hanya melalui audio atau juga bisa video?

V1   : Eh video juga bisa. Yang penting ada suara dari native.

R   : OK. Apakah anda mengetahui tujuan dari listening?

V1   : Ya saya tau, tujuannya adalah melatih kemampuan mendengar native yang berbicara dengan bahasa Inggris.

R   : Kendala apa yang anda hadapi ketika listening?

V1   : Kendalanya saat native speaker mulai mengeluarkan suara atau audio mulai dibunyikan, bicaranya terlalu cepat dan saya masih susah menerima. Kata sampai kalimat yang diucapkan itu menurut saya sama seperti plane dan plan, palace dan place. Itu susah dibedakan.

R   : Mengapa hal tersebut menjadi kendala anda dalam listening?

V1   : Karena native speakernya terlalu cepat dan akhirnya bicaranya tidak jelas. Hal itu dikarenakan suara yang didengarkan adalah suara orang yang berbicara bukan dengan bahasa kita jadi saya sulit untuk memahami audio tersebut. Dan akhirnya jika ada soal ketika kuliah listening, maka saya kesulitan dalam mengerjakan.

R   : Saya rasa itu hal yang wajar dihadapi mahasiswa dalam mata kuliah listening karena jika kita menghadapi bahasa asing maka kita perlu belajar tidak secara langsung bisa. Kemudian bagaimana solusi anda untuk menghadapi hal tersebut?

V1 : Lebih sering berlatih mendengarkan audio dan mengerjakan soal tentang listening. Jika mengerjakan, saya lebih membuat catatan atau coret-coretan dalam soal tesebut supaya ingat apa yang dikatakan oleh native. Jika dengan mencatat saya masih belum paham maka saya bertanya kepada teman saya.

R : Lebih paham mana, membuat catatan di soal, bertanya kepada teman atau bertanya kepada dosen? Dalam hal menyelesaikan kendala yang anda hadapi ketika listening.

V1 : Lebih paham bertanya kepada teman dan dosen saya malah lebih sangat paham. Dijelaskan oleh dosen saya lebih paham daripada membuat catatan sendiri di soal dari apa yang saya dengarkan di audio.

R : Metode belajar yang seperti apa yang anda terapkan agar bisa memahami listening?

V1 : Dengan mendengarkan lagu bahasa Inggris ketika mata kuliah listening maupun tidak waktu mata kuliah listening. Supaya lebih banyak latihan mendengarkan bahasa Inggris dan lebih fun.

R : Mengapa anda menggunakan metode tersebut dalam mempelajari listening?

V1 : Agar saya tidak terlalu spaneng / tegang dan tidak menjadikan listening sebagai beban.

R : Apakah metode yang anda terapkan tersebut bisa mengatasi kesulitan anda dalam memahami listening?

V1 : Menurut saya bisa, karena selama setengah semester yang lalu saya gencarkan untuk sering mendengarkan lagu barat dan Alhamdulillah vocabulary dan penguasaan saya dalam listening lebih meningkat.

INTERVIEW REPORT 2

Date   : **Monday, 29th October 2018**

Informant   : **Menik Bella Kusumawardani (V2)**

R   : Menurut anda, apa listening itu?

V2   : Listening adalah mendengarkan dan memahami

R   : Apakah anda mengetahui tujuan dari listening? Jika tau, coba sebutkan apa tujuannya?

V2   : Iya saya tau, tujuannya yaitu memahami kata atau structure dari audio dan memahami pronunciation yang diucapkan oleh native SL

R   : Kemudian kesulitan apa yang anda hadapi ketika listening?

V2   : Saat saya sedang duduk kuliah di mata kuliah listening, saya sering mengantuk karena suara dari audio yang suara native mengucapkan kata yang sama menurut saya dan akhirnya saya mengantuk. Kadang dengan suara yang tidak jelas tersebut, saya menjadi kurang focus.

R   : Yang tidak jelas audionya atau nativenya?

V2   : Ya keduanya. ☺ Berawal dari native yang berbicara susah dipahami dan merambat ke audio menjadi tidak jelas.

R   : Mengapa hal itu menjadi kendala anda dalam listening?

V2   : Saya sering mengantuk ketika mata kuliah listening itu karena saya kurang tidur. Saya kuliah sambil kerja jadi saya kurang focus untuk bisa mengikuti mata kuliah listening. Apalagi native yang berbicara dengan bahasa yang bukan bahasa saya sehari hari, maka itu sulit bagi saya.

