CHAPTER 1
INTRODUCTION

This Chapter provides the introductory of the research. This chapter consists of background of the research, identification of the issue, delimitation of the research, research question, aims of the research, significances of the research, theoretical foundation, previous study, research methods and research timeline.

1.1 Background of the research

Language is a means of communicating and sharing information, in the international context of people from various countries must have their own language, and their unifying tool for communication is English so that English is the most important communication tool in the world for people from various countries to convey ideas, messages, goals, feelings and opinions to others (Kartika, Sukirlan & Suka, 2000). Because it is important for students to master English, English is taught as a foreign language to students from elementary to high school in Indonesia (Setiyani, 2019). Therefore, in helping learning using the right learning style is the key to student success in learning English (Putri & Suryati, 2020).

In order for students to learn English, the teacher must teach them four language skills: listening, speaking, reading, and writing. Listening is the first of the four language skills to master, and it must be mastered early. Students must first perceive sound, speech, and vocabulary before they can comprehend and begin to communicate, listening skills are crucial in developing the language competencies.Hence, students should be able to use English in real communication (Kartika, Sukirlan & Suka, 2000).Activities in language learning are to direct students to express their feelings and communicate their feelings, ideas, and thoughts by using conventional signs, sounds, gestures or signs that have understandable meanings (as cited by Brown, 1980: 5 in Setiyani, 2019). That way students are able to acquire the language properly because of that students must be able to use English in real communication (Kartika, Sukirlan & Suka, 2000).

Each student must have a difference in understanding and processing the information given to them, the difference is called learning styles, which are defined as students' preferences for processes or activities in learning. This learning style can show how an individual processes information with the aim of learning and applying it (as cited Vermunt, 1992 in Alsa, Widhiarso & Susetyo, 2010). In the other hand, learning style is one of the dominant factors because learning styles are influenced by our brains in receiving material (Winardi, 2016). As a result, the brain is able to absorb, carry on, and convey information. Student's learning styles can be divided into three categories: visual, auditoria, and Kinaesthetic (VAK). However only one of them is dominant for each person (Fithrotunnisa, 2015). Utilizing styles of learning for learning is really a relatively new approach in education; educators only have recently begun to recognize that pairing learning styles with any methods that teachers use to teach will increase their students' achievement through English language learning (Izzati, 2017).

Learning English is one of the keys to students' readiness to face the challenges of modern society in the 21st century. The term "21st century skills" is generally used to refer to a set of core competencies such as collaboration, digital literacy, critical thinking, and problem solving that schools believe need to be taught and nurtured to help students thrive in these fields. era (as cited Rich, 2010, p. 1, in Ondrashek, 2017). In this case learning styles can help teacher develop in their classroom. Hence, the modern information age is rapidly changing how people access and process information, this is clearly seen in the schools where he is it is not uncommon to see students in class using technological tools, such as laptops, smartphones, or others handheld devices, to find and access information that is now being used for educational purposes (Mortensen & Nicholson, 2015). The world of education is always changing according to the times and the needs of students to suit this modern era, so schools today

are very much preparing their students to be ready to go to college or work in their chosen field of choice and have a picket (Ondrashek, 2017).

Previous research in the area of the nature of language learning especially learning styles in 21st century has some relevant topics, including 21st Century Learning (Ondrashek, 2017, Kivunja, 2015, Spector et al, 2016), EFL Learnning (Oxford, 2010,Tabanlioğlu, 2003, Mulyadi, Rukimi and yuliasri, 2017), the types of learning & technological experiences (Xiao Hu, 2017,Amine, Benachaiba & Guemide, 2012) bilingualism application/technology (Sanders & Anderson, 2016, Fitriani, 2020, Naseri& Motallebzadeh, 2016), English learning, (Setiyani, 2019,Saengpakdeejit, 2014, Nguyen&Terry, 2017), Student learning styles (Gilakjani, 2012, Putri, Sesmiyanti& Sani, 2016, Izzati, 2017). The results of the research above, not all of them cover the needs of 21st century student learning styles, there are still several gaps that must be filled with other learning. So far, the gaps commonly found in these studies revolve around 21st century learning, which means that studies are not defined for this period, nor are they related to EFL learning and students' need to learn English can take them to the next level with student analysis at their learning style.

Language learning styles and strategies can be taken to be some of the most important factors that influence how and also how well our students study a foreign language (Oxford, 2003). Phenomenon that occurs before the 21st century, the methods used by teachers when carrying out teaching and learning activities where teachers became central learning, in this case, further teachers were no longer required to stand in front of the class and lecture on the material their students wanted to learn, learning thus felt very boring and not stimulating. for teachers and students (as cited by Sutton, 1997 in Ondrashek, 2017). Application of the great components of 21st century learning is a teacher as a guide or facilitator for learning, not a presenter of all the information and the role of a teacher who is ready to embrace 21st century learning providing it students with opportunities for hands-on learning, creative expression, writing for reflection,justify their

answers, and collaborate with peers in understanding the material (Ondrashek, 2017). The rapid pace of changing very ancient traditions to become more sophisticated, effective and adapting to the developments of the 21st century.

