

## Students' Learning Style in Speaking Skill

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### Abstract

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This study was a descriptive qualitative study. Students' Learning Styles in Speaking Skill was the subject of this study. The goal of this study was to find out how students' learning styles affected their speaking skills. In this study, the sample consisted of one English teacher and 23 second-year students from SMPN 3 Rambah Hilir. Questionnaires (15 statements) and interviews (3 questions) were utilized by the researcher to collect data. The data was examined using the Guttman scale to determine which learning styles students preferred. According to the findings of the study, there were 22% visual learners, 69 percent auditory learners, and 9% kinesthetic learners. The major learning type was determined to be auditory. The researcher learns from the interview's results that the students use two different learning styles: visual and auditory.

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### INTRODUCTION

Each learner has a unique way of learning. To improve their knowledge and abilities during the English learning process, they make use of their preferred learning method. They pick up knowledge through doing, hearing, or observing something. They engage in certain classroom activities that correspond to their preferred learning style, such as participating in group discussions, forming conversation groups, and viewing videos or movies. When learning a second language or a foreign language, a student's learning style is one of the key aspects that determines how and how effectively they learn the language. This can affect how well they understand the language when reading, writing, speaking, and listening. It implies that learning preferences have a significant effect in English proficiency.

According to Felder and Silverman (1988), a person's preferred learning style is characterized by challenges in the process of gaining, holding, and processing knowledge. Teachers' pupils will perform better, particularly in speaking skills, if their learning styles and the methods they employ are compatible. Speaking instruction is a crucial component of learning a second language. This is so that pupils' conversational skills may be improved through speaking instruction. Since students are expected to communicate in a second language clearly and effectively in speaking class, the instructor must be creative in order to foster a positive learning

environment. In this instance, the researcher presupposes that the pupils' method of taking in and processing the

Learning styles, according to Hilliard (2001), are the unique methods a person uses to gather, evaluate, and process information. A learner's individual learning style affects how they focus, process, integrate, and remember new and challenging material (Dunn and Dunn, 1999). Joy M. Reid identifies three different types of perceptual learning styles.

Those types are :

1. Visual (learn by looking), What we prefer to see are images and diagrams. We would choose to view a stirring movie, show, or model. According to Reid (1999), those who learn best visually like to see and observe things. It include studying and analyzing textual information, visual aids, diagrams, presentations, demonstrations, handouts, videos, flip charts, and other things.
2. Auditory (understand anything by hearing it), We prefer to listen to audio cassettes over other forms when we are speaking, discussing, or receiving spoken instruction. listening to others to learn, According to Reid (2005), students with auditory learning styles prefer hearing and listening as a mode of education. They may easily comprehend and assimilate knowledge by listening to the lectures, chats, or recordings.
3. Kinesthetic (Learning via active participation and physical exercise)

According to Reid (2005), pupils are oriented to do trial-and-error activities when learning in a kinesthetic way. They have the guts to take a chance. They would rather just respond to a question than read the instructions first. Additionally, they are taught via manipulation.

When learning styles and teaching techniques are matched, all students have an equal chance in the classroom, and this may give pupils the sense that their perspectives are taken into account, according to Reid (1995). Smith and Associates (1990) also confirm that learners' improved awareness of their preferred learning styles would boost their comprehension of how to learn.

## **RESEARCH METODOLOGY**

This study was descriptive qualitative in design. Interviews and questionnaires were used in the research. The research's goal was to determine the students' speaking learning styles, and it included three interviews and fifteen questionnaires. A total of 115 students made up the study's population, and 23 students made up the sample. The researcher used a questionnaire developed by Rebecca based on an indicator of learning style in speaking skill to determine the students' speaking learning styles. Oxford and Julie scale was used by the researcher to determine the response score. The percentage score change and statement's score were examined by the researcher. The following table of learning style categories was used by the researcher to evaluate the students' speaking skills. In order to learn more about the students' speaking learning styles, the researcher conducted an interview with the teacher. The entire student body of SMPN 03 Rambah Hilir's second-year class served as the study's population. Only 23 of the 115 participants in this study were chosen for the sample from among the second-year students in SMPN 3 Rambah Hilir.

### **The procedures were the follows:**

#### **Interview**

Sugiyono (2005) stated that an interview is a meeting of two people to exchange ideas and information through their responses, leading to communication and joint construction of meaning about a specific topic. The teacher was questioned by the researcher regarding the students' speaking in class and their learning styles. Rambah Hilir, the teacher at SMPN 3, was questioned by the researchers.

## Questionnaire

The focus should be on the questionnaire; finding a solution to the issue was necessary. Sugiyono (2005) asserted that questionnaires are data collection techniques that are carried out by asking respondents a series of questions or collecting data on their perceptions of students. The researcher distributes a questionnaire to 23 second-year SMPN students 3 Rambah Hilir. For students to evaluate their speaking ability and learning style, 15 questions are included in the questionnaires. This study's questionnaire makes use of the learning style questionnaire that Rebecca L. Julie C. and Oxford both.