R   : Bagaimana solusi anda untuk mengatasi kendala tersebut?

V2   : Dengan mendengarkan lagu Western maupun movie act. Hal itu bisa menambah vocabulary saya dan memudahkan saya dalam belajar untuk menghadapi kuliah listening. Bahkan saya dengan mendengarkan lagu seperti itu, saya cari tau liriknya kemudian saya cari tau artinya jika ada kata yang belum pernah saya tau maka saya cari di kamus. Otomatis kosakata saya bertambah.

R : Mengapa anda menggunakan metode tersebut dalam mempelajari mata kuliah listening?

V2 : Karena hal itu bisa membuat saya lebih nyaman ketika kuliah listening, apalagi sebelum dan sesudah mendengarkan audio dari native tentang latihan soal, diputarkan lagu western itu lebih nyaman lagi.

R : Apakah metode yang anda terapkan tersebut bisa mengatasi kesulitan anda dalam memahami listening?

V2 : Bisa, karena dengan metode tersebut saya bisa menambah kosakata saya dan bisa memahami audio yang ada nativenya.

INTERVIEW REPORT 3

Date   **: Monday, 29th October 2018**
Informant   **: Rozan Naufal AP (V3)**

R   : Menurut anda, apa listening itu?

V3   : Menurut saya, listening merupakan belajar mendengar dalam Bahasa Inggris.

R   : Sesuai yang anda ketahui, apakah tujuan dari listening?

V3   : Tujuan dari listening yaitu supaya kita mengetahui bagaimana native itu berbicara dengan bahasanya. Dan itu sulit kita pahami, maka kita perlu belajar listening.

R   : Kendala apa yang anda hadapi ketika listening?

V3   : Itu suaranya jelek dan kurang jelas. Kadang ada juga kata yang asing dan kata sebelumnya itu tidak terdengar dengan jelas.

R   : Yang jelek itu suaranya atau audionya?

V3   : Suaranya itu lho jelek. Kadang suaranya terdengar keras kadang juga ada yang nyaring. Kalau yang berbicara native laki-laki tua maka suaranya terdengar sangat jelek karena bassnya yang besar jadi terdengar berat suaranya dan susah untuk dipahami tadi dia berkata apa.

R   : Mengapa hal itu menjadi kendala anda dalam listening?

V3   : Karena penguasaan kosakata saya masih kurang jadi sulit untuk bisa memahami apa yang native katakan.

R   : Bagaimana solusi anda untuk mengatasi kendala tersebut?

V3   : Dengan mendengarkan lagu western dan menonton film yang ada subtitle bahasa Inggris. Dari kegiatan tersebut maka otomatis kosakata saya akan bertambah.

R   : Hal yang wajar dilakukan adalah mendengarkan lagu seperti yang anda lakukan itu. Metode belajar seperti apa yang anda terapkan supaya anda bisa memahami listening?

V3 : Biasanya saya melakukan hal ini. Pertama ketika ada soal yang diberikan oleh dosen, sebelum audio diputar maka saya membaca dulu soal dan pilihan jawabannya. Setelah itu mendengarkan audio yang diputar oleh dosen dan mencatat kata-kata yang terdapat pada audio tersebut dan kata yang sudah dicatat dicocokkan dengan soal dan jawaban maka saya bisa menjawab pertanyaan.

R : Mengapa anda menggunakan memory strategy tersebut dalam mempelajari mata kuliah listening?

V3 : Karena dengan catatan maka saya akan ingat, hal yang sering saya lakukan yaitu dengan menonton film barat kemudian dari beberapa adegan yang saya lihat itu saya bisa menambah kosakata baru. Salah satu teknik saya dalam menghafal yaitu dengan mencatatnya. Dan hal itu akan mempermudah saya untuk memahami audio listening yang sedang diputar.

R : Apakah metode yang anda terapkan tersebut bisa mengatasi kesulitan anda dalam memahami mata kuliah listening?

V3 : Meurut saya hal itu mudah diterapkan, tetapi niat untuk melakukan juga harus ada. Hal itu sudah saya praktekkan selama satu bulan ini.