In the 21st century this need will be in accordance with the progress of the times since the concept of learning and preferences for the learning development of 21st century students will be greatly influenced by their competence in using various information and communication technologies (ICT), with this the use of technology in outside the academic environment continues to influence their learning styles, strengths, and preferences (as cited Dede, 2007 in Centeno & Sompong, 2012). Basically the emergence of As a modern technology, the internet or web has enabled the creation of unofficial learning environments with the potential for teaching methodologies in learning, teaching, and assessment (Kivunja, 2015). The significance of formative assessment in student learning is debated at various levels within the sense of teaching and the environment because it is well understood that the purpose of assessment in learning is to support learning that is more advanced than that of the previous century (Spector et al, 2020).

In this advanced 21st century, many modern technological innovations are now developed or designed to support advances in education and other fields, thus it is clear that technology is very close to and in touch with us in everyday life. in addition to providing the means to support accessible learning and a smart education system that is responsive to the needs of students and teachers and their learning environment, these modern technologies can support key 21st century skills (Johnson et al, 2016 & Woolf, 2010 in Spector et al, 2020). Basically the generation that is being challenged in the 21st century is the millennial generation who are digital natives who are already familiar with modern touches of technology. Thus today's web-based learning provides students with access to many of the

same resources that professionals use in their research (Richards & Renandya, 2002).

Researches focused on technology integration are not new because they are always updated to develop what is needed in the classroom because it continues to reshape the teaching and learning process when using technology as a learning tool (Sompong, 2012). This is because the application of modern technology shows significant progress in English which is superior to language teaching methods (Mofareh, 2019). Teaching English as a Second and Foreign Language has evolved into a dynamic global community of language teacher educators who seek to improve the performance of language teaching and learning by tackling the major issues that shape the development and implementation of language education with the assistance of modern technological tools in delivering for foreign language learners.

Foreign languages in Indonesia are studied by students from elementary school and up to high school, students are required to master a foreign language which is a subject in their school. English is one of the languages studied in schools, Which are four basic skills that need to be studied when learning English as a foreign language: speaking, listening, reading, and writing (Fatimah, 2017). Meanwhile, Learning English as a foreign language is not similar to learning one's mother tongue, where students have many opportunities to practice in their activities, learning English is acuquaring of a knowledge of a subject of a skill by study in the class or in off out the class (Harmer, 2002, pp. 25 in Izzati, 2017). However, continuing to learn does not rule out the possibility to succeed in the learning process and trying to change learning behavior can occur because of changes in motivation levels in EFL students (Fithrotunnisa, 2015, p. 6). Teachers should consider the characteristics and learning styles of the students they teach in order to make it easier for their students to evenly understand a material and thus students are able to improve their Listening English skills (Brown, 2002).

1.2 Identification of the issue

Referring to the background above, there are some problem which can be identified as follows :

1) Teachers do not realize the importance of paying attention to students' learning styles when understanding a listening English material

2) Many students are not aware of the learning styles they use to fully understand the material in listening English.

3) Modern technology that has not been fully utilized by students as a tool for them to accommodate their learning style.

4) Exploring students' listening skills with the help of modern technology and guided by teachers and supported by maximum learning styles.

Accommodating teaching and learning styles is also an area where research has advanced to the point where it is easy to explain and observe what may be a significant difference in how students advance. Based on their methods of operationstudent learning as a whole understandable outcome and can increase motivation and efficiency and enable a positive attitude towards the language being studied. As for the purpose of using learning styles is to help find the best way for students to learn effectively and teachers to teach efficient (Kartika, Sukirlan & Suka, 2000).

Generally, many teachers are still not aware of these methods the process of understanding students in understanding different information. As Teachers must understand the importance of involving learning styles students in the learning process. They might take into account as well learn the differences and exploring listening skills for all students (Setiyani, 2019).

1.3 Delimitation of the research

Based on the problems that have been found, this study will limit its research on learning styles, namely there are three types of visual, audiotory and kinesthetic based viewed in 21st century in 12th grade high school students.In previous research, there are many experts not mentioned about the

appropriate learning styles in 21st century: needs analysis. In this research, the researcher focused to find out what should be improved in this 21st century, because of course there are different needs and circumstances that require assessment of current needs for students at senior high school who want to improve their English skills according to their interests and needs.

After looking at the problems this research focuses on learning styles based on visual, auditory and kinesthetics (VAK) and colaboration with 21st century classroom to find out a need analysis in language learning, especially how they develop and how they learn to get learning resources, all of this is closely related to learning styles. In this study the author will discuss learning styles that suit the needs of 21st century students. Mentioned that there are many topics and materials not appropriate and referring to main purpose of the students, means that the students need in 21st century.

1.4 Research Question

The statement of problems formulated as follows:

1) How are learning styles in listening skill in the 21st century classroom ?
2) What are needed for learning listening English based on learning styles in the 21st century classroom ?

