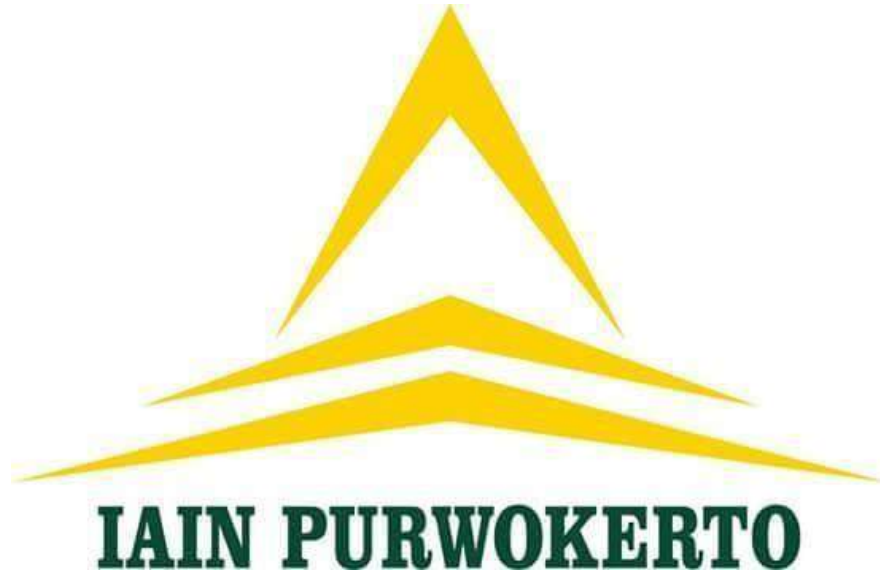


**STUDENTS' LEARNING STYLES AND TEACHER'S STRATEGIES
IN TEACHING SPEAKING AT EIGHT GRADE
OF MTS MA'ARIF NURUL YAQIN
PONDOKGEBANGSARI KUWARASAN KEBUMEN**



THESIS

**Submitted to Faculty of Tarbiya and Teaching Training
of IAIN Purwokerto as a Partial Fulfillment of the Requirements of Achieving the
Degree of *Sarjana Pendidikan* (S.Pd) in English Education**

**By:
QORINATUL 'IZZAH
NIM. 1717404071**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES
PURWOKERTO
2021**

STATEMENT OF ORIGINALITY

Herewith I,

Name : Qorinatul 'Izzah

Students Numbers : 1717404071

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education

Declare that all statements, opinions, and analyses that I have written in this thesis are my original work. I optimally conducted my own research with the help of references and suggestions. If any claim related to the analyses that I made persist in the future, I would be fully responsible for the clarification.

Purwokerto, 25th June 2021



Qorinatul 'Izzah

S.N. 1717404071



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIAH DAN ILMU KEGURUAN**

Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126

IAIN PURWOKERTO Telp. (0281) 635624, 628250 Fax: (0281) 636553, www.ainpurwokerto.ac.id

APPROVAL SHEET


The thesis, entitled:


**STUDENTS’ LEARNING STYLES AND TEACHER’S STRATEGIES
IN TEACHING SPEAKING AT EIGHT GRADE OF MTS MA’ARIF NURUL YAQIN
PONDOKGEBANGSARI KUWARASAN KEBUMEN**

Written by: **Qorinatul ‘Izzah** NIM: 1717404071, English Education Department, Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies (IAIN Purwokerto), was examined on Friday, 09 July 2021 and declared qualified for achieving the degree of Sarjana Pendidikan (S.Pd.) in English Education.

Examiner I/Head of
Examiner/Supervisor,

Examiner II/Secretary,


Dr. H. Munjin, M. Pd. I
NIP.196103051992031003


Maulana Muslim, M.A
ANIDN.20140786001

Main Examiner,



Muflihah, S.S., M.Pd.
NIP.1970209232000032001

Legalized by :



Dean


Dr. H. Suwito, M. Ag

NIP. 1971042419990

OFFICIAL NOTE OF SUPERVISOR

To the Honorable.

Dean of Faculty of Tarbiya and Teacher Training

State Institute of Islamic Studies Purwokerto

In Purwokerto

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Having guided, analyzed, directed, and corrected the thesis by Qorinatul 'Izzah, Student Number 1717404071, entitled:

**STUDENTS' LEARNING STYLES AND TEACHER'S
STRATEGIES IN TEACHING SPEAKING AT EIGHT
GRADES OF MTS MA'ARIF NURUL YAQIN
PONDOKGEBANGSARI KUWARASAN KEBUMEN**

I recommend the thesis to be submitted to Dean of Faculty of Tarbiya and Teaching Training, State Institute of Islamic Studies Purwokerto, was examined and declared qualified for achieving the degree of *Sarjana Pendidikan* (S. Pd.) in English Education.

Wassalamu'alaikum wr.wb.

Purwokerto, 25th June 2021



Dr. H. Munjin, M.Pd.I.

NIP. 19610305 199203 1 003

MOTTO

Be grateful for life.

Don't give up, don't give in,

There's always any the key

of answers to everything.



DEDICATION

This thesis is dedicated to:

My beloved parents (Muh Najih and Wafirotul Baroroh)

My beloved sisters (Qonitatan and Qoni'atul)

My Almamater, IAIN Purwokerto

My beloved friends

All the readers of this thesis



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In the name of Allah, the beneficent and the merciful

All praise be to Allah the lord of the words for the blessing, the strength and guidance to the researcher in completing this research. Peace and blessings from Allah SWT be upon to the prophet Muhammad SAW, his families, his companions, and his followers.

It is a precious thing that the researcher finally accomplishes my thesis entitled “*The Effect of Learning Styles Towards Students’ Speaking Skills in MTs Ma’arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen*”. It is presented to the faculty of Tarbiyah and Teacher Training, in partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education.

This thesis presented as a partial fulfillment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Purwokerto. In the process of completing this thesis, many parties have provided helps, motivations, supports, aids, and suggestions which are useful for the completion of this thesis. The deep gratitude and appreciation are expressed to:

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Purwokerto, 25th June 2021



Qorinatul 'Izzah

S.N. 1717404071



IAIN PURWOKERTO

ABSTRACT

STUDENTS' LEARNING STYLES AND TEACHER'S STRATEGIES IN TEACHING SPEAKING AT EIGHT GRADE OF MTS MA'ARIF NURUL YAQIN PONDOKGEBANGSARI KUWARASAN KEBUMEN

QORINATUL 'IZZAH

(1717404071)

In English teaching learning process, there are fourth skills that should mastered by students. Those are reading, listening, speaking, and writting. In this research, the students' in MTs Ma'ariff Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen especially in eight grades, have several problems in their speaking, includes lack on vocabulary, difficulties in self-confidence, and also felt difficulties in their speak English. The purpose of this research was to clasify the percentage of students' learning style and to find out the teacher's strategies that used by the teacher

This research used qualitative method. Data sources of this research are 41 students' from two classes, 8 A and 8B. After the data collected, the researcher analyzed with percentage formula by Sudjono at Chapter 3. The technique of collecting data was used the questionnaire, interview, and documentation. The interview was given with 10 students' of eight grade and the English teacher. This research analyzed the data according to Miles and Huberman is data reduction, data display, and verification/conclusion.

The result of the research indicated, first there were 9 (22%) students of visual learning style, 15 (37%) students of auditory learning style, 5 (12%) of kinesthetic learning style, 4 (10%) students of visual auditory learning style, 1 (2%) student of visual kinesthetic learning style, 3 (7%) students of auditory kinesthetic learning style, and the last is 4 (10%) students of visual, auditory and kinesthetic learning style of students. Second, based on the result, the teacher used the strategy of question and answer according to students' auditory learning styles. Besides, the teacher also used media flashcards according students' visual learning style. So, it makes the English learning interesting and fun.

Keywords: *Learning Style, Speaking, and Teaching Strategies*

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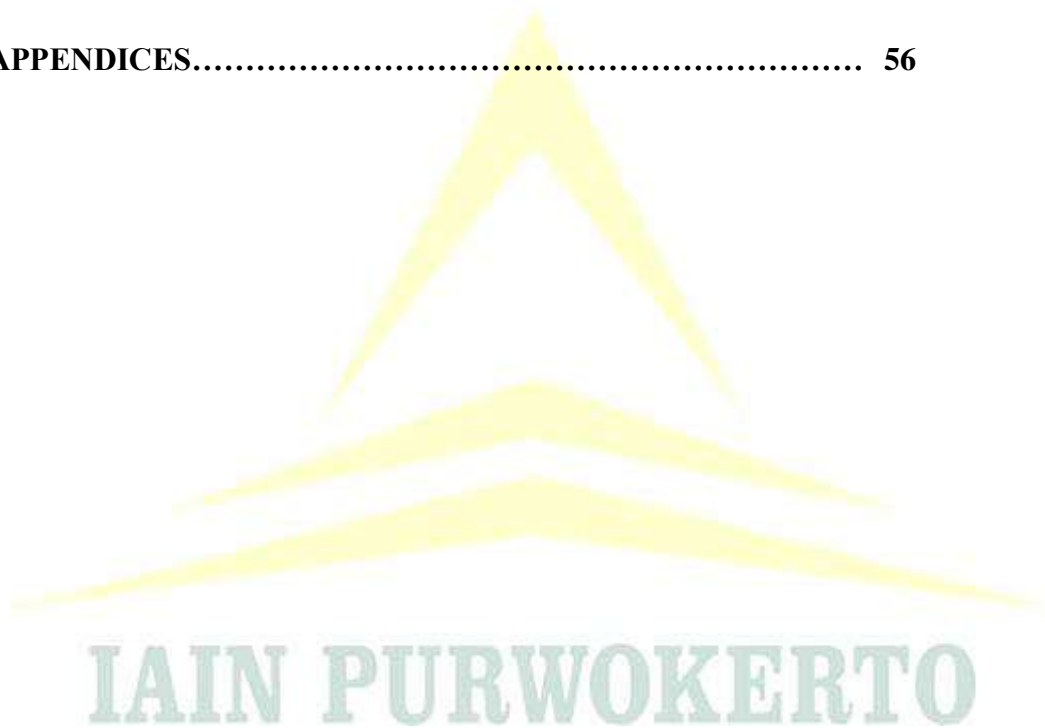
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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

In general, language is one of the tools are used by humans to establish communication. Language also means the way to deliver opinions, feelings, and information. It also can make us to easier communicate during the interaction. In this globalization era, English will be an important language to improve, because English is one of the languages that build communicative skills.⁴² English in this era, we can implement in a formal or informal situation. Example for English debates communicates with tourism, cooperation between foreign companies, and many other places.

