AN ANALYSIS OF STUDENTS' LEARNING STYLES IN LEARNING ENGLISH LISTENING SKILL (A MIXED-METHODS RESEARCH AT THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF UIN RADEN MAS SAID SURAKARTA)

THESIS

Submitted as A Partial Requirements For the Degree of Sarjana

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURES AND LANGUAGES
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Assalamu'alaikum Wr.Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state the thesis of:

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Title   : An Analysis of Students' Learning Style in Learning English Listening Skill (A Mixed Methods Research At The English Language Education Study Program of UIN Raden Mas Said Surakarta) has already fulfilled the requirements to be presented before The Board of Examiners (munaqosyah) to gain Bachelor Degree in UIN Raden Mas Said Surakarta.

Thank you for the attention.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION

This is to certify the Sarjana thesis entitled An Analysis of Students' Learning Style in Learning English Listening Skill (A Mixed Methods Research At The English Language Education Study Program of UIN Raden Mas Said Surakarta) by Maudi Rahmawati Hakim has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in UIN Raden Mas Said Surakarta

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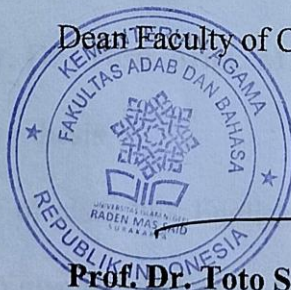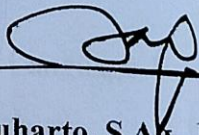   **NIP. 19860427 201903 1 008**

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DEDICATION

This Thesis is dedicated to:

1. Allah SWT who always blessing me to finish my thesis.

2. Prophet Muhammad who always giving me the best examples for doing anything.

3. My beloved parents, Mr. Drs. M. Abdul Hakim and Mrs. Surati who always give me love, support, money and prayers in my life.

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MOTTO

"Surely with 'that' hardship comes 'more' ease"

(QS : Al-Insyirah : 6)

"Might be overhelmed but hold onto your faith, your struggles are to make you better"

(Unknown)

"Susah, tapi bismillah"

(Fiersa Besari)

PRONUNCEMENT

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    I hereby sincerely state that the thesis titled An Analysis of Students' Learning Style in Learning English Listening Skill (A Mixed Methods Research At The English Language Education Study Program of UIN Raden Mas Said 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 sanction in the form of repealing my thesis and academic degree.

Sukoharjo, 22 May 2023

Stated by

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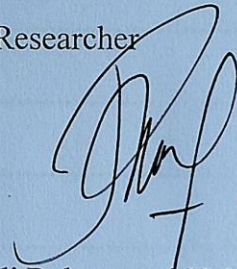
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Sukoharjo, 22 May 2023

The Researcher

Maudi Rahmawati Hakim

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ABSTRACT

Maudi Rahmawati Hakim, 2023. "An Analysis of Students' Learning Style in Learning English Listening Skill (A Mixed Methods Research At The English Language Education Study Program of UIN Raden Mas Said Surakarta)" Thesis. English Language Education, Cultures and Language Faculty.

This research focuses on the learning English listening skill based on students learning style in third semester of English major at UIN Raden Mas Said Sukakarta in academic year 2022/2023. The purpose of this research is to analyze the learning style that students use to learn English listening skill at third semester.

This research is mixed method research. The subject of the research were the students from classes A-J that consisted of 143 students. Data collected was carried out by two methods, namely qualitative and quantitative. In collecting qualitative data, the instrument used was interviews. Interview was given to students. In addition, to collect quantitative data, the reseacher used as the instruments tests and questionnaire.

The results of this study, based on the data questionnaire on the grouping of learning styles in studying listening skills, students using a visual learning style are 25.2%, and students with an auditory learning style are 36.4%. The dominant learning style is the kinesthetic learning style with a result of 38.4%. Based on the problems faced by students in learning listening skills, the researcher concludes that each learning style has its own difficulties. The difficulties students face have an impact on students' difficulties in understanding the listening skill learning process. Almost all students with different learning styles had almost the same problem solving. Students with a visual learning style are able to use their imagination in learning listening skills. Students with an auditory learning style are able to learn listening skills with a learning style that underlies the listening skill itself. Likewise, students with a kinesthetic learning style are able to solve their difficulties by adding new vocabulary and memorizing them.

Keywords: Listening Skill, Learning Styles

CHAPTER I

INTRODUCTION

A. **Background of the Study**

One of the four essential skills in English is listening. Listening, reading, and speaking are among the other skills, with listening serving as the basis for learning English. Students must listen for sounds and words before they can comprehend and begin speaking. Because listening is an invisible mental process, it is a complex language skill to learn. Students must be able to recognize between sounds, comprehend vocabulary and grammatical structures, and try to figure out what the speaker means. As a result, hearing can be seen as a struggle for English students (Atmowardoyo et al., 2021).

The ability to receive language input is the goal of listening skills. As a result, it may be claimed that if someone pays attention to anything, he will have a significant impact. As a result, the ability to listen is critical in everyday life for communication. When the listener understands what the speaker is saying, communication is successful. Listening becomes a bridge when learning to speak, read, and write (Thi et al., 2021).

According to (Underwood et al., 2010), students will pay attention and try to infer meaning from what they hear during the listening process. To success in the listening process, students must be able to understand what speakers mean when they use actual words in specific ways and

on situations. The listen process, on the other side, not only delivers information for having knowledge, but also a means of comprehending information that has been delivered verbally. Learning style preferences must be examined to see how students understand the content in the listening class. Every student has a different learning style.

The way a person collects, feels, and processes knowledge is determined by their learning style. (Brown, 2007) Some people find it easier to process information by looking at something and reading it. while there are some people who process information by listening to explanations. Some people can process information by moving their bodies. Additionally, learning styles, as opposed to learning approaches, are terminology that explain attitudes and actions that influence a person's preferred method of learning. Achievement in the field of education is very dependent on the ability to adapt lessons based on each individual aspect.

There are three types of learning styles in education: (Brown, 2007) Visual, auditory, and kinesthetic learning styles. Students with visual learning styles learn by seeing or reading, while students with auditory learning styles learn through listening, and students with kinesthetic learning types learn through touch, work, and movement. Intelligence or skills have nothing to do with learning styles. Instead, it has a relationship with how one's brain works in learning and the ability to store information efficiently.

Cognitive, affective, social, and other physiological behavioral aspects are sometimes used to characterize learning styles. From this definition, it can be used as a fairly stable indicator of how students can understand, interact and respond to the learning environment (Gilakjani, 2011). (Mok, 2010) Students' preferred learning approach can also be identified as a learning style. Lecturers can use learning styles as strategy to design a learning that help them focus more on students that require extra attention during the learning process. Students will be encouraged to identify their personal strengths and conquer their own learning weaknesses by identifying their learning styles.

Meanwhile, when it comes to learning a skill, everyone processes information different. This is referred to as a learning style. Based on cognitive, affective, and psychological aspects, learning style refers to how students perceive, interact with, and respond to the learning environment. Students' learning styles can be influenced by biological and psychological differences in how they comprehend their studies. Meanwhile, when it comes to learning a skill, everyone processes information different. This is referred to as a learning style. Based on cognitive, affective, and psychological aspects, learning style refers to how students perceive, interact with, and respond to the learning environment. Students' learning styles can be influenced by biological and psychological differences in how they comprehend their studies.

The thing that makes researcher interested in researching learning

styles in learning listening skills is that researcher find interest in one of the basic skills in English. As we know, the success of a communication is how the information is listened. In other words, listening ability is very important in the learning process. While the learning process and an individual's learning style are inextricably linked. In this study, the researcher wanted to analyze how the learning style in learning listening skills.

The result of the pre research conducted on 26th of April via google form showed that the students have several learning styles in learning English Listening course. The students were given a questionnaire that contains several options that represents learning styles. The subject of the pre research was 22 respondents from a class in undergraduate English Education Program. From the pre research it is shown that most of the students learning English listening better through visual properties. Meanwhile the least students from the pre research prefered kinesthetic learning style in which they learned by doing several physical movements in order to acquire English listening better. The percentage that represents the result is 63,6% for visual learners, 4,5% for kinesthetic learners, and the rest 31,8% is for Auditory learners. Based on the pre search conducted, the research aimed to analyze further regarding the problems faced by the students as well as their strategies in based on each learning style.

In the preparation of this research, researcher has read and observed

the result of other studies as a reference and comparison for conducting new research, the researcher found 3 journals with one of them is an international journal that have same topic to be analyzed, the first journal is conducted by (Tahir et al., 2020). The result of this research was the fact that visual learning style is the most favored learning style chosen by the students in learning English listening. This research didn't discuss further regarding the correlation between students learning style and their learning comprehension. Furthermore, this research also didn't cover the problems and strategies used by the students for each of the learning styles.

The second journal was a research conducted by (Oktaviani et al., 2019). The result of this research showed that the most dominant learning style conducted for 79 students is auditory learning style. This research also didn't cover the further impact on each of the learning style towards the students' academic records as well as the learning comprehension. The second journal was conducted before covid-19 hit Indonesia. Thus, it was conducted upon a face-to-face course.

The third journal was an international Journal that was published in the International Journal of Instruction. This research was conducted by (Diani et al., 2022). The result was about the digital literacy skill and learning style of students on the strategy of students learning English listening skill. The result showed that. The interaction between digital literacy skills and learning styles could improve the students' meta-

cognitive listening strategies, approximately by 50.40%. Digital literacy skills and learning styles have a positive role in improving students' meta-cognitive listening strategies. A student's meta-cognitive listening technique improves as his or her digital literacy skills and learning style improves. The third journal focuses more on the impact of the digital literacy skills and learning style improvement, thus it discusses not purely on the learning style impact but mixed with the digital literacy skill.

From the three journals discussed previously, the researcher was interested in conducting research that is specialized for the English listening online course case, thus, different from the second journal this research will not cover the face-to-face courses on the learning style. As for the first journal, this research will try to cover what the first journal couldn't yet achieve to analyze further regarding the problems faced by the students as well as their strategies in based on each learning style. Meanwhile for the third journal that was conducted recently on 2022, this research will only focus on purely the impacts and the domination of the learning style as the main discussion, so that the digital literacy is excluded due to a specification and a deeper result regarding the learning style as a single factor towards English listening skill would be expected to be achieved since the method designed for this research was quantitative and qualitative research.

B. Identification of Problems

From the statement above, the research problem can be stated as follow:

1. The diversity of learning styles among students required the teacher to be able to serve different teaching models and strategies, but in fact, the learning results indicated a gap.

2. The different learning styles of each student have a different impact on each students.

3. The lack of English vocabulary mastered by students.

C. Limitation of Problem

The subjects chosen for this research are limited only for the 2021/2022 students of the English Language Education Study Program that took the English listening course. The learning style theory used for the analysis is cited from(Dunn et al., 2000). As for the chosen course for the research, the researcher will analyze the online course instead of the offline one.This study is limited to analyzing students in learning listening skills with their learning styles. It also analyzes the difficulties faced by students and students problem solving regrading implementation of the learning process with students learning styles, Research data was collected through several interviews with several students. In addition, research data was also collected from an open questionnaire filled out by students from class A to class J.

D. **Formulation of the Problems**

1. What are the students learning styles of English Language Education of UIN Raden Mas Said Surakarta have in learning listening skill?

2. What are difficulties faced by the students at the English Language Education of UIN Raden Mas Said Surakarta in learning English listening based on their learning styles?

3. What strategies do the students have at the English Language Education of Raden Mas Said State Islamic University of Surakarta in learning English listening based on each learning style?

E. **Objectives of the Study**

Based on the problems statements of this study, this study aims to:

1. To describe the students learning styles of English Language Education of UIN Raden Mas Said in learning listening skill.

2. To identify the difficulty faced by the students of English Language Education of UIN Raden Mas Said in learning listening skill.

3. To describe The Students' Strategies of English Language Education of UIN Raden Mas Said in learning listening skill.

F. **The Benefits of the Research**

1. **Theoretical Benefit**

This study is projected to bring benefits and positive impacts, allowing it to be used to increase knowledge and develop new innovations in English learning, particularly in determining learning styles when studying

listening skills at UIN Raden Mas Said Surakarta's English Education study program.

2. Practical Benefit

This research is expected to help students in determining the right learning style in understanding a material or a skill. This is very useful to create comfort in understanding a lesson, especially in deepening listening skills in English. While the benefit of this research for teachers is as a reference in providing delivery in teaching listening skills in English. This research is not only expected to provide benefits for students and teachers, but also for researchers. It is hoped that researchers can develop a professional attitude in teaching students.

G. The Definition of the Key Term

1. Listening Skill

The listening skill is a language modality. One of the four language skills is listening. The other three are writing, reading, and speaking. In order to receive communications properly, people must have good listening skills.

2. Learning Style

A person has the ability to understand and absorb a lesson at different levels. There are some students who quickly understand some are slow to understand. Therefore, students must take different ways of understanding the same information or material. This is called a learning style. The difference in learning styles shows the fastest and best way for

each individual to be able to absorb information from outside himself.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. English Language Learning

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having under understood meanings (Merriam, 2010) in (Brown, 2007). Meanwhile, Brown gives a concise definition of language. He defines a language as follows:

a. Language is systematic.

b. Language is a set of arbitrary symbols.

c. Those symbols are primary vocal, but may also be visual.

d. The symbols have conventionalized meanings to which they refer.

e. Language is used for communication.

f. Language operates in a speech community or culture.

g. Language is essentially human, although possibly not limited to human.

h. Language is acquired by all people in much the same way language and language learning both have universal characteristics.

Then, (Brown, n.d) states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction.

Based on the previous statement, Brown classifies learning into some components as follow:

a. Learning is acquisition or "getting".

b. Learning is retention of information or skill.

c. Retention implies storage systems, memory, and cognitive organization.

d. Learning involves active, conscious focus on and acting upon events outside the organism.

e. Learning is relatively permanent but subject to forgetting.

f. Learning involves some form of practice, perhaps reinforced practice.

g. Learning is change in behavior.

In relation to learning, he states that teaching is the process of guiding and facilitating learning (Bunkers, 2000). Teaching also enables the learners to learn and setting the condition for learning. It implies that teaching cannot be separated from learning. The teachers' understanding of what learning will determine his or her understanding of what teaching is. Teachers' understanding of how students learn will determine the teacher's philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the concept of teaching is interpreted in line with the concept of learning.

(Richard et al., 2005) says that language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycholinguistics, as well as curricula and instructional dimensions. Concerning to the foreign language teaching, there are some experts point out that second or foreign language teaching is any activity on the part of one person intended to facilitate the learning by another person of a language which is not his native one. In the

foreign language teaching, there is an obligation for the teacher to provide exposures to the language and opportunities for learning through classroom activities (Cameron, 2001). Teachers are expected to be able to provide a good classroom atmosphere for the learning process. Then, it should be followed by designing the appropriate learning materials which can enhance the teaching and learning process. In some cases, many teachers do not think about their objectives in relation to the situation in which they are teaching and to the goals of the student.

In their class, they teach without thinking about the appropriate materials, methods, and techniques. In consequence, their students do not find particularly exciting lessons. Thus, it is important for the teachers to know the objectives of their teaching. (Rivers, 2010) proposes the objective of teaching as follows:

a. To develop the student's intellectual powers through the study of another language.

b. To increase the student's personal culture through the study of the great literature and philosophy to which the new language is the key.

c. To increase the student's understanding of how language functions and to bring them, through the study of another language, to a greater awareness of the functioning of their own language.

d. To teach students to read another language with comprehension so that they may keep abreast of modern writing, research, and information.

e. To give students the experience of expressing themselves within

another framework, linguistically, kinetically, and culturally.

f. To bring students to a greater understanding of people across national barriers, by giving them sympathetic insight into the ways of life and way of thinking of the people who speak the language they are learning.

g. To provide students with the skills that will enable them to communicate orally, and to some degree in writing, in personal or career contexts, with the speakers of another language and with people of other nationalities who have also learned this language.

Based on the statements above, language teaching and learning involves a lot of aspects in order to get a success. Teachers are expected to be able to set the objectives and modify their teaching style in order to accommodate the learners' needs.

2. Learning English in General

Listening is the first language mode that children acquire. It provides a foundation for all aspect of language and cognitive development. Listening is one of the major components in language learning besides speaking, reading, and writing. Among them, listening is one of the most important, because according to Feyten in (Mag et al., 2010) "More than 45% of communicating time is spent listening. It shows how important listening skill is to overall language ability". (Jordens, 2010) stated that "the term listening is used in language teaching to refer to a complex process that allows us to understand spoken language. Listening also has a

crucial role where it is used in conjunction with the other skills of reading, writing, and speaking." As we know listening is an important skill that has crucial function, besides as the skill that more often used than others. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

(Thanajaro, 2010) said that "Listening is defined as an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words in an attempt to understand the intended message of a speaker or the oral text so that he/she can respond effectively to oral communication." It is a process where the listener is trying to interpret the meaning or the information from what he or she listen within spoken language form According to Thomlison's in (Gunawan, 2003), "Listening is the ability to identify and understand what others are saying." This ability allows people to understand spoken language that is used in active communication like conversation or passive communication like broadcast news. This is based on the assumption that "the main function of listening in second language learning is to facilitate understanding of spoken discourse." Based on the definition of the listening above, it can be summed up that listening is the ability to identify and understand the spoken language to get information or the intended message of a speaker or oral text.

From listening models above, the researcher will use the top-down model as a limitation of this study where the main focus is students can

understand and get information of the text that they hear by using their background knowledge and some keywords that they find in the text.

3. Learning Style in Learning English Listening

According to several journals written by (Oktaviani & Wulandari, 2019), and (Fithrotunnisa, 2015) , there were three kinds of learning style used by students in learning English program in Listening Course which are visual learning style, auditory learning style and kinesthetic learning style.

According to (Hilliard et al., 2010), learning styles are the characteristic ways in which an individual acquires, perceives, and processes information. Some people are best in processing information through seeing or reading a chart, diagram, or written text. Other people are best in processing information through listening to the explanation. And the others are best in processing information through experiencing or touching, working, and movement. In addition, learning style, different to approaches to learning, is a term used to describe the attitudes and behaviors, which determine an individual's preferred way of learning.

Most people are not aware of their learning style preferences (Hilliardet al., 2010). There are three kinds of learning styles: visual learning style, auditory learning style, and kinesthetic learning style. Visual students tend to learn through seeing or reading, auditory students tend to learn through listening, and kinesthetic students tend to learn through experiencing or touching, working, and movement. Learning style has nothing to do with intelligence or skills. It has to do with the way a person's

brain works to learn and store information efficiently (Shoimatul, 2013).

From the definitions above, we can conclude that learning styles are method preferences used by the students in which acquiring, perceiving, and processing a new knowledge, including but not limited to English Listening. The learning styles used in learning English Listening based on the research done by several researchers are visual, auditory, and kinesthetic learning styles. Visual learning style is a learning style that utilizes images, texts, charts, and even animation. Auditory learning style is a learning style that utilizes audio tracks, music, or explanation. Meanwhile, the kinesthetic learning style utilizes physical experiences.