INTERVIEW REPORT 4

Date   : **Monday, 29th October 2018**

Informant   : **Muhammad Basyair Murteja Hanif (V4)**

R   : Menurut anda, apa listening itu?

V4   : Menurut saya listening adalah suatu subjek pelajaran untuk melatih kita dalam kemampuan mendengar dan menganalisa suatu audio.

R   : Apakah anda mengetahui tujuan dari listening?

V4   : Tujuan listening yaitu melatih kita dalam mendengar lalu memahami audio yang telah didengar untuk kemudahan ataupun memudahkan kita saat melakukan komunikasi Bahasa Inggris.

R   : Kendala apa yang anda hadapi ketika listening?

V4   : Kendala bagi saya ketika listening yaitu TOEFL. Karena itu adalah tingkatan yang tertinggi dalam listening dan perlu dipahami lebih mendalam untuk menjawab soal – soal listening dalam TOEFL dan perlu banyak latihan dalam mengerjakan soal TOEFL.

R   : Lalu mengapa hal itu menjadi kendala dalam listening?

V4   : Karena TOEFL biasanya membutuhkan kepemahaman yang lebih dan ketelitian dalam mengerjakannya.

R   : Bagaimana solusi anda untuk mengatasi kendala tersebut?

V4   : Memperbanyak latihan soal – soal berkaitan dengan TOEFL sampai terbiasa. Dan terkadang saya bertanya kepada dosen tentang hal yang saya kurang paham.

R   : Metode belajar yang seperti apa yang anda terapkan supaya anda bisa memahami mata kuliah listening?

V4   : Dengan cara membaca soal dan jawaban yang ada terlebih dahulu lalu baru mendengarkan audio yang sedang diputar. Hal itu membuat saya sedikit bisa guessing jawaban karena sudah membaca soal dan jawaban yang ada kemudian baru saya cocokkan dengan audio yang diputar. Follow along with the answers while listen the audio.

R : Mengapa anda menggunakan metode tersebut dalam mempelajari mata kuliah listening?

V4 : Seperti yang saya katakan tadi, hal itu akan mempermudah saya dalam mengerjakan soal – soal listening.

R : Apakah metode yang anda terapkan tersebut bisa mengatasi kesulitan anda dalam memahami mata kuliah listening?

V4 : Ya sangat bisa dan metode ini paling ampuh untuk digunakan saat mengerjakan soal – soal listening. Cara jitu untuk mengerjakan soal listening dan sudah mewabah ke semua orang.

INTERVIEW REPORT 5

Date : **Monday, 29th October 2018**

Informant : **Adila Faaiza A (V5)**

R : Apa yang anda ketahui tentang listening?

V5 : Listening adalah suatu pembelajaran yang membutuhkan kepekaan telinga kita untuk menjawab soal secara benar dengan berkonsentrasi dalam berfikir.

R : Jadi listening itu peka pada pendengaran ya. Lalu apakah anda tau apa tujuan dari listening?

V5 : Ya saya mengetahui tujuan dari listening. Yakni untuk melatih pendengaran kita dan melatih ketepatan pronunciation serta dengan banyak berlatih listening maka kita akan banyak pula vocabulary yang kita dapatkan.

R : Kendala apa yang anda hadapi ketika listening?

V5 : Pertama adalah kurangnya konsentrasi saya saat mendengarkan audio. Kedua yaitu saya kurang memahami ataupun tau English accent yang terdapat pada audio. Dan yang ketiga adalah kurangnya kosakata yang saya kuasai serta saya yang belum mengerti cara pelafalan atau pronunciation setiap kosakata tersebut. Banyak kata yang sebenarnya berbeda tapi menurut saya itu sama.

R : Mengapa hal itu menjadi kendala anda dalam listening?

V5 : Karena saat mendengarkan, saya kurang konsentrasi dan membuat gagal focus. Juga bisa disebabkan karena kurangnya latihan belajar pronunciation. Dalam listening pronunciation sangat menolong kita untuk mengetahui accent apakah itu british or America.

R : Jadi kendala anda terletak pada pemahaman accent ya. Lalu bagaimana solusi anda untuk mengatasi kendala tersebut?

V5   : Solusi yang saya dapatkan untuk mengatasi masalah ini ialah lebih sering berlatih mendengarkan dan mengerjakan soal juga focus pada kata dalam audio yang sedang diputarkan.