In education, English can be the second foreign language in the studying of many students. Learn English not just about the theory, but also about the practice. English will be the basis for students to develop their skills in learning English. Nowadays, many students are excited to learn English, but also some students are bored in learning it. English is divided into fourth skills, there are speaking, listening, reading, and writing, which should be mastered by students. It aims to enable the student to improve the skills of speaking, listening, reading, and writing.⁴³

Speaking is the ability as a foreign language to ascertain the interaction features so important in language learning.⁴⁴ Speaking includes vocabulary, pronunciation, fluency, grammar, and comprehension. Student speaking is not about delivering ideas through speaking, but it also about how to speak with correct pronunciation and how to make an understanding communicate Besides students can learn more vocabulary, also can train how to speak up.

⁴² Jeremy Harmer, *The Practice of English Language Teaching Third Edition Completely Revised and Up To Date*, (Harlow: Pearson Education Limited), 2002, p. 49.

⁴³ C. Paul Verghese, *Teaching English As A second Language*, (New Delhi: Sterling Publishers Private Limited), 2007, p.15.

⁴⁴ Diana Boxer and Andrew D. Cohen, *Studying Speaking to inform Second Language Learning*, (Ontario: Multilingual Matters Ltd), p. 4.

Before students starting to speak, they should prepare and choose some words to make a good sentence.

For the students, speaking is a difficult skill to develop, because many students in speaking still lack on brave to speak in front of the public. Many students in speaking have to memorize the vocabularies, sometimes students difficult to think about the grammar during speak, feel scared and low self-confidence, it makes bigger anxiety in English speaking. To make students easy and enjoyable in speaking, teachers have to use suitable strategies for teaching English. The suitable strategies in teaching speaking can be decided on students' learning styles.

Learning styles can be defined as a consistent pattern of behavior but with a certain range of individual variety.⁴⁵ Learning styles can help students in their learning process. There are four types of learning styles. First visual learning styles, that student can learn from the visual or seeing object. Second auditory learning styles, the students can learn from hearing. Third kinesthetic learning styles, the students learn by experience or learn from moving. Learning styles have a big effect on students' learning especially in adding knowledge and develop students' skills.

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As one of the main factors, learning styles that help students to determine how to study English as a second foreign language gives influence student comprehension on reading, writing, listening, or speaking.⁴⁶

⁴⁵ Claudia E. Cornett, *What You Should Know About Teaching and Learning Styles*, (Bloomington, Indiana: ERIC, 1983), p. 9.

⁴⁶ Rebecca L., Oxford, *Language Learning Styles and Strategies: an overview*, (Oxford: GALA, 2003), p.1.

According to Ellis, the different accomplishments are influenced by personal differences such as motivation, aptitude, personality, cognitive style, learning strategies, and preferred learning style.⁴⁷ Since students have some different learning styles, it will be important for the educator or teacher to know the variations of students learning styles to assist them in developing these skills. It means learning styles have an important effect to help students to succeed in learning such English. Many teachers do not give attention to the learning styles of their students. So, the students do not pay attention to their learning styles, whereas it has a big effect on their studies.

MTs Nurul Yaqin is located on Jl. Masjid Baiturrahim Pondokgebangsari Kuwarasan Kebumen Central Java. The *madrasah* was established on March 19, 2002. This madrasah is a form of ma'arif Nurul Yaqin with consisting of RA Nurul Yaqin, MI Nurul Yaqin, MTs Nurul Yaqin and MA Nurul Yaqin. No wonder this madrasah is the only educational forum and strategic location in Pondokgebangsari Village. In MTs Ma'arif Nurul Yaqin is Junior High School Education that institution based on Madrasah Tsanawiyah Ma'arif. There is some uniqueness in the materials that were taught. *Madrasah* materials taught such as *KE-NU-AN* and *Kitab Kuning*. Most students live in Islamic Boarding Schools, where many students come from different backgrounds so it's no wonder that students have different cultures and languages.

To collect data, the researcher conducted preliminary research by interviewing by chat WhatsApp on Thursday of November 2020 with Mr. Attabik Imam Zuhdi S. Pd. as the English teacher in MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen. He explained although the location of the school in a rural area but the students had a good interest in English, there were many problems in the learning process, especially in speaking skills in MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen.

⁴⁷ Rod Ellis, *Second Language Acquisition*, (Oxford: Oxford University Press, 2003), p. 73.

1. The students still lack vocabulary. Because the students still learn just about the theory and lack the practice. Finally, while the English learning process, the students just use the handbook also listen to the teacher explained. To resolve this problem, the teacher should use suitable strategies to helping students in English learning especially in their speaking skills.
2. The students have difficulties in self-confidence. It makes it hard to speak up in front of the class. It result makes students lack self-confidence because they should think so long before speak and sometimes feel embarrassed during speak. Besides that, the teacher needs to more give attention to the students and give the motivation to develop their self-confidence.
3. The students still feel scared during speak. As we know, many students to learn English they still thinking about how to speak correctly. It will be one of the factors to makes students scared to speak, because students should think about the vocabulary and grammatically and how to make a good sentence before speaking, also still think about the other students is more capable than themselves.

Based on the background of the study above, the researcher knew that students difficult to develop students' skills comprehension, such as reading, writing, speaking, and listening especially in speaking skills. In this case, the researcher wants to find out the learning styles of students in learning English and teacher strategies especially in speaking skills. Based on the explanation above the researcher wants to conduct the topic *"Students' Learning Style and Teacher's Strategies In Teaching Speaking At eight Grade Of MTs Ma'arif Nurul Yaqin Pondokbangsari Kuwarasan Kebumen"*.

B. CONCEPTUAL DEFINITION

1. Learning Style

According to LefeVer states learning style is the best way in which a person especially in students sees or perceives things best during learning.⁴⁸ Learning styles also include several ways, such students can learn by seeing, hearing music or explained for the teacher and their moving or experiment. That can support the learning process and developing students speaking skills. It can be useful for each student to make successful in their learning.

2. Speaking

According to Levelt states speaking is usually an intentional activity, and it serves a purpose the speaker wants to.⁴⁹ In English, speaking should be mastered by students except reading, writing, and listening skills. Speaking has five components, there are comprehension, pronunciation, grammar, vocabulary, and fluency. For the students learn speaking will develop their skills on speak, also can adding self-confidence to speak up in the public.

3. Teaching Strategies

According to Max McKeown states strategy is a human effort to achieve the desired goals in a way has been created.⁵⁰ Teaching strategies usually used by the lecture or teacher to teach the lesson in learning process. Teaching strategies used by lecture or teacher to help students' in their learning process and be able to develop achievement goals in the future. In other hand, the teacher should to find out a suitable strategy or method in the learning process to reach a goal.

⁴⁸ Marlene D. LefeVer, *Learning Styles Reaching Everyone God Gave You To Teach*, (USA: David C. Cook, 2004), p. 17.

⁴⁹ Willem J. M. Levelt, *Speaking from Intention to Articulation*, (London: The MIT Press, 1989), p. 20.

⁵⁰ Ifana Kurniawati, Thesis: *“Teaching Strategies In Essay Writing Class In English Education Department Of IAIN Purwokerto”* (Purwokerto: IAIN Purwokerto, 2020), p. 6.

C. RESEARCH QUESTIONS

Based on the problems, the researcher formulates the research questions as follows:

1. How is the percentage of students' learning style of eight grade in MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen?
2. What is the teacher's strategy to accommodate the students' learning styles in teaching speaking at eight grade of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen?

D. OBJECTIVES AND SIGNIFICANCES OF THE RESEARCH

1. Objectives of this research
 - a. To classify the percentage of students' learning style that in MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen.
 - b. To find out the teacher's strategy to accommodate the students' learning styles in teaching speaking at eight grade of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen.
2. Significances of this research
 - a. Theoretical significances
 - 1) The researcher hopes the readers could get a lot of knowledge that related with this research. Also they can found the effect of learning styles on students speaking skills.
 - 2) The researcher hopes can be used as a reference for the other researchers with the similar problem of learning styles on speaking skills.
 - b. Practical significances
 - 1) For English teacher

This research can give additional ways for English teacher to teach English, especially in teach students speaking and the

result of the teacher is expected to be able to measure how far the students' speaking skills.

2) For researcher

This research can be used the researcher to know more about the best of learning styles can be used by students' on their speaking skills.

3) For other researchers

For other researcher this research can be reference for them which their research are related.

E. STRUCTURE OF THE STUDY

In this part, the researcher will explain the structure of the research as follows:

Chapter I explains the introduction which contains the background of the problems, conceptual definition, research question, objectives of the research, and significances of the research.

Chapter II clarifies the literature review that includes learning styles theories, speaking, and also the teacher strategy in teaching speaking.

Chapter III tells the research method which contains the type of the research, time and location of the research, Data Sources, technique of data collections, and technique of data analysis.

Chapter IV discusses the finding of the research which is consist of two sub-chapters those are: general description about MTs Ma'arif Nurul Yaqin Pondokgenangsari Kuwarasan Kebumen and the last is the finding of the research itself.

Chapter V divided into two parts as follows: the conclusion and sugestion.

CHAPTER II

LITERATURE REVIEW

A. Learning Styles

1. Definition of Learning Styles

Learning style is a preferred way of thinking, processing, and understanding information.⁵¹ To understanding and delivering that, the people also have different ways to make it according to understand the lesson or information. In other that, students use different learning styles in the learning process to make a good achievement in their learned. In the learning process, students use some ways that understanding the lesson. No wonder if students have a different learning style that can be affected by their good achievement. Learning styles can help students to get more excited about the subject, explore and understand the facts, enjoying the learning and they have learned into practice.⁵²

In the learning styles, teachers have several strategies to develop students' motivation and students' interest in the learning process. The teacher can apply several learning styles to help students in understanding the material. In this Era, the teacher can utilize some facilities in school such as using technology. The teacher also asks students to make cooperate to find out the suitable way with the subject learning, that students' ability to practice after the material was given. According to Dunn and Dunn in Dunn and Griggs, learning styles is the beginning way for students to focus on, process, absorb, and remember new and difficult information in which is derived from biological and developmental characteristics.⁵³ According to Sims and Sims, learning

⁵¹ Kelli Allen, et.al, *Understanding Learning Styles Making a Difference for Diverse Learners*, (Huntington Beach: Shell Educational Publishing, 2011), p. 9.