(Dunn et al., 2000) stated that learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information (Dunn et al., 2000). (Pearson et al., 2014) stated that learning style is divided into three which are: visual learning, auditory learning, and kinesthetic learning. Thus, based on that statement, we can divide the students by their learning style into:

a. Visual Learners

Visual learners prefer to learn by seeing. 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. (Shoimatul, 2013) Thus, students with visual learning style might

advance in subject learning that involves utilization of object as media that they can see deeply by their eyes, like picture, power point displays, computer screen, etc. In the scenario of learning English listening, we mostly find illustrations found along with the exercises.

On the other hand, (Pearson et al., 2014), stated that visual learners might get more benefits in visualizing events and information, and use the imagination to several advantage. Not only portraying images but also using their memory as main aspect for remembering information.

Visual students are also neat and disciplinary (Porter et al., 2015).

They have neat handwriting and they usually learn with orderly books and pens. This type of students cannot bear if their room is in chaos with things. They also usually give attention to their appearance both in and outside school (Pearson et al., 2014).

b. Auditory Learners

Auditory learners prefer to learn by listening. Deborah stated that when studying, auditory learner finds their selves reciting aloud as they memorize. They may change their speaking pitch, or even sing to emphasize important point. When they read through, they study material, they tend to remember the intonation of the teacher's voice. Articulated verbalizations, both theirs and others people, is a necessary component of their comprehension skills and memorization techniques. (Shoimatul, 2013) Auditory learners 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. Thus, it can be concluded that auditory learners will focus on their hearing and more pay attention to voice of speakers when they hear the explanations. They prefer to listen the voice than read the paper (Wood, 2000). Furthermore, this type of students likes oral reports. They like to speak, discuss, and explain things. They prefer to get oral test or assignment than to get written test or assignment. In discussing activity, they are usually become vocalist and they usually master the conversation.

c. Kinesthetic Learners

According to Pritchard, kinesthetic learners prefer to learn by doing. In kinesthetic style, students have orientation to do trial-error activity. They are brave to take a risk (Pearson et al., 2014) In answering question, they prefer to just answer than to read the instruction before. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trips, manipulating objects and other practical, first- hand experience. These students always have orientation to physic and movement. They cannot stand still for a long time. Because of that these students need more time to do anything. In class, these students prefer to learn by playing games that incite themselves. In explaining information or talking, they usually

gesticulate.

Meanwhile Deborah stated that kinesthetic learners will understand the information through some form of body motion. They often gesture when they speak and they recall the information from people's gesture. This student's style need to pace, move or gesture when they study, such as tap the pencil on the page while they think, snap the fingers and swing the arms when they recall the step of process, etc. In order to comprehend information, students need to place it physically within a context (Seculas et al., 2010).

There are three learning styles described above. Basically every student has chosen their own learning style in understanding an ability. This learning style also has some advantages and disadvantages of each. Visual, kinesthetic and auditory have different impacts in every child and in every condition.

4. Difficulty in Learning English Listening

With the emergence of multimedia programs, initial research studies on the use of audiovisual material for listening skill development generally focused on the effectiveness of video by comparing it to traditional audio use. The use of video was found to "enrich target language processing" (Meskill, 1996) and to improve listening ability (Brett, 1997); (Seculas et al., 2010); (Terrell, 1993), vocabulary acquisition (Brett, 1997); (Duquette et al., 1996), and oral proficiency (Huang, 2010). However, although video may present learners with "contextually rich materials" (Diani et al., 2022), the

language and images presented in the video do not necessarily enhance comprehension (Danan, 2004) or provide opportunities for learning (Baker, 2003), (Chapelle, 2008) argued that input can be made more comprehensible by modifying it. Research questions on multimedia use thus no longer ask whether or not to use video, but rather how to present video materials in an efficient way (Diani et al., 2022). Hence, researchers have investigated the potential of adding on-screen text in the form of traditional native language (L1) subtitles, reversed subtitles (L2 text, L1 video), captioning (L2 video, L2 text), and keyword captioning (L2 video, L2 keywords) and have reported overall positive results concerning their effectiveness (Danan, 2004) Listening comprehension has often been defined as one of the most complex skills in language learning (Young et al., 2010). Because of its real-time nature, learners cannot control the speed of the input, which leaves them with "fewer opportunities to invoke time-consuming explicit knowledge than do the other skills" (Hulstijn, 2017) Research has also suggested that successful listening is highly correlated with learners' vocabulary size (Sihombing, 2018); (Webb, 2009). Yet, L2 learners have generally not developed a sufficiently broad vocabulary to successfully cope with aural input. Hence, researchers have looked at the potential of using on-screen text and captioning more in particular (Mag et al., 2010), as a means to outweigh deficient vocabulary size and overcome listening problems, while at the same time exposing the learner to the aural and written version of the L2. In this perspective, captioning has been proposed as some kind of "mediating

device" (Underwood et al., 2010), assisting the learner visually where listening skills fall short.

a. Students Problems

We all know that language is a tool for communication between people. The very important means of communication is language. Without language it will be very difficult to think of a society. It sharpens people's thoughts and guides and controls their entire activity. English is not the language with the largest number of native or 'first' language speakers, it has become lingua franca. The definition of lingua franca is language widely adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as a 'second' language(Hunter & Pearson, 2014).

One of the difficulties experienced by students is learning difficulties. The difficulty of learning is a state in which learners beyond the average (very clever and very stupid) do not get adequate opportunities to develop appropriate capacity (Asrori M, 2008). In other definitions, the difficulty of learning can be said a condition where a student cannot learn reasonably, due to threats, obstacles or disruptions in learning (Djamarah, 2002) (Fu Shun, et al., 2010). Furthermore, according to (Syah, 2017) stated there are two factors that influence student learning difficulties that is internal factors of students includes psycho-physical disorders or lack of ability of students such as emotion and attitude, and external factors of students covers all circumstances and conditions surrounding environment that does not support student learning activities

such as family, community, school environment. There are also factor that influence learning difficulties. Factors of learning difficulties are divided into external and internal. External factors includes supporting facilities and infrastructure, curriculum, study time, relationships with friends association, family environment (family harmony, family economy, learning facilities at home), relations with community, involvement with community activities, student activities outside of study hours. Internal factors include physiological (disability and health of students), psychological factors (motivation, interest), factors learners (learning styles and habits learning), study and economic factors. On the other hand, Disadvantages of distance learning are limited quota and internet access (Darmayanti n.d.), limited communication so that tutors do not know the progress and difficulties of students (Indriani, et al., 2010).

b. Listening Comprehension

The term "listening comprehension" has been defined by different writers. Listening comprehension constitutes that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it. Listening comprehension is the product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception. (Jordens, 2006) claimed that listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input   through   sound

discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. According to (Westsport et al., 2010), listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

In one of the earliest studies to examine the use of listening comprehension strategies, (Cameron, 2001) examined the types of cues to which learners and native speakers devote their attention when listening. Results indicate that native speakers of English use primarily semantic cues (Huang, 2010) to process aural texts, whereas both intermediate and advanced learners of English tend to direct their attention to syntactic. Nonetheless, with increasing levels of proficiency, learners will appear to rely less on syntactic cues and more on semantic cues. The findings of these research suggest that learners should be encouraged to develop listening strategies that focus more on prosodic and semantic cues and less on syntactic clues.

(Sihombing, 2018)declared that learners generally follow a common sequence of activities when listening. First, learners orient themselves to the listening task by becoming accustomed to various characteristics of the input, such as sound quality, rate of speech, pronunciation, and vocabulary. Second, learners decode input and attempt to fit meanings together to determine the main idea of the input. Once the main idea is

established, learners can then draw upon their experience and knowledge regarding the topic. Finally, learners attempt to match the new information from the input according the perceived main idea or their previous knowledge. Martin also noted that strategy use occurs in the second and third phases of the listening process.

(Littlemore, 2007)was giving a opinion on how listening induces anxiety in learners, because of the pressure it places on them to process input rapidly. (Graham, 2006), investigating the lack of popularity of language learning in England, found that for intermediate learners, listening was the skill in which they experienced the greatest difficulty. In many ways it is unsurprising that learners perceive listening as difficult. (Weasenforth, 2010) emphasizes the complexity of the listening process, in which the listener must use a wider variety of knowledge sources, linguistic and non-linguistic, to interpret rapidly incoming data. The application of linguistic knowledge in comprehension is usually termed bottom-up processing, whereby the sounds, words, clauses and sentences of a passage are decoded in a fairly linear fashion to elicit (Jordens, 2010). In 'top-down processing', the listeners' knowledge of the topic, their general knowledge of the world and of how texts generally 'work', will interact with this linguistic knowledge to create an interpretation of the text (Charles, 2010). While it is generally agreed that listening requires a combination of both forms of processing, their respective contribution to effective listening is still not clearly understood (Tsui et

al., 1998).

5. Strategies in Learning English Listening

Listening strategies are important parts of learning strategies, and they are developed based on learning strategy research. Therefore, the definition and classification of listening strategies correspond with those of learning strategies. Learning styles and learning strategies have positive correlation with each other. The learning styles, as Kinsella said, when teachers introduced knowledge or skills to students through their strongest perceptual preferences and then reinforced it through secondary preferences, students learned more easily and retained far more.

Students with Visual styles use elaboration of meaning-focused strategies more often than other styles. It means that Visual learners like to choose an elaborate strategy. Visual style is not correlated with metacognitive, mother-tongue reliance and social/affective strategies. Students of Auditory styles use form-focused strategies and social/affective strategies more often than other styles and auditory styles have the strongest correlation with form-focused strategies, social/affective strategies and meaning-focused strategies. Concerning form-focused students with auditory style prefer to use grammar strategy more than new word strategy, which indicates that during conducting a listening task Auditory students usually choose the grammar strategy more frequently than new words strategy. Auditory style has no relation with mother tongue reliance strategies.

Kinesthetic style students prefer to use meaning-focused strategies. Kinesthetic style has no relation with the other four strategies. Students of Tactile styles prefer to use metacognitive strategies, meaning-focused strategies, mother-tongue reliance strategy and Social/affective strategy.

Strategy	Item	Visual	Auditory	Kinesthetic	Tactile	Group	Individual
Metacognitive strategies	Pearson Correlation	.158	.281*	.062	.380**	.243	.140
Planning	Pearson Correlation	.126	.225	.091	.308*	.229	.131
Monitoring	Pearson Correlation	.170	.242	.015	.335**	.068	.199
Self-evaluating	Pearson Correlation	.024	.261*	.098	.289*	.305*	-.009
Form-focused strategies	Pearson Correlation	.296*	.501**	.093	.074	.167	.179
New words strategy	Pearson Correlation	.197	.284*	.037	-.131	.049	.028
Grammar strategy	Pearson Correlation	.264*	.497**	.108	.245	.210	.251*
Meaning-focused strategies	Pearson Correlation	.244	.320**	.281*	.452**	.347**	.256*
Inferencing	Pearson Correlation	.154	.251*	.240	.512**	.344**	.239
Elaboration	Pearson Correlation	.312*	.294*	.201	.291*	.235	.299*
Prediction	Pearson Correlation	.167	.259*	.281*	.320*	.315*	.102
Mother-tongue reliance strategy	Pearson Correlation	-.103	.114	.008	.295*	.260*	.022
Social/affective strategy	Pearson Correlation	.228	.406**	.219	.314*	.387**	.076

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1Table SEQ Table * ARABIC 1. Relationship between Learning Styles and Listening Strategies

From the table above, we can see that each learning style has its own strategy and effectiveness. The preference shown in the table can be interpreted that the difference of learning style used has correlation not only to achievement result but also several strategies in other aspects which are metacognitive, Form-focused, Meaning-focused, Mother-tongue reliance

and social effective strategy. Thus, it is essential to analyze students learning style strategies to consider further learning activities.

B. Previous Related Studies

Title of the research is "The Impact of Listening Strategies on Improving Learners' Listening Skill in Iran". This research was conducted by (Young et al., 2010). The objective of this research is listening strategies would makes different that improve leaners listening skill. The research studied about method for improving Iran learners' listening skill. The method of research use Ex post Fasto design because there was no causal relationship between the variables. The results imply that listening strategies can be taught and improve listening skills.

Title of the research is "The Effects of Learning Model and Cognitive Style on Students' English Listening Skill". This research was conducted by (Sularti et al., 2019). The objective of this research is to find the effect of learning models and cognitive style toward the students' English listening skill. A factorial design of 2 x 2 (see table 2) with control and experimental groups was used in this study because the writer intended to examine the cause and effect of the independent variables and dependent variables. The results showed that the students who were taught with integrative learning models were better than those taught with experiential learning models.

The title of the research is "The Correlation Between Students' Habit in Listening Song and Students' English Listening Skill". This research was

conducted by (Nurjanah et al., 2018). The purpose of this research is to find out The Correlation between Students' Habit in Listening Song and Student's English Listening Skill. The method used is a survey with correlational analysis. The result of the research are there is positive and significant correlation between students' habit in listening song and English listening skill. The result showed that the better of students' habit in listening song, the better students' listening skill.

The title of the research is "Students' Needs Analysis on Learning of The English Listening Skills in Vocational High School". This research was conducted by (Sularti et al., 2019). This study aims at analyzing materials need in learning the English listening skills. To investigate the students' experiences includes the difficulties in learning the English listening skill. The results of classroom observations when learning English listening skills showed the low interest of students in participating in the activities in the listening class.

Based on the journal with the title "Learning Styles and Listening Strategies of EFL Learners—A Survey Study in a Medical College", (Zhang et al., 2021) it explains that students' learning styles and listening strategies and is there a correlation between their learning styles and listening strategies, this research was conducted. Based on experimental data, it conclude that students adopt a variety of learning styles and listening strategies in learning English and there is a strong correlation between learning styles and listening strategies. Namely, when students choose a particular learning style, they tend

to adopt appropriate listening strategies. Therefore, effective measures are put forward to help students choose the right listening strategy by choosing a suitable learning style.

Based on a journal entitled "Learning Styles and Their Relation to Learning Styles". This research is conducted by (Awla, 2014). The researcher explained that learning styles play an important role in the lives of learners. When students recognize their own learning style, they will be able to integrate it into their own learning process. As a result, the learning process will be enjoyable, faster, and more effective. Teachers should try to adjust their teaching styles so that they match their students' learning styles. However, a mismatch might sometimes it is important especially with low level students as they feel disappointed at the early stages of learning but it should be done with caution.

NO	RESEARCHER	TITLE	SIMILARITIES	DIFFERENCES
1	Behnam Arabi Zanjani and Siros Izadpanah	The Impact of Listening Strategies on Improving Learners' Listening Skill in Iran	Independent Variable: - Learning Strategies Object of Study: - Improving listening skills	Independent Variable: - Learning Styles Method: Mix-method

2	Agus Supriyadi, Ilza Mayuni, and Ninuk Lustyantie	The Effects of Learning Model and Cognitive Style on Students' English Listening Skill	Variable: Learning style, English Listening Objective: Discovering effect	Method: Descriptive research mix-method (qualitative and quantitative) Objective: Analyzing problems and strategies of different learning styles in learning English Listening Skill
3	Nurjanah, Ira Miranti, and Nina Dwiastuty	The Correlation Between Students' Habit in Listening Song and Students' English Listening Skill	Data collecting technique: Survey Method: Descriptive analysis Variable: Listening Skill	Data collecting technique: Survey without correlation analysis Variable: Learning styles
4	Sularti, Nur Arifah Drajati, Slamet Supriyadi	Students' Needs Analysis on Learning of The English Listening Skills in Vocational High School	Objective: Analyzing difficulties in learning the English listening skills Method: Descriptive analysis (qualitative)	Method: Mix method (qualitative & quantitative) Objective: analyzing different learning style instead of the materials in learning english listening

Table 2

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design used in this research was mix-methods research that combines quantitative and qualitative methods. The mixed-method used in this research is sequential explanatory approach where the quantitative method is followed by qualitative method (Cameron, 2001). By using this methodology, the researcher aimed to gather information and analyze the students' learning styles in English Listening Skill at student of English Education Language Department UIN Raden Mas Said Surakarta (RMS).

According to (Meskill, n.d.), qualitative research has several symbols in presenting and manipulating the observation studies. These symbols were expected to describe and explain the phenomena that have been collected and reflected. The author intended to collect the quantitative data from questionnaires that are distributed online via google form to the students of English Education Department UIN RMS. The purpose of this technique is to address the students' learning style in English Listening subject. The further description such as the use of the learning style of each group, the problems they found in using the learning style, as well as the strategies used by students would be analyzed using qualitative study so that the author could explore and understood the main point of each description. Therefore, the writer collected the qualitative data to get in-depth information regarding

students' learning style strategies.

B. Research Setting

The research was done in Faculty of Culture and Education, UIN Raden Mas Said (RMS). Most of the research was conducted online using google form platform. The research was intended to be conducted from 20 July until 30 September 2022. The subjects of the study of this research are selected from the students in English Education in Faculty of Culture and Education, UIN RMS, that consist of 258 students of the year 2021/2022 academic year.

C. Population, Sampling and Sample

Population is the total subject of the research conducted as one of the sources of data that would be collected and analyzed by the researcher. On the other hand, a sample is part of the subject in a population. Thus, both population and sample are two of the most crucial elements in the research. The population and sample of this research are explained as follows:

1. Population

The available population is a population that can be stated quantitatively and precisely. The population of this research is the students of all batches currently studying in English Education Major of UIN RMS. Meanwhile, the sample chosen for this research is the students of English Language Education UIN RMS 2021st batch Class A to J in their 2nd Semester with the total number of respondents is 258.

2. Sampling

    Based on the design and model of the research method chosen by the researcher, the sample of this research is determined using simple random sampling. According to (Sugiyono, n.d.) the sample is part of the total and characteristics possessed by the population, while the sampling technique is called sampling. The definition of simple random sampling put forward by (Sugiyono, n.d.) is the taking of sample members from the population that is carried out randomly without regard to the strata that exist in the population. the technique of taking the sample in this study is random sampling.

3. Sample

    The researcher recruited 143 from 258 students to participate in this study with the level of confidence was 95%. The reason why the researcher chose Faculty of Culture and Language students was because the researcher had sufficient access to the participant. The researcher knew them well and had already established good rapport with them. Therefore, the researcher was able to obtain good data, especially qualitative data. (Terrel, n.d.) stated that qualitative researcher need to build rapport with their participants so that they could get rich and in-depth the data. Technique of Collecting Data

    Data collecting was an attempt in gathering information based on the research field of the study. Data collection technique was essential in order to get arranged data systematically. Since the research used a mix method, in the

collection of data.