R   : Metode belajar seperti apa yang anda terapkan supaya anda memahami mata kuliah listening?

V5   : Menurut saya metode pembelajaran secara berkelompok atau group yang diterapkan dalam mata kuliah listening.

R   :Mengapa anda menggunakan metode tersebut dalam memahami listening?

V5   : Karena dengan bertukar pikiran pendapat ataupun berpikir secara berkelompok dapat menyelesaikan. Dengan berkelompok maka satu mahasiswa dengan mahasiswa lainnya bisa bertanya ataupun meminta informasi kepada mahasiswa lain.

R   : Apakah metode yang anda terapkan tersebut bisa mengatasi kesulitan anda dalam memahami mata kuliah listening?

V5   : Saya rasa iya, namun saya mendapat kendala karena tidak mungkin metode ini diterapkan di bangku kuliahan.

INTERVIEW REPORT 6

Date   : **Monday, 29th October 2018**

Informant   : **Nandea R A (K1)**

R   : Menurut anda, apa listening itu?

K1   : Menurut saya, listening adalah suatu cara untuk memahami Bahasa Inggris dengan cara mendengarkan.

R   : Intinya mendengarkan ya. Kemudian apakah anda mengetahui tujuan dari listening?

K1   : Ya saya mengetahui, tujuannya yaitu untuk memahami informasi.

R   : Informasi apa? Dari mana?

K1   : Ya informasi yang didapat dari apa yang didengarkan tadi. Biasanya melalui audio, kita bisa mendapat informasi tentang jawaban untuk soal yang ada.

R   : Kendala apa yang anda hadapi ketika listening?

K1   : Sound yang kadang rusak, kemudian speaker yang berbicara terlalu cepat.

R   : Mengapa hal itu menjadi kendala anda ketika listening?

K1   : Karena listening membutuhkan suara yang baik dan ketelitian dalam mendengarkan.

R   : Yang baik itu suara apa? Speaker atau audio yang diputar?

K1   : Ya keduanya.

R   : Bagaimana solusi anda untuk mengatasi kendala tersebut?

K1   : Sebelum listening dimulai biasanya saya sudah memasang telinga dengan teliti dan berdo'a sebelum dimulai. Biasanya saya membuat catatan pada lembar soal tentang apa yang saya dengarkan dari audio yang diputar tadi. Sehingga mempermudah saya untuk menjawab soal karena masih ada catatan atau mengingatkan saya pada audio yang diputar tadi.

R   : Metode belajar yang seperti apa yang anda terapkan supaya bisa memahami mata kuliah listening?

K1 : Dengan banyak mendengarkan percakapan bahasa Inggris lewat youtube, music, maupun dari instagram. Dengan hal itu maka saya akan terbiasa dengan accent orang yang berbicara dengan bahasa Inggris.

R : Mengapa anda menggunakan metode tersebut dalam mempelajari listening?

K1 : Karena lebih menarik dan enjoy dalam belajar dimanapun dan kapanpun.

R : Lalu apakah metode yang anda terapkan tersebut bisa mengatasi kesulitan anda dalam memahami mata kuliah listening?

K1 : Ya sedikit membantu daripada sebelumnya.

INTERVIEW REPORT 7

Date   : **Monday, 29th October 2018**
Informant   : **Dian Larasati (K2)**

R   : Menurut anda, apa listening itu?

K2   : Menurut saya, listening adalah praktek mendengarkan audio dalam bahasa Inggris.

R   : Aapakah anda mengetahui tujuan dari listening?

K2   : Listening bertujuan untuk melatih pendengaran dan melatih agar terbiasa untuk mendengarkan kalimat dalam bahasa Inggris.

R   : Kendala apa yang anda hadapi ketika listening?

K2   : Suara dari speaker yang tidak terlalu clear dan speaker yang berbicara terlalu cepat. Saya sadar itu bukan speaker yang terlalu cepat, tetapi saya saja yang belum begitu terbiasa akan pola bicara dari speaker dan kekayaan kosakata saya yang kurang. Kadang juga karena sound atau audionya yang tidak mulus atau tidak baik untuk didengarkan.

R   : Mengapa hal itu menjadi kendala anda dalam listening?

K2   : Karena dengan suara speakernya yang terlalu cepat dan soundnya yang tidak mulus itu maka point dari listening yang dibutuhkan untuk menjawab soal itu tidak saya dapatkan dengan baik.