1.5 Aims of the research

The aims of this research:

1) To identifylearning styles in listening skill that are suitable for learning English in the 21st century
2) To know using learning styles based on the students' needs in the 21st century

1.6 Significances of the research

The researcher expects that this research will be give worthy contribution for:

1) Theoretical significance

It is hoped that this can be used as a reference in determining the suitable learning styles based on students' needs.

2) Practical significance

This is especially beneficial for schools as an evaluation material for foreign second language learning according to student needs. For teachers, on the other hand, at least teach material with many strategies according to various kinds of student learning styles. For students, it can increase their motivation to learn because they realize this is their need, so they can improve their skills, especially in speaking English. And for the government, to perfect and support students to be freed for how students learn comfortably, and materials according to the needs of students in this 21st century.

1.7 Theoretical Foundation

This section delves into the theories underlying current research. The research topics that will be discussed would be tailored to the research topic and the gap that exists between the two. The researcher provided theories which thus refer to references cited in several similar studies. The research topic in this study is to explore students' learning styles in listening skills in the 21st century classroom.

The educators must pay attention to the learner's needs in learning English, in order to achieve 21st century skills.

1.7.1 The 21st Century Classroom

In this 21st century, learning is no longer the same as traditional learning or traditional classrooms. 21st century learning is closely related to technological sophistication that is at the center of the advancement of the world of education. 21st century learning is an integration of teaching technology in the classroom which is supported by many modern technologies, websites designed to support the 21st century provide powerful new tools and environments for collaborative learning, from wikis to virtual worlds like Second Life(Bedir, 2019). However, the web allows social learning in other ways as well. First, it could be that

interactive computer-based software could free professors from lecturing and give them time to collaborate with students. Second, the web allows students to collaborate with others regardless of time and time geography because it is flexible and unlimited. Finally, the web now represents a new mode of production for knowledge, and that's almost changing everything about how the "content" of college and university courses is made publicly on technology modern (Williams, 2010).

However, web-based, the latest technology, such as Google+ will be used to support more effective learning in the classroom or can be accessed anywhere to meet the cognitive demands of students and to support learning strategies pedagogical to facilitate learning, teaching, and assessment, they must be well designed and taught to students and apply learning styles well (Kivunja, 2015).In the 21st century apply learning styles and using web-based technology in teaching is very suitable to promote critical thinking, scientific reasoning and what Albert Einstein called "the enjoyment of seeing and seeking" (as cited Henniger, 1987, pp.169 in Kivunja, 2015). 21st century learning briefly provides students with the necessary skills they canacquire and train to be successful in a globalized world (Bedir, 2019). In the conclusion, students apply modern technology for their studying in this 21st century. In the other hand, students take advantage of the sophistication of technology to help them learn English.

1.7.2 Learning styles for guide EFL student

Learning style is not a tool to make students smart in learning, only as a built-in tool that is already in the student's personality and only needs to be considered and facilitated so that it is in line with the English learning process that can be able to master all four skills. Learning style is defined as a combination cognitive, affective and physiological characteristics character that serves as a relatively stable indicator of how a student perceives, interacts with, and responds to and analyzes the learning environment (NacarM, 2007).

Hence, the learning style is one that is becoming factors that can help how students learn because of the success of teaching and learning Process is determined not only by how teachers teach but also most importantly and the principle is determined by how the students study (Putri, Sesmiyanti & Sani, 2016). The right learning style is the key to student success in learning because of the use of learning styles that are confined to just one style, especially verbal or auditory styles, certainly do causes a lot of difference in absorbing information and becomes an appropriate tool to improve the learning process (Putri & Suryati, 2020). That way, the learning style is one of the main ones to becomefactors that help how students learnbecause of the success of the teaching and learning processProcess is determined not only by howteachers teach but also most importantly andprinciples are determined by the way students learn (Putri & Suryati, 2020. P. 1).

In the principles of learner process, there are several thingsthat must be considered, Howard Gardner argues that there are at least eight intelligences that need attention: linguistics is the potential use of language, as used in reading, writing, telling stories, remembering dates, and thinking of words., logical-mathematical is the potential to understand causes and effects and to manipulate numbers, quantities, and operations, as they are used in mathematics, reasoning, logic, problem solving, and pattern recognition., multiple intelligences and learning styles 97 spatial is the potential to represent the spatial world internally one's mind as used in reading maps and charts, drawing, solving mazes and riddles, imagine and visualize., Kinesthetic is the potential to use the entire body or parts of a person body, as used in athletics, dancing, acting, crafts, and tool use., Musical is the potential for thinking in music; to hear, recognize, and remembering patterns, such as those used in singing, identifying voices, and deep remember melodies and rhythms., Interpersonal is the potential to work with other people, as used in understanding people, leading and managing others, communicating, resolve conflicts, and sell., Intrapersonal

is the potential to understand oneself, as used in understand yourself, recognize your own strengths and weaknesses, and set personal goals and Naturalistic is the potential to distinguish between plants, animals, stone, and the world around us, as it is used to understand nature, makes differences, identify flora and fauna (as cited Nelson, 1998 in Denig, 2004).