1. Quantitative Method

In quantitative data collection, the researcher use questionnaire to collect information data, providing structured, often numerical data, able to be administered without the presence of the researcher and often comparatively straight forward to analyze. The questionnaire was used by the reseacher to get detailed information. The researcher adopted a questionnaire from (Gunawan, 2003). In the questionnaire, there were thirty statements for students to answer and understand the question.

Before the students began filling out the questionnaire, the researcher instructed them on how to reply the questionnaire. The researcher classified and examined the data collected from the students after collecting it.

2. Qualitative Method

In the qualitative method, researchers used interviews to collect the data.The interview technique conducted by the researcher is to make some question first. The interview conducted and addressed to students the third semester of English Language Education of UIN Raden Mas Said in the academic year of 2021/2022. The researcher interviewed 1 student from each class, there were 10 classes so the researcher interviewed 10 students to answer questions about their learning styles.

According to (Sugiyono, 2014) interview is a meeting between two people to exchange information and ideas through questions and answer,

resulting in dialouge and the mutual development of meaning regarding a specific topic. The interview is intended to complete the data and clarify information from the questionnaire. The researcher collects data using an interview guide that is supported by a questionnaire, which might give information if the participants are apptoptiare to be employed as research subjects. The reseacher used ten students to be interviewd. Ten interviewers are the students that use visual, auditory and kinesthetic learning style in learning listening skill.

D. Research Instrument

A research instrument is a tool used in obtaining, measuring, and analyzing data from subjects regarding a certain research theme. According to (Sugiyono, 2014), research instrument is a tool for collecting data in order to measure certain social or natural phenomenon that is observed. Thus, the use of research instrument is to collect a complete information regarding an issue, whether it is natural or social. In this research, researcher used questionnaires in order to get quantitative data by using google form as the platform. The researcher expected to cited a validated form used for determining student's learning styles. The cited form would be adapted from a form established by (Baker, 2003).

The second instrument used was interview. The researcher chose this instrument in order to collect descriptive data. According to (Gay et al., 1992), descriptive data are mostly collected from questionnaire, survey, interviews,

or observation". In this research, it was appropriate to collect data related the problem because in interview, the researcher was able to achieve more wide-opened answers from the students to get a better descriptive result representing the students' learning styles. In this research, the interview would be combined with the google form used as the questionnaires. The interview questions and the blank space for answering is placed after answering the questionnaires at the end of the form in the google form that would be established.

1. Google form-based Survey

According to (Vincent, 2017), due to the pandemic, researcher are limited in collecting the data directly. So a pre-designed semi-structured Google form questionnaire was used to collect desired data. Questionnaire is categorized as a survey design. As mentioned in (Baker, 2003) explained that survey research as "the systematic gathering information from respondents for the purposes of understanding and / or predicting some aspect of the behavior of the population of interest. Such information may be factual or opinion based on the researcher's capability to secure it will depend heavily upon both the structure and the sequence in which they put questions to the respondent. In turn, the information received will be a function of the respondent's ability and willingness to respond (Grant, 2010). Thus, questionnaire as one of survey design used specific indicators that have been validated in order to gather information from a group of people that represents the rest of

the population interest.

In this research, the students were asked to choose an option among other options provided in a google form platform. The questions and answers were limited, but the researcher would also consider to put an extra blank option in case the respondent has a unique answer that can't be represented by the options given. Thus, by receiving several answers from the questionnaires, the researcher expected to get a brief understanding regarding the students' preference and variety of learning style in improving English Skill.

The questionnaire included characteristics of learning styles which are visual, auditory, and listening style. This questionnaire is filled directly by the students in form of google form as explained previously. The options included are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

The questions provided in the google form is made based on learning style indicators. The distribution of the questions are determined accordingly to the indicators as shown in the table below:

Table 3

Table 3.1 Indicators of The Questions Learning Style

Learning Style Aspects	Indicators	Question Number
Visual	- Understood something using visual association	1,2,3,4,5,6,7,8,9,10
Auditory	- Learned by listening - Good at Verbal activity	11,12, 13,14, 15, 16, 17, 18, 19, 20
Kinesthetic	- Learned through physical activity - Movement and physical oriented - Interested in trial activities	21, 22, 23, 24, 25, 26, 27, 28, 29, 30

2. Interview

In this research, the researcher used interview as the data collecting technique. According to (Gay et al., 1992), descriptive data are mostly collected from questionnaire, survey, interviews, or observation". Another expert, as mentioned in paper who cited (Sugiyono, 2014) stated, "semi structure interview is included in the category of in depth interview, in which the purpose of this interview is to get issues more openly where the informants asked their opinion and ideas". In conclusion, in depth interview was a procedure in acquiring a detailed information, descriptively limitless, and free opinion based on the respondents' idea regarding the focused problem of the research. Thus, the researcher expected that it will be convenient to use such method for collecting in

depth descriptive data.

The researcher used in depth interview to answer the research questions to the students as the data source of this research. The questions asked would be covering the students' habit in learning English listening and how the respondents think about its effectiveness as well as reasons of the students' learning style preference. The questions used would be established by adapting from previous research with similar topic. In the interview the researcher used semi-structured interview. Semi-structured interview is, where the questions are pre-planned prior to the interview but the interviewer gives the interviewer the chance to elaborate and explain particular issues through the use of open-ended questions (Vincent, 2017).

In this research, the researcher also did interview with the students and the teacher to know how the teacher accommodate the students' learning styles in English learning, how the way students learn, what the method/ strategy used in the class, and what material/ tools are used. The design of interview questions used in this research is shown in the following tables:

Table 4 Table 3.2. Questions for the students

No	Questions List
1	What is your opinion about English listening?
2	How are your grades in English listening courses?

3	How do you usually study English listening?
4	How does your lecturer teach you English listening during classes? What kind of method does she/he apply?
5	How long can you sit during learning about English listening material?
6	Which kind of learning environment do you prefer? Crowded or quiet?

E. Trustworthiness of The Data

The reseacher used triangulation to verify the study's findings. Data is checked using triangulation techniques, which compare data from the same source using different techniques (Sugiyono, 2014). The researcher uses methodological triangulation. The information is gathered by a questionnaire, follows by an interview with students.

F. Techniques of Anlaysing The Data

After the researcher collect the data, the reseacher will conduct an analysis of the data from the results that have been obtained. The data that has been collected and then analysis techniques, namely qualitative and quantitative.

1. Quantitative

In the analysis of the data taken from the questionnaire method, the researcher used the following procedures. In determining the learning style of the

students in learning English listening, the analysis used is based on the data gathered. In this case, data gathered are collected from questionnaires and interview.

As mentioned before, the questionnaire contained 30 questions that provided 5 options. Each of the options has a different score which represents the values of the answer by the students. Questions are in the form of positive and also negative sentences. In each category there is a second sentence. The detailed information is served in the table below:

Table 5 Questionnaire Score Table

No	Answer	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

Based on the indicators determined by the researcher previously, this questionnaire is divided into 3 parts which are:

1. Number 1-10 identified visual aspects.

2. Number 11-20 identified auditory aspects.

    3. Number 21-30 identified Kinesthetic aspects.

By giving a score, thus the score for each aspect would be summed. In order to find out the preference of the students regarding the learning style in studying English listening, the statistical analysis used is the Dependent F test. This test is used to compare two or more means simultaneously (Supriyadi et al., 2020).

a. Calculating Total Score of Respondent from Questionnaire

Total score based on the response category:

Table 6 Likert Scale and Scoring

Items	Score
Strongly Agree (1)	Score 5
Agree (2)	Score 4
Neutral (3)	Score 3
Disagree (4)	Score 2
Strongly Disagree (5)	Score 1

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

Which:

P = Percentage

F = Frequency of items

N = Total Participant(Sugiyono, 2013)

b. Calculating the Mean Score of the Factors from Questionnaire

$$X = \frac{\sum x}{}$$

$$N$$

$\underline{x}$ = Mean Score

$\sum x$ = Total Sum of All Factors Score

N = Total Number of Participant

$\underline{X} =$ $\dfrac{\sum x}{N}$

Based on the result of the calculation using the significance from the three learning styles could be identified to determine which learning style is dominant.

1. **Interview Analysis**

In the interview analysis, the researcher followed the procedure proposed by (Atmowardoyo et al., 2021) who has been cited by (Baltova, 1999). This procedure consisted of three main steps which are data reduction, data serving, and verification. The steps are shown as follows:

a. Data Reduction

Data Reduction is focusing on things that are important, look for the themes, patterns and discard those that aren't necessary, thus the reduced data will provide a clearer picture (Sugiyono, 2014). Based on the above understanding, it can be understood that reducing data means summarizing, choosing the main things, focusing on things. The important thing is to look for themes and patterns. Thus, the data that has been reduced will provide a clearer picture, and make it easier for researcher to

carry out further data collection, and look for it when needed. Research in reducing data is assisted by the supervisor because the first researcher did

qualitative research.

b. Data Serving

After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. By displaying data, it will be easier to understand what is happening, plan further work based on what has been understood.

c. Verification

The last step is drawing conclusions. The initial conclusions put forward are still temporary, and will change if strong evidence is not presented to support the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

As previously said, in order to respond the questions from this research, the researcher conducted preparations before to collecting data on the listening study skills of the UIN Raden Mas Said Surakarta class of 2021's English language education students. Testing the questionnaire tool to create a valid and reliable instrument that could be used for research was one of the preparations that was made. 30 items made up the research questionnaire, which was distributed to 143 students and also with 9 interview questions. Following are more specific research findings:

1. Students Learning Styles of English Language Education of UIN Raden Mas Said in Learning Listening Skill.

As the researchers mentioned earlier, there are 3 types of learning styles that students can use in learning, especially learning listening skills. In this section, the researcher shows the results of each indicator in this study, namely:

a. Visual

The researcher found data of visual learning style toward fear based on the result of a questionnaire that was filled out by some student of the third semester English major. The result of the questionnaire were as follow:

Table 7 Table 4.1 Visual Learning Style

No	Statements	SA (%)	A (%)	N (%)	D (%)	SDA (%)
1	*Saya perlu satu ilustrasi dari apa yang diajarkan supaya bisa memahaminya.*	72 (50.3)	54 (37.8)	17 (11.9)	0 (0)	0 (0)
2	*Saya lebih ingat apa yang dilihat daripada yang didengar.*	35 (24.5)	48 (33.6)	57 (39.9)	3 (2.1)	0 (0)
3	*Saya lebih suka belajar listening dari mendengarkan di percakapan film dengan penalpilan visual yang bagus.*	21 (14.7)	42 (29.4)	51 (35.7)	28 (19.6)	1 (0.7)
4	*Saya lebih suka seni rupa daripada seni musik.*	13 (9.1)	20 (14)	63 (44.1)	41 (28.7)	6 (4.2)
5	*Saya suka mencatat perintah atau instruksi yang disampaikan kepada saya.*	24 (16.8)	64 (44.8)	39 (27.3)	16 (11.2)	0 (0)
6	*Saya suka mengeja dan saya berpikir saya pintar mengeja kata- kata.*	12 (8.4)	38 (26.6)	71 (49.7)	19 (13.3)	3 (2.1)
7	*Saya lebih suka membaca daripada mendengarkan cerita*	14 (9.8)	35 (24.5)	64 (44.8)	26 (18.2)	4 (2.8)

8	*Saya tertarik pada obyek yang mencolok, berwarna dan yang merangsang mata.*	**26 (18.2)**	**60 (42)**	**39 (27.3)**	**17 (11.9)**	**1 (0.7)**
9	*Mendengarkan audio tanpa gambar adalah hal yang membosankan.*	**34 (23.8)**	**50 (35)**	**42 (29.4)**	**15 (10.5)**	**2 (1.4)**
10	*Saya lebih menyukai buku-buku yang menyertakan gambar atau ilustrasi.*	**47 (32.9)**	**60 (42)**	**30 (21)**	**4 (2.8)**	**2 (1.4)**
	Mean Score	**2.08**	**3.29**	**3.31**	**1.18**	**0.13**

Diagram 1 Visual Learning Style
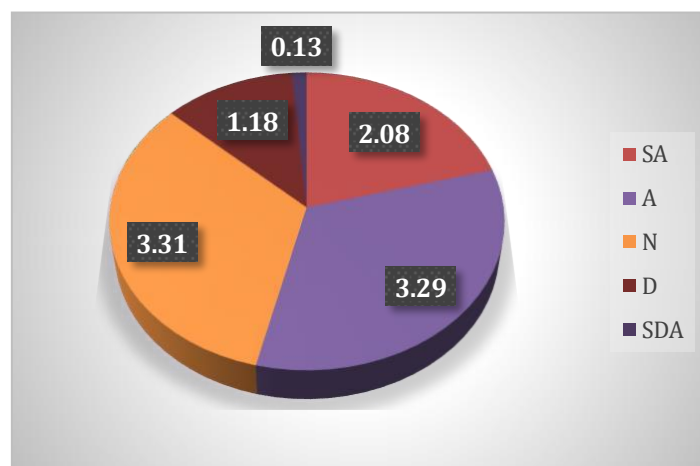
The result from the table above, in statement number 1, 72 students (50.3%) choose the option of Strongly Agree (SA), and 54 students (37.8%) choose Agree (A), because they felt most need illustration in learning to more easily understand the materials. Meanwhile, 17 students

(11.9%) choose Neutral (N) because sometimes they need illustrations to understand the lessons and sometimes they do not need. At the same time, there was no student who choose Disagree (D) and Strongly Disagree (SDA).

In statement number 2nd, that found 35 students (24.5%) choose strongly agree (SA) and 48 students (33.6%) choose agree (A), because they find it easier to remember what they see than what they hear. Meanwhile, 57 students (39.9) choose neutral (N) because sometimes they feel easier to remeber what they see and what they hear. At the same time, 3 students (2.1%) choose disagree (D)and 0 student (0%) choose strongly disagree (SDA), they are find easier to remember what they hear than what they see.

In statement number 3rd, that found 21 students (24.5%) choose strongly agree (SA) and 42 students (29.4%) choose agree (A), because they prefer to learn listening from listening to conversations in films with good visual appearance.. Meanwhile, 51 students (35.7%) choose neutral (N) because sometimes they prefer to learn listening from listening to conversations in films with good visual appearance but sometimes they do not needed. At the same time, 28 students (19.6%) choose disagree (D) and 1 student (0.7%) choose strongly disagree (SDA), they do not prefer to learn listening from listening to conversations in films with good visual appearance.

In statement number 4th, that found 13 students (9.1%) choose strongly agree (SA) and 20 students (14%) choose agree (A), because they prefer visual art to music. Meanwhile, 63 students (44.1%) choose neutral (N) because sometimes they prefer visual art to music.and sometimes they do not needed. At the same time, 41 students (28.7%) choose disagree (D) and 6 students (4.2%) choose strongly disagree (SDA), they are not prefer visual art to music.

In statement number 5th, that found 24 students (16.8%) choose strongly agree (SA) and 64 students (44.8%) choose agree (A), because they prefer to write orders or instructions.Meanwhile, 39 students (27.3%) choose neutral (N) because sometimes they prefer to wtite orders or instructions.and sometimes they do not needed. At the same time, 16 students (11.2%) choose disagree (D) and 0 student (0%)choose strongly disagree (SDA), they are not prefer to write orders or instructions.

In statement number 6th, that found 12 students (8.4%) choose strongly agree (SA) and 38 students (26.6%) choose agree (A), because they prefer to spell and they think they are good at spelling words. Meanwhile, 71 students (49.7%) choose neutral (N) because sometimes they prefer to spell and they think they are good at spelling words.and sometimes they do not needed. At the same time, 19 students (13.3%) choose disagree (D) and 3 students (2.1%) choose strongly disagree (SDA), they are not prefer to spell and they think they are good at spelling words.

In statement number 7th, that found 14 students (9.8%) choose strongly agree (SA) and 35 student (24.5%) choose agree (A), because they prefer reading than listening to lessons. Meanwhile, 64 students (44.8%) choose neutral (N) because sometimes they prefer reading than listening to lessons.and sometimes they do not prefer that. At the same time, 26 students (18.2%) choose disagree (D) and 4 students (2.8%) choose strongly disagree (SDA), they are not prefer reading than listening to lessons.

In statement number 8th, that found 26 students (18.2%) choose strongly agree (SA) and 60 students (42%) choose agree (A), because they prefer attracted to bright, colorful objects. Meanwhile, 39 students (27.3%) choose neutral (N) because sometimes they attracted to bright, colorful objects.and sometimes they do not prefer that. At the same time, 17 students (11.9 %) choose disagree (D) and 1 student (0.7 %) choose strongly disagree (SDA), they are not attracted to bright, colorful objects.

In statement number 9th, that found 34 students (23.8 %) choose strongly agree (SA) and 50 students (35%) choose agree (A), because they prefer attracted to bright, colorful objects. Meanwhile, 39 students (27.3 %) choose neutral (N) because sometimes they attracted to bright, colorful objects.and sometimes they do not prefer that. At the same time, 17 students (11.9 %) choose disagree (D) and 1 student (0.7 %) choose strongly disagree (SDA), they are not attracted to bright, colorful objects.

In statement number 10th, that found 47 students (32.9%) choose strongly agree (SA) and 60 students (42%) choose agree (A), because they prefer like books with illustration. Meanwhile, 30 students (21%)choose neutral (N) because sometimes they prefer like books with illustration and sometimes they do not prefer that. At the same time, 4 students (2.8 %) choose disagree (D) and 2 student (1.4%) choose strongly disagree (SDA), because they are not prefer like books with illustration.

From ten statement of visual learning style, the reasearcher found the mean score from the statatement, highest scores and the data questionnaire above was supported by the following interview results:

"Kalau saya lebih *nyaman belajar listening kalau ada videonya daripada hanya audio saja sih mba."* (I am more comfortable learning listening if there is a video rather than just audio). *(Interview with SFD, 15th December 2022.)*

"Saya lebih terbantu kalau belajar *listening tapi ada videonya mba walaupun ga ada tulisannya tapi ada gambarnya sangat terbantu."* (It helps me more when I learn listening but there is a video, even though there is no text but there are pictures it really helps). *(Interview with AF, 15th December 2022.)*

"Kalau waktu kuliah seringnya audio aja ya mba, tapi pernah beberapa kali disuruh analisis audionya tapi dari YouTube dan itu lebih gampang sih mba. Aku juga rasa lebih nyaman kalau pakai video apalagi

yang ada teksnya.Jadi lebih paham." ("When I was in college, I mostly just used audio, Ms. I also feel more comfortable when using videos especially those with text. So I understand better.") *(Interview with FNS 15thDecember 2022)*

The result of the mean score from the statement on the visual learning style toward fear such as; (2.08%) students choose strongly agree (SA), (3.29%) students choose agree (A), (3.31%) students choose neutral (N), (1.18%) students choose disagree (D) and (0.13%) students choose strongly disagree. The highest answer of the questionnaire is neutral (N) with (3.31%) of students. As many as 71 students agree on the statement number 6th.