R   : Bagaimana solusi anda untuk mengatasi kendala tersebut?

K2   : Ketika didalam kelas, meminta kepada dosen untuk mengulangi audio. Jika saya belajar sendiri maka audio selalu saya putar berulang-ulang. Dan dosen memberikan kesempatan dua kali putaran untuk audio tersebut.

R   : Metode belajar yang seperti apa yang anda terapkan supaya bisa memahami mata kuliah listening?

K2   : Dengan cara memutar berulang-ulang audio kemudian mengingat apa yang dibicarakan di audio kemudian memahami soal dan berkonsentrasi.

R   : Mengapa anda menggunakan metode tersebut dalam mempelajari mata kuliah listening?

K2　　: Agar saya bisa memahami apa yang sedang dibicarakan dalam audio yang sedang diputar dan menjawab soal dengan benar maka dibutuhkan konsentrasi,

R　　: Sejauh ini, apakah metode yang anda terapkan tersebut bisa mengatasi kesulitan yang anda hadapi dalam memahami mata kuliah listening?

K2　　: Sejauh ini bisa.

INTERVIEW REPORT 8

Date   **: Monday, 29th October 2018**

Informant   **: Vivi Virelia Sari (K3)**

R   : Menurut anda, apa listening itu?

K3   : Listening adalah sebuah bidang dimana terdapat audio – audio yang didengarkan kemudian mahasiswa dianjurkan untuk menganalisis apa yang diucapkan dalam audio di bahasa Inggris.

R   : Apakah anda mengetahui tujuan dari listening?

K3   : Tujuannya yaitu untuk membiasakan mahasiswa agar terbiasa dengan audio-audio berbahasa Inggris dan menambah kosakata dan memperbaiki pengetahuan pronounciation.

R   : Kendala apa yang anda hadapi ketika listening?

K3   : Terkadang speaker yang rusak atau percakapan yang terlalu cepat dan terkadang juga tidak konsentrasi jika ada suara berisik dari teman-teman saya yang mengganggu.

R   : Mengapa hal itu menjadi kendala anda dalam listening?

K3   : Karena konsentrasi dalam mendengarkan audio sangat dibutuhkan agar kita dapat menganalisa audio dengan baik dan menjawab soal dengan baik.

R   : Bagaimana solusi anda untuk mengatasi kendala tersebut?

K3   : Dengan cara memperbaiki pendengaran dan konsentrasi. Cukup dengan suasana yang tenang maka konsentrasi tercipta dengan baik.

R   : Metode belajar seperti apa yang anda terapkan supaya bisa memahami mata kuliah listening?

K3   : Dengan memperbanyak vocabulary saya dan mempelajari pronunciation serta mempraktekkannya. Saya untuk mengingat kosakata yang saya dapatkan itu bisanya saya lakukan dengan bergerak melakukan aktivitas fisik. Misalnya dengan bergerak kesana kemari dengan melafalkan kata yang saya ingin hafalkan tadi, jadi saya tidak bisa jika harus diam.

R   : Mengapa anda menggunakan metode tersebut dalam mempelajari mata kuliah listening?

K3   : Karena vocabulary itu sangat penting untuk menjawab dan memilih jawaban yang benar dan tepat dari percakapan pada audio yang diputar.

R   : Apakah metode yang anda terapkan tersebut bisa mengatasi kesulitan anda dalam memahami mata kuliah listening?

K3   : Terbukti bisa mengatasi dan saya akan mengasah dan mempelajari dengan lebih giat lagi agar dapat menguasai mata kuliah ini.

INTERVIEW REPORT 9

Date : **Monday, 29th October 2018**

Informant : **Putri N.S (K4)**

R : Menurut anda, apa listening itu?

K4 : Listening menurut saya, sebuah pelajaran yang mengajarkan kita tentang mendengarkan percakapan bahasa Inggris yang baik dan benar.

R : Apakah anda mengetahui tujuan dari listening?

K4 : Tujuan dari listening adalah untuk melatih otak kita dalam keseharian mengdengarkan percakapan bahasa Inggris dan kurang mendengar.

R : Kendala apa yang anda hadapi ketika listening?

K4 : Kendala yang saya hadapi adalah terkadang speaker tidak terdengar dengan jelas juga. Dan terkadang telinga saya kurang dengar.

