

## **CHAPTER I**

### **INTRODUCTION**

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

It has been acknowledged that English has been used all over the world. It means that English is a communication that is used internationally by people to communicate with others to transfer ideas, thoughts, feelings, attitudes, or messages according to Farkhan (2006). Nowadays, people need to be able to use English in order to challenge globalization. To prepare competitive society to challenge globalization, the government has decided some compulsory subjects that have to be taught to students. One of them is English learners. In English, there are four basic language skills that teachers have to teach and students have to learn; they are reading, listening, writing, and speaking.

Richards (2008), mention that these skills are important in teaching and learning English. These skills cannot be separated and related each other. It is impossible if we talk to people without listen to their speaking and also it is

impossible to write without reading what we write. According to Richards (2008) describes that listening is a receptive skill besides reading that teachers have to teach. Listening plays an important role in language teaching. It means that teaching listening becomes an important task for English teachers to conduct in order to achieve the curriculum objective. Moreover, teaching listening also has attracted a greater level of interest in recent years than in the past. School exams, and other examinations often include listening component. It indicates that listening skill is one of main components of second language proficiency, and also reflects that if listening is not tested, teachers will not teach it.

This study investigates about learning style of students in listening skill. Learning style is a very important learning modalities. According to Oxford (2003) describes learning styles is one of the main factors that help determine how and how well the students learn a second language or foreign language which can influence their comprehension both in reading, writing, listening and speaking. According to Harmer (2000) in his book of “The Practice of English Language Teaching Fourth Edition” he said Listening skill is divided into two types, there is extensive listening and intensive listening. Based on the researcher read from book that listening skill can improved by extensive listening.

According to Harmer (2000), he said extensive listening is where a teacher encourages students to choose for themselves what they listen to. Extensive listening is activity outside the classroom, in the students home, car, or personal MP3 Players. The forms of extensive listening in through listening to cassette or CD, movie videos on Youtube, captioned video or another place (Arono, 2014;

Silviyanti, 2014; Kreisen, 2009). Extensive listening is a very significance for students to acquire vocabulary, grammar and the others. While intensive listening is teacher use audio material on tape, CD or hard disk when they want the students to practice listening skill. Where the listening activity inside the classroom. The forms of intensive listening is using audio material, live listening, and the roles of the teacher.

Generally, the student who have learning styles on extensive listening, their listening in English are better. In addition, I found that based on information from teacher the student listening of superior class are better.

Therefore, the researcher feels interest to know what are learning styles are preferred by students outside the classroom to improve their listening.

## **1.2 Problem of the Study**

Based on what explained in the background of study above, the problem of the study are:

1. What learning style are preferred by students outside the classroom to improve their listening skill?
2. What dominant learning style are preferred by students as their extensive listening activity?

## **1.3 Purpose of the Study**

Based on the background and research problems above, the purpose of the study are:

1. To find out the students learning style conducted outside the classroom to improve their listening skill.
2. To know the dominant learning style which are conducted as students extensive listening activity.

#### **1.4 Scope of the Study**

To clear the research purpose, the researcher limited this research about the learning style in listening skill.

#### **1.5 Significance of the Study**

The result of this study has some benefits especially to the researcher, the readers, education fields and others researcher. They are:

1. To the researcher, the result of this study expected to increase the researcher's knowledge and experience.
2. To the readers, the result of this study expected gives an interpretation to the readers about the students learning styles in listening skill.
3. To bring many advantages to field study, especially in the analysis of students learning styles do by English teachers.
4. To others researcher, the result of this study expected can give reference in similar aspects to the future study.