From interviews with several students regarding visual learning style statements, researchers also found difficulties and solutions that students faced in learning listening skills, the statements were supported by the results of the interviews as follows:

" Kesulitannya kalau hanya dikasih audio sih mba. Apalagi kalau pas di lab suasanya lebih tegang jadi grogi duluan. Tapi ya emang kalau belajar listening emang harus fokus ke audio aja, jadi kalau dihadapkan kondisi kaya gitu ya paling aku bayangin aja mba. Apa yang diomongin di audio terus dibayangin seolah-olah kita masuk ke audio itu. Main imajinasi aja sih mba." ("The difficulty is if only audio. Especially if right in the lab the atmosphere is more tense so i get nervous at first. But yeah,

if learning to listening, have to focus on audio only, so if faced with a situation like that, I can only imagine. What is said in the audio continues to be imagined as if we entered the audio. Just play with imagination.")*(Interview with SFD, 15ᵗʰ December 2022.)*

"Ga ada kesulitan. Cuma kalau disuruh pilih pakai video atau hanya pakai audio aku pilih pakai video. Lebih bisa bayangin aja. Kalau memang hanya ada audio yaudah bayangin sendiri."("No difficulty. Only if asked to choose to use video or only use audio, I choose to use video. I can imagine more. If there is only audio, then imagine for yourself.") *(Interview with AF, 15ᵗʰ December 2022.)*

" Merasa lebih susah kalau ga pakai video atau minimal ada gambar kaya dibuku terus dosennya putar audio. Kalau ga ada, mau ga mau ya bayangin aja sendiri mba."("I find it more difficult if I don't use video or at least there are pictures like in a book and the lecturer plays the audio. If i don't have a picture, just imagine.) *(Interview with FNS 15ᵗʰDecember 2022)*

From the answer above, it shows the student's response that they almost have challenges and achieve nearly identical completion while using the same learning style, specifically the visual learning style. When learning listening skills, students who prefer visual learning have trouble if they are only exposed to audio; they want images or videos in order to comprehend the meaning of the audio being played. All the same, they all

share the same method of problem-solving, which is to imagine what they hear. To comprehend the audio being played, they must use their imagination.

b. Auditory

The researcher found data of auditory learning style toward fear based on the result of a questionnaire that was filled out by some student of the third semester English major. The result of the questionnaire were as follow:

Table 8 Auditory Learning Style

No	Statements	SA (%)	A (%)	N (%)	D (%)	SDA (%)
11	*Saya berbicara pada diri sendiri saat beraktifitas.*	43 (30.1)	70 (49)	24 (16.8)	6 (4.2)	0 (0)
12	*Saya mudah terganggu oleh keributan.*	57 (39.9)	53 (37.1)	28 (19.6)	3 (2.1)	2 (1.4)
13	*Saya suka membaca keras-keras dan mendengarkan.*	11 (7.7)	42 (29.4)	43 (30.1)	45 (31.5)	2 (1.4)
14	*Saya merasa menulis itu sulit tetapi saya pandai bercerita.*	23 (16.1)	40 (28)	50 (35)	29 (20.3)	1 (0.7)
15	*Saya belajar melalui mendengar dan mengingat apa yang didiskusikan daripada apa yang dilihat.*	15 (10.5)	55 (38.5)	51 (35.7)	21 (14.7)	1 (0.7)

16	Saya banyak bicara, berdiskusi dan menjelaskan panjang lebar.	21 (14.7)	46 (32.2)	55 (38.5)	17 (11.9)	4 (2.8)
17	Saya dapat mengingat dengan mudah apa yang dikatakan seseorang.	18 (12.6)	46 (32.2)	65 (45.5)	11 (7.7)	3 (2.1)
18	Saya lebih suka berbicara daripada menulis.	23 (16.1)	50 (35)	46 (32.2)	23 (16.1)	1 (0.7)
19	Tanpa musik hidup itu membosankan.	69 (48.3)	48 (33.6)	21 (14.7)	5 (3.5)	0 (0)
D 20 i	Hampir semua kata-kata dari lagu saya memahaminya.	20 (14)	52 (36.4)	60 (42)	11 (7.7)	0 (0)
a	**Mean Score**	2.10	3.51	3.10	1.20	0.10
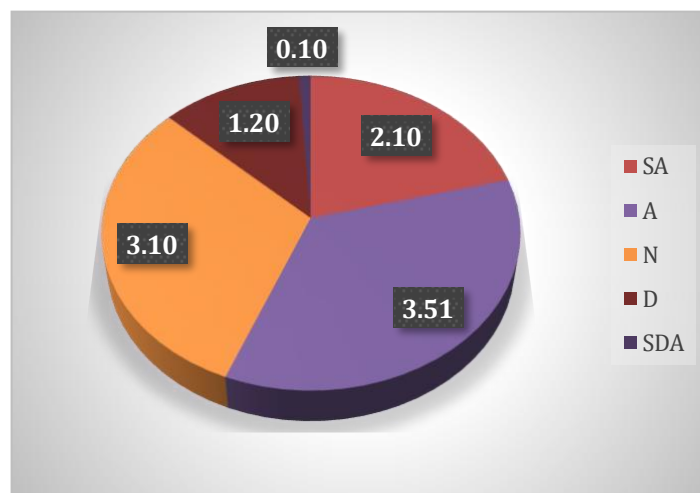
Diagram 2 Auditory Learning Style

The result from the table above, in statement number 11th, 43 students (30.1%) choose the option of strongly agree (SA), and 70

students (49%) choose agree (A), because they prefer selftalk when doing activities, 24 students (16.8 %) choose neutral (N) because sometimes they prefer selftalk when doing activities and sometimes they do not needed. At the same time, there were 6 students (4.2 %) who choose disagree (D) and 0 student (0%) choose strongly disagree (SDA), because they do not prefer selftalk when doing activities.

In statement number 12th, 57 students (39.9 %) choose the option of strongly agree (SA), and 53 students (37.1 %) choose agree (A), because they prefer selftalk when doing activities, 24 students (16.8%) choose neutral (N) because sometimes they prefer selftalk when doing activities and sometimes they do not needed. At the same time, there were 6 students (4.2 %) who choose disagree (D) and 0 student with 0 percent choose strongly disagree (SDA), because they do not prefer selftalk when doing activities.

In statement number 13th, 11 students (7.7 %) choose the option of strongly agree (SA), and 42 students (29.4 %) choose agree (A), because they prefer speak loudly and prefer listening than writing, 43 students (30.1%) choose neutral (N) because sometimes they prefer speak loudly and prefer listening than writing and sometimes they do not needed. At the same time, there were 45 students (31.5 %) who choose disagree (D) and 2 student (1.4%) choose strongly disagree (SDA), because they do not prefer speak loudly and do not prefer listening than writing.

In statement number 14th, 23 students (16.1 %) choose the option of strongly agree (SA), and 40 students (28 %) choose agree (A), because they feel writing is more difficult but they feel good at telling stories, 50 students (35%) choose neutral (N) because sometimes they feel writing is more difficult but they feel good at telling stories but sometimes they not feeling it. At the same time, there were 29 students (20.3%) who choose disagree (D) and 1 student (0.7 %) choose strongly disagree (SDA), because they do not feel writing is easier and they feel hard to telling stories.

In statement number 15th, 15 students (10.5%) choose the option of strongly agree (SA), and 55 students (38.5 %) choose agree (A), because they learn through what the hear and discuss it, 51 students (35.7%) choose neutral (N) because sometimes they learn through what the hear and discuss it but sometimes they not learn with that method. At the same time, there were 21 students (14.7 %) who choose disagree (D) and 1 student (0.7 %) choose strongly disagree (SDA), because they do not learn through what the hear and discuss it.

In statement number 16th, 21 students (14.7 %) choose the option of strongly agree (SA), and 46 students (32.2%) choose agree (A), because they learn through what the hear and discuss it, 55 students (38.5%) choose neutral (N) because sometimes they learn through what the hear and discuss it but sometimes they not learn with that method. At the same time, there were 17 students (11.9 %) who choose disagree (D)

and 4 students (2.8 %) choose strongly disagree (SDA), because they do not learn through what the hear and discuss it.

In statement number 17th, 18 students (12.6 %) choose the option of strongly agree (SA), and 46 students (32.2 %) choose agree (A), because they feel they can easily remember what someone said, 65 students (45.5 %) choose neutral (N) because sometimes they feel they can easily remember what someone said but sometimes they do not feel they can easily remember what someone said. At the same time, there were 11 students (7.7 %) who choose disagree (D) and 3 students (2.1 %) choose strongly disagree (SDA), because they do not feel they can easily remember what someone said.

In statement number 18th, 23 students (16.1 %) choose the option of strongly agree (SA), and 50 students (35%) choose agree (A), because they prefer like speaking than writing, 46 students (32.2 %) choose neutral (N) because sometimes they prefer like speaking than writing but sometimes they do not like speaking than writing. At the same time, there were 23 students (16,1 %) who choose disagree (D) and 1 student (0.7 %) choose strongly disagree (SDA), because they do not prefer like speaking than writing.

In statement number 19th, 69 students (48.3 %) choose the option of strongly agree (SA), and 48 students (33.6%) choose agree (A), because they feel without music life is boring, 21 students (14.7%)

choose neutral (N) because sometimes they feel without music life is boring but sometimes they do not feel without music life is boring. At the same time, there were 5 students (3.5 %) who choose disagree (D) and 0 student (0%) choose strongly disagree (SDA) because they do not feel without music life is boring.

In statement number 20th, 20 students (14%) choose the option of strongly agree (SA), and 52 students (36.4 %) choose agree (A), because they felt almost all the words of the song they could understand., 60 students (42%) choose neutral (N) because sometimes they felt almost all the words of the song they could understand but sometimes they do not felt almost all the words of the song they could understand. At the same time, there were 11 students (7.7 %) who choose disagree (D) and 0 student (0%) choose strongly disagree (SDA) because they felt almost all the words of the song they could understand.

From ten statement of auditory learning style, the reasearcher found the mean score from the statatement, highest scores and the data questionnaire above was supported by the following interview results:

" Pada dasarnya saya kalau belajar butuh suara mba, entah dari lagu atau sambil nonton film, Tapi filmnya Cuma sebagai suara-suara aja, yang penting ada suara yang nemenin. Jadi bisa dipastikan kalau belajar listening pakai audio aku nyaman baget. Ga perlu tulisan ataupun video animasinya." (Basically, when I study, I need a voice,

whether it's from a song or while watching a movie. But the film is just voices, the important thing is that there is a voice that accompanies it. So it can be sure that learning to listen using audio makes me very comfortable. No text or animation required.) *(Interview with FIM, 12ᵗʰ December 2022)*

"Enjoy aja sih mba kalau belajar listening dengan audio aja, soalnya emang dari dulu kan kalau belajar listening selalu di tempat yang proper (laboratorium bahasa), tapi pas covid kemarin agak bingung sih mba soalnya Cuma teori dan dikirim audio aja di grup WA. Tapi sejauh ini aku lebih suka pakai audio aja, gausah pakai tambahan animasi atau video-video." (Enjoy it, when learn to listen with audio alone, the problem is that from the beginning if learn listening, it's always been in a proper place (language laboratory), but during Covid yesterday I was a little confused, because it was just theory and audio was sent to the WA group. But so far I prefer to just use audio, don't need additional animation or videos.) *(Interview with LFRA, 13ᵗʰ December 2022)*

"Aku flexible aja sih mba, tapi kalau belajar listening di kampus kan seringnya di Lab bahasa jadi udah nyaman aja kalau pakai audio. Lebih nyaman juga sih, tapi ya harus di ulang-ulang audionya ga langsung paham dalam sekali dengar." ("I'm flexible, but when I study listening on campus, I'm often in the language lab, so it's already comfortable when I use audio. It's also more comfortable, but i have to

repeat the audio, i can't immediately understand it at one listen.") *(Interview with GTL 14ᵗʰ December 2022."*

The result of the mean score from the statement on the audithory learning style toward fear such as; (2.10%) students choose strongly agree (SA), (3.51%) students choose agree (A), (3.10%) students choose neutral (N), (1.20%) students choose disagree (D) and (0.10%) students choose strongly disagree. The highest answer of the questionnaire is agree (A) with (3.51%) of students. As many as 70 students agree on the statement number 11th.

Researcher discovered challenges and solutions that students faced when learning listening skills from interviews with several students about auditory learning style statements. The following statements were supported by the results of the interviews:

"Kesulitan tergantung panjang pendek sama cepat lambat percakapannya. Jadi butuh banget diulang 2 atau 3 kali."("Difficulty varies with how quickly and slowly the conversation flows. So, it actually must be completed twice or three times.") *(Interview with FIM, 12ᵗʰ December 2022)*

*"Kesulitannya kadang kalau percakapan atau pembahasannya panjang terus hanya dikasih waktu 1x putar itu udah pasrah aja sama nilainya. Kalau ada kesempatan bisa diputar lebih dari sekali, sangat memabntu itu."("*The challenge is that occasionally, when the

conversation or discussion is lengthy and there is only one opportunity to play it, I just give in to the scors. If there is a chance, taking advantage of it more than once is really helpful.") *(Interview with LFRA, 13th December 2022)*

"Itu tadi mba, harus diulang beberapa kali. Aku gabisa langsung paham kalau hanya sekali dengar. Apalagi bahasa asing. Tapi biasanya dikasih kesempatan maksimal 3 kali putar kalau dikampus. Jadi cukup terbantu." ("It needed to be repeated more than once. If I only hear it once, I won't immediately understand. in particular, foreign languages. But when on campus, chances to play are usually limited to three times. That's very helpful.") *(Interview with GTL 14th December 2022.")*

From the answer above, it shows the student's response that the problem of students with an auditory learning style is the opportunity for audio playback. The more opportunities they have in audio playback, the easier it is for them to understand the meaning of the conversation or statement in the audio. Students with this learning style do not have serious problems in learning listening skills with an auditory learning style. because basically, the auditory learning style is needed in learning listening skills.

c. Kinesthetic

The researcher found data of kinesthetic learning style toward fear based on the result of a questionnaire that was filled out by some

student of the third semester English major. The result of the questionnaire were as follow:

Table 9 Auditory Learning Style

No	Statements	SA (%)	A (%)	N (%)	D (%)	SDA (%)
21	*Saya berbicara dengan lambat.*	6 (4.2)	18 (12.6)	41 (28.7)	61 (42.7)	17 (11.9)
22	*Saya berdiri dekat-dekat saat berbicara dengan seseorang.*	11 (7.7)	52 (36.4)	64 (44.8)	16 (11.2)	0 (0)
23	*Saya menghafal dengan cara berjalan dan melihat.*	12 (8.4)	45 (31.5)	54 (37.8)	29 (20.3)	3 (2.1)
24	*Saya tidak bisa duduk lama dengan tenang.*	25 (17.5)	53 (37.1)	43 (30.1)	19 (13.3)	3 (2.1)
25	*Saya mengetuk-etuk pulpen, jari atau kuku saat mendengarkan.*	18 (12.6)	66 (46.2)	34 (23.8)	23 (16.1)	2 (1.4)
26	*Saya memutuskan keputusan berdasarkan perasaan.*	14 (9.8)	63 (44.1)	47 (32.9)	16 (11.2)	3 (2.1)
27	*Saya paling mudah belajar dengan cara mempraktekkan langsung.*	51 (35.7)	78 (54.5)	14 (9.8)	0 (0)	0 (0)
28	*Saya lebih suka melakukan contoh peragaan daripada membuat laporan tertulis atas apa yang saya kerjakan.*	37 (25.9)	69 (48.3)	31 (21.7)	6 (4.2)	0 (0)

29	Saya lebih suka merancang, mengerjakan dan membuat sesuatu dengan kedua tangan saya.	27 (18.9)	69 (48.3)	37 (25.9)	10 (7)	0 (0)
30	Saya sering melakukan sesuatu dengan isyarat tubuh.	18 (12.6)	47 (32.9)	61 (42.7)	14 (9.8)	3 (2.1)
	Mean Score	**1.53**	**3.92**	**2.98**	**1.36**	**0.22**

Diagram 3 Kinesthetic Learning Style
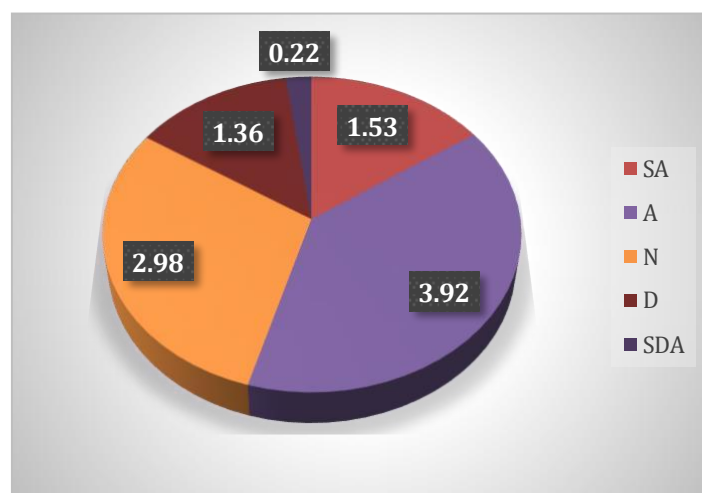
The result from the table above, in statement number 21th, 6 students (4.2 %) choose the option of strongly agree (SA), and 18 students (12.6 %) choose agree (A), because they feel speak slowly, 41 students (28.7 %) choose neutral (N) because sometimes they feel speak slowly and sometimes they do not feel it. At the same time, there were 61 students (42.7 %) who choose disagree (D) and 17 students (11.9 %) choose strongly disagree (SDA), because they do not feel speak slowly

In statement number 22th, 11 students (7.7 %) choose the option of

strongly agree (SA), and 52 students (36.4 %) choose agree (A), because they should speak closely when speak with someone, 64 students (44.8 %) choose neutral (N) because sometimes the should speak closely when speak with someone but sometimes they do not do that. At the same time, there were 16 students (11.2 %) who choose disagree (D) and 0 student (0%) choose strongly disagree (SDA) because they should't speak closely when speak with someone.

In statement number 23th, 12 students (8.4 %) choose the option of strongly agree (SA), and 45 students (31.5 %) choose agree (A), because they have to memorize by walking and looking, 54 students (37.8 %) choose neutral (N) because they have to memorize by walking and looking but sometimes they do not do that. At the same time, there were 29 students (20.3%) who choose disagree (D) and 3 students (2.1 %) choose strongly disagree (SDA) because they have to memorize by walking and looking.

In statement number 24th, 25 students (17.5 %) choose the option of strongly agree (SA), and 53 students (37.1%) choose agree (A), because they feel cannot sit for long times, 43 students (30.1 %) choose neutral (N) because they feel cannot sit for long times but sometimes they do not feel it. At the same time, there were 19 students (13.3 %) who choose disagree (D) and 3 students (2.1%) choose strongly disagree (SDA) because they feel can sit for long times.