R : Mengapa hal itu menjadi kendala dalam mata kuliah listening?

K4 : Karena jika speaker tidak jelas jadi suaranya pun tidak terdengar dengan baik.

R : Bagaimana solusi untuk mengatasi kendala tersebut?

K4 : Solusi untuk mengatasi kendala tersebut adalah berusaha lebih focus mendengarkan audio dan speaker yang ada di lab harus diperbaiki atau ganti yang baru.

R : Metode belajar seperti apa yang anda terapkan supaya bisa memahami mata kuliah listening?

K4 : Metode yang saya terapkan dalam mempelajari listening adalah lebih focus audio dan menyiapkan telinga dengan baik. Saya biasanya mengingat apa yang saya dengar dari audio kemudian saya guessing ke jawaban yang telah tersedia. Jika nanti sudah merasa sangat sulit maka biasanya minta untuk menedengarkan lagu barat. Supaya lebih enjoy dalam belajar.

R : Mengapa anda menggunakan metode tersebut dalam mempelajari mata kuliah listening?

K4   : Karena menurut saya metode tersebut sangat recommend untuk diterapkan dalam memahami matakuliah listening.

R   : Apakah metode yang diterapkan tersebut mengatasi kesulitan anda dalam memahami mata kuliah listening?

K4   : Sedikit membatu daripada sebelumnya.

INTERVIEW REPORT 10

Date : **Monday, 29ᵗʰ October 2018**

Informant : **Risa Pertiwi (K5)**

R : Menurut anda, apa listening itu?

K5 : Listening menurut saya adalah mendengarkan percakapan dalam bahasa Inggris melalui audio.

R : Apakah anda mengetahui tujuan dari listening?

K5 : Tujuan dari listening adalah untuk melatih pendengaran dan untuk meningkatkan kemampuan bahasa Inggris.

R : Kendala apa yang anda hadapi ketika listening?

K5 : Speaker yang tidak jelas dan headphone yang kurang memadai.

R : Mengapa hal itu menjadi kendala dalam mata kuliah listening?

K5 : Karena jika speaker tidak jelas maka listening menjadi kurang nyaman dan menyebabkan gagal focus dan akhirnya ngantuk saat mata kuliah listening.

R : Bagaimana solusi untuk mengatasi kendala tersebut?

K5 : Speaker harus diperbarui serta kita harus focus supaya tidak tertinggal audio yang diputar.

R : Metode belajar seperti apa yang anda terapkan supaya bisa memahami mata kuliah listening?

K5 : Fokus mendengarkan dan sering-sering berlatih mendengarkan percakapan bahasa Inggris sendiri melalui youtube maupun instagram.

R : Mengapa anda menggunakan metode tersebut dalam mempelajari mata kuliah listening?

K5 : Menurut saya metode tersebut akan membiasakan kita dan melatih kita. Saya pikir metode tersebut efektif bila digunakan secara rutin dan berkelanjutan untuk belajar listening.

R : Apakah metode yang diterapkan tersebut mengatasi kesulitan anda dalam memahami mata kuliah listening?

K5   : Saya pikir bisa. Karena dengan berlatih sendiri akan lebih memperdalam dan meningkatkan kemampuan bahasa Inggris.

APPENDIX 3

QUESTIONNAIRE

Learning Questionnaire adapted from University of Texas Learning Center, 2006
Complete the following questionnaire by ticking the appropriate box to discover your preferred learning style.

No		Often	Sometimes	Seldom
1.	Can remember more about a subject through listening than reading.			
2.	Follow written directions better than oral directions.			
3.	Like to write things down or take notes for visual review.			
4.	Bear down extremely hard with pen or pencil when writing.			
5.	Require explanations of diagrams, graphs or visual directions.			
6.	Enjoy working with tools.			
7.	Am skilful and enjoy developing and making graphs and charts.			
8.	Can tell if sounds match when presented with pairs of sounds.			
9.	Remember best by writing things down several times.			
10.	Can better understand and follow directions using maps.			
11.	Do better at academic subjects by listening to lectures and tapes.			
12.	Play with coins and keys in pockets.			
13.	Learn to spell better by repeating the letters than by writing the word on paper.			
14.	Can better understand a news article by reading about it in the paper then the radio.			
15.	Chew gum, smoke or snack during studies.			
16.	Feel the best way to remember a picture is in my head.			
17.	Learn spelling by 'finger spelling' the words.			
18.	Would rather listen to a good lecture or speech than read about the same material.			
19.	Am good at working and solving jigsaw puzzles and mazes.			