Therefore, in this natural intelligence, it is the innate trait that will then be passed on in the learning process to EFL students. Meanwhile, this study focuses on learning styles. The identification as follows :

1.7.2.1   Visual Learner

1)   Visual learner often has poor auditory skills and weak verbal abilities.
2)   Visual learner often has difficult blending sound and discriminating short vowel sound.
3)   Visual learner is often poor speller.
4)   Visual learner easily remembers information presented in pictures, charts or diagrams.
5)   Visual learner often pays close attention to the body language of others (facial expressions, eyes, stance, etc.) be aware of your body language and use it, to emphasize important points you wish to make during class.
6)   They often do not remember information given orally without being able to see it. They memorize using visual clues.
7)   Visual learner may tune out spoken direction.
8)   Visual learner styles use books on tapes.

1.7.2.2 Auditory learner is a phrase or call for students who tend to retaininformation more thoroughly when the information is entered again by voice.

1) Auditory learners have strong language skills, which include a well develop vocabulary and appreciation for words.

2) Auditory learner can remember quite accurately details of information they hear during conversation or lectures. Do not be annoyed if the student is not taking note your lectures.

3) Strong language skills often lead to strong oral communication skills.

4) May find learning a foreign language to be relatively easy.

5) Musical talent.

6) Tend to have poor visual skills, so graphs, maps and charts.

7) They do best with oral direction and assignments.

8) Tend to have poor handwriying and small motor skills.

9) Story-telling.

10) Solving difficult problem.

11) Working in group.

12) Participating in class discussions.

13) Remember most easily if saying something repeatedly.

1.7.2.3 Kinesthetic learners are that you manipulate or tough material tolearn. Kinesthetic tecniques are used in combination with visual and auditory techneques, producing multi-sensory leaning.

1) Kinesthetic learners need to take a note and highlight importan information.

2) Work well with their hand. May good at art, sculpting and working with various tools, learning in lab situations or learning by computer.

3) Often wiggle, tap their feel or move their legs when they sit. May called hyperactive as children.

The above are the characteristics of the three learning styles (as cited Cassidy, 2004 in Izzati, 2016)

1.7.3 Need analysis

In this research, a data collection of the needs of correspondents will be held in order to obtain information. In this study, the examination of needs is the first step in the growth phase of the researcher's educational

material Needs are characterized as the difference between what is planned and the current situation (Kemp, Ross& Morrison,2001). Needs analysis is a systematic complication and analysis of all subjective and objective knowledge and validation of the defenses that meet the students' language learning requirements in a specific institutional context affecting learning and teaching situations (Brown, 1995, p. 36).

Listening students' needs regarding the appropriate learning style for each student will enable students to determine their personal strengths and weaknesses and learn from them. that way the teacher can incorporate learning styles into their classroom by identifying each student's learning style, match teaching style to learning style for difficult tasks, reinforcing weaker learning style through easier assignments and exercises, student teaching, and learning styles selection (Kartika, Sukirlan & Suka, 2000). That is mean teachers need to be aware of each learning style based on individual preferences and then group them into three styles.

The students who are dominant with the auditory style tend to obtain information through discussion and listening, students who are predominantly visual styles, students are more likely to accept learning through interpretation charts, graphic images, and drawings, whereas in students who are dominant the kinesthetic style is more inclined towards accepting learning is based on behaviors such as touching, feeling, seeing, and listening (Kartika, Sukirlan & Suka, 2000). Based on the stylistic trend, each researcher expects to get what EFL students need in understanding the material and to use it to improve their English language skills and how a teacher can handle students with different learning styles.

1.7.3.1 Target needs

In a study, of course, it has a target, the target is to achieve the need, it will be reviewed from the needs analysis by adjusting the target, namely what students need to meet the target needs.

Needs analysis can be seen from the target needs which are divided into three parts, first, needs, namely what are the needs of learners in fulfilling their learning English? Second, what are the shortcomings of students in fulfilling their learning styles in learning English? and the third desire, namely what do learners want to support learning English? (Nation & Macalister, 2010).

1.7.3.1.1 Necessities

In a research, it is necessary to determine the right needs in a needs analysis and pay attention to what must be adjusted to the needs of the target. Thus, it is intended to be able to know and clarify what students need to prepare and have useful and effective uses in the right target situation (Destianingsih & Satria, 2017, p. 50). The researcher took data from EFL students, that students must explore their abilities broadly and balance them with technological advances that are still related to the context so that communication becomes effective and communicative. Nation & Macalister (2010, p. 24) also argues that to find out the needs in learning English, educational designers can obtain data by conducting interviews and asking related questions to students, or can conduct analysis by asking questions that can answer these needs. For example, does a student need to learn English? Do students need to take notes during listening lessons?