In statement number 25th, 18 students (12.6 %) choose the option of strongly agree (SA), and 66 students (46.2 %) choose agree (A), because they need to play their hands or fingers while listening, 34 students (23.8 %) choose neutral (N) because they need to play their hands or fingers while listening but

sometimes they do not need it. At the same time, there were 23 students (16.1%) who choose disagree (D) and 2 students (1.4%) choose strongly disagree (SDA) because they doesn't play their hands or fingers while listening.

In statement number 26th, 14 students (9.8 %) choose the option of strongly agree (SA), and 63 students (44.1 %) choose agree (A), because they decide somethings based on feelings, 47 students (32.9 %) choose neutral (N) because they decide somethings based on feelings but sometimes they do not decide something just by feelings. At the same time, there were 16 students (11.2%) who choose disagree (D) and 3 students (2.1 %) choose strongly disagree (SDA) because they don't decide somethings based on feelings.

In statement number 27th, 51 students (35.7 %) choose the option of strongly agree (SA), and 78 students (54.5 %) choose agree (A), because they feel easier to lern by practicing directly, 14 students (9.8 %) choose neutral (N) because they feel easier to lern by practicing directly but sometimes they do not feel it. At the same time, there were 0 student (0%) who choose disagree (D) and 0 student (0%) choose strongly disagree (SDA).

In statement number 28th, 37 students (25.9%) choose the option of strongly agree (SA), and 69 students (48.3 %) choose agree (A), because they prefer to do demonstration examples rather than make a written report, 31 students (21.7%) choose neutral (N) because they prefer to do demonstration examples rather than make a written report but sometimes they do not feel it. At the same time, there were 6 students (4.2 %) who choose disagree (D) and 0 student (0%) choose strongly disagree (SDA) because they don't prefer to do

demonstration examples rather than make a written report.

In statement number 29th, 27 students (18.9%) choose the option of strongly agree (SA), and 69 students (48.3%) choose agree (A), because they prefer to design work and make things with their two hands, 37 students (25.9 %) choose neutral (N) because they prefer to design work and make things with their two hands but sometimes they do not feel it. At the same time, there were 10 students (7%) who choose disagree (D) and 0 student (0%) choose strongly disagree (SDA) because they don't prefer to design, work and make things with their two hands.

In statement number 30th, 18 students (12.6 %) choose the option of strongly agree (SA), and 47 students (32.9 %) choose agree (A), because they often do things with gestures, 61 students (42.7%) choose neutral (N) because they often do things with gestures but sometimes they do not need it. At the same time, there were 14 students (9.8 %) who choose disagree (D) and 3 students (2.1 %) choose strongly disagree (SDA) because they don't often do things with gestures.

From 10 statement of kinesthetic learning style, the researcher found the mean score from the statement, highest scores and the data questionnaire above was supported by the following interview results:

"Iya mba, aku kalau dengerin audio pas mata kuliah listeing sering aku tulis ulang dulu mba. Soalnya seringnya ga langsung paham. Apalagi kalau audionya percakapan. Harus ada coret-coretan dulu kalau aku belajarnya." ("Yaa I listen to audio when listening course, I often rewrite it first. The problem

is often don't immediately understand. Especially if the audio is a conversation. There must be scribbles first if I study it.") *(Inteview with CSF 14ᵗʰ December 2022)*

"Sama sih mba, kadang aku tulis ulang. Minimal ada coretan yang dibahas di audio itu apa." ("It's the same, sometimes I rewrite it. At least there are streaks that are discussed in the audio.")*(Interview with AYC 14ᵗʰDecember)*

" Bebas mba mau pakai anismasi atau audio aja kaya yang di lab bahasa. Pokoknya pas audio diputar tangan sama mulut gabisa diem. Tangannya coret-coret mulutnya sambil tiruin apa yang lagi dibahas di audionya."("I'm relaxed, use animation or just audio, like the one in the language lab. Anyway, when the audio is played, the hands and mouth can't be silent. Hands scribbled and my mouth while imitating what was being discussed in the audio.") *(Interview with IBS, 14ᵗʰ December 2022)*

" Kalau pas covid kemarin sih enak mba. Dengerin audio yang dikirim bisa sambil jalan-jalan atau ada aja yang bisa digerakkin. Kalau di kampus kan di Lab bahasa ya, jadi kaya kurang nyaman aja. Soalnya aku kalau belajar apapun anggota tubuh ada aja yang gerak biar bisa fokus. Ga bisa yang tegang, malah pusing."("When it was during Covid yesterday, it was comfortable. I can listen to the audio that is sent while walking or something that can be moved. If on campus, in a language lab, so it's not as comfortable as it is. The problem is that when I study anything, there are limbs that move so I can focus. I can't get tense, I'm even dizzy.")*(Interview with DHB, 15ᵗʰ December 2022.*

The result of the mean score from the statement on the audithory learning

style toward fear such as; (1.53%) students choose strongly agree (SA), (3.92%) students choose agree (A), (2.98%) students choose neutral (N), (1.36%) students choose disagree (D) and (0.22%) students choose strongly disagree. The highest answer of the questionnaire is agree (A) with (3.92%) of students. As many as 78 students agree on the statement number 27th.

Researcher discovered challenges and solutions that students faced when learning listening skills from interviews with several students about kinesthetic learning style statements. The following statements were supported by the results of the interviews:

" Kalau pas di lab bahasa mba. Aku kalau dengerin audio kadang aku ulangin omongannya. Jadi bersuara, suka takut kalau yang lain terganggu. Pas awal kuliah kan masih covid, jadi kalau dirumah bebas aja bisa mau pakai metode apa aja bisa. kalau di lab agak tegamg aja. Udah grogi dulu, jadi ga fokus." ("If it fits in the language lab. When I listen to audio, I sometimes repeat what is being said. So make a sound, like afraid that others will disturb. At the beginning of college, there was Covid, so if you were at home i were free, i could use whatever method i wanted. if in the lab it's a bit tense. I was nervous before, so I couldn't focus.") *(Inteview with CSF 14ᵗʰ December 2022)*

"Kalau pas ujian kadang masuk lab ga boleh bawa kertas atau pulpen, padahal aku kalau mata kuliah listening harus di coret-coret pembahasannya. Solusinya di kesempatan pemutaran audio, harus benar-benar fokus kalau ga ada kertas buat coret-coret." ("When taking exams, sometimes can't bring paper or a pen to enter the lab, even though I have to scribble on the discussion in

listening class. The solution is when it comes to audio playback, i have to really focus if i don't have paper to scribble on.") *(Interview with AYC 14thDecember)*

"Iya, kadang ga boleh bawa apa-apa kalau pas ujian. Jadi ya lebih ke fokus dan memanfaatkan kesempatan dalam pemutaran audio aja." ("Well, occasionally we are unable to bring anything to the exam. So, yes, focus more closely and take advantage of audio playback's opportunities.") *(Interview with IBS, 14th December 2022)*

"Suka bingung aja kalau ga boleh bawa kertas sama pulpen. Tapi ga terlalu masalah buat aku. Masih bisa fokus ke audio kalau suasana ruangannya tenang." ("I'm just confused if I can't bring paper and a pen. But it's not too much of a problem for me. I can still focus on the audio if the room is quiet.") *(Interview with DHB, 15th December 2022.*

From the answer above, it shows the student's response thatStudents with kinesthetic learning styles, who frequently require paper and pens and repeat pronunciation to understand audio when learning listening skills, find it challenging when they are placed in situations that prevent them from using their preferred learning style. If they can't do things that suit their learning style, some students, for instance, who need paper to rewrite what is stated in the audio or children who need to return pronounce it in order to understand it, must rely on their focus and imagination.

2. The Difficulty Faced by The Students of English Language Education of UIN Raden Mas Said in Learning Listening Skill.

Researchers found each of the difficulties faced by students in learning

listening skills. Including the follow:

a. **Visual**

Sudents with a visual learning style who are used to and comfortable learning by using pictures, illustrations or videos will find it difficult when faced with learning conditions without the media. They will feel confused and nervous during learning, especially during exams. This statement is supported by the findings of researchers when interviewing one of the students.

> " *Merasa lebih susah kalau ga pakai video atau minimal ada gambar kaya dibuku terus dosennya putar audio. Kalau ga ada, mau ga mau ya bayangin aja sendiri mba."(* "I find it more difficult if I don't use video or at least there are pictures like in a book and the lecturer plays the audio. If i don't have a picture, just imagine.) *(Interview with FNS 15thDecember 2022)*

They find it difficult to focus and concentrate when they are nervous. This is because they are used to understanding audio if there are illustrations or animated videos to make it easier for them to understand audio content.

b. **Auditory**

Students with an auditory learning style feel that they do not have many difficulties in understanding the listening skill learning process. This is because they have used the basic skills that will be used in learning these skills. They are used to using listening skills in their learning. This statement is supported by the

findings of researchers when interviewing one of the students.

"Itu tadi mba, harus diulang beberapa kali. Aku gabisa langsung paham kalau hanya sekali dengar. Apalagi bahasa asing. Tapi biasanya dikasih kesempatan maksimal 3 kali putar kalau dikampus. Jadi cukup terbantu." ("It needed to be repeated more than once. If I only hear it once, I won't immediately understand. in particular, foreign languages. But when on campus, chances to play are usually limited to three times. That's very helpful.") *(Interview with GTL 14th December 2022.")*

Students with auditory learning style only difficulty was in a situation where the audio was quite long and they were only given the opportunity to repeat the audio once. But this is not a problem for students with an auditory learning style.

c. **Kinestthetic**

Based on the data obtained by researchers, students with a kinesthetic learning style have difficulties when faced with monotonous learning and are not allowed to carry writing instruments such as notes or pens. Basically they need notes to write back what students hear from the audio. This statement is supported by the findings of researchers when interviewing one of the students.

"Kalau pas ujian kadang masuk lab ga boleh bawa kertas atau pulpen, padahal aku kalau mata kuliah listening harus di coret-coret pembahasannya. Solusinya di kesempatan pemutaran audio, harus benar-benar fokus kalau ga ada kertas buat coret-coret." ("When taking exams, sometimes can't bring paper

or a pen to enter the lab, even though I have to scribble on the discussion in listening class. The solution is when it comes to audio playback, i have to really focus if i don't have paper to scribble on.") *(Interview with AYC 14ᵗʰDecember)*

This happens because students are used to and more comfortable when learning listening skills by rewriting. Students find it easier to understand if they write back what they hear.

3. **Students' Strategies of English Language Education of UIN Raden Mas Said in Learning Listening Skill.**

   a. Visual

Based on the explanation of the research questions above, the researcher found that students with a visual learning style who have difficulty when faced with conditions where they are not given illustrations or animated videos, they will use their imagination and imagine the conversations in the audio. This statement is supported by the findings of researchers when interviewing one of the students.

> *"Kalau waktu kuliah seringnya audio aja ya mba, tapi pernah beberapa kali disuruh analisis audionya tapi dari YouTube dan itu lebih gampang sih mba. Aku juga rasa lebih nyaman kalau pakai video apalagi yang ada teksnya.Jadi lebih paham."* ("When I was in college, I mostly just used audio, Ms. I also feel more comfortable when using videos especially those with text. So I understand better.") *(Interview with FNS 15ᵗʰDecember 2022)*

Students with a visual learning style will rely on their imagination when faced with learning listening skills without any illustrations or animated videos. This is quite effective for them to imagine the conversation that is in the audio.

b. Auditory

Basically the auditory learning style is the basic skill needed in learning listening skills. Students with an auditory learning style have a few problems when learning listening skills. This statement is supported by the findings of researchers when interviewing one of the students.

> *"Itu tadi mba, harus diulang beberapa kali. Aku gabisa langsung paham kalau hanya sekali dengar. Apalagi bahasa asing. Tapi biasanya dikasih kesempatan maksimal 3 kali putar kalau dikampus. Jadi cukup terbantu."* ("It needed to be repeated more than once. If I only hear it once, I won't immediately understand. in particular, foreign languages. But when on campus, chances to play are usually limited to three times. That's very helpful.") (*Interview with GTL 14th December 2022.")*

Students only need the opportunity to repeat the audio to better understand the audio being played. Students with an auditory learning style only have difficulty if the audio is too long, so they will maximize the opportunities they get to repeat the audio given.

c. Kinesthetic

Based on the data obtained by the researchers, it was found that students with a kinesthetic learning style always rewrote what they heard from the audio that was played when learning listening skills. This aims to create comfort and add concentration and understanding for students in learning listening skills. This statement is supported by the findings of researchers when interviewing one of the students.

"Iya, kadang ga boleh bawa apa-apa kalau pas ujian. Jadi ya lebih ke fokus dan memanfaatkan kesempatan dalam pemutaran audio aja." ("Well, occasionally we are unable to bring anything to the exam. So, yes, focus more closely and take advantage of audio playback's opportunities.") *(Interview with IBS, 14th December 2022)*

Based on interviews conducted by researchers. It was found that students have a strategy to be able to follow listening skill learning comfortably. They rely on multiple audio playback opportunities to understand the audio being conveyed.

B. Discussion

a. The Learning Styles of English Language Education of UIN Raden Mas Said Students in Learning Listening Skill.

This section present the discussion according to the first formulation of the problems. As mentioned in the objective of the problem, namely to analyzing the learning styles of English Language Education of UIN Raden Mas Said students in learning listening skill. This discussion purpose is to discuss the data results in order to get a

conclusion from the research questions.

According to (Brown.D.N, 2007) The way in which a person processes information in learning circumstances is referred to as their learning style. Learning styles, he claims. One facet of learning style is preference, which refers to a person's preference for one learning scenario or circumstance over another. (Keefe, 1979) identify a functional combination of cognitive, affective, and physiological characteristics that serves as a largely consistent predictor of how learners experience, engage with, and respond to the learning environment is referred to as learning style.

Based on the questionnaire results, this research analyzing the learning styles of English Langugae Education of UIN Raden Mas Said student in learning listening with population of 143 students.This research discovered 38.4% students use kinesthetic learning style, 36.4% students use auditory learning style and the last, 25.2% students use visual learning style on learning listening skill.

According to the result of questionaire, students who dominant in visual category choose the statement explaining that they are more attracted to something that is flashy, colorful and stimulates the eye. There were 64 students who chose the statement. Students with a visual learning style, which plays an important role is the eye or vision (visual). They tend to learn through what they saw. Students who have a visual learning style must see language body and facial expressions of the

teacher to understand the subject matter. They tend to sit in the front in order to see clearly.

While students in the auditory category dominantly chose a sentence stating that prefers to talk alone when doing activities. There were 70 students who chose the statement. Students who learn by auditory means are eager to put what they hear into practice. (Kurniati, 2019) identify on the student's auditory style has the characteristics of easy learning and remembering by listening, for example, students learn more easily by dialogue or discussion. auditory learning style requires more senses listener. Learn through hearing something can be done with listening to audio tapes, lectures, discussions, debate, and verbal instructions (commands).

Whereas students with a dominant kinesthetic learning style choose a sentence stating that they prefer to learn by doing direct practice. There were 78 students who chose the statement. According to (Kurniati, 2019) students will be more suitable and developed when in a learning environment with an active learning system, where students are involved a lot in the learning process. Students will more easily catch the lesson when they move, feel, or take action.

In accordance with the summary of the researcher analysis, it can be seen that the learning styles in the third semester of English Language Education of UIN Raden Mas Said in the academic year of 2021/2022 are dominant students use kinesthetic learning styles, followed by

auditory and finally visual learning styles.

3. The Difficulty Faced by the Students of English Language Education of UIN Raden Mas Said in Learning Listening Skill.

After the researcher completed the analyzing by questionaire, the researcher conducted interviews with students. The researcher used interview data to find out students problems in learning listening skills by using their learning styles and re-ensure that the answers to the statements on the questionnaire are appropriate or not with student learning activities. Based on the findings of the second research question, the researcher found every student with a different learning style has different learning problems.

Based on the explanation above, it can be strengthened by interviews with one of the students who are categorized as using a visual learning style in learning listening skills. When the researcher asked what difficulties were experienced, a student answered that they would have difficulty if videos or animated images were not provided.

In contrast to students who learn to use the auditory learning style. They only have a few obstacles in learning listening skills. This statement is supported by interviews with several students with an auditory learning style. With the same question, the researcher asked about the difficulties encountered when learning listening skills. Students answered that they would find it difficult if they were only given the opportunity to show the video once.

While the kinesthetic learning style dominates, there are 38.4% of students out of a total of 143 students who fall into this learning style category. As with visual and auditory learning styles, students with kinesthetic learning styles have their own difficulties. Among them said that they needed to repeat the pronunciation when the audio was playing, the difficulty that students experienced was anxiety when they were in a language lab which was basically silent. Students are afraid to disturb other students who are focusing on their exams. This explanation is supported by student statements that they feel uncomfortable repeating conversations in the audio, they are afraid of disturbing other students who are focusing on the audio.

In this result it can be found that each learning style has its own problems. Students with a visual learning style will find it difficult if they are faced with learning conditions without illustrations in the form of videos or pictures. Meanwhile students with an auditory learning style have fewer obstacles in learning an auditory learning style, because basically listening skills are the basic skills used by someone with an auditory learning style, so they feel fewer obstacles in learning listening skills. Meanwhile, students with a kinesthetic learning style have difficulties when faced with silent and monotonous learning. Without being given the opportunity to use their learning style, students with a kinesthetic learning style feel nervous and find it difficult to focus on receiving material.

4. Students' Strategies of English Language Education of UIN Raden Mas Said in Learning Listening Skill.

Researchers used interviews to find out the strategies students used to overcome their problems in learning listening skills according to their learning styles. The subject of the research was the third semester of English Language Education of UIN Raden Mas Said in the academic year of 2021/2022.

Based on the findings of the third research question, the researcher found that students have their own strategies in solving difficulties in learning listening skills according to their learning style.The researcher concluded that almost all students with different learning styles had almost the same problem solving. Students with a visual learning style are able to use their imagination in learning listening skills. Students with an auditory learning style are able to learn listening skills with a learning style that underlies the listening skill itself. Likewise, students with a kinesthetic learning style are able to solve their problems by adding new vocabulary and memorizing them.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclussion

Based on the explanation of the discussion in the previous chapter, the researchers concluded that class 2021/2022 students have a dominant learning style in the kinesthetic learning style.

This is evidenced by the results of the questionnaire on the grouping of learning styles in studying listening skills. There were 143 respondents and 10 resource persons who answered questions from researcher. With the results of students using a visual learning style there are 25.2% with 36 students, then students with an auditory learning style are 36.4% with 52 students while the dominant learning style is the kinesthetic learning style with a result of 38.4% with 55 students.

Based on the problems faced by students in learning listening skills. The researcher concludes that each learning style has its own difficulties. The difficulties students face have an impact on students' difficulties in understanding the listening skill learning process. Some of them feel very uncomfortable if they get into a situation where they cannot freely use their learning style habits when learning listening skills. Students find it difficult to focus and even some of them feel nervous while studying.