Researchers used a questionnaire-based indicator learning style in speaking skill developed by Rebecca L. D. Cohen to determine the students' learning styles. The researcher used the Guttman scale to determine the response score. The researcher looked at the statement's score and percentage score change. The researcher used the following table of learning style categories to assess students' learning styles in speaking ability. The researcher used this method to describe the different learning styles of the eighth-graders at the SMPN 3 Rambah Hilir. The researcher conducted an interview with the instructor to learn more about the students' speaking preferences for learning.

## FINDING

Based on the data gained and its analysis, it was found the students' learning styles in speaking skill found by the researcher. It was explained bellow:

**Table 1. The Number and Percentage of Learning Style in Speaking Skill**

No	Learning style	Frequency	Percentage
1	Visual	5	22 %
2	Auditory	16	69 %
3	Kinesthetic	2	9 %
<b>Total</b>		<b>23</b>	<b>100 %</b>

Three categories of speaking skill learning styles were applied to the pupils. Based on the research's findings, the researcher computed the total score to determine the typical questionnaire score and categorize it. This study's findings indicated that the students' diverse learning preferences 69% of learners were auditory, 22% were visual, and 9% were kinesthetic. It might be said that different students learn in various ways. The researcher also learned how the teacher adapts the pupils' speaking abilities to their different learning methods. To meet the various learning preferences of the pupils, the instructor employed a variety of methods or tactics during the English learning process. Additionally, the instructor adapts to the pupils' learning preferences by employing some media, such as photographs, and audio.

The findings of this study provide support to Rebecca L. Oxford's assertion. According to Oxford's (2003) classification of learning style into different dimensions, it is possible to score highly on both, indicating that you do not have a preference. If you prefer to study through books, film, charts, and pictures rather than listening to sounds, you rely more on your sense of sight. You prefer speaking and listening activities (discussions, lectures, audio recordings, role-play) if your natural preference is auditory. If you prefer a tactile or kinesthetic method (games, constructing models, doing experiments), working with objects, moving about, and engaging in physical activity are all good.

## DISCUSSION

The study looked into the learning preferences of the eighth-graders at SMPN 3 Rambah Hilir. Students studying English must not only be familiar with the subject matter; they must also have mastered the content more effectively depending on their preferred learning method. The study observed that each student learns differently from others in this situation. The researcher identified three categories of students' learning styles for speaking ability: visual learners, auditory learners, and kinesthetic learners. Based on the traits of learning styles, the researcher defined in this study. The observer established the total scale that students selected for each question in order to determine their preferred learning method. There are three questions in each instruction technique. There is a two-point scale for each inquiry (0, 1). However, there are three learning Each learning method has three questions included. Each question has a two-point scale (0, 1). However, because there are three different learning styles in this study, the observer will know the students' learning styles after assessing each learning style. The pupils that received the highest scores stopped using this scoring learning approach and adopted it as their own.

A calculation was made using the students' responses to the questionnaire and transformed into a score on the Guttman scale. Based on the research's findings, the researcher computed the total score to determine the typical questionnaire score and categorize it. The findings of this study indicated that the eighth-grade students at SMPN 3 Rambah Hilir tend to learn in a variety of ways. There are 22% visual learners, 69% auditory learners, and 9% kinesthetic learners among the eighth graders at SMPN 3 Rambah Hilir. It might be said that different students learn in various ways.

The researcher also learned how the teacher adapts the pupils' speaking abilities to their different learning methods. To meet the various learning preferences of the pupils, the instructor employed a variety of methods or tactics during the English learning process. The instructor also takes into account the different learning preferences of the pupils by utilizing audio and visual media.

The findings of this study provide credence to Rebecca L. Oxford's assertion. According to Oxford's (2003) classification of learning styles, it is possible to score highly on both dimensions, indicating that you do not favor one over the other. If you were more visually than auditorily inclined, you rely more on your visual sense and learn best by using visual materials (books, videos, charts, and photographs). If your taste is more auditory, you choose both speaking and listening activities (discussions, lectures, audiotapes, role-plays). If you want to deal with items, move about, and play games or make models, you will benefit from tactile/kinesthetic activities like these.

## **CONCLUSION**

Using the formula "What are the students styles of learning at SMPN 3 Rambah Hilir's eighth grade class. Findings of this study indicated that the eighth-grade students at SMPN 3 Rambah Hilir tend to learn in a variety of ways. There are 22% (5 students) visual learners, 69% (16 students) auditory learners, and 9% (2 students) kinesthetic learners among the eighth graders at SMPN 3 Rambah Hilir. The majority of the kids had visual, aural, and kinesthetic learning styles, according to the findings. Thus the researcher calculated the total score of all of categories of learning styles. It result showed that more than half of students had highest score on auditory learning.

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