

The Influence of Cognitive Style towards Students' English Listening Skill

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Abstract: In learning English, listening is one of the most important skills in language skills. Students often face the difficulties in listening to both short and long text types. To overcome the listening problems and obstacles, lecturers need to adjust the learning model and cognitive style of students in the learning process. The aims of this research is to find the effect of students achievement of Listening skill by considering the cognitive style. The method used in this study was experimental with a 2 x 2 factorial design. This research was conducted at the English Language Education Study Program of FKIP Universitas Khairun with a total sample of 32 students. The results showed that students who has a cognitive style of field independent are better results than students who has a cognitive style of field dependent. There is interaction effect of cognitive style toward students' English listening skills.

1 INTRODUCTION

Theoretically, listening is an active and complex process that determines the level and content of understanding. Oral language (primary) is the medium that used to listen. Speakers convey the ideas with spoken language. Oral language is a speech which delivered by the speaker and listening to listeners through hearing aids. To ignore the idea, the speaker can choose the words, sentences, songs, styles that are most appropriate to accommodate the ideas, so he can convey it (Bayetto, 2012; Law, 2015; Meskill, 1996; Tımuçın, 2016). (To, Teaching, Of, & Language, n.d.)

The elements of oral language that used in communicating there are of two kinds, namely linguistic and nonlinguistic aspects. Linguistic aspects are words, phrases, sentences spoken by the speaker to the listener. Nonlinguistic aspects are often referred to as kinesthetic terms. This aspect is a communication tool that can help linguistic aspects. The goal is that the idea can be easily accepted by listeners. The nonlinguistic aspects can be in the form of: (a) head nod, meaning to agree, (b) thumb, meaning to express praise, (c) shake the head, meaning to express disagree, (d) eyebrow

movement up, meaning less sign agree or not correct, (e) bow, meaning a sign of respect, and so forth. Kinesthetic aspects can help to clarify the sentences spoken by the speaker. Kinesthetic aspects are very beneficial for listeners (August, 2008; Kim, 2018).

In understanding the spoken language, listening comprehension includes the various processes that are active in the activity, especially in recognizing the speech sounds, understanding the meaning of individual words, and / or understanding the syntax of the sentence in which the words are presented. In speaking, listening comprehension also involves various elements that can make relevant conclusions based on context, real world knowledge, and the specific attributes of the speaker. While those related to a longer range of languages or discourses, a significant memory for tracking causal relationships expressed in discourse is very important especially listening comprehension (Adamkova, 2012; Nadig, 2013; Tur, Gokhan and Hakkani-Tur, n.d.).

2 LITERATURE REVIEW

The meaning of listening according to (Akhadiah, 1997; Spataro & Bloch, 2018) is a process that includes the activity of listening to the sounds of language, identifying, interpreting, and reacting to the meanings contained in it. While Tyagi (2013) mention that listening is one of the language modalities. Of the four language skills it involves the active involvement of an individual in the sender and receiving the message. Psychologically, the process of receiving and responding to oral and/or non-verbal messages can be avoided centrally.

Listening is one of the skills needed by a facilitator. Listening is not just to listen something that "goes left ear out right ear" or vice versa. Listening is listen to understand what others are saying with a serious process that cannot be done only by relying on habits, reflexes or instincts. (Caspersz, 2015; Tĩmuçĩn, 2016) stated that hearing is not the same with listening.

According to Sutari K.Y, Ice, Kartimi, Tiem (1998), the purpose of listening are: (1) getting facts (2) analyzing facts (3) evaluating facts (4) getting inspiration (5) getting entertainment (6) improving speaking skills. To get the facts, there are many ways a person can get facts. The first method is to conduct the experiments, research, read a books, newspapers, magazines, and so on. The second way is by listening to the radio, watching television, discussing, attending seminars, and so on. From the description above, listening is a medium to get facts and information.