Meanwhile, according to the explanation in the previous chapter and also some student statements during the interview session. Each of them has difficulties in focusing and understanding, they also have their own solutions

or strategies for overcoming their difficulties. Researcher can conclude that the solutions they use are almost the same as each other. They will rely on their imagination in learning listening skills. Not a few students will prepare themselves by increasing their vocabulary before starting to learn listening skills.

B. Suggestion

For the last, after completing the research, the researcher tries to give advice to teacher/lecturer, students and other researcher. In addition, reseacher hopes that this research can also be useful as a referance to teach vocabulary to students.

1. For Teacher/lecturer

Provide information that there are 3 kinds of learning styles obtained from the theory. It is hoped that with the results that have been obtained from this research, teachers can pay more attention to the learning styles of each student to further optimize student learning outcomes through a review of the teaching strategies that have been carried out so far. So it is hoped that the information about this learning style will help teachers in their efforts to improve student learning outcomes in learning listening skills.

2. For Students

This research can provide input to students to support so that students pay more attention to suitable learning strategies and adapted to their learning style. Expected after students knowing the learning style, the

learning process of students will become more comfortable, and can increase learning outcomes, especially in learning listening skills.

3. For The Other Researchers

This research can be used as a reference in the future by researchers. This research is expected to contribute ideas in the field education. Especially for researchers who will examine learning styles and listening skills.

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APPENDICE

Appendix 1: Research Questionnaire

KUESIONER PENELITIAN SKRIPSI DENGAN JUDUL "STUDENTS' STRATEGIES IN LEARNING ENGLISH LISTENING BASED ON THEIR LEARNINGSTYLE(A MIXED-METHODS RESEARCHAT THE ENGLISH LANGUAGEEDUCATIONOF UIN RADEN MAS SAID SURAKARTA)"

Assalamualaikum Wr.Wb

Perkenalkan saya Maudi Rahmawati Hakim, mahasiswa Pendidikan Bahasa Inggris. Saat ini sedang melakukan penelitian guna menyelesaikan tugas akhir skripsi dengan judul " STUDENTS' STRATEGIES IN LEARNING ENGLISH LISTENING BASED ON THEIR LEARNING SKILL (A MIIXED-METHOD RESEARCH AT THE ENGLISH LANGUAGE EDUCATION OF UIN RADEN MAS SAID SURAKARTA)"

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Maka dari itu, dengan segenap hati saya memohon kesediaan waktunya untuk mengisi kuesioner ini dengan sejujur-jujurnya dan sebaik-baiknya.

Terima kasih atas kesediaan dan waktu yang telah diberikan. Semoga anda selalu diberikan kemudahan oleh Allah SWT dalam setiap perkara yang sedang dan akan dijalani. Wassalamualaikum Wr. Wb

Instruksi dalam mengisi kuesioner

1. Tulis nama, kelas dan nomor mahasiswa pada kolom yang sudah disediakan.
2. Jawab pertanyaan dengan memilih salah satu dari lima pilihan jawaban yang telah disediakan dengan cara memberi tanda (√)!
1: (Sangat Tidak Setuju)

2: (Tidak Setuju)

3: (Netral)

4: (Setuju)

5: (Sangat Setuju)

Nama *

_____

Kelas *

_____

NIM *

_____

Kuesioner Penelitian

Jawab pertanyaan dengan memilih salah satu dari lima pilihan jawaban yang telah disediakan dengan cara memberi tanda (√)!

1: (Sangat Tidak Setuju)

2: (Tidak Setuju)

3: (Netral)

4: (Setuju)

5: (Sangat Setuju)

1. Saya perlu satu ilustrasi dari apa yang diajarkan supaya bisa memahaminya. *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak setuju

◯ Sangat Tidak Setuju

2. Saya lebih ingat apa yang dilihat daripada yang didengar. *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

3. Saya suka mencoret-coret selama menelpon/mendengarkan ceramah. *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

4. Saya lebih suka seni rupa daripada seni musik. *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

5. **Saya suka mencatat perintah atau instruksi yang disampaikan kepada saya.** *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

6. **Saya suka mengeja dan saya berpikir saya pintar mengeja kata-kata.** *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

7. **Saya lebih suka membaca daripada mendengarkan cerita.** *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

8. Saya tertarik pada obyek yang mencolok, berwarna, dan yang merangsang mata. *

Tandai satu oval saja.

- ◯ Sangat Setuju
- ◯ Setuju
- ◯ Netral
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju

9. Saya adalah perencana dan pengatur jangka panjang. *

Tandai satu oval saja.

- ◯ Sangat Setuju
- ◯ Setuju
- ◯ Netral
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju

10. Saya lebih menyukai buku-buku yang menyertakan gambar atau ilustrasi. *

Tandai satu oval saja.

- ◯ Sangat Setuju
- ◯ Setuju
- ◯ Netral
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju

11. **Saya berbicara pada diri sendiri saat beraktifitas.** *

Tandai satu oval saja.

- ◯ Sangat Setuju
- ◯ Setuju
- ◯ Netral
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju

12. **Saya mudah terganggu oleh keributan** *

Tandai satu oval saja.

- ◯ Sangat Setuju
- ◯ Setuju
- ◯ Netral
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju

13. **Saya suka membaca keras-keras dan mendengarkan.** *

Tandai satu oval saja.

- ◯ Sangat Setuju
- ◯ Setuju
- ◯ Netral
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju

14. **Saya merasa menulis itu sulit tetapi saya pandai bercerita.** *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

15. **Saya belajar melalui mendengar dan mengingat apa yang didiskusikan daripada apa yang dilihat.** *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

16. **Saya banyak bicara, berdiskusi dan menjelaskan panjang lebar.** *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

17. Saya dapat mengingat dengan mudah apa yang dikatakan seseorang. *

Tandai satu oval saja.

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

18. Saya lebih suka berbicara daripada menulis. *

Tandai satu oval saja.

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

19. Tanpa musik hidup itu membosankan. *

Tandai satu oval saja.

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

20. Hampir semua kata-kata dari lagu saya memahaminya. *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

21. Saya berbicara dengan lambat. *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

◯ Opsi 5

22. Saya berdiri dekat-dekat saat berbicara dengan sesorang. *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

23. Saya menghafal dengan cara berjalan dan melihat. *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

24. Saya tidak bisa duduk lama dengan tenang. *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

25. Saya mengetuk-etuk pulpen, jari atau kuku saat mendengarkan. *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

26. Saya memutuskan keputusan berdasarkan perasaan. *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

27. Saya paling mudah belajar dengan cara mempraktekkan langsung. *

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

28. Saya lebih suka melakukan contoh peragaan daripada membuat laporan *
tertulis atas apa yang saya kerjakan.

Tandai satu oval saja.

◯ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

29. Saya lebih suka merancang, mengerjakan dan membuat sesuatu dengan kedua tangan saya. *

Tandai satu oval saja.

Sangat SetujuSetuju

Netral

Tidak Setuju Sangat Tidak

Setuju

30. Saya sering melakukan sesuatu dengan isyarat tubuh. *

Tandai satu oval saja.

Sangat SetujuSetuju

Netral

Tidak Setuju Sangat Tidak

Setuju

Appendix 2 : Research Questionnaire answer

KUESIONER PENELITIAN SKRIPSI

DENGANJUDUL "STUDENTS' STRATEGIES IN LEARNING ENGLISH LISTENING BASED ON THEIR LEARNING STYLE(A MIXED-METHODSRESEARCHAT THE ENGLISH LANGUAGE EDUCATIONOF UIN RADEN MAS SAID SURAKARTA)"

Assalamualaikum Wr.Wb

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Instruksi dalam mengisi kuesioner

1. Tulis nama, kelas dan nomor mahasiswa pada kolom yang sudah disediakan.
2. Jawab pertanyaan dengan memilih salah satu dari lima pilihan jawaban yang telah disediakandengan cara memberi tanda (√)!

1: (Sangat Tidak Setuju)

2: (Tidak Setuju)

3: (Netral)

4: (Setuju)

5: (Sangat Setuju)

Nama *

REY ARDELLA RAHMADHANY

Kelas *

3C

NIM *

216121074

Kuesioner Penelitian

Jawab pertanyaan dengan memilih salah satu dari lima pilihan jawaban yang telah disediakan dengancara memberi tanda (√)!
1: (Sangat Tidak Setuju)2:
(Tidak Setuju)
3: (Netral)
4: (Setuju)
5: (Sangat Setuju)

1. Saya perlu satu ilustrasi dari apa yang diajarkan supaya bisa memahaminya. *

- ◯ Sangat Setuju
- ◉ SetujuNetral
- ◯ Tidak setuju
- ◯ Sangat Tidak Setuju
- ◯

2. Saya lebih ingat apa yang dilihat daripada yang didengar. *

- ○ Sangat Setuju
- ○ SetujuNetral
- ● Tidak Setuju
- ○ Sangat Tidak Setuju
- ○

3. Saya suka mencoret-coret selama menelpon/mendengarkan ceramah. *

- ○ Sangat Setuju
- ● SetujuNetral
- ○ Tidak Setuju
- ○ Sangat Tidak Setuju
- ○

4. Saya lebih suka seni rupa daripada seni musik. *

- ○ Sangat Setuju
- ○ SetujuNetral
- ● Tidak Setuju
- ○ Sangat Tidak Setuju
- ○

5. Saya suka mencatat perintah atau instruksi yang disampaikan kepada saya. *

◯ Sangat Setuju

◉ SetujuNetral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

◯

6. Saya suka mengeja dan saya berpikir saya pintar mengeja kata-kata. *

◯ Sangat Setuju

◯ SetujuNetral

◉ Tidak Setuju

◯ Sangat Tidak Setuju

◯

7. Saya lebih suka membaca daripada mendengarkan cerita. *

◉ Sangat Setuju

◯ SetujuNetral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

◯

8. Saya tertarik pada obyek yang mencolok, berwarna, dan yang merangsang mata. *

- ⦿ Sangat Setuju
- ◯ SetujuNetral
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju
- ◯

9. Saya adalah perencana dan pengatur jangka panjang. *

- ⦿ Sangat Setuju
- ◯ SetujuNetral
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju
- ◯

10. Saya lebih menyukai buku-buku yang menyertakan gambar atau ilustrasi. *

- ◯ Sangat Setuju
- ⦿ SetujuNetral
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju
- ◯

11. Saya berbicara pada diri sendiri saat beraktifitas. *

○ Sangat Setuju

⦿ SetujuNetral

○ Tidak Setuju

○ Sangat Tidak Setuju

○

12. Saya mudah terganggu oleh keributan *

○ Sangat Setuju

○ SetujuNetral

⦿ Tidak Setuju

○ Sangat Tidak Setuju

○

13. Saya suka membaca keras-keras dan mendengarkan. *

○ Sangat Setuju

○ SetujuNetral

⦿ Tidak Setuju

○ Sangat Tidak Setuju

○

14. Saya merasa menulis itu sulit tetapi saya pandai bercerita. *

○ Sangat Setuju

○ SetujuNetral

◉ Tidak Setuju

○ Sangat Tidak Setuju

○

15.Saya belajar melalui mendengar dan mengingat apa yang didiskusikan daripada apa yang * **dilihat.**

○ Sangat Setuju

◉ SetujuNetral

○ Tidak Setuju

○ Sangat Tidak Setuju

○

16. Saya banyak bicara, berdiskusi dan menjelaskan panjang lebar. *

○ Sangat Setuju

◉ SetujuNetral

○ Tidak Setuju

○ Sangat Tidak Setuju

○

17. Saya dapat mengingat dengan mudah apa yang dikatakan seseorang. *

○ Sangat Setuju

◉ SetujuNetral

○ Tidak Setuju

○ Sangat Tidak Setuju

○

18. Saya lebih suka berbicara daripada menulis. *

○ Sangat Setuju

○ SetujuNetral

◉ Tidak Setuju

○ Sangat Tidak Setuju

○

19. Tanpa musik hidup itu membosankan. *

◉ Sangat Setuju

○ SetujuNetral

○ Tidak Setuju

○ Sangat Tidak Setuju

○

20. Hampir semua kata-kata dari lagu saya memahaminya. *

○ Sangat Setuju

⦿ SetujuNetral

○ Tidak Setuju

○ Sangat Tidak Setuju

○

21. Saya berbicara dengan lambat. *

○ Sangat Setuju

○ SetujuNetral

○ Tidak Setuju

⦿ Sangat Tidak Setuju

○ Opsi 5

○

22. Saya berdiri dekat-dekat saat berbicara dengan sesorang. *

○ Sangat Setuju

○ SetujuNetral

⦿ Tidak Setuju

○ Sangat Tidak Setuju

○

23. Saya menghafal dengan cara berjalan dan melihat. *

◯ Sangat Setuju

◯ SetujuNetral

⦿ Tidak Setuju

◯ Sangat Tidak Setuju

◯

24. Saya tidak bisa duduk lama dengan tenang. *

◯ Sangat Setuju

⦿ SetujuNetral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

◯

25. Saya mengetuk-etuk pulpen, jari atau kuku saat mendengarkan. *

◯ Sangat Setuju

⦿ SetujuNetral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

◯

26. Saya memutuskan keputusan berdasarkan perasaan. *

○ Sangat Setuju

○ SetujuNetral

◉ Tidak Setuju

○ Sangat Tidak Setuju

○

27. Saya paling mudah belajar dengan cara mempraktekkan langsung. *

○ Sangat Setuju

◉ SetujuNetral

○ Tidak Setuju

○ Sangat Tidak Setuju

○

28. Saya lebih suka melakukan contoh peragaan daripada membuat laporan tertulis atas apa *
yang saya kerjakan.

○ Sangat Setuju

○ SetujuNetral

◉ Tidak Setuju

○ Sangat Tidak Setuju

○

29. Saya lebih suka merancang, mengerjakan dan membuat sesuatu dengan kedua tangan saya. *

○ Sangat Setuju

○ SetujuNetral

◉ Tidak Setuju

○ Sangat Tidak Setuju

○

30. Saya sering melakukan sesuatu dengan isyarat tubuh. *

○ Sangat Setuju

○ SetujuNetral

◉ Tidak Setuju

○ Sangat Tidak Setuju

○

Appendix 3 : The Answer of Questionnaire 3A

Respondent	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
F	3A	4	4	4	2	4	3	3	4	4	4	3	3	4	4	4	3	4	3	5	4	2	4	3	2	4	4	4	4	3	3
ARA	3A	4	3	3	3	3	3	3	4	3	4	4	4	2	3	3	3	3	4	4	4	2	3	3	3	3	3	3	3	3	2
FA	3A	4	3	2	3	3	3	3	3	3	4	3	3	3	2	3	3	4	3	3	3	3	3	3	3	3	4	3	3	3	4
DAR	3A	4	4	3	4	2	3	2	4	2	4	3	4	3	4	4	4	2	4	4	3	3	3	2	4	4	3	4	3	3	2
ANT	3A	5	4	5	3	4	4	2	5	5	5	5	5	3	3	4	5	4	3	5	4	4	4	1	4	5	5	5	4	5	4
AAPP	3A	5	4	2	4	5	4	3	4	4	4	5	4	4	3	4	3	5	4	5	5	2	3	3	3	3	5	4	4	4	4
TNA	3A	3	3	4	3	4	2	3	5	4	3	3	2	2	2	2	4	4	3	4	2	3	3	2	4	3	4	4	4	4	3
ZA	3A	4	5	3	3	4	4	4	3	4	4	4	5	3	3	3	4	3	4	5	3	3	4	3	3	2	3	5	5	5	3
FVA	3A	5	3	4	3	4	3	3	4	4	4	4	4	3	4	3	4	3	4	4	3	1	3	3	2	3	5	5	5	4	4
VPI	3A	4	3	2	4	3	3	5	5	5	5	4	5	4	5	2	5	5	4	5	4	2	3	2	5	4	4	4	4	5	5
EY	3A	4	4	3	3	3	3	3	3	4	4	3	4	3	3	4	3	3	3	4	3	3	3	3	3	3	3	4	4	4	3
GTL	3A	4	4	2	2	2	3	2	4	4	4	4	4	4	2	4	3	4	4	5	5	2	2	2	4	4	3	4	4	2	2
SKA	3A	5	3	3	3	4	3	3	3	3	5	5	5	4	5	3	5	3	4	2	3	2	3	3	5	2	3	4	5	5	3
MAF	3A	5	3	5	2	5	5	2	4	5	5	5	5	2	4	4	3	3	4	3	2	4	4	2	4	4	2	4	5	2	5
EUS	3A	5	3	4	3	3	4	4	4	4	4	4	5	2	2	3	4	4	2	5	4	2	3	3	3	2	4	4	4	4	4
OPS	3A	4	3	4	3	4	4	5	3	3	4	4	5	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3
IAH	3A	3	3	4	3	5	4	4	4	5	5	5	4	3	3	4	4	4	4	3	4	1	2	3	3	4	3	4	4	4	4
APA	3A	4	4	2	3	4	3	3	3	4	4	3	4	2	4	4	3	3	4	4	5	2	2	3	2	4	4	5	4	4	3
RK	3A	5	5	4	3	3	2	3	4	5	5	2	5	2	2	2	4	4	2	5	4	2	4	3	4	3	4	4	3	4	3