1.7.3.1.2 Lacks

Lack of students in learning is certainly one of the factors that must be analyzed by researchers. A teacher or educator must be able to know the shortcomings experienced by students when learning a language. Destianingsih & Satria (2017, p. 50) argue that before researchers analyze student deficiencies, the first thing to do is classify the level of knowledge by knowing the level of student knowledge first. Then to be able to know and determine what are the shortcomings experienced by students in dealing with and learning the language. To analyze students' lack of knowledge,

Nation & Macalister (2010, p. 25) stated that several questions could be asked to students as a measure of student ability. However, to find out more about the shortcomings of students in learning English, especially listening and to find out more about the level of knowledge possessed by students, the teacher or examiner can conduct data analysis by giving intense interview questions to students, by exploring the needs of students according to the indicatorslearning achievement.

1.7.3.1.3Wants

Analyzing a learner's desire as a student's subjective need refers to what students want to learn in English, for example. Although every student has different needs in learning a language, students must be able to prioritize and focus on what they want to learn in learning English, especially listening. Nation & Macalister (2010, p. 25) state that in this case there is an important role of a teacher who must also collect information, as well as notes about what students want to learn by collecting data by asking students questions, such as what students want to learn. in learning English, especially in learning to listen. These questions can get answers that can be a way or solution in more effective learning.

In other words, the right needs are highly adapted to the required knowledge, the student's shortcomings are adjusted to current knowledge and desires are adjusted to subjective needs. The results of the needs analysis should be useful for designing the curriculum implemented in schools. The results of the right needs analysis as desired can influence and develop students' language skills (Ulum, 2015, p. 16). In addition, the shortcomings of students can still be corrected and assessed by looking at and considering the needs and desires of students. In this regard, the curriculum designer can determine the objectives of the English curriculum and the material to be studied by students according to the wishes of the students.

1.7.3.2   Learning needs

In other words, after analyzing the right needs, it is highly adapted to the knowledge needed by students, and after knowing the student's shortcomings, both in terms of student knowledge or external deficiencies, it can be adjusted to current knowledge and desires are adjusted to the subjective needs of students. Obtaining the results of the needs analysis can be used to design an education system in schools that is applied in the classroom in the implementation of learning. The results of the right needs analysis as desired can be an influence and can develop students' language skills (Ulum, 2015, p. 16). In addition, student deficiencies can still be corrected and assessed by looking at and considering the analysis of students' needs and desires. In this regard, to analyze the needs of students in learning English, it is felt that they can determine the objectives of the material to be studied by students in accordance with the wishes of students.

In summary, when researchers want to analyze needs and explore further what are the needs, shortcomings and desires of students in learning English, of course this is closely related to the learning styles of students because these are certainly factors that researchers need to observe in analyzing needs. The first thing that can be done is to analyze what students need and what students have in learning to teach language, so that it is in accordance with the analysis of needs and current developments in the 21st century, which must be known to the target students' needs (necessity less and want).) and student learning needs (study situations, skills & materials, activities, strategies, techniques & teaching approaches), to collect that information the researcher must collect data by asking questions to students starting by asking the appropriate learning style, as well as how their needs are to meet their needs. this is in the face of 21st century learning by adapting to internet-based technology and media.

1.8 Previous Research

Based on previous research on learning styles that have been carried out by Gilakjani, A.P with the title Visual, Auditory, Kinesthetic Learning Styles

and their Impact on Teaching English. In this study, the learning style process is to find the best way to learn efficiently and teachers who are efficient in guiding their students. The gaps in this research are finding that this learning style will allow students to determine their personal strengths and weaknesses and learn from them. After reading the research from Gilakjani and there are gaps that the researcher will fill in this study, the next stage the researcher will pass and contrast the data in the field according to Gilakjani and which will be carried out by the current researcher with different needs.

Further research that has been conducted by Izzati. This study aims to use purposive sampling technique to determine the sample about learning styles. There are gaps that will be filled in by researchers in this research, namely that in this research, the researcher has not discussed the 21st century and the next stage, the researcher will continue and contrast the data in the field that will be carried out by current researchers with different needs.Research on the latest learning styles taken by a sample of researchers has been conducted by Tabanlioğlu. In this study to identify student learning styles and strategies, to find out whether there were significant differences in learning styles and strategic preferences between male and female students, and to determine whether there was a relationship between student learning styles and strategic preferences.

However, there are gaps that must be filled by researchers with further research, namely the first limitation of the research conducted by Tabanlioğlu, this research is limited to pre-intermediate level students studying English for Academic Purposes. However, the results may apply to other pre-intermediate level students in other EAP environments. Another limitation of this study is that the individual characteristics of students, except gender are not taken into account when identifying and analyzing their learning styles and strategies. It was compared that the next research did not take data from pre-secondary students in the EAP environment.Furthermore, regarding the English learning cluster carried out by Setiyani's research. With the aim of this study, this study isaims to describe the types of EFL students' learning styles, howteachers

accommodate the learning styles of EFL students. However, the gap that appears in Setiyani's research is that does not mention the 21st century because what Setiyani uses are several media. In English learning like pictures and English flashcards vocabulary. In stark contrast to what researchers would do with a touch of modern technology such as the internet and others. Saengpakdeejit, 2014, the aim of researching one of the English vocabulary learning strategies have received increasing attention among language educators as they are found to facilitate foreign language learning. There are gaps in the research that does not mention the four skills in English, namely writing, listening, speaking, reading and in the next study, the four skills will be discussed.