⁵² Marlene D. LefeVer, *Learning Styles Reaching ...*, (USA: David C. Cook, 2004), p. 18.

⁵³ Rita Dunn, "Capitalizing on College Students' Learning Styles: Theory, Practice, and Research", in Rita Dunn and Shirley A. Griggs (ed.), *Practical Approaches to Using Learning Styles in Higher Education*, (Westport: Bergin & Garvey, 2000), p. 8.

styles can assist those interested in better understanding individual learning differences.⁵⁴ Kamiriska also defines learning styles can only be recognized by observing an individual's overt behavior, which is why they can be defined as consistent ways of functioning that reflect the underlying causes of learning behavior.⁵⁵

Based on the definition above, it can be concluded that students' learning styles are the way of behavior thinking or processing which is help on their learning process to understanding the material was delivered by the teacher. As we know, students have a different learning style, where it can be one of the main factors that can give a big effect on students learning process. The teacher as the facilitator of students also should give more attention to the students about their learning style. Learning styles have many effects on the students' to get success of their learning. So that, the teacher also has an important effect to observe students' development.

2. The Types Of Learning Styles

According to Allen states learning style is one of the big effects in students learning such can helping students to develop their skills, develop the knowledge of students, could find a good and suitable way of students to use a learning style on the learning process.⁵⁶ As the teacher, needs a way to helping students in their learning, and also gives much effect. For example, to easier the learning process, create active learning, develop students' motivation, prohibit feel bored also be able to get the better achievement.

⁵⁴ Ronald R. Sims and Serbrenia J. Sims, *The Importance Of Learning Styles Understanding the Implications for Learning, Course Design, and Education*, (USA: Greenwood Press, 1995) p. 9.

⁵⁵ Patrycja Marta Kamiriska, *Learning Styles And Second Language Education*, (Back Chapman Street, (Newcastle upon Tyne: Cambridge Scholars), p. 5.

⁵⁶ Kelli Allen, et.al, *Understanding Learning Styles...*, (Huntington Beach: Shell Educational Publishing, 2011), p. 8.

a. Visual Learning Styles

According to Clark and Lyons visual learning styles are believed to benefit from materials with graphics; individuals with verbal learning styles benefit more from words.⁵⁷ Visual learning styles can be defined as students' learning styles by seeing or viewing. Visual learners had a preference to see something that can be described through their eyes. It includes pictures, tables, diagrams, films, books, flip-chart, etc. For visual learners, learn by viewing or seeing so important to develop.

Visual learners also ordinarily give any notice to their appearance both in and outside school.⁵⁸ In school, students can learn using books or pens to make hand-writing. It can give results such as assignments or notebooks for reference on students learning process in school. If an outside school, visual learners can learn by viewing some pictures, films, or news to get the information. So that, it will be other ways of students learning style on their learning process.

Mostly, visual learners can understand well according to seeing position, shape, numeral, and color.⁵⁹ As we know, during students' visual learning it used the connector or some object to help them on the learning process. It can be including position, which means they can look at the position of the object to know the answer. We can also look from the shape, also gives information to make a something learning media by seeing the shape. For numeral also such counting some objects to result of learning. The last from seeing color, it can be useful for us to easier our studies, usually, the

⁵⁷ Ruth Colvin Clark & Chopeta Lyons, *Graphic for Learning Proven Guidelines for Planning, Designing, and Evaluating Visuals in Training Materials*, (USA: Pfeiffer Publishing, 2011), p. 170

⁵⁸ Gavin Reid, *Learning Style and Inclusion*, (London: Paul Chapman Publishing, 2005), p. 93.

⁵⁹ Ronald R, Sims and Sarbrenia J. Sims (ed.), *The Importance of Learning Styles*, (Wesport: Greenwood Press, 1995), p. 53.

colors often used in elementary school to make children more easily understanding the material.

From the explanation above visual learning style can describe students learning style through seeing or viewing something to help students learning process. It includes pictures, using books, reading news, seeing films, etc. Visual learning style gives effect after students seeing the object and remembering them and makes the main ideas.

Based on Kurniawan they are several characteristics of visual learners in their learning process these are:⁶⁰

- (1) The person is neat and organized
- (2) Speak quickly
- (3) Good long-term planners and regulators
- (4) Research the details
- (5) Attach importance to appearance, both in terms of clothing and presentation
- (6) Good spelling and can see the actual words in their minds
- (7) Remembering what is seen, rather than being heard
- (8) Considering visual associations
- (9) Usually not disturbed by the commotion
- (10) Have problems remembering verbal instructions unless written and often ask others for help to repeat them
- (11) Fast and diligent readers
- (12) Prefer to read rather than be read
- (13) Doodling meaninglessly while speaking on the phone and in meetings
- (14) Forgetting to deliver a verbal message to others
- (15) Forgot to answer a question with a short yes or no answer

⁶⁰ Dian Kurniawa, *Assesment For Learning (AFL) Dalam Pendidikan Matematika*, (Yogyakarta: CV Budi Utama, 2020), p. 35.

- (16) Prefers to de-democratize rather than make speeches
- (17) Prefer art over music
- (18) Often know what to say, but are not good at choosing words
- (19) Sometimes lose concentration when they want to pay attention.

b. Auditory Learning Styles

Auditory learning style is the student's style in learning by hearing and listening from media.⁶¹ The student's ability to understand the material such according to listening to audio, discussion, hearing the teacher explanation, instructions for the teacher, and hearing recording. In other that, if there is noise around them, they will feel disturbed and difficult to catch the point of the materials.

DePorter and Hernacki state that several kinds of auditory such as music, intonation, rhythm, rhyme, the internal dialog also the explanation from the teachers/lectures it is an auditory learner can be accessed.⁶² The auditory learners like to listen to music as one of the styles to help them during learning. So that, when the learner work or study, they have to be permitted to speak according own self with low sound.

According to DePorter and Hernacki, there are no problems of this type with visual works.⁶³ There are some difficulties for auditory learners such to read small characteristics and too tired on the processing. Also, the student had difficulty processing the material and usually often to get wrong to read.

⁶¹ Gavin Reid, *Learning Style and ...*, (London: Paul Chapman Publishing, 2005), p. 92.

⁶² Bobbi Deporter and Mike Hernacki, *Quantum Learning: Membiasakan ...*, p. 116.

⁶³ Bobbi Deporter and Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan, Translated from Quantum Learning: Unleashing the Genius in You by Alawiyah Abdurrahman*, (Bandung: Penerbit Kaifa, 1999), 4th Edition, p. 118.

Based on Kurniawan states there are several characteristics of auditory learners in their learning process, these are: ⁶⁴

- (1) Speak to own self at work
- (2) Easily distracted by the commotion
- (3) Move their lips and say the writing in the book when reading
- (4) Enjoy reading aloud and listening
- (5) Can repeat and imitate the tone, rhythm, and color of the sound
- (6) Find it difficult to write, but great at storytelling
- (7) Speak to a patterned rhythm
- (8) Usually like music rather than art
- (9) Learn by listening and remembering what is discussed rather than what is seen
- (10) Likes to talk, discuss, and explain things at length Have problems
- (11) with work involving visualizations such as cutting parts to fit each other better at spelling aloud than passing it
- (12) Prefer oral jokes over reading comics.

c. Kinesthetic Learning Styles

On the kinesthetic, students have learning styles with understanding according to the physical way of doing something and they are brave to take a risk. ⁶⁵ In another word, they can learn through doing, movement, practice, touching, and role-playing. In another word, they can get with touch people in response physical to get their attention. It means they need to make a touch to get attention and response.

According to DePorter and Hernacki, all kinds of movement and emotion are created and should be memorized such movement,

⁶⁴ Dian Kurniawan, *Assesment For Learning ...*, p. 36.

⁶⁵ Gavin Reid, *Learning Style and ...*, p. 121.

coordination, rhyme, emotional expressions, and physical pleasure are the kinesthetic learners be able to access.⁶⁶ Response physical ways, have a lot of movement, learn by doing, and remember during walking and seeing as the kinesthetic learners by touch people. Because these students need doing or practice after getting the teacher's explanation to make assessments.

Based on Kurniawan states there are several characteristics of kinesthetic learners, these are:⁶⁷

- (1) Speak slowly
- (2) Responding to physical attention
- (3) Touching people to get their attention
- (4) Standing close when talking to people
- (5) Always physically oriented and moving a lot
- (6) Have early development of large muscles
- (7) Learning through manipulation and practice
- (8) Memorizing by walking and viewing
- (9) Use your finger as a pointer when reading
- (10) Many use body cues
- (11) Cannot sit still for a long time
- (12) Cannot remember geography, unless the brand is already in that place
- (13) Using words containing action
- (14) Like books that reorient on the plot, they reflect with body movements while reading
- (15) The possibility of bad writing
- (16) Want to do everything
- (17) Love busy games.

⁶⁶ Bobbi Deporter and Mike Hernacki, *Quantum Learning: Membiasakan ...*, p. 118.

⁶⁷ Dian Kurniawa, *Assesment For Learning ...*, p. 37.

B. Speaking Skill

a. The Definition of Speaking

Speaking is the habit of people in talking English fluently and good pronunciation about the information, knowledge, or features of English and delivered by mouth.⁶⁸ Speaking English is the ability to be measured by students, of course, it has a relationship with communication. It means communication is the speaker and listener to catch the information delivered.

According to Sartika states speaking is a productive skill where the speaker manufacturing something through utterance to convey their meaning and intention to their listener.⁶⁹ Students speaking skills purpose to make communication to deliver information between others. Besides that, the speakers have to pay attention to what they said before speaking up with the others. So, between speaker and listener can understand the meaning and created good communication.

According to Philipsen speaking is one of ability that important in our lives and societies and importance with the culture in which doing something.⁷⁰ Commonly, speaking is one of the tools to deliver information by each people. In other that, speaking also important in the society lives. Because, during we had education experience, especially in English is given the material of speaking. On the speaking, we have learned about how to speak well in our daily communication and how to speak for lives in societies.