Appendix 4 : The Answer of Questionnaire 3B

Respondent	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
SJDY	3B	5	3	3	3	3	3	3	2	4	3	3	4	2	2	4	3	4	2	5	5	3	4	3	4	5	3	5	5	3	4
ZAE	3B	3	4	3	3	4	4	3	3	4	3	5	5	3	2	3	2	3	2	5	4	3	3	3	4	4	4	4	5	4	4
MA	3B	5	3	4	2	3	3	2	5	4	4	4	3	2	5	3	5	3	5	5	3	2	3	3	2	4	3	5	5	5	3
MNP	3B	5	3	5	3	5	4	3	4	5	4	5	5	4	4	4	4	5	4	5	4	4	4	2	4	4	4	5	4	4	4
RAR	3B	4	5	3	3	4	2	2	3	3	4	4	4	2	3	2	3	3	4	3	2	3	4	3	3	2	3	4	4	4	2
IAW	3B	4	3	4	2	4	3	3	2	3	3	3	4	3	2	3	2	3	2	3	3	2	3	2	3	3	3	4	3	3	3
M	3B	4	3	4	3	4	3	5	2	2	3	3	2	2	3	3	3	3	2	5	4	3	4	4	4	4	3	4	3	4	3
DHA	3B	5	5	3	3	4	3	3	3	1	3	5	4	3	3	3	2	2	3	4	4	1	4	3	2	4	3	5	4	3	4
SNJ	3B	5	5	3	4	3	3	5	5	5	5	5	5	4	5	4	4	4	3	5	3	4	3	5	5	5	4	5	4	5	3
RAK	3B	4	2	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	3	4	3	2	3	4	3	4	3	4	4	4	4
VR	3B	5	3	4	3	4	4	4	2	4	4	4	5	3	2	3	3	3	3	4	4	3	3	3	4	4	3	4	3	3	3
MHA	3B	5	4	3	5	4	3	3	3	4	4	5	1	2	5	4	4	3	5	4	4	3	2	1	1	3	3	4	5	4	3
TRP	3B	5	5	3	4	4	3	3	5	3	4	4	4	3	2	4	3	3	3	4	3	4	4	3	4	4	3	4	4	4	4
MF	3B	3	4	4	3	3	2	3	3	3	4	5	5	3	3	4	3	3	3	2	2	1	3	2	2	4	4	3	4	4	4
AYAA	3B	4	3	2	2	4	3	3	3	3	4	4	4	3	4	3	3	4	2	5	4	4	4	4	3	4	4	4	4	3	3
MTNS	3B	3	4	3	4	4	2	5	4	5	3	4	5	5	3	4	4	3	2	3	5	1	3	4	3	4	2	4	2	4	3
A	3B	5	5	2	2	5	5	4	4	4	3	3	4	3	4	4	4	3	3	5	4	2	2	4	4	2	4	4	4	4	2
AF	3B	5	4	2	2	3	4	3	4	5	4	3	2	3	2	2	3	3	4	4	3	3	3	4	4	4	2	4	4	4	4
FRB	3B	5	3	5	3	4	4	3	5	5	5	5	5	5	3	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	3
IM	3B	5	3	4	3	4	4	3	3	5	5	3	5	2	3	3	2	4	4	5	4	2	4	1	1	2	3	4	2	3	3
FNH	3B	3	4	3	5	4	3	4	4	4	4	4	4	2	2	2	2	4	2	4	3	2	3	4	2	2	2	4	4	4	2

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
PSA	3B	5	3	5	3	5	2	3	2	4	4	5	5	4	3	3	3	3	3	5	4	2	4	3	4	4	4	4	3	4	3
SA	3B	4	3	4	3	3	3	3	4	3	2	4	4	4	2	4	4	3	3	4	3	2	4	3	4	4	4	4	3	4	3
SH	3B	3	5	2	4	4	5	5	3	5	3	2	5	4	2	3	3	2	2	4	5	3	4	4	2	2	4	5	2	5	3
DPP	3B	3	4	4	2	4	5	2	5	5	5	4	4	4	5	5	5	5	4	5	5	2	4	4	4	4	3	5	4	5	3
RMP	3B	4	4	3	4	4	3	4	4	5	3	4	4	3	3	3	2	2	3	4	2	3	4	4	3	4	4	5	5	4	4

Appendix 5 : The Answer of Questionnaire 3C

Respondent	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
FIM	3C	5	2	2	1	5	5	1	3	2	5	5	5	5	5	4	5	4	5	3	3	1	3	2	4	5	5	5	5	5	5
RAR	3C	4	3	4	3	4	3	5	5	5	4	4	3	3	3	4	4	4	3	5	4	2	3	3	4	4	3	4	3	3	3
R	3C	5	4	5	3	4	3	5	5	3	5	5	5	2	2	3	3	1	4	4	5	2	4	4	3	3	4	4	4	3	5
APS	3C	5	3	2	2	4	4	3	5	4	5	4	5	4	3	4	3	3	3	5	4	3	4	3	3	3	3	4	4	4	4
LL	3C	5	5	3	1	3	3	2	4	2	4	4	3	4	4	2	5	2	5	4	3	2	3	3	5	3	4	5	3	3	3
RF	3C	4	3	3	2	3	5	2	3	4	5	4	5	2	3	3	4	4	3	5	3	2	4	4	5	4	3	4	4	4	4
SW	3C	4	4	3	2	3	3	3	3	4	4	3	5	2	5	5	3	3	3	5	4	2	3	4	3	4	4	4	5	5	3
AS	3C	5	3	5	3	4	3	3	4	4	4	5	4	4	4	4	4	3	4	4	4	4	2	3	2	4	4	4	2	4	4
RA	3C	5	3	4	2	4	3	1	3	4	3	5	5	4	5	3	5	5	5	4	5	3	4	3	3	3	3	2	5	5	5
DFV	3C	5	4	3	2	4	3	4	3	4	5	5	4	4	2	4	2	3	4	5	3	4	4	4	4	4	4	4	4	2	4
KN	3C	4	3	5	3	2	2	3	5	4	4	4	5	4	2	5	5	3	5	5	5	2	3	3	4	4	3	4	3	2	1
VAM	3C	3	2	4	3	3	3	3	4	5	5	4	5	4	3	4	4	4	5	3	2	3	2	4	4	4	4	4	4	4	3
NMHA	3C	4	3	3	2	2	4	4	4	4	4	4	4	2	2	2	1	4	2	5	3	2	3	2	2	4	4	3	3	2	2
RWA	3C	4	4	3	2	4	3	2	4	4	4	4	4	4	3	4	4	4	2	4	4	3	4	4	2	2	3	4	4	4	4
NLW	3C	3	3	5	5	4	2	2	5	5	3	5	3	4	3	4	4	5	3	4	3	4	4	3	3	2	1	4	3	4	2
SA	3C	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	4	3	3

Respondent	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
INW	3C	4	4	3	2	3	2	3	2	2	3	4	4	4	4	3	3	2	3	4	4	3	4	2	2	3	4	4	4	4	4
WPN	3C	4	4	2	3	4	3	3	3	3	4	5	4	2	5	3	4	4	5	3	4	1	2	3	5	3	3	5	5	2	5
ASN	3C	4	3	2	3	4	4	3	3	3	3	4	3	3	4	4	3	3	4	5	3	1	4	2	3	3	3	4	4	3	3
RAZZ	3C	4	3	4	2	5	3	3	4	5	4	3	5	3	4	4	4	4	3	5	4	2	3	4	3	4	3	5	4	4	3
SAA	3C	5	4	3	5	4	3	5	2	2	3	4	5	2	2	5	3	5	2	5	4	1	3	2	5	4	4	5	5	5	5
AF	3C	5	3	5	4	3	3	3	2	2	5	4	5	2	4	4	3	4	3	5	3	2	3	2	4	4	4	3	4	4	3

Appendix 6 : The Answer of Questionnaire 3D

Respondent	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
NDA	3D	4	4	4	3	4	3	4	3	3	4	4	3	3	3	2	4	4	3	4	4	4	3	4	3	4	4	3	4	3	3
IY	3D	5	3	4	1	5	3	2	2	3	4	3	5	3	3	3	3	3	3	5	5	5	5	3	4	4	2	5	3	4	2
LFRA	3D	5	5	3	2	3	5	3	4	5	3	4	4	5	5	4	4	4	3	3	2	3	4	4	4	4	4	4	4	4	4
AFZ	3D	5	4	3	3	4	4	2	4	4	4	4	5	3	2	3	4	3	2	5	4	4	4	4	5	4	4	5	5	4	5
ZYS	3D	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
SER	3D	4	4	4	3	4	3	4	4	4	3	4	4	2	3	4	4	3	3	4	2	2	4	4	4	2	3	3	4	4	4
IIN	3D	4	3	3	2	3	3	3	3	3	3	3	4	3	3	3	3	3	3	5	3	3	3	2	3	3	3	4	3	3	3
SHA	3D	4	4	4	4	2	4	3	4	4	3	3	4	2	3	3	3	3	4	4	2	2	3	3	3	2	4	4	4	4	2
ADR	3D	4	3	4	2	5	3	2	5	3	5	4	5	4	4	3	3	2	4	5	3	3	2	4	3	2	4	4	4	3	5
MDR	3D	5	3	4	2	3	4	3	4	4	4	4	5	4	2	4	4	4	2	5	4	1	4	4	2	4	4	4	4	4	4
S	3D	4	4	2	3	4	4	2	4	3	5	5	5	5	5	2	5	5	5	5	5	5	5	5	3	4	4	4	5	2	4
AFF	3D	5	5	5	5	5	3	3	4	5	5	5	4	4	4	4	3	4	4	4	4	4	3	2	3	4	3	4	3	4	5
MYAA	3D	4	4	4	4	4	4	4	4	3	4	2	3	2	4	4	5	5	4	4	4	4	4	4	3	4	4	3	4	4	2
IBS	3D	5	5	3	4	4	2	4	5	4	4	4	4	4	4	3	3	4	3	3	3	4	3	3	4	4	4	5	4	4	4
AVP	3D	5	5	5	5	5	5	5	5	5	5	2	1	4	3	1	3	3	3	3	4	5	5	3	3	1	4	4	3	2	1

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
AN	**3D**	5	4	3	2	4	4	2	5	5	5	4	4	3	2	5	4	3	5	5	2	1	4	4	3	3	3	4	4	4	4
MS	**3D**	5	5	3	5	2	3	4	4	2	4	4	5	2	5	3	2	3	5	3	3	2	4	3	3	3	2	5	5	4	3
A	**3D**	5	4	2	4	4	3	4	3	4	2	4	3	2	4	2	5	2	4	2	3	2	3	2	4	5	2	5	5	5	3
AP	**3D**	4	5	4	3	4	3	3	4	4	4	3	5	3	3	3	3	5	3	5	3	2	3	4	3	3	5	5	4	3	5
FDKN	**3D**	5	5	2	2	2	2	4	3	2	4	4	5	2	2	2	1	1	3	5	2	2	4	4	5	2	4	5	5	4	4

Appendix 7 : The Answer of Questionnaire 3E

Respondent	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
NIA	**3E**	3	4	4	3	3	3	5	3	3	3	4	3	2	3	3	3	3	3	4	3	2	3	3	4	3	3	3	4	3	4
Y	**3E**	5	5	3	3	4	3	3	4	5	5	4	3	4	3	2	4	3	3	4	3	2	2	5	4	2	4	4	4	4	4
LMHS	**3E**	4	3	4	3	2	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
RAPP	**3E**	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
AE	**3E**	3	5	2	3	2	3	3	4	2	3	4	4	2	1	3	5	4	2	5	5	1	2	3	4	3	3	3	4	3	1
DNA	**3E**	5	3	4	3	4	4	3	4	5	5	4	5	3	4	5	5	4	5	3	4	3	3	5	5	5	3	5	5	5	4
AYC	**3E**	4	3	4	4	2	1	2	4	3	5	4	4	4	3	3	2	3	4	3	2	5	3	5	2	3	5	5	4	4	3
PR	**3E**	5	5	5	3	3	3	4	3	3	3	4	4	3	2	3	3	3	2	4	3	2	3	3	3	3	3	4	4	4	4
FNS	**3E**	4	5	3	2	4	3	3	4	3	4	4	4	3	3	4	3	4	4	4	3	2	3	4	4	4	4	3	3	3	3
NNS	**3E**	3	3	2	2	3	2	3	4	3	5	4	3	4	4	3	2	3	2	4	3	2	2	4	4	4	4	3	4	3	3
NN	**3E**	5	5	4	2	3	2	3	3	3	4	5	4	3	3	2	3	3	4	5	4	2	3	2	5	3	2	5	5	3	3
FK	**3E**	5	3	2	2	4	3	3	4	3	4	4	4	4	4	3	4	3	5	4	3	4	3	4	2	4	4	3	4	3
MHD	**3E**	5	3	3	3	3	3	4	4	2	5	5	3	4	3	4	3	3	3	5	5	3	3	4	5	5	4	5	4	3	4
FN	**3E**	5	5	2	1	3	2	4	2	1	3	5	4	4	4	4	4	4	4	5	5	2	2	3	5	5	2	4	4	4	4
SF	**3E**	5	3	5	3	5	3	2	5	5	3	4	5	5	2	5	3	4	3	3	3	2	5	3	5	5	3	5	3	5	5
LCLG	**3E**	5	4	3	1	4	3	3	3	2	5	5	5	4	3	3	5	2	5	5	3	2	5	3	4	4	3	5	5	3	3

MF	**3E**	5	5	3	3	5	4	4	4	5	4	5	4	3	3	4	4	5	5	5	5	3	4	4	3	3	4	4	4	4	3
AFS	**3E**	5	3	4	2	4	3	4	4	4	5	5	5	5	4	2	3	3	4	5	3	3	4	5	5	2	5	5	5	3	3

Appendix 8 : The Answer of Questionnaire 3H

Respondent	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
AS	**3H**	4	4	3	5	4	3	4	5	3	5	5	4	4	3	3	4	3	4	5	3	2	3	4	4	4	4	3	3	3	4
AKW	**3H**	5	5	3	3	3	4	2	3	4	5	4	4	3	5	4	3	3	5	5	4	3	3	3	5	4	4	5	5	5	3
ASN	**3H**	3	3	4	2	5	3	2	4	4	4	4	4	3	4	2	4	4	4	5	4	2	4	4	3	2	4	5	3	3	3
WKNZ	**3H**	5	3	2	2	5	2	2	5	5	1	5	5	5	3	5	5	5	5	4	3	1	5	5	3	1	5	5	5	5	3

Appendix 9 : The Answer of Questionnaire 3I

Respondent	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
RDK	**3I**	5	5	3	3	4	4	3	5	4	4	4	5	2	5	4	3	4	4	5	3	2	5	4	4	4	5	5	4	4	4
IAL	**3I**	4	5	3	5	4	3	3	2	3	5	5	5	2	3	3	3	3	3	4	4	3	3	2	4	2	4	4	4	4	3
FF	**3I**	5	3	3	3	4	5	3	4	3	5	4	3	3	3	4	3	4	4	5	4	2	4	3	2	4	5	5	5	4	5
CANF	**3I**	5	4	4	3	3	4	3	4	3	5	5	3	4	5	4	5	3	5	5	3	1	3	3	5	5	4	5	3	5	3
HQNM	**3I**	5	4	3	3	5	3	3	2	3	5	3	3	2	4	4	4	3	4	4	3	2	3	4	4	4	4	4	4	4	4
MFA	**3I**	3	5	5	4	2	5	4	5	5	3	5	5	1	2	2	4	3	2	4	3	5	5	2	5	5	5	5	5	3	2
CSF	**3I**	5	5	5	1	4	4	3	1	2	5	5	5	3	3	2	2	2	3	5	5	1	3	5	5	5	2	5	5	5	4
IAF	**3I**	4	5	4	4	3	3	4	2	5	3	4	3	2	4	5	4	3	4	4	3	2	3	2	4	4	2	4	4	4	3
RARJP	**3I**	5	5	5	5	3	2	2	5	5	5	4	3	2	5	4	3	3	4	5	4	3	4	4	4	4	2	4	4	4	5
IA	**3I**	3	3	2	3	3	4	2	2	2	4	2	4	2	4	3	4	4	2	3	3	2	4	4	2	3	3	4	3	3	3

AR	3I	5	4	3	5	4	3	3	4	3	5	4	3	2	3	3	4	4	3	3	3	3	3	4	4	3	4	4	4	4	3
DHB	3I	5	5	5	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5	5	5	5	5
ZA	3I	4	4	4	3	4	4	4	4	4	3	2	4	2	3	2	4	3	2	5	3	4	4	4	4	2	4	4	3	3	4
UN	3I	4	4	2	2	2	3	2	4	3	4	5	4	3	4	4	3	4	4	5	3	2	3	4	4	4	4	4	4	3	3
SW	3I	4	3	2	2	3	3	4	3	4	4	3	3	2	4	3	4	3	3	4	3	3	2	2	4	3	3	4	4	4	4
SINH	3I	5	5	3	3	2	2	1	5	4	5	4	3	4	5	5	5	5	5	4	3	2	3	4	1	4	3	5	5	5	3
LAM	3I	4	4	3	3	2	2	3	4	3	4	5	4	2	4	4	2	3	3	5	4	3	3	3	4	4	4	5	5	5	5
FAA	3I	5	3	2	4	5	4	3	4	4	5	3	4	2	4	4	3	4	3	4	4	3	4	2	2	2	3	5	2	3	2
SA	3I	4	3	2	3	2	1	3	3	2	2	4	5	2	3	4	4	2	4	5	3	2	4	4	5	5	3	3	4	4	3
TN	3I	4	3	4	2	2	1	1	3	3	1	3	3	2	3	5	2	1	4	5	2	2	3	3	4	4	4	4	4	3	2
CMS	3I	4	4	3	2	4	3	4	3	3	3	3	3	4	4	4	2	3	4	4	3	2	3	2	2	4	3	3	2	3	3
RBP	3I	5	5	5	3	5	4	4	4	3	4	4	3	2	2	2	2	3	3	4	3	4	3	2	3	4	3	4	4	4	4
RWA	3I	5	4	5	3	4	4	4	2	4	4	5	5	3	3	3	1	3	1	5	4	3	3	3	2	5	4	4	4	4	4

Appendix 10 : The Answer of Questionnaire 3J

Respondent	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
AKN	3J	5	4	3	3	3	3	3	2	3	3	4	5	2	3	3	4	3	3	2	3	3	4	2	4	4	4	5	2	2	3
RW	3J	4	4	3	2	3	4	5	4	5	4	4	4	2	3	3	3	3	2	5	3	3	4	4	4	4	4	4	4	4	3
AEP	3J	4	3	3	2	4	3	3	4	3	5	4	5	3	4	3	3	5	5	5	4	3	3	3	4	4	4	4	4	4	3
SNA	3J	5	3	4	5	3	3	3	4	3	2	4	5	5	5	4	4	3	5	2	2	1	3	3	3	2	4	5	5	5	4
AML	3J	4	4	3	3	3	2	4	4	4	5	5	5	2	5	3	2	3	2	3	3	1	4	3	5	4	1	4	4	4	3
ACH	3J	4	4	2	3	5	3	3	3	4	4	5	3	4	5	5	3	5	3	3	3	2	3	3	3	3	3	4	4	4	4
NGA	3J	5	4	1	4	5	4	4	3	4	4	4	5	1	3	4	1	4	4	4	4	2	3	2	3	2	3	5	3	4	3
PP	3J	5	5	4	3	3	4	2	2	4	5	4	4	3	4	2	2	4	5	4	3	2	4	4	4	5	1	5	5	5	3

MRH	3J	5	3	2	2	5	4	4	4	5	5	5	5	3	4	3	3	4	4	5	4	2	2	5	3	4	2	5	4	4	4
MI	3J	4	3	3	2	4	3	4	3	3	4	5	3	3	2	3	4	3	4	5	4	2	3	3	2	4	3	4	4	4	3
ATW	3J	5	3	3	2	4	3	2	4	4	5	4	5	2	4	3	3	3	4	4	4	4	4	4	5	3	4	5	5	5	5