Nguyen and terry. Individual differences, as well as external situational factors, are thought to influence language learning strategies (LLSs). As a result, the effective the use LLSs is influenced by a variety of factors, both in learning and learner variations. There are gaps that will be filled by additional research, specifically the discussion of the twenty-first century and comparing and contrasting the information gathered so far. Then in the EFL Learning cluster research conducted by Oxford, 2010 The author synthesizes study from around the world on two key variables influencing language learning: styles, which are general approaches to learn a language, and strategies, which are specific actions or thoughts that learners use to improve their language learning. These factors influence the student'sability to learn in a particular instructional framework. There is in this study found a gaps about the criteria not mentioned and the data that had been found would be compared and contrasted.

This study focuses oninvestigating the learning style of the eleventh grade students ofMAN Salatiga in the academic year of 2017/2018 using Flaming's theory (2012). Flemingdivided learning style into four, those are Visual, Aural, Read / Write, and Kinesthetic. The aimsof this study is to find out the types of learning style and to analyze how the learning strategies used by the eleventh grade students of MAN Salatiga. Has found an unspoken gap about the 21st century.Mulyadi, Rukimi and yuliasri. To find a solution, the current study sought

to quantify the effectiveness of Explicit (Meta)-cognitive collaborative effort strategy instruction (M-CCSI) but also top-down strategy instruction (TDSI) implementation on students' listening proficiency as viewed through their learning styles. There is in this study found a gaps about the criteria not mentioned and the data that had been.Entered into the discussion of the 21st Century Learning cluster conducted by Ondrashek ,which discusses Students who are educated utilizing 21st century teaching styles achieve greater academic success.

However, there is the emergence of Gaps, namely there is no touch that smells of technology, which in the following research has been compared and contrasted. Kivunja discussing 21st century education. The advent of theWeb as a social technology has created opportunities for the creation of informal learning.environments, which have potential for innovative methodologies in learning, teaching and assessment,However, there is the emergence of Gaps, namely there is no touch that smells of technology, which in the following research has been compared and contrasted. Spector, et al. With the research Instead of summative and high stakes testing, prioritize formative assessment. Formative evaluation and feedback are important tools for supporting and improving student learning.

Recognizing educational shifts toward blended and online learning to problem-based and inquiry-based approaches prompted consideration of technologies that might effectively support formative evaluation and informative suggestions to 21st century learners. There is a gaps that will compare and contrast which will be sought by further research.The types of learning & technological experiences by Xiao Hu. Utilizing the interview responses of 21 university foreign language learners, three distinct types of technological experiences with different incentives and emotional and behavioral manifestations were identified. There is a gaps that will compare and contrast which will be sought by further research. Dictionaries as well as vocabulary relates to the study were some of the frequently had been using technological resources among EFL students. Music, films, TV shows, and YouTube videos were also popular among these students. Guemide, Amine, and Benachaiba.

With the advancement of technology and the rise of the technological age, foreign-language teachers should consider innovative new approaches to developing better foreign-language teaching or learning environments which are supported by multimedia technologies. It is widely acknowledged that language instruction that incorporates technology has had a significant impact on the language learning process. Moreover, Learners are expected to be more motivated and to improve their competencies in a browser computer-assisted language learning (CALL) program. As an outcome, CALL has grown in popularity throughout English as a Foreign Language (EFL) instruction. Bilingualism application/technology by Naseri& Motallebzadeh. In this study investigated the effect of listening to podcasts on the self-regulation abilities of Iranian middle high school EFL students and their perceptions of technology use. Gaps contained herein the fourth language skills and learning styles. Fitriani eexplains The development of new communication networks as well as mobile technologies has significantly contributed to the development of new conceptual frameworks of language education to address the needs and advantages of the twenty-first century.

Mobile-Assisted Languagelearning (MALL) emerged as one of the technological education in promotingubiquitous learning among students. Since the uniqueness of individuals inprocessing knowledge, it is necessary to recognize the effectiveness of MALL usage in facilitating diversity of students' learning preferences. Thus the gaps found are learning styles. Sanders, D., Anderson, T. Moving Into the 21st Century WithSecond-Language Learning. Teaching and learning research exchange. French immersion programs aim to be successful in the creation of functionally bilingual students. These students should be able to continue their education in French or pursue careers in which bilingualism is necessary. and find gaps about learning styles.