However, speaking a foreign language is not an easy skill to be mastered by students. Students consider speaking as the most difficult skill because students need more preparation to speak well in the new

⁶⁸ Dewi Sri Kuning, "Application Of Social Media To Learn Speaking". Journal Elsa. Vol. 18.No. 1.2020, p. 78.

⁶⁹ Endang Sartika, Thesis: "The Effectiveness Of Round Table Technique To Improve Students' Speaking Skill In The First Grade Students Of SMA N 3 Salatiga In The Academic Year Of 2013/2014" (Salatiga: STAIN Salatiga, 2014), p. 45.

⁷⁰ Gerry Philipsen, Speaking Culturally Explorations in Social Communication, (New York: State University of New York Press, 1992), p. 123.

language. It means the students before speak English should be preparing the vocabularies of the sentences, they should arrange the sentences well, so they can be understood. When the students can speak with correct pronunciation also it can make understanding the between speaker and listener.

Based on the explanation above, speaking is one of the productive ability peoples that can produce in talking or make communication between the people to get some information. So that, speaking also have some benefit to our lives in human society not just in education live. After we learn to speak in the education form, we also need to practice in our society. Where we as a human society should have good communication between the others. Because when we have a good speech in the public also we have the success of the experience.

b. The Components of Speaking

As a foreign language, English for the students also must observe the vocabularies and the master of the structure or grammatically of the sentences. But, for students, it will still have difficulty for them. Begin to choosing the vocabulary until how to pronounce the sentences. As the teacher should give more attention to the students in learning English especially in students speaking skills. Speaking has five components they are grammar, vocabulary, comprehension, fluency, and pronunciation and the students should have to be aware of these components.⁷¹

1) Grammar

According to Althaqafi states, grammar is the most important element of learning a language.⁷² Grammar as the one of a part in speaking were rules of writing to increase the sentences well. In which grammar is also used to know the

⁷¹ Sofyan A. Gani, et.al, “*Students’ Learning Strategies for Developing Speaking Ability*”. Journal Studies In English Language And Education. Vol. 2.No. 1.2015, p. 17.

⁷² Abeer Sultan Althaqafi, “*A critical Review of Grammar Teaching Methodologies In The Saudi Context*”. English Language Teaching. Vol. 11.No. 11.2018, p. 65.

difference of situation, the meaning of the sentences, and the rules of suitable written. Grammar in English learning is usually studied in several forms. Mostly, grammar was popular with several tenses that beginning in English learner.

According to Murray tense defined is as a distinction of time, consequently, today, tomorrow, yesterday, and also what will do in the future.⁷³ In English, tenses in teaching grammar have to suitable with the formula of the form of each tense. In writing, it is very concerned about the grammatically, which starts from the tense to arranged according to the time or event that occurs. It aims as a reference for the formation of the sentence structure in suitable rules in English before the learners speak.

As English learners, grammar so important in learning, because that will be one of the points before to make our speaking are well and suitable with the rules of the writing. In speaking, the speaker should to attention the grammar of the form of sentences are prepared. Because the grammar is wrong, it will change the meaning of the sentence also make it confusing between speaker and listener. Besides that, it can lead to making miscommunication in their speaking communication.

2) Vocabulary

Vocabulary is defined into three senses, there are a) the total numbers of the words which make up a language, b) all the words known to a person or used in a particular book, subject and c) a list of words in their meaning.⁷⁴ Commonly, vocabulary

⁷³ Gerald Murray, *The Reformed Grammar or Philosophical Test Of English Composition*, (London: Darton And Co. Holborn Hill, 1847), p. 95.

⁷⁴ Dewi Nur Asyiah, "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, And Influences On Students' Vocabulary Mastery". *Jurnal Bahasa Lingua Scientia*. Vol. 9.No. 2.2017, p. 294.

is about some English words that are prepared to make several sentences. In English learners, vocabulary is the key to beginning learners. Because in English beginner should learn more in vocabulary. Usually in starting vocabulary learning, firstly learners should to collecting some words around them, after that they could to remembering the words.

According to Graves, August, and Martinez state vocabulary can be described as receptive or productive.⁷⁵ Receptive means that vocabulary is about the understanding of some words are used by others. Besides that productive means that vocabulary is about several words that are used in ourselves. Vocabulary in teaching English is starting from elementary school until university states were learned. In English that so important to learn as a beginner to make it easier for the learners in their learning.

In English speakers, before they speak up, they should to recognized a word form in English, should know the English meaning of the words, and also should overlap between the words and meanings.⁷⁶ Therefore, the learners have to could in understanding the meaning of words, not just remembering into some sentences and talking be like. It aims that as the native speaker, we should to make preparation before speaking and we should have to know the meaning in our sentence when speaking. Because the good native speaker is who is can make an understanding between speaker and listener during the communication occurred.

⁷⁵ Michael F. Graves, et.al, *Teaching Vocabulary to English Language Learners*, (United States of America: Teachers College Press Teachers College, Collumbia University New York and London, 2013),p. 10.

⁷⁶ Michael F. Graves, et.al, *Teaching Vocabulary to ...*, p. 12.

3) Comprehension

Based on Hasanah states Comprehension is the ability of people to understand correctly and usually familiar with the fact or situation.⁷⁷ Comprehension also can be defined that understand the information in science to connecting communicate well. Usually, students in learning also should get comprehension about the material that delivered by the teacher. Comprehension can be explained as the knowledge or ability to get the information that they want. In speaking English, comprehension will be the result of the process. Because after processing learning finished usually students need to catch the point of speaker delivered.

4) Fluency

The ability to have the intention to communicate without too much hesitation and too many pauses to cause barriers or incidents in communication it is a fluency.⁷⁸ It means that fluency in English speaking about the fluent during speak without stop or doing mistakes in communication. In speaking fluency, we need to have attention before speak and carefully talking with the other.

According to Hill states between fluency and speaking English as a native speaker are different.⁷⁹ Speak English fluently means that we have confidence and accuracy when speak and need to carefully before pronounce the words. In other that we should understand our talking to make an understanding. So that fluency in speaking so important for the

⁷⁷ Sifa Ul Hasanah, Thesis: *“The Influence Of Joining English Club Towards’ Students’ Speaking Ability At 8 Grade Of SMP N 1 Patikraja In The Academic Year 2018/2019”* (Purwokerto: IAIN Purwokerto, 2020), p. 39.

⁷⁸ Dinc Thi Bich Ngoc’ and Tran Thi Dung, *“Key Factors Influencing Learners’ Oral Fluency In English Speaking Classes: A Case At A Public University In Vietnam”*. VNU Journal of Foreign Studies. Vol. 36.No. 6.2020, p. 93.

⁷⁹ Christopher Hill, *The Black Book of Speaking Fluent English The Quickest Way To Improve Your Spoken English*, (U. S. A.: n.p., 2020), p. 2.

speaker. For the native speaker means that if you Indonesian speaker so you are a native speaker, in other words, a native speaker is about the language used was born.

To develop fluency in English speaking, fluency-based activities should reserve for one-quarter of class time.⁸⁰ It means in learning English speaking especially to focus on fluency, we need more time in the class. In other words, we need to give more attention to our speaking fluency suitable the sentences are recognized. Because, if we have more time also have much opportunity to get outcome well can practice with confidently.

5) Pronunciation

According to Khasanah states pronunciation is studied by repeating sounds and correcting them when producing inaccurately.⁸¹ Pronunciation can be defined as the way of producing sounds to speak correctly. That included spelling words in sentences to make understanding during communication. It aims to a prohibited misunderstanding between speaker and listener.

On speaking we should note carefully all points in which their pronunciation speaking.⁸² In other words, pronounce speaking should be suitable with the sentences. Therefore, as English learners, we need to give attention to producing sounds during speak, because a suitable in speaking is a good point to be such a native speaker.

⁸⁰ Dinc Thi Bich Ngoc' and Tran Thi Dung, "Key Factors Influencing ...", p. 95.

⁸¹ Uswatun Hasanah, Thesis: "The Influence Of "Spelling Bee" Technique Toward students' Pronunciation At 7 Grade Of MTs NU 01 Mambaul Hikmah Tegalwangi In Academic Year 2018/2019" (Purwokerto: IAIN Purwokerto, 2019), p. 12.

⁸² Daniel Jones, *The Pronunciation of English*, (London: Cambridge at the University Press, 2002), p. 1.

c. The Importance of Speaking

Speaking skills are the most essential skills for all the learners who wish to learn English to enhance their career, build confidence levels, make public speeches, attend interviews, participate in debates and group discussion, gives a presentation and so on.⁸³ English classroom, speaking to be one of the skills to mastered by students. In the learning process, students learn how to chose the vocabulary to be a good sentence, how to speak well with correct pronunciation, the influence when speaking with other people, also to make understanding between speaker and listener during communication. The teacher as the facilitator has many methods to teach English learning, especially in speaking student skill. In the education world, English learning has several abilities to students master. These are reading, listening, speaking, and writing skills. As English learned we should learn of fourth skills. Because if we just learn about the theory but without the practice is not suitable or less communicative in our study.

d. Speaking for Daily communication

Speaking enables the speaker to participate in social situations and interact with other people.⁸⁴ For the learners who speak English so important to learn. As English beginners, firstly learners need more learn with the vocabulary. It will begin with collecting some vocabulary around us. After that, the learners have to remember them. It aims to be the first step make easier as a beginner speaker during interaction with other peoples. There are several levels or stages in learning to speak English. Such as speaking for daily

⁸³ Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English In English Classroom". Alford Council of International English & Literature Journal (ACIELJ). Vol. 2. Issue 2. 2019, p. 9&10.

⁸⁴ Umar Fauzan, "Inducing Critical Discourse Analysis in Speaking Syllabus for EFL Students of Indonesian Islamic Universities". Dinamika Ilmu. Vol. 17. Issue 1. 2017, p. 131.

communication, speaking for formal communication, and speaking for academic purposes, etc. In this stage, especially for the beginner learners can more be studied with speaking for daily communication. For the first introduction in learning English, the learners will learn about how to speak in their activities first. Commonly, it can begin from learning about greetings, asking and offering help, asking and giving opinions in discussing, etc. Therefore, speaking in daily communication as the first material should be learned. Because the speaker learn to speak English beginner from their activities as usual do.