Listening skills are a form of language skills receptive. New listening skills are recognized as the main component in 1970 language learning marked the emergence of the Total theory Psychological Response (TPS) by James Asher, The Natural Approach, and Silent Period. These three theories state that the activity of listening skills is process psychomotor to receive sound waves through the ears and sending them to the brain. The process is a start of an interactive process when the brain reacts to impulses impulse to send a number of cognitive and affective mechanisms different (Hamid; Hackney; Neps & Practice, 2015).

Strategy is an art of designing process activities learning. Language learning strategies are teaching actions implement language teaching plans. While learning strategies listening skill is the art of designing process execution actions learning about the ability to inform their understanding again through speaking and writing skills (Spataro &

Bloch, 2018; Artyushina & Sheypak, 2011; Tĩmuçĩn, 2016).

Listening skills are one of the speaking skills that is important and has been obtained by a child even since in the mother's womb. According to Akhadiah (1988) listening covers hear and listen. Listening activities begin with listening activities and ending with understanding what is he watched. So listening is more than just hearing a word discussion, but includes listening carefully to fully understand the receptive of material he is listening to.

Listening skills are one form receptive language skills, which means not just listen to the sounds of language but at the same time understand it (Iskandarwasid and Sunendar, 2008; Schmidt, 2009) Can be distinguished two aspects of the purpose of listening, namely perception and resistive. Perception is a cognitive characteristic of the listening process based on understanding knowledge of linguistic principles. Effective is the understanding of the message or the interpretation of the desired message speaker. (p.230). Listening skills are one skill main language. According to some opinions said that listening as a process of language interpreted into the mind. In other words listening or listening is a type listen and listen that asks for mental awareness efforts (p. 235). The purpose of listening learning are divided into two parts, a) general listening and b) critical listening. (p. 118).

2.1 General Listening

1. Remembering the important details precisely about special science of knowledge
2. Given simple sequences or words and ideas.
3. Following oral directions.
4. Paraphrasing an oral message as an understanding through translation.
5. Follow a sequence of (a) plot development, (b) development character / storyteller, and (c) speaker argument.
6. Understanding the denotative meaning of words.
7. Understanding the connotative meaning of words.
8. Understand the meaning of words through the context of conversation (understanding through translation and interpretation).
9. Listen to record important details
10. Refresh to record the main idea.
11. Answer and formulate questions

12. Identify the main ideas and summarize them in terms combine and synthesize about who, what, when, where and why.
13. Understand the relationship between ideas and organizations that are quite good to determine what is happening.
14. Linking material spoken orally with previous experience.
15. Hearing for reasons of pleasure and emotional response.
16. Critically listen: Distinguish facts from imaginations according to certain criteria.
17. Determine the validity and accuracy of the main idea, the arguments, and hypothesis.
18. Distinguish questions that are supported by evidence the right of opinion and assessment and evaluating it.
19. Check, compare, and contrast ideas and conclude the conversation, for example, regarding the determination and resolution a description.
20. Evaluate errors, such as wrong and failed analogies in presenting an example.
21. Know and determine the effects of various tools used by the speaker to influence listeners, for example music, intonation of sound.
22. Track and evaluate the biases and prejudices of the speaker or from a certain point of view.
23. Evaluating the qualifications of the speaker
24. Plan an evaluation and try to apply a new situation.

2.2 Listening Process

The process of listening according to (Brown, 2007; Provinces, 2007; Wong, 2016), there are eight processes in listening activities, namely:

1. The Listeners processing of raw speech and storing images from the inside short term memory. This image contains phrases, sign clauses read, intonation, and word pressure patterns from a series the conversation he heard.
2. The listener determines the level of life in each discussion event being processed.
3. The listeners look for the intent and purpose of the speaker with consider the form and type of conversation, context and content.
4. The listeners recall information background (through the scheme he have) according to the context of the subject matter that exists.
5. The listeners look for the literal meaning of the message he hears. This matter involves semantic interpretation activities.

6. The listeners determine the meaning in question.
7. The listeners consider whether the information they receive must be stored in memory or delayed,
8. The listeners delete the forms of messages that they have received. On essentially 99% of words and phrases, and sentences received disappear and be forgotten.