Appendix 11 : STUDENTS RESPONSE

The Responses of 3A Class

Respondent	Class	SD	D	N	A	SA
F	3A	0	3	9	17	1
ARA	3A	0	2	19	8	0
FA	3A	0	2	23	5	0
DAR	3A	0	5	10	14	0
ANT	3A	1	1	4	11	13
AAPP	3A	0	2	7	14	7
TNA	3A	0	7	11	11	1
ZA	3A	0	1	13	10	6
FVA	3A	1	1	11	13	4
VPI	3A	0	4	4	10	12
EY	3A	0	0	20	10	0
GTL	3A	0	9	3	15	2
SKA	3A	0	3	14	4	9
MAF	3A	0	7	4	9	10
EUS	3A	0	5	7	15	3
OPS	3A	0	0	21	7	2
IAH	3A	1	1	9	15	4
APA	3A	0	5	9	14	2
RK	3A	0	7	7	10	6

The Responses of 3B Class

Respondent	Class	SD	D	N	A	SA
SJDY	3B	0	4	13	7	6
ZAE	3B	0	3	12	11	4
MA	3B	0	5	11	5	9
MNP	3B	0	1	3	17	9
RAR	3B	0	6	12	10	1
IAW	3B	0	7	18	5	0
M	3B	0	5	13	10	2
DHA	3B	2	3	13	8	4
SNJ	3B	0	0	7	8	15
RAK	3B	0	2	7	21	0
VR	3B	0	2	14	12	2

MHA	**3B**	3	2	9	10	6
TRP	**3B**	0	1	11	15	3
MF	**3B**	1	5	13	9	2
AYAA	**3B**	0	3	11	15	1
MTNS	**3B**	1	4	9	11	5
A	**3B**	0	5	5	14	5
AF	**3B**	0	6	9	13	2
FRB	**3B**	1	0	5	2	22
IM	**3B**	2	5	10	8	5
FNH	**3B**	0	9	5	14	1
PSA	**3B**	0	3	11	10	6
SA	**3B**	0	3	12	15	0
SH	**3B**	0	8	7	7	8
DPP	**3B**	0	3	3	12	12
RMP	**3B**	0	3	9	15	3

The Responses of 3C Class

Respondent	Class	SD	D	N	A	SA
FIM	**3C**	3	4	4	3	16
RAR	**3C**	0	1	13	12	4
R	**3C**	1	3	8	9	9
APS	**3C**	0	2	11	12	5
LL	**3C**	1	5	11	7	6
RF	**3C**	0	4	9	12	5
SW	**3C**	0	3	12	9	6
AS	**3C**	0	3	6	18	3
RA	**3C**	1	2	9	6	12
DFV	**3C**	0	4	5	17	4
KN	**3C**	0	5	8	8	8
VAM	**3C**	0	3	9	14	4
NMHA	**3C**	1	10	6	11	1
RWA	**3C**	0	5	5	20	0
NLW	**3C**	1	3	10	9	6
SA	**3C**	0	2	26	2	0
INW	**3C**	0	7	9	14	0
WPN	**3C**	1	4	10	8	7
ASN	**3C**	1	2	16	10	1
RAZZ	**3C**	0	2	10	13	5
SAA	**3C**	0	6	5	6	12
AF	**3C**	0	5	10	10	5

The Responses of 3D Class

Respondent	Class	SD	D	N	A	SA
NDA	3D	0	1	13	16	0
IY	3D	1	3	12	5	8
LFRA	3D	0	2	7	15	6
AFZ	3D	0	3	5	15	7
ZYS	3D	0	0	0	30	0
SER	3D	0	4	8	18	0
IIN	3D	0	2	24	3	1
SHA	3D	0	5	10	14	0
ADR	3D	0	5	9	10	6
MDR	3D	1	4	3	19	3
S	3D	0	4	3	9	14
AFF	3D	0	1	7	13	9
MYAA	3D	0	2	4	21	2
IBS	3D	0	1	8	17	4
AVP	3D	3	2	8	4	12
AN	3D	1	4	6	12	7
MS	3D	0	6	10	6	8
A	3D	0	9	6	9	6
AP	3D	0	1	14	8	7
FDKN	3D	2	11	2	8	7

The Responses of 3E Class

Respondent	Class	SD	D	N	A	SA
NIA	3E	0	2	20	7	1
Y	3E	0	4	9	12	5
LMHS	3E	0	1	3	26	0
RAPP	3E	0	0	0	0	30
AE	3E	2	6	11	6	4
DNA	3E	0	0	8	9	13
AYC	3E	1	5	9	10	5
PR	3E	0	3	16	8	3
FNS	3E	0	2	12	15	1
NNS	3E	0	7	12	10	1
NN	3E	0	6	12	5	7
FK	3E	0	3	10	15	2
MHD	3E	0	1	13	8	8

FN	3E	2	6	3	12	7
SF	3E	0	3	11	2	14
LCLG	3E	1	3	11	5	10
MF	3E	0	0	8	13	9
AFS	3E	0	3	8	8	11

The Responses of 3H Class

Respondent	Class	SD	D	N	A	SA
AS	3H	0	1	11	13	5
AKW	3H	0	1	11	8	10
ASN	3H	0	5	8	14	3
WKNZ	3H	3	4	5	1	17

The Responses of 3I Class

Respondent	Class	SD	D	N	A	SA
RDK	3I	0	2	5	14	9
IAL	3I	0	4	12	9	5
FF	3I	0	2	10	10	8
CANF	3I	1	0	11	7	11
HQNM	3I	0	3	10	14	3
MFA	3I	1	5	5	4	14
CSF	3I	3	5	5	3	14
IAF	3I	0	5	8	14	3
RARJP	3I	0	4	5	11	10
IA	3I	0	9	12	9	0
AR	3I	0	1	14	12	3
DHB	3I	0	2	0	0	28
ZA	3I	0	5	7	17	1
UN	3I	0	5	8	15	2
SW	3I	0	5	13	12	0
SINH	3I	2	3	7	6	12
LAM	3I	0	4	9	11	6
FAA	3I	0	6	8	11	4
SA	3I	1	7	9	9	4
TN	3I	4	6	9	8	2
CMS	3I	0	6	14	10	0
RBP	3I	0	5	9	12	4

RWA	3I	2		2		8		12		6	

The Responses of 3J Class

Respondent	Class	SD		D	N	A		SA	
AKN	3J	0		6	14	7		3	
RW	3J	0		3	9	15		3	
AEP	3J	0		1	12	12		5	
SNA	3J	1		4	9	7		9	
AML	3J	2		4	9	10		5	
ACH	3J	0		2	14	9		4	
NGA	3J	3		3	7	13		4	
PP	3J	1		5	5	11		8	
MRH	3J	0		5	5	11		9	
MI	3J	0		4	13	11		2	
ATW	3J	0		3	7	12		8	

Appendice 12 : Analysis of The Questionnaire Answers

No	Factor of Learning Style	No. Items	The Answer of Quetionnaire					Total Participants
			SA	A	N	D	SD	
1	Visual	1	72	54	17	0	0	143
		2	35	48	57	3	0	143
		3	21	42	51	28	1	143
		4	13	20	63	41	6	143
		5	24	64	39	16	0	143
		6	12	38	71	19	3	143
		7	14	35	64	26	4	143
		8	26	60	39	17	1	143
		9	34	50	42	15	2	143
		10	47	60	30	4	2	143
2	Auditory	11	43	70	24	6	0	143
		12	57	53	28	3	2	143
		13	11	42	43	45	2	143
		14	23	40	50	29	1	143
		15	15	55	51	21	1	143
		16	21	46	55	17	4	143
		17	18	46	65	11	3	143
		18	23	50	46	23	1	143
		19	69	48	21	5	0	143
		20	20	52	60	11	0	143
3	Kinesthetic	21	7	18	40	61	17	143
		22	11	52	64	16	0	143
		23	12	45	54	29	3	143

		24	25	53	43	19	3	143
		25	18	66	34	23	2	143
		26	14	63	47	16	3	143
		27	51	78	14	0	0	143
		28	37	69	31	6	0	143
		29	27	69	37	10	0	143
		30	18	47	61	14	3	143

Appendix 13 : FIELD NOTE INTERVIEW STUDENTS INTERVIEW TRANSCRIPTS

Time   : December 21th 2022. At 13.45 WIB

Informant   : VPI

> *Me : Langsung saja ya dek, disini aku mau kasih beberapa pertanyaan terkait gaya belajar, kendala sama strategi kamu dalam menghadapi kendala kamu waktu belajar Listening.*
>
> *VPI   : Oke mbak siap.*
>
> *Me   : Oke siap yang pertanyaan prtama ya. Kalau lagi belajar dengan cara melihat itu nyaman atau cukup dengan audio saja? Maksudnya tanpa bantuan animasi dalam bentuk gambar cetak ataupun video?*
>
> *VPI   : Kalau aku sih masih membutuhkan gambarnya sih mba, biar lebih jelas dan paham.*
>
> *Me   : Kalau lagi nonton film yang bahasanya kamu kuasai masih butuh subtitle engga?*
>
> *VPI   : Kalau bahasanya sudah dikuasai aku pakai audio aja cukup mba.*
>
> *Me   : Oke lanjut, kalau lagi belajar listening nih, suka terganggu ga kalau adan suara lain?*
>
> *VPI   : Iya mba. Aku kalau belajar apapun kalau ada suara pasti ga konsen mba, walaupun itu hanya musik.*
>
> *Me   : Kalau dengarkan percakapan bahasa asing harus didengar beberapa kali atau cukup sekali dengar langsung paham?*

VPI : *Butuh beberapa kali dengar sih kalau saya.*

Me : *Kalau terpaksa harus pakai audio aja tanpa visualisasi kesulitan ga?*

VPI : *Ya sebenernya itu yang sering dilakukan di kampus sih mba. Tapi tetep punya kesulitan tersendiri. Jadi yaa pakai imajinasi sendiri aja.*

Me : *Lebih suka belajar listening langsung praktek atau pakai teori dulu?*

VPI : *Langsung praktek mba. Kalau teori kadang ga masuk di otak hehe.*

Me : *Oke next. Kalau lagi belajar listening lebih suka duduk tenang atau ada aktivitas tubuh lain. Entah kaki jalan-jalan atau tangan gerak-getakin pulpen sambil mendengarkan audio?*

VPI : *Aku duduk tenang mba.*

Me : *Kalau dengerin audio, perlu dicatet ga percakapannya?*

VPI : *Ga perlu mba. Langsung fokus ke audio aja.*

Me : *Kalau refleks coret-coret di kertas gitu iya atau engga?*

VPI : *Iyaa mba. Biar santai aja mba.*

Time : **December 12th 2022. At 20.00**

WIB Informant : **AD, DR and DHB**

Me : *"Langsung saja ya dek, disini aku mau kasih beberapa pertanyaan terkait gaya belajar, kendala sama strategi kamu dalam menghadapi kendala kamu waktu belajar Listening."*

AD, DR and DHB : *"Baik mba."*

Me : *"Pertanyaan prtama ya. Kalau lagi belajar dengan cara melihat itu nyaman atau cukup dengan audio saja? Maksudnya tanpa bantuan animasi dalam bentuk gambar cetak ataupun video?"*

DR : *" Aku engga mba. Sebel kalau matkul listening ke lab bahasa terus. Keluar-keluar langsung pusing. hehehe"*

AD and DHB : *" Sama mba"*

AD : *" Kalau aku lebih suka kalau kaya pas selama covid yang di kasih link youtube terus suruh menjelaskan isi materi di video."*

DHB : *" Iya mba. Pas covid itu matkul listening jadi salah satu matkul yang seru hehe."*

Me : *"Kalau lagi nonton film yang bahasanya kamu kuasai masih butuh subtitle engga?"*

DHB : *" Tergantung sih mba. Kalau lohatnya ga terlalu susah kaya film kartun luar sih masih*

bisa. Kalau udah yang action cepet ngomongnya ya masih butuh lah."

AD   *" Engga butuh mba. Soalnya aku belajar bahasa Inggris dari film dan lagu. Daripada pelajaran dikelas, aku lebih suka pake musik atau film."*

DR   *:" Sama mba. Aku belajar bahasa Inggris dari film."*

Me   *: "Oke siap yang pertanyaan prtama ya. Kalau lagi belajar dengan cara melihat itu nyaman atau cukup dengan audio saja? Maksudnya tanpa bantuan animasi dalam bentuk gambar cetak ataupun video?"*

AD And DHB   *:" Butuh mba. Biar paham hehe"*

DR   *: " Aku fleksibel sih mba. Kalau ada ya sangat membantu, tapi kalau emang ga ada ya gapapa."*

Me   *: "Oke lanjut, kalau lagi belajar listening nih, suka terganggu ga kalau adan suara lain?"*

DR, DHB and AD   *: " Terganggu banget mba."*

DHB   *: " Apalagi kalau suara audionya ga clear."*

Me   *: "Kalau dengarkan percakapan bahasa asing harus didengar beberapa kali atau*

cukup sekali dengar langsung paham?"

DR	*: " Kalau percakapan panjang harus beberapa kali dengar mba. Biasannya kan dapat kesempatan beberapa kali tu, nah itu dimanfaatkan"*
DHB and AD	*: " Sama mba"*
Me	*: "Kalau terpaksa harus pakai audio aja tanpa visualisasi kesulitan ga?"*
DR	*: " Kaya di pertanyaan sebelumnya mba. Kalau terpaksanya ga ada ya aku bisa-bisa aja sih mba, yang penting dapet kesempatan dengar auidonya more than one chance."*
DHB and AD	*: " Agak susah mba."*
Me	*:"Lebih suka belajar listening langsung praktek atau pakai teori dulu?"*
DHB	*: " Langsung audio kalo aku mba."*
AD and DR	*: " Iya mba. Kebanyakan teori malah bingung."*
Me	*: "Oke next. Kalau lagi belajar listening lebih suka duduk tenang atau ada aktivitas tubuh lain. Entah kaki jalan-jalan atau tangan gerak-getakin pulpen sambil*

mendengarkan audio?"

DR   : *" Gerak mbak. Ngantuk kalo diem aja. Apalagi kalau di lab."*

DHB   : *" Aku lebih ke diem aja sih mba. Diem ga ngerti hahaha"*

AD   : *" Gerak-gerakin pulpen sih mba. Coret-coret kertas."*

Me   :*"Kalau dengerin audio, perlu dicatet ga percakapannya?"*

DR and AD   : *" Perlu mba."*

AD   : *" Ya itu tadi mba. Coret-coret kadang nulis ulang apa yang di omongin"*

Time : **December 14th 2022. At 12.00**

WIB Informant : **CSF, AYC and IBS**

Me : *"Langsung saja ya dek, disini aku mau kasih beberapa pertanyaan terkait gaya belajar, kendala sama strategi kamu dalam menghadapi kendala kamu waktu belajar Listening. "*

CSF, AYC and IBS : *"Oke mbak siap."*

Me : *"Oke siap yang pertanyaan prtama ya. Kalau lagi belajar dengan cara melihat itu nyaman atau cukup dengan audio saja? Maksudnya tanpa bantuan animasi dalam bentuk gambar cetak ataupun video?"*

AYC : *"Aku mana aja nyaman sih mba. Yang penting audionya jelas."*

CSF and IBS : *" Kalau ada gambarnya lebih paham mba."*

Me : *"Kalau lagi nonton film yang bahasanya kamu kuasai masih butuh subtitle engga?"*

AYC, CSF and IBS : *"Kalau audionya kaya waktu mata kuliah listening, kita masih bisa ngikuti."*

Me : *"Oke lanjut, kalau lagi belajar listening nih, suka terganggu ga kalau adan suara lain?"*

IBS : *"Terganggu banget mba. Kadang suka*

omelin temen juga kalau pada ngobrol."

AYC and CSF : "Sama mba"

Me : "Kalau dengarkan percakapan bahasa asing harus didengar beberapa kali atau cukup sekali dengar langsung paham?"

CSF : " Kalo panjang ya butuh kesempatan lebih dari satu kali. Kalau pendek-pendek kayaknya 1 kali aja cukup"

AYC : " Sesuai yang di kasih sih mba."

Me : "Lebih suka belajar listening langsung praktek atau pakai teori dulu?"

CSF, AYC and IBS : "Langsung praktek mba dong mba."

Me : "Oke next. Kalau lagi belajar listening lebih suka duduk tenang atau ada aktivitas tubuh lain. Entah kaki jalan-jalan atau tangan gerak-getakin pulpen sambil mendengarkan audio?"

CSF, AYC and IBS : "Duduk tenang mba."

Me : "Kalau dengerin audio, perlu dicatet ga percakapannya?"

AYC : "Perlu banget itu mba. Apalagi kalau percakapan panjang."

IBS : " Panjang pendek tetep di tulis sih mba.

Time   : **December 15**th **2022. At 12.00**

WIB Informant   **: FIM, LFRA and GTL**

Me   : *"Langsung saja ya dek, disini aku mau kasih beberapa pertanyaan terkait gaya belajar, kendala sama strategi kamu dalam menghadapi kendala kamu waktu belajar Listening. "*

FIM, LFRA and GTL: "Oke mbak siap."

Me   : *"Oke siap yang pertanyaan prtama ya. Kalau lagi belajar dengan cara melihat itu nyaman atau cukup dengan audio saja? Maksudnya tanpa bantuan animasi dalam bentuk gambar cetak ataupun video?"*

LFRA   : *"Audio aja udah cukup kak."*

FIM   : *"Fleksibel aku kak. Pake juga nyaman kalau audio aja juga nyaman."*

GTL   : *" Sama kak. Pakai mana aja nyaman aja selama ini."*

Me   : *"Kalau lagi nonton film yang bahasanya kamu kuasai masih butuh subtitle engga?"*

FIM, LFRA and GTL   : *"Engga kak."*

Me   : *"Oke lanjut, kalau lagi belajar listening nih, suka terganggu ga kalau adan suara lain?"*

FIM   : *"Tergantung berisik banget apa hanya*

	musik-musik biasa yang ga terlalu mengganggu.”
LFRA and GTL	*: “Terganggu kak. Soalnya kita harus fokus kalau audionya mulai di putar”*
Me	*: “Kalau dengarkan percakapan bahasa asing harus didengar beberapa kali atau cukup sekali dengar langsung paham?”*
FIM	*: “ Tergantung panjang atau pendek kak”*
LFRA and GTL	*: “ Sama kak.”*
Me	*: “Lebih suka belajar listening langsung praktek atau pakai teori dulu?”*
FIM, LFRA and GTL	*: “Langsung praktek.”*
Me	*: “Oke next. Kalau lagi belajar listening lebih suka duduk tenang atau ada aktivitas tubuh lain. Entah kaki jalan-jalan atau tangan gerak-getakin pulpen sambil mendengarkan audio?”*
FIM	*: “Sambil gerak-gerak aku kak.”*
GTL	*:” Kalau pas audio diputar keknya ada aja refleks tangan kak.”*
LFRA	*: “ Sama kak”*
Me	*: “Kalau dengerin audio, perlu dicatet ga percakapannya?”*

GTL and LFRA   : *"Perlu kak."*

FIM   : *" Iya kak. Aku perlu banget sih. Biar lebih paham."*

Appendix 14 : DOCUMENTATIONS