C. Teaching Strategies

1. Definition of Teaching Strategies

According to Orlich et.al states strategy implies some orderly way of doing something.⁸⁵ According to Gagne states in the context of education, the one's internal ability to think, solve problems, and take decisions is the definition of strategy.⁸⁶ Based on the explanation above, strategy implies orderly way of doing something which is teaching process that used by the teacher in the learning process to get the goal of students' achievement.

According to Subana states the strategy is the design or pattern used to explanation of way in the learning process, includes design learning materials, and teachers guide in the classroom.⁸⁷ From the explanation, the strategy is the thinking order that used by the teacher before teach the lesson in the class. Usually the teacher make a planning of the lesson, that as we know lesson plan. As the teacher important to know what the suitable strategy be able to apply in the classroom. Because it is also so

⁸⁵ Donald C. Orlich, et.al, *Teaching Strategies A Guide to Effective Instruction*, (United States of Amrecs: WADSWORTH CENGAGE Learning, 2010), p. 4.

⁸⁶ Ifana Kurniawati, Thesis: "*Teaching Strategies In...*", p. 23.

⁸⁷ M Subanaand Sunati, *Strategi Belajar Mengajar Bahasa Indonesia Berbagai Pendekatan, Metode Teknik dan Media Pengajaran*, (Bandung: CV Pustaka Setia, 2009), p. 123.

important to make learning process more easy and be able to reach the goal of the learning objectives.

In English learning process, especially in speaking the teacher have to find out the suitable strategies that used in learning process. As we know, to be good facilitator to the students we need to know what the student' learning style. Because, it will make learning process more easy, and also increases the students' knowledge. In other hand, it can be one of the ways give big effect for students' achievement.

Based on the explanation above, as we know the strategy it is so important in learning process. Whereas, the teacher during teach the material need to get the suitable strategy and how to make interesting learning and fun.

2. Teaching Strategy In Speaking

According to Brown states there were several methods or strategies that can be used by teacher during teaching speaking for the students.⁸⁸

There were explained as below:

a. Question and Answer

According to Brown, Q and A is the one of the technique which consist one or two questions from the interviewer or teacher that will delivered by the students.⁸⁹ In teaching speaking, the first way that usually used by the teacher is Q and A. Because in the English learning process Q and A is the easy way that can be used by the teacher.

Usually for the question beginning from simple question, such as ask students to mention the name of noun around them, introducing themselves, asking and giving the opinion, and also greeting.

⁸⁸ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United States of America: Pearson Education, 2004), p. 140.

⁸⁹ H. Douglas Brown, *Language Assessment: Principles and Classroom...*, p. 159.

Based on the explanation above, Q and A is one of strategy which often to use by the teacher to help the English learning process, especially in students' speaking skill it can improve the students' vocabulary, opinion, and also their knowledge.

e. Role play

According to Brown, role playing is a popular pedagogical activity in communicative language teaching classes.⁹⁰ Role playing for the students can be one of the way that map out what they are going to say. Besides, it also has the effect of lowering anxieties as students can, even for a few moments, take on the personal of someone other themselves.

In English learning, the role play can help to develop students speaking. It other hand, role play can also be said such as students practicing, whereas the students was given several times to practicing their assignment in front the class.

Based on the explanation, it can be concluded, that role play is one of the teacher strategy that used by the teacher to help in English learning process, such as to teach students' speaking, because it can increases students' vocabularies and also self-confidence.

f. Discussion and Conversations

According to Brown states, discussion and conversation as informal techniques to assess learners, they offer a level of authenticity and spontaneity that other assessment techniques may not provide.⁹¹ After the teacher gives students the task, usually teacher asks students to discuss the material with their classmates. After that, the teacher asks them to make a short conversation that includes with the material explained.

⁹⁰ H. Douglas Brown, *Language Assessment: Principles and Classroom...*, p. 174.

⁹¹ H. Douglas Brown, *Language Assessment: Principles and Classroom...*, p. 175.

Usually discussion and conversation in English learning process, especially in students' speaking skill, it will give more effect to students' achievement. Besides, it also gives some cognizance to students' comprehension performance in evaluating learners.

g. Games

Games are one of the teacher strategies that often to used by the teacher. Especially in English learning process, whereas many students think that is boring, not interest, difficult, and others. Besides, the teacher often using some games in English learning process. It aims to make interesting and enjoyable during llearning process also easy to understanding the material.

According to Brown states there were variety games that can be used by the teacher in teaching speaking, such as, 1) Tinkertoy game is structure s built behind a screen; 2) Crossword puzzles, are created in which the names all members of a class are clued by obscure information about them; 3) Information gap grids, are created such that class members must conduct mini-interviews of other classmates to fill in boxes; 4) City maps, are distributed to class members.⁹²

h. Picture-cued and Story Telling

According to Brown, picture-cued is one of the more popular ways to elicit oral language performance and it may be very simple with designed to elicit a word or phrase, somewhat more elaborate and description.⁹³ Usually the teacher used media picture-cued such as flashcard. Whereas the students will give the flashcards and then they should to describing the picture.

Besides, it also one of the most common techniques for eliciting oral production is through visual pictures, photographs,

⁹² H. Douglas Brown, *Language Assessment: Principles and Classroom...*, p. 175-176.

⁹³ H. Douglas Brown, *Language Assessment: Principles and Classroom...*, p. 151.

diagrams, and charts.⁹⁴ Picture-cued and story telling as the learning media can improve students vocabularies and also to increasing their speaking English. Moreover, the students can develop their opinion about the material with make it into some sentences and describe in front of the class.

Based on the explanation above, it will be concluded there were several ways, strategy, or methods that can be used by the teacher in English learning process. Especially in teaching speaking the teacher can use strategy such as, Q and A, discussion, role play and conversation. In other hand, the teacher also can used the learning media such use, games, picture-cued, flashcards and story telling.



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⁹⁴ H. Douglas Brown, *Language Assessment: Principles and Classroom...*, p. 180.

D. REVIEW OF RELEVANT STUDIES

Several sources that are related to this research, according to journal and thesis will be explained as below:

The first is research entitled “*The Influence Students’ Learning Styles Preferences To Their Speaking Achievement*” by Ridha Ilma and Nita Ria from FKIP UM Palembang in 2019. This research used correlation methods in quantitative approach. The researcher was collected the data by distributing questionnaire sheets and testing a speaking achievement test. The population of this research is 55 students. For the samples divided into two groups, there were 30 students of VIII.6 as experimental group and 25 students of VIII.1 as control group. Before giving the treatment the researcher gave pre-test for the students. After giving treatment the researcher gave a post-test for the students. The researcher analyzed used, regression analysis result learning style preference gave 19.4% contribution to speaking achievement. The speaking test of post-experimental, pre-control, and post-control group was not correlated significantly to learning style preference. Therefore, there is no contributed significantly students’ learning style preferences to their speaking achievement. The similarities between this research with Nita and Ria research are the dependent and independent variable. The dependent variable it is about learning style and independent variable it is about speaking skill.

The second is a research entitled “*The Correlation Study Between Students’ Self-Confidence And Learning Style Towards Their Speaking Ability At The Second Semester Of English Language Education In IAIN Surakarta In The Academic Year 2018/2019*” by Medina Aulia Hapsari from IAIN Surakarta 2019. This research used correlation method in quantitative approach. The researcher was collected the data by documentation and questionnaire. The population of this research is all the second semester students English Language Education in Academic Year 2018/2019. The samples are 2C which consisted of 27 students. The researcher used Multiple Linier Regression to know the coefficient correlation between students’ self-

confidence and learning style with speaking ability. The result of this research is the contribution of students' self-confidence to speaking ability is 29.7%. (1) The contribution of students' learning style to speaking ability is 27.4%. (2) The contribution (3) The contribution of students' self-confidence and students' learning style with speaking ability is 44.8%. Therefore, there is positive and significant correlation between students' self-confidence (X_1) and students' learning style (X_2) with speaking ability (Y) in students English Language Education in Academic Year 2018/2019. The similarities of this research and the Aulia research study are discussing about learning styles towards students speaking, and using questionnaire.

The third is research entitled "An Analysis Of Students' Learning Style In Speaking Skill At The Second Semester Of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung In The Academic Year Of 2016/2017" was written by Ayu Nurul Izzati from UIN Raden Intan Lampung, Bandar Lampung in 2017. This research used purposive sampling technique to determine the sample. The population is the second semester of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung. The sample of this research is students of class X which consisted of 20 students. To collecting the data, the researcher used observation, interview, and questionnaire. From the analysis, the researcher conducting students had different learning style as various perceptive learning. 85% students' good attitude and used assimilating, 70% used left brain, 60% used kinesthetic and tolerance ambiguity, 40% used value. The similarity of this research with Izzati research is dependent and independent variables. They are the learning styles and students' speaking skills.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

The type of research is the qualitative research, specifically in the field research. Qualitative research is an approach to research that produces descriptive data in the form of data written or spoken of the people and the agents were observed.⁵⁴ This research used qualitative research because the result of the data is a descriptive and using observation, interview, and documentation. Especially, the researcher used field research approach, because to collect the data the researcher should go to the field, and do the observation appropriate with the condition in there.

In this study, the researcher used field research approach. In other word, the result of the research was taken by interview directly with the students' of eight grade in MTs M'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen and also interview with the English teacher to find out what the suitable strategy that used by the teacher in the learning process.

In this research, the researcher identified the students' learning style at the eighth grade students' of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen. Then, the researcher analyzed more from the interview to know how the teacher strategy in teaching speaking of students' learning styles at eighth grade of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen.

B. Location of the Research

The researcher conducted the research in MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen that located in Baiturrokhim Mosque Street at Pondokgebangsari, Kuwarasan, Kebumen, Central Java. The research was held on April until Mei 2021 in academic year of 2021/2022.

⁵⁴ Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Pt Remaja Rosdakarya, 2004), p.6.

C. Data Sources

1. Subjects Data Source

The subject of this research is the students' of eighth grade of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen. The researcher identified about the students' learning style to know what the type of students' learning style, the analyzed the interview has done to know how the teacher strategy the students' learning style in teaching speaking .

2. Object of the Research

The object of this research means the data source that indirectly provides to the researcher. This data source in this research is to know the students' learning style and teacher strategy in teaching speaking at eighth grade of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen.