1.9 Frame of Thought

21st century learning, language learning in the 21st century, and learning styles as the main research object are the elements that frame this research. The structure of thought in this study is explanative to explain

the relationship of each variable, the research structure is illustrated in Figure.
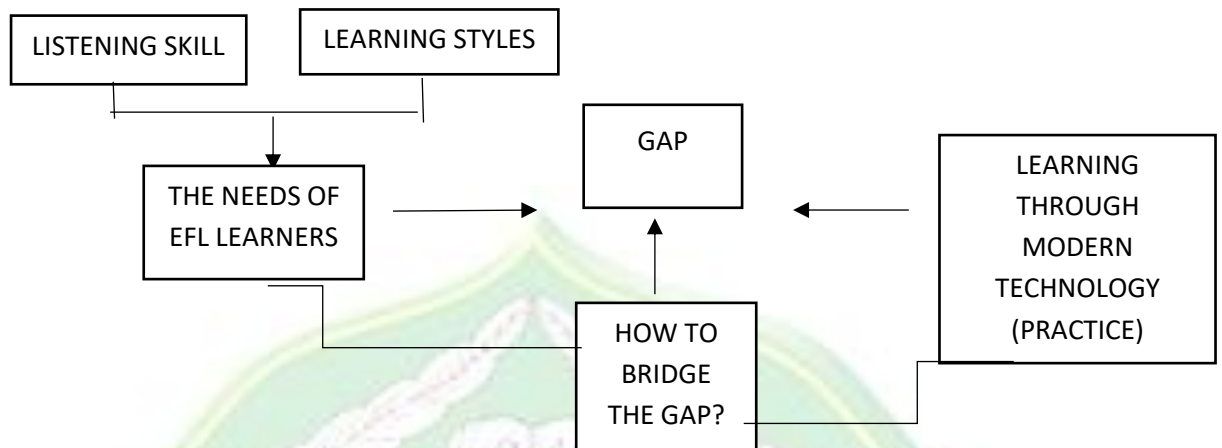

Figure 1.1Exploring Learnes' Learning Styles in Listening Skill in 21st Century Classroom

From the research framework, the researcher made the title of the study as a reference for this research. Starting from this 21st century modern learning, learning English in exploring listening skills accompanied by the learning styles of each individual student can be detailed as an important role in growing and improving 21st century skills. In 21st century skills (4c) has a design program to better target students in acquiring media-facilitated listening skills. However, this should pay attention to what kind of needs analysis students need in exploring learning styles to improve listening skills in the 21st century.

1.10 Research Methods

In this part of the research, the research methodology will be divided into: research design and research steps, sources and types of data, data collection techniques and instruments, data analysis techniques and research timeline.

1.10.1 Research Design and Steps of the Research

This study uses a qualitative reseacrh that exist in the field. Qualitative research that uses words rather than numbers to describe

somethingdata. Qualitative research means research based on the philosophy of post-positivism which is used to examine the condition of natural objects where the researcher as the main instrument takes the research directly (Sugiyono, 2018, p.15). This study uses a qualitative method because the data to be presented is in words and not in numbers as proposed by Bogdan and Biklen (1982) as quoted in Sugiyono (2018, pp. 21-22). The data in this study will be analyzed using a qualitative descriptive design. In descriptive qualitative research, researchers try to describe and interpret objects according to what is happening in the field directly. In summary, this qualitative descriptive method will lead researchers to construct possibilities to make relationships between variables and develop scientific research according to the system. Descriptive research is research that aims to describe in detail by systematically describing the facts and characteristics of the object or subject being studied in accordance with what is happening in the field (Rahayu, 2014, p. 26).

The aim of this research is to identify students' learning styles and analyze the needs of learning English especially in listening skills in the 21st century. To find out the conditions and what the current needs are, it is necessary to review it in terms of learning English and 21st century skills.In this study, there are six types of research processes, namely: identifying research problems, reviewing literature, determining research objectives, collecting data, analyzing, interpreting data, reporting and evaluating research (Cresswell, 2002, p. 7). In identifying the problem in this research, the researcher found a data in the field that the lack of supervision of student learning styles, appropriate learning styles can make it easier for students to learn English, especially listening skills combined with facilitated media in the 21st century (4c). Students who seem to have difficulty determining what their learning style is and the lack of facilities that accommodate their needs. After the researcher has identified the research problem, the next step is to review the literature to further identify

what learning styles and listening skills are in the 21st century classroom with a needs analysis to determine the objectives of this research. Furthermore, in-depth interviews to find out respondents' responses and adjust indicators with responses to fit the target. The final action in this research needs to conclude the results supported by several solutions so that the right learning style and mastery of the four skills (critical thinking, creativity, collaboration, communication) in the 21st century, and as a final result, this research can be new innovations and new insights to pay more attention to the learning style of each individual as a basic capital to be more precise with the target of English learning needs, especially in listening skills that are more in line with this 21st century.

The measures in this study were adapted from Lodico, Spaulding, Voegtle (2006, 265-267). There are stages in this research.

1.10.2 Sources and Types of data

The research has clarified the source of the data through distributing questionnaires and in-depth interviews. Researcher has a reason to take this design because it is relating and easy to do.Researcher has clarified the types of data, the researcher use primary and secondary data types in the interests of this study.This study uses two sources, namely the main source can be the results of interviews conducted by the author to meet the questions and problems in this study. While the second source, secondary sources are sources that do not directly provide data (e.gthrough people or documents). In secondary data can be from books, other studies, journals and some references that can support the analysis process.