20.	Grip objects in my hand during learning periods.			
21.	Prefer listening to the news on the radio than reading about it in a newspaper.			
22.	Obtain information on an interesting subject by reading relevant materials.			
23.	Feel very comfortable touching others, hugging, handshaking, etc.			
24.	Follow oral directions better than written ones.			

LEARNING STYLE QUESTIONNAIRE

Scoring: Complete the table below by assigning the following point values for each question: Often = 5 points, Sometimes = 3 points , Seldom = 1 point. Then, add the points in each column to obtain your learning preference score under each heading.

Visual	Auditory	Kinesthetic
Points:	Points:	Points:
2.	1.	4.
3.	5.	6.
7.	8.	9.
10.	11.	12.
14.	13.	15.
16.	18.	17.
19.	21.	20
22.	24.	23.
Total:	Total:	Total:

APPENDIX 4
QUESTIONNAIRE
Strategy Inventory for Language Learning (SILL)
Version 7.0 (ESL/EFL)
© R. Oxford. 1989

Please read each statement and give check (√) of the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

SL : Second Language

PART A

No	Statements	1	2	3	4	5
1	I think of relationships between what I already know and new things I learn in the SL.					
2	I use new SL words in a sentence so I can remember them.					
3	I connect the sound of a new SL word and an image or picture of the word to help me remember the word.					
4	I remember a new SL word by making a mental picture of a situation in which the word might be used.					
5	I use rhymes to remember new SL words.					
6	I use flashcards to remember new SL words.					
7	I physically act out new SL words.					
8	I review SL lessons often.					
9	I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign.					

PART B

No	Statements	1	2	3	4	5
10	I say or write new SL words several times.					
11	I try to talk like native SL speakers.					

12	I practice the sounds of SL.					
13	I use the SL words I know in different ways.					
14	I start conversations in the SL.					
15	I watch SL language TV shows spoken in SL or go to movies spoken in SL.					
16	I read for pleasure in the SL.					
17	I write notes, messages, letters, or reports in the SL.					
18	I first skim an SL passage (read over the passage quickly) then go back and read carefully.					
19	I look for words in my own language that are similar to new words in the SL.					
20	I try to find patterns in the SL.					
21	I find the meaning of an SL word by dividing it into parts that I understand.					
22	I try not to translate word for word.					
23	I make summaries of information that I hear or read in the SL.					

PART C

No	Statements	1	2	3	4	5
24	To understand unfamiliar SL words, I make guesses.					
25	When I can't think of a word during a conversation in the SL, I use gestures.					
26	I make up new words if I do not know the right ones in the SL.					
27	I read SL without looking up every new word.					
28	I try to guess what the other person will say next in the SL.					
29	If I can't think of an SL word, I use a word or phrase that means the same thing.					

PART D

No	Statements	1	2	3	4	5
30	I try to find as many ways as I can to use my SL.					

31	I notice my SL mistakes and use that information to help me do better.					
32	I pay attention when someone is speaking SL.					
33	I try to find out how to be a better learner of SL.					
34	I plan my schedule so I will have enough time to study SL.					
35	I look for people I can talk to in SL.					
36	I look for opportunities to read as much as possible in SL.					
37	I have clear goals for improving my SL skills.					
38	I think about my progress in learning SL.					

PART E

No	Statements	1	2	3	4	5
39	I try to relax whenever I feel afraid of using SL.					
40	I encourage myself to speak SL even when I am afraid of making a mistake.					
41	I give myself a reward or treat when I do well in SL.					
42	I notice if I am tense or nervous when I am studying or using SL.					
43	I write down my feelings in a language learning dairy.					
44	I talk to someone else about how I feel when I am learning SL.					

PART F

No	Statements	1	2	3	4	5
45	If I do not understand something in SL, I ask the other person to slow down or say it again.					
46	I ask SL speakers to correct me when I talk.					
47	I practice SL with other students.					
48	I ask for help from SL speakers.					

49	I ask questions in SL.					
50	I try to learn about the culture of SL speakers.					