D. Techniques of Data Collections

In collecting the data, the researcher use several techniques in this research as below:

1. Survey

In this research to collect the data survey is use questionnaire. The questionnaire is a data collection technique performed by giving a set of questions or written statements for respondents.⁵⁵ The questionnaire of this research uses a closed questionnaire in the checklist form in the Likert Scale model. In the Likert Scale, the variable to be measured is described into a variable indicator, and then the indicator to be items of an instrument which can be statements.⁵⁶ These research questionnaires will use to measure the predictor variables, which is students learning style.

⁵⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), p. 142.

⁵⁶ Sugiyono, *Metode Penelitian Kuantitatif ...*, p. 146.

Table 3.1
The Table of Sugiyono's score in Questionnaire

Categories	Score
Often	3
Sometimes	2
Seldom	1

2. Interview

In this research, besides the researcher using questionnaire as the data collection, to support the data validations researcher used interviews to get the data collection. In this phase, the researcher conducted face to face interviews and also using whatsapp with participants. In this research, the researcher conducted interviews with teaching strategies that used by the English teacher in teaching speaking and students' learning style with six students of eight grade in MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen. The first interviews is Mr. Attabik Imam Zuhdi S. Pd as English teacher in MTs Ma'arif Nurul Yaqin Pondokgebansari Kuwarasan Kebumen on Monday 19 April 2021 and Friday, 24 July 2021. The second interviews was students' of eight grade in MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen on Thursday, 21 July 2021. There were two classes of eight grade, 8 A with 20 students and 8 B with 21 students totals is 41 students. In this research, the researcher took 3 students from each class as a sample.

3. Documentation

According to Sugiyono states documentation is current or past event includes document such as newspapers, minutes of meetings, official reports or private document.⁵⁷ Data study is a data collection method that is not shown directly to research subjects. In this research, the documents needed by the researchers were data of students, teaching material, and photos. The data source obtained by the author came from the teacher of the school. In order hand, there are several data taken during interviews, survey such as photos and voice notes.

E. Techniques of Data Analysis

According to Bogdan, analysis data is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you discovered to others.⁵⁸ In this research, the researcher use the formula based on the Sugiyono's to calculate the percentage of students' learning style. According to Miles and Huberman in Sugiyono used data analysis with three stages in qualitative data, there were data reduction, data display, and data verifications.⁵⁹

1. Calculate of Survey

To calculate the survey of each student learning style, it aims to find out the students' leaning styles and what the most learning styles that used by the students' in their English learning process, especially in their

⁵⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), p. 240.

⁵⁸ Sugiyono, *Metode Penelitian Kuantitatif...*, (Bandung: Alfabeta, 2017), p. 244.

⁵⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2011), p. 91.

speaking. The researchers used the formula based on Sudjono as below:⁶⁰

$$P = \frac{f}{N} \times 100\%$$

Explanation:

P: Percentage

F: Frequency

N: Number of Cases (total of the sample)

After calculating the result of survey, the researcher could identify the most frequent and the lowest frequent of learning style on students' at eight grade in MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen. After that, the researcher made diagram to show the result . this diagram is meant to percentage the kind of students' learning style at eight grade in MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen.

2. Data Reduction

According Miles and Huberman state data reduction is the process in analyzing the qualitative data that appear in written-up field note or summarizing, choosing the main things, and focusing on the important thinks.⁶¹ In this research, the researcher to collect the data used interview and observation. Besides, in this research the researcher can provide a clearer and focused picture of the data obtained. Then the researcher focused on the data by filtering the relevant and irrelevant based on information.

⁶⁰ A Sudijono, *Metode Penelitian Administrasi*, (Bandung: Alfabeta, 2006), p. 43.

⁶¹ Sugiyono, *Metode Penelitian Kuantitatif.*, (Bandung: Alfabeta, 2017), p. 247.

3. Data Display

After the data has been reduced, the next step in qualitative analyzing is data display. Data display is data presentation such as simple descriptive written, draft, correlation between categories, flowchart, and others kind.⁶² Miles and Huberman states “the most frequent form of display data for qualitative research data in the past has been narrative text” it means, to presentation the data in qualitative research, the researcher was often using narrative text. Besides, using narrative text, the researcher can also using graphic, matrix, network, and also a chart.⁶³ It aims, to make easier the researcher in presentation and also easy to understood the result of the research.

4. Data Verification

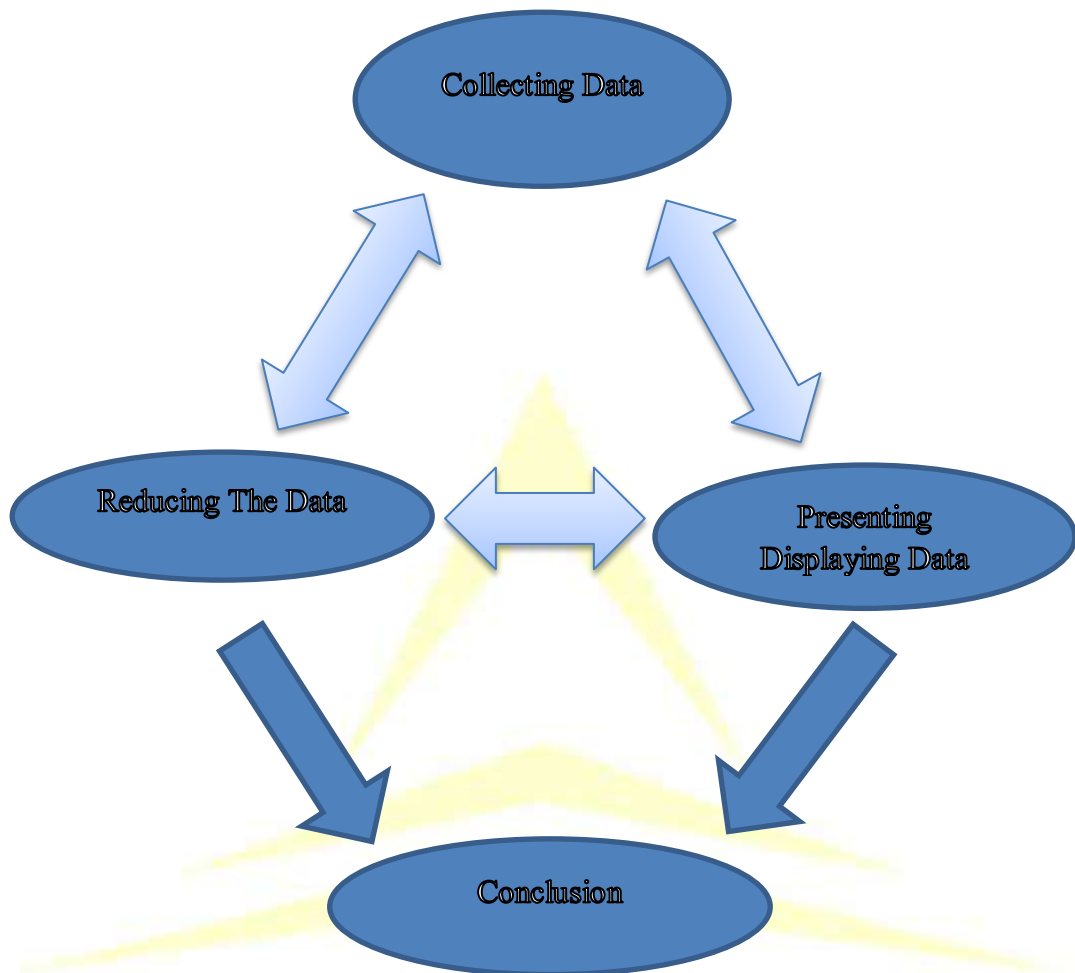
According to Miles and Huberman After display data, the last step in qualitative research is verification or conclusion drawing.⁶⁴ Thus, the conclusion in qualitative research be able to answer the research question in the first, but also not. Because at first, the research question in temporary character and the research in qualitative research was temporary character and will develop after the researcher in the field. In this research, the researcher used a temporary conclusion and final conclusion drawing to make the data valid. Then, show the final draws of conclusion based on Miles and Huberman.

⁶² Sugiyono, *Metode Penelitian Kuantitatif..*, (Bandung: Alfabeta, 2017), p. 249.

⁶³ Sugiyono, *Metode Penelitian Kuantitatif..*, (Bandung: Alfabeta, 2017), p. 249.

⁶⁴ Sugiyono, *Metode Penelitian Kuantitatif..*, (Bandung: Alfabeta, 2017), p. 249.

Figure 3.1
Miles and Huberman Flows



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CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presented about detailed finding and discussion. This research discussed about *the students' learning styles and teacher strategies at eight grade of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen*. This research was obtained by questionnaires, and interview with the students of eight grade in MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen. This chapter was divided into several explanations as below.

A. General Description of the Research Object

MTs Ma'arif Nurul Yaqin is located at Baiturrohim Mosque street, Wahdatutthulab Islamic Boarding School, Pondokgebangsari Kuwarasan Kebumen regency, Central Java. The located is rural area which is contiguous between two Islamic boarding schools, Wahdatut Thulab and Roudhotut Tholabah. This school not only studied about general value but also Islamic knowledge value. Factually, the most of students' in this school came from several regencies such as, Jakarta, Surabaya, Lampung, Tangerang and others.

MTs Ma'arif Nurul Yaqin was built by K.H. Najib Yasin with the committee and personage society around Islamic boarding School. The school has 12 teachers who is the one of them as both the headmaster and Mathematics teacher. The school has the total students is about 141 students who are divided to 74 of female and 67 of male.