Listening activities produce understanding. Related to This understanding has twelve stages of activity listen (Iskandarwassid, pp. 235-236). 1. Listen, 2. Reminiscing, 3. Pay attention, 4. form imagination, 5. looking for past savings in ideas, 6. Compare, 7. test signals, 8. re-encode, 9. get meaning, 10. enter into the mind when listening or listen, 11. interpret something that is listened to 12. imitate in mind.

The nature of listening relates to listening and listening. Subyantoro and Hartono (2003: 1-2) state that listening is the event of the capture of sound stimuli by the five auditory senses that occur when we are aware of the stimulus, while listening is a listening activity carried out intentionally, attentively to what heard, while listening to the meaning is the same as listening but in listening to the intensity of attention to what is observed is emphasized again.

In the learning process, learning outcomes can be achieved well if the model used is in accordance with the needs and cognitive styles possessed by students. One learning model for 4 (four) language skills is an integrative learning model and experimental learning model. The researcher believe that through the use of appropriate learning models listening skills can be significantly improved.

3 METHODS

This study uses an experimental method with a factorial design 2 x 2. As the dependent variable is English listening skills. The independent variable as a treatment is a learning model that is an integrative learning model and an experimental learning model. The second independent variable as an intervention is the cognitive style that consisting of field independent and field dependent. In this study only focus on the cognitive style variables on listening skills. The factorial design 2 x 2 pattern is shown in the table 1 below.

4 RESULTS AND DISCUSSION

Table 1: Treatment by Level 2 x 2 Design.

Free Variables	Learning Models	
	Integrative Model (A ₁)	Experimental Model (A ₂)
FI (B ₁)	A ₁ B ₁	A ₂ B ₁
FD (B ₂)	A ₂ B ₁	A ₂ A ₂

In the design, the total sample was 32 students consisting of 16 people as an experimental group (integrative learning model) and 16 people as a control group (experimental learning model). Each group consisted of eight students (cognitive style of field independent) and eight students (cognitive of field dependent style). In this article, the problem is focused on one cognitive style variable on English listening skills.

Hypothesis 1: The Differences of English Listening Skills between Students who have the Cognitive Style of Field Independent and Field Dependent.

Based on the analysis of variance, obtained $F_{\text{count}} = 65.498$ and $F_{\text{table}} = 4.20$ (see table 2 line 2 for test scores bellow). The resulted F_{count} is greater than F_{table} , it means that H_0 is rejected and H_1 is accepted, so there is a significant difference between group of students who have the cognitive style of field independent and students who have the cognitive style of field dependent. Thus, it can be said that based on the ANOVA Test shows that the two of style group have a significantly different in listening skill scores. This means that the research hypothesis which states that the overall the cognitive style of field independent is better than the cognitive style of field dependent of the students' of English listening skills.

Table 2: Summary of Two-Path ANOVA.

Source of variance	JK	db	RJK	FO	Ftab $\alpha = 0.05$
Between A	344.531	1	344.53125	4.628	4.20
Between B	4875.781	1	4875.78125	65.498	4.20
Interaction AB	569.531	1	569.53125	7.651	4.20
In	2084.38	28	74.442		
Total	7874.21875	31			

The results of this hypothesis test succeeded in rejecting the null hypothesis which states that there is no difference in listening skills of students for those who have a cognitive style of field independent, between students who take part in learning with integrative models and experimental learning models. So for students who have a cognitive style of independent style the skills to listen to students who take part in the learning with an integrative model are better than students who take part in learning with experimental models.

skills. This is evidenced by the average score that obtained by the group of students who take part in learning with an integrative learning model better than the group of students who follow the learning with experimental models.

5 CONCLUSION

Understanding listening has an important role in mastering the foreign language skills. To facilitate the students in learning, educators need to pay attention the learning models that are in accordance with the characteristics of students, one of which is through the recognition of cognitive of each individual. In general, in this study there was the influence of the learning model on English listening

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