There are two stages, namely,the first stage: at this stage the researcher uses a critical literature review to answer the questions of the 1st research question. At this stage, you can describe and explain several topics, and the data sources come from books, journals, articles, and others.The second stage: At this stage the researcher used in-depth

interviews with students majoring in language who were able to answer clearly and targeted as primary data to answer research questions.

1.10.3 Data Collection techniques and instrument

This research will use two data collection techniques, namely Critical Literature Review (CLR) and Interview. Critical Literature Review (CLR). Critical Literature Review is a method to answer research questions in this study. CLR is a method that uses literature review and expert theory to analyze data continuously and then makes this data reliable and targeted. The purpose of data collection using the CLR is to describe the results statistically in the research field, during the selected time period (Eladi, 2015, p.5). The main purpose of the CLR method is to critically evaluate and improve the status of knowledge about the topic being studied as a means to identify information gaps that can be resolved by new studies (Carnwell & Daly, p.57 as cited in Nashruddin & Mustaqimah, 2020, p.4). Here are the steps for the CLR method:

1) Formulate research questions.
2) Search and scan the information form using keywords.
3) Scan, read, ponder and retrace carefully until you get the right one.
4) Collect and read several papers relevant to the research.
5) Get a reassessment of the research problem raised.
6) Formulate previous research questions for analysis.

The interview used in this study is a technique commonly used in collecting data. This interview is used to gain a deeper understanding of how participants interpret situations or phenomena that occur in the field (Stainback, as cited in Sugiyono, 2015). Researcher used unstructured interviews; the participants were three students majoring in language class 10 at MAN 2 Cirebon. The guidelines in this interview are only to obtain information about research problems and in data collection techniques the role of the researcher is very important, the researcher determines the problem, looks for data sources, determines data collection techniques, makes questions related to the problem, analyzes the data and then

concludes with the required targets.The interview steps were adopted from (Creswell, 2012, p. 220-221):

1) Identify and determine the interview to be conducted.

2) During the interview, it is recommended to record or record in detail the questions and responses.

3) Take short notes for notes during the interview.

4) Find a quiet and suitable place to conduct the interview so that it goes smoothly.

5) Get the consent of the interviewee.

6) Have a plan, and be flexible by both parties.

7) Use the probe to get support information.

8) Be polite and professional during the interview.

1.10.4 Data Analysis Techniques

In qualitative research, researchers choose instruments to obtain data. In qualitative research, the researcher himself is an instrument because everything in the study such as the problem, research focus, research procedures, hypotheses and expected results cannot be determined beforehand with certainty, or it can be said from the general public then becomes certain. All of these things still need to be developed into a definite. Researchers themselves are the only instrument that can achieve this (Nasution, 1988, as cited in Sugiyono, 2016, p. 223). After the researchers determined the techniques and instruments for data collection, the next step in this research was technical data analysis. The data analysis technique in this research is to answer the problem formulation (Sugiyono, 2015, p.333). This data analysis functions into certain elements (Siyoto, 2015). The purpose of analyzing qualitative data is to find the meaning behind the data through subject recognition. Researchers will use two stages, namely:

1.10.4.1 Stage 1: Critical Literature Review

At this stage, the researcher uses critical literature to answer the first research question. The steps in analyzing the data are taken from (Nashruddin & Mutaqimah, pp. 5-13):

1) Choose a review topic and formulate research questions to be carried out.

2) Find research sources.

3) Select and analyze sources.

4) Evaluate appropriate research articles.

5) Arrangement and organization of research libraries.

6) Refute and support claims that are not appropriate.

7) Synthesize and manage the literature to be managed.

8) Putting everything together according to the guidelines.

1.10.4.2 Stage 2: Interview

Researchers used data analysis techniques using interviews in this study following the steps according to (Sugiyono, 2012):

1) Analyzing the phenomena that occur and researchers analyze data from preliminary studies.

2) The researcher analyzed the data during the interview and the researcher analyzed the answers from the informants.

3) Data reduction, the researcher must prepare the data to be analyzed, such as: interview transcripts, data grouping.

4) Choosing which data is important, classifying it, focusing on the important things that are sought (Sugiyono, 2015, p.338).

5) Display of data, namely in qualitative research, researchers present data with narrative texts that can explain their research.

6) Draw conclusions/verify the data that has been taken.

1.11 Research timeline

Table 1.1*Research Timeline*

No	Activities	Month															
		November				December				January				February			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Preparing research proposal			■	■												
2	Consultation and revision of research proposal					■	■	■	■								
3	Asking agreement to the principal of the school for doing survey									■							
4	Choose population and sample										■						
5	Data collection using interview and Focus Group Discussion											■	■				
6	Analyzing data from interview and Focus Group Discussion													■	■		
7	Making data conclusion															■	
8	Finalisation of research																■