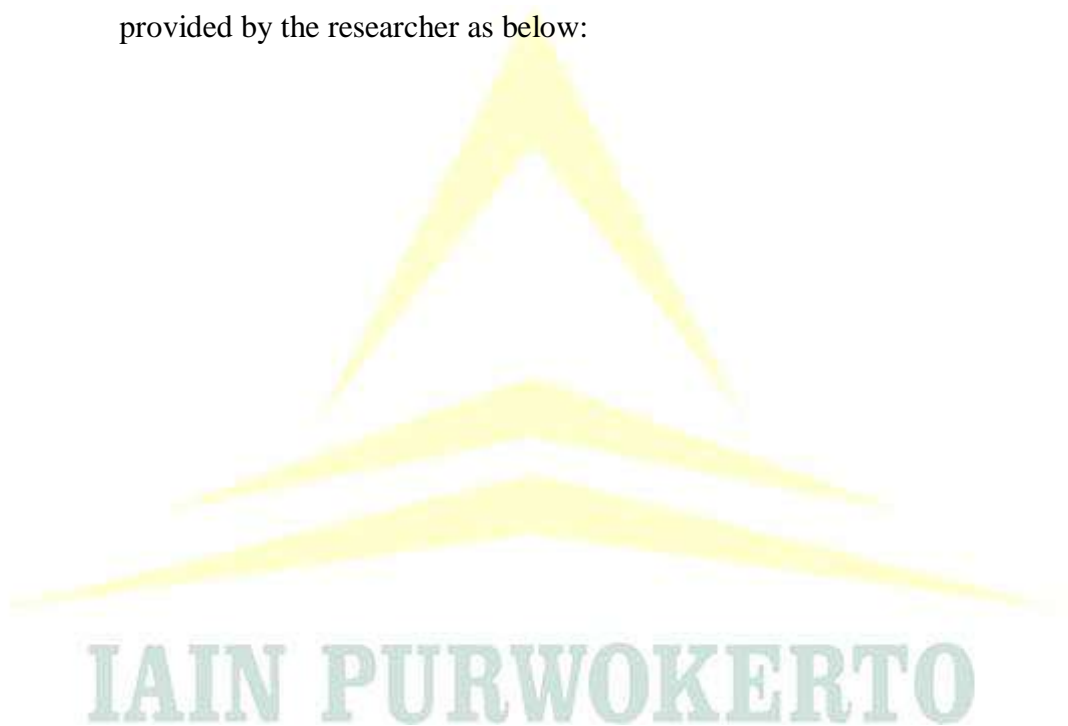
This school obtained "B" accreditation which is yet in constructed process. For the material have been teach are same with the other general school, but in similarity, the material of this school uses K13 as curriculum which have Islamic materials as an addition, Kitab Kuning learning and for the Islamic activity such Dhuha prayer, Ziaroh in several Islamic places and Istighosah.

B. Data Description

The data was obtained with questionnaires which includes percentage of each students' learning styles. The researcher used interview to analyze students' learning style. This research was explanation as below:

1. The Result of Questionnaires

The researcher included 24 questionnaires to analyze the students' learning styles. Each of questions was divided into 8 questions which had classification as visual learning style, auditory and kinesthetic. The students marked the selected categories in the table which has been provided by the researcher as below:



*Table 4.1**The Questionnaire of Students' Learning Styles*

No	Declaration	Categories			Tot.
		Often	Sometimes	Seldom	
1.	I take detailed notes during lectured.	1	28	12	41
2.	I need written directions for task.	6	21	14	41
3.	I understand when the teacher write on the blackboard.	17	17	7	41
4.	I remember something better if I write it down.	11	19	11	41
5.	I have to look at people to understand what they say.	5	17	19	41
6.	When I listen, I visualize pictures, numbers, or words in my head.	9	24	8	41
7.	Charts, diagrams, and map to help me understand what someone says.	19	16	6	41
8.	I remember people faces but not their names.	9	9	23	41
9.	I remember things better if I discuss with someone.	26	13	2	41
10.	I prefer to learn by listening to the teacher than reading.	4	22	15	41
11.	I like to listen to music when I study.	7	10	24	41
12.	I can understand what people say but I cannot see them.	-	20	21	41

13.	I remember people's names but not their faces.	11	19	11	41
14.	I need oral directions for a task.	5	17	19	41
15.	I can identify people by their voices.	16	12	13	41
16.	I listen to the sound more than I watch the screen, when I turn on the TV.	23	12	6	41
17.	I need to eat something when I read or study.	2	19	20	41
18.	I get nervous when I sit still too long.	18	12	11	41
19.	I move my hands when I speak.	13	19	9	41
20.	I think better when I move around.	12	21	8	41
21.	When I speak I move my hands.	12	15	14	41
22.	I have choice standing than sitting.	4	15	22	41
23.	I play with something such pen or others when I study.	7	19	15	41
24.	I have to manipulate objects helps me to remember what someone says.	3	19	19	41

Based on the questionnaire above *the first* part is students' visual learning activity. The purpose of question is to identify and detect the score of visual learning styles of each student. From the questionnaire, based on the activity could be seen the answered of the students prefer chosen in visual activity. If the students have dominant on visual activity, it means the students' have visual learning style. Based on the first part questionnaires, there were 9 students who have a high score of visual learning styles or the explained of the result there were 9 students (22%) from the whole of 41 students who have visual learning style.

The second part of the questionnaire is students' auditory learning activity. The purpose of question is to identify and detect the score of auditory learning styles of each student. From the questionnaire, based on the activity could be seen the answered of the students' prefer chosen in auditory activity. If the students' have dominant on auditory activity, it means the students' have auditory learning style. Based on *second* part questionnaires, there were 15 students who have a high score of auditory learning styles or the explained of the result there were 15 students (37%) from the whole of 41 students who have auditory learning style.

The third part of the questionnaire is students' kinesthetic learning activity. The purpose of question is to identify and detect the score of kinesthetic learning style of each student. From the questionnaire, based on the activity could be seen the answered of the students' prefer chosen in kinesthetic activity. If the students' have dominant on kinesthetic activity, it means the students' have kinesthetic learning style. There were several questions of student in their daily activity. Based on *third* part questionnaire, there were, there were 5 students who have high score on kinesthetic learning style or the explained of the result there were 5 students (12%) from the whole of 41 students who have kinesthetic learning styles.

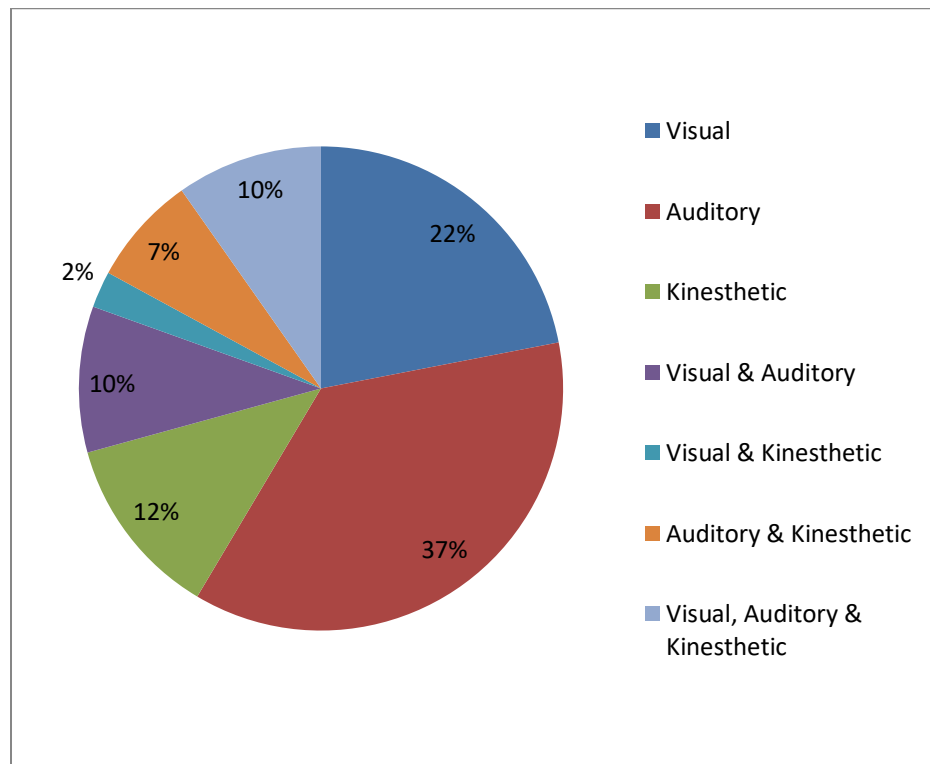
Besides, there are some combinations from several learning styles of the students. *The first*, there were combinations between visual and auditory of students learning styles. Based on the question, the researcher was indicated there were same score of two types of students' learning style. There were 4 students (10%) who have been chosen visual and auditory learning style. The result was presented, the students' need visual learning style in seeing object and need an object as the facilitator to help them. The students' in auditory learning style prefer to make group discussion, talking, and listen to the music. *The second*, there were combinations between visual and kinesthetic of students

learning styles. Based on the question, the researcher was indicated there were same score of two types of students' learning style. There is 1 student (2%) who has been chosen visual and kinesthetic learning style. The result was presented, the students' need an object as the facilitator, moving and use body language during speak.

The third, there were combinations between auditory and kinesthetic of students' learning styles. Based on the question, the researcher was indicated there were same score of two types of students' learning styles. There were 3 students (7%) who have been chosen auditory and kinesthetic learning style. It means, the result was presented, the students prefer listening to music, needs make group discussion and also movement. *The last*, there were combinations between visual, auditory and kinesthetic learning styles. Based on the question, the researcher was indicated there were same score of three types of students' learning styles. There were 4 students (10%) who have been chosen visual, auditory and kinesthetic learning style. It means, the result was presented, the students need more one ways in their learning process.

Based on the explanation above, the percentage of students learning styles showed through the as below on the figure 4.1.

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Figure 4.1***The Percentage of Students' Learning Style***

Based on the percentage above there were 9 (22%) students of visual learning style, 15 (37%) students of auditory learning style, 5 (12%) of kinesthetic learning style, 4 (10%) students of visual auditory learning style, 1 (2%) student of visual kinesthetic learning style, 3 (7%) students of auditory kinesthetic learning style, and the last is 4 (10%) students of visual, auditory and kinesthetic learning style of students. It means the most of students' learning style according to the result of students' percentage is auditory learning style with 15 students' (37%).

2. The Result of Interview

Based on the interview, the researcher found the different answer by the students from every question. The interview held on 24 July 2021. There were 10 interviewers in this research. After the students' know their type of learning styles, their got some benefits as below:

According to Rahma Maulida as visual learning style, she said that in English learning especially in speaking she felt easy and enjoyed during learn. Because, during the learning she prefer to written direction for the task, easy to understand when the teacher write on the blackboard, Rahma also always read and see the pictures or charts in understanding the material was delivered by the teacher. Actually, in teaching speaking the English teacher give some hand-books and hands-out to the students.⁶⁵

According to Faruk Isnaeni as auditory learner, he said when he learn the materials, he always hear the teacher explained than reading. He also felt very enjoy learn with listen to music when he studied, besides such as sing a song. But, because the school have basically boarding school, so the English learning process still lack in using multimedia in their learning process. Faruk Isnaeni hopefully, from the school especially the English teacher could to give a video or short film in teaching speaking. Besides, the students can learn enjoy and also make them more easy to understanding the material without boring.⁶⁶

In other hand, according to Annisa Fitri as auditory learner, she said felt very easy in learning process with small group discussion. It mean, using group discussion during learning process, can make us more easy to understanding the material, and also can make good communication with the other friends. Besides that, Annisa said they can learn more about how to make a good cooperation and know how to accepted and rejected the others opinion. In other hand, the benefit of

⁶⁵ Interview with Rahma Maulida, the eight grade student of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen, at 25/07/2021, 11.00 a.m

⁶⁶ Interview with Faruk Isnaeni, the eight grade student of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen, at 25/07/2021, 11.00 a.m

group discussion is they can develop the students self-confidence and comfortable during practice in front of the class.⁶⁷

According to Tohirotun Ni'matus Sangadah as visual learner, she felt very excited and easy to learn with flashcards. Because, to learn with flashcards, Tohirotun said make her and friends more interesting because to learn English is need to playing games such as using flashcards. Besides, use flashcards can develop their speaking also adding the vocabulary and gives more knowledge to describe the picture of the card.⁶⁸

Another visual learner Sunarti also felt more easily to learn English with her book. Because, the teacher always write down the materials and makes her to write the important point of teacher explained based on the book. Besides, through book make increases our knowledge and she said never feel difficult during English learning process. In other hand, through a book become a second step to help students to understand the material.⁶⁹

According to Syfa Azkia as auditory learners, she felt very helped during listen to friends or through music. She felt enjoy when the teacher ask to the students to explained the material. Besides, Syfa said she more excited and enjoyable during the teacher ask to them to listen the music and the students should to repeat together. So, in English learning not only reading the text, but also learn with sing a song in English language.⁷⁰

In other auditory learner, Zahrani Ulya Rahmatika said, she needs oral direction in English learning process. She hopes to understand the material before do the task, the teacher need to gives more explained with

⁶⁷ Interview with Annisa Fitri, the eight grade student of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen, at 25/07/2021, 11.00 a.m

⁶⁸ Interview with Tohirotun Ni'matus Sangadah, the eight grade student of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen, at 25/07/2021, 11.00 a.m

⁶⁹ Interview with Sunart, the eight grade student of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen, at 25/07/2021, 11.00 a.m

⁷⁰ Interview with Syfa Azkia, the eight grade student of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen, at 25/07/2021, 11.00 a.m

oral direction. It aims to make students more easily to do the task without difficulties. As the English teacher, they needs give more attention to the students during needs more explanation.⁷¹

According to Ayu Citra Ikomatur Rohmah as kinesthetic learners, she felt little difficult, because in English learning are often study based on the book and written down the material. Whereas, Ayu often to practice with her friends. In other hand, Ayu hopes the teacher can develop the method of English learning, such as using games or play role. It aims to make students' more excited to learn English and also get self-confidence during speak up.⁷²

According to Andika Saputra as visual learners, he said that he enjoyed the material with reading a book. He said the teacher often to ask him to reading a book. Because with reading a book can increases the knowledge and more and very helped to remembering the material. Andika hopes, he teacher often ask students to reading text.⁷³

According to Helmi Fauzan Mu'afa as kinesthetic learning style, he more felt comfortable to standing than sitting when presentation their task. Besides, Hemi also often to movement or touch him friends to get their attention. In other hand, it also one of the ways to make more focus to understand the material.⁷⁴

Not only from students' interviewing the researcher gained the data of information about how the teacher accommodation the students' learning style and teacher strategy in teaching speaking. Mr. Attabik Imam Zuhdi said, there realized there were differences ways in teaching speaking. The differences on students' learning style give several benefits

⁷¹ Interview with Zahrani Ulya Rahmatika, the eight grade student of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen, at 25/07/2021, 11.00 a.m

⁷² Interview with Ayu Citra Ikomatus Rohmah, the eight grade student of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen, at 25/07/2021, 11.00 a.m

⁷³ Interview with Andika Saputra, the eight grade student of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen, at 25/07/2021, 11.00 a.m

⁷⁴ Interview with Helmi Fauzan, the eight grade student of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen, at 25/07/2021, 11.00 a.m

in English learning process. She said there were different method or strategy in teaching speaking. During the English class, Mr. Attabik Imam Zuhdi give book or hands-book to the students and explained clearly. She asked the students to read a book, and the teacher explained what the students read. Sometimes, Mr. Attabik Imam Zuhdi give question and answer with the students to increase their speaking skills. In other hand, Mr. Attabik Imam Zuhdi also make a group, role play, or question and answer in English learning process. This method is used aims to give big effect to the student knowledge, although the students still lack of self-confidence but the teacher believed that students' are capable to do it.

The result of interview above, the researcher concluded that the students' learning style give big effect to their knowledge and have benefits to learn better than before. In other hand, there were the contribution of students' learning style on their speaking in English learning style that the researcher found from the questionnaire and interview with 10 students' of eight grade in MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen. That is all will explained as follow.

Visual learners feel enjoyed to reading a text, because they can learn to speaking carefully. They also feel easy to understanding with written down the material was delivered by the teacher, it aims to increase their writing skill. Besides, they feel excited and enjoyed to learn English with describing the pictures. It aims to increasing the students' vocabulary and also their speaking. It also use the cards in their learning process to understand the materials easily such as makes a greeting cards.

Auditory learners feel enjoyed to hearing the teacher explained than to reading a book. They also can listen carefully what the teacher explained the material, discuss with friends, listen to the music, telling story, and also repeat vocabulary with other friends. They can also practice with their friends such as make it into script dialogue, and then they should to practice in front of the class. Or the teacher asks to the

students to sing a song together. It aims to make the students more active than before and also develop students potential in English learning.

In this phase kinesthetic learners usually use games in English learning process. As we know to make students' not boring in the learning, usually the teacher have other ways to make fun learning, the one of them with using games, such as chain words games or role play games. Based on the explanation above, as we know, the accommodation of students' learning style and the teacher strategy in teaching speaking were use different method. In this research, the teacher not only using conventional methods, it means such teacher entered but also the teacher use different strategy. In other hand, the teacher also use methods in English learning such as discussion, conversation, role play, games or question and answer. Sometimes, the teacher also use various media to support in English learning, such as, card, picture, song, or flash cards. It can be concluded the teacher accommodate the students' learning styles with various method and media of learning. Based on the result, the teacher used the strategy of question and answer according to students' auditory learning styles. Besides, the teacher also used media flashcards according students' visual learning style. So, it makes the English learning interesting and fun.

C. Discussion

In this phase, the discussion based of the result of this research. It explained about the effect of learning style towards students speaking skills in eight grades of MTs Ma'arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen. According to the finding of the result, the researcher determined that there is no significant impact of students speaking skill in eight grades in MTs Ma'arif Nurul Yaqin. The researcher used questionnaire to find students' learning style.

According to the Kurniawan's theory on chapter two, there are three types of learning styles in students. There were visual learning style, auditory learning style, kinesthetic learning style. Based on the finding, the researcher

found there were 9 students (22%) of visual learning style. It means, the students learn through viewing something to help them in catch the point, for examples through books, reading newspaper, watch the video or films, and others. It is same with R. Sims and J. Sims in state that visual learners can understand through seeing position, shape, numeral, and color.

Besides, there were 15 students (37%) who have auditory learning style. In auditory learning style, they learn according to listen the media. It includes listen to audio, discussion, listen the teacher's explanation, instructions for the teacher, and listening recording. It is same with the statement of DePorter and Hernacki that several kinds of auditory such as music, intonation, rhythm, rhyme, internal dialog also the explanation from the teachers/lectures it is an auditory learner.

The student of kinesthetic learning style, there are 5 (12%) students who have kinesthetic learning style. In this phase, according to Reid, the students learn by understanding based on the physical way of doing something. It means, they can learn by practice, doing, movement, touching or role-playing. It is same with the statement of DePorter and Hernacki, all kinds of movement, emotion are created, should be memorized such movement, coordination, rhyme, emotional expressions, and physical pleasure are the kinesthetic.

The researcher explained that of three types of learning styles, the researcher also found the other types. There were 4 (10%) students who have visual auditory learning style, 1 students' (2%) of visual kinesthetic learning style, 3 students' (7%) of auditory kinesthetic learning style, and the last is 4 students' (10%) of visual auditory and kinesthetic learning style. There was explained that students easy in their learning more than with one ways.

The researcher also found how the teacher to accommodate students' learning styles and teacher strategy in teaching speaking. Based on the interview with the English teacher, the researcher found the teacher use different method or strategies in teaching speaking such as using discussion, conversation, games, teacher explaining, question and answer, and role play.

The teacher also found to accommodate students' learning style using media such as, describing pictures, flashcard, or sing a song. Based on the result, the teacher used the strategy of question and answer according to students' auditory learning styles. Besides, the teacher also used media flashcards according students' visual learning style. Based on the result, it means to know the students' learning style is so important to find out the suitable method or strategies in English learning process. Besides, it aims to make the learning process more interesting and fun.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research with the title “*Students’ Learning Styles and Teacher’s Strategies In Teaching Speaking at Eight Grade Of MTs Ma’arif Nurul Yaqin Pondokgebangsari Kuwarasan Kebumen*” the researcher conducted two points of this research.

Firstly, the result of the questionnaire of learning style is to find the percentage. Based on 41 students, there were 9 (22%) students who marked visual learning style, 15 (37%) students who marked auditory learning style, 5 (12%) students who marked kinesthetic. Besides, the researcher also found the other learning styles, there were 4 (10%) students who marked visual auditory learning style, 1 (2%) student who marked visual kinesthetic learning style, 3 (7%) students who marked auditory kinesthetic learning style, and 4 (10%) students who marked visual, auditory and kinesthetic learning styles. It included that auditory dominated the percentage of students’ learning styles which obtained 15 (37%) students.

Secondly, the researcher also know how the teacher strategy in teaching speaking. In other that, know how to teacher accommodate the students’ learning style in English learning especially in speaking. Based on the result, the teacher used the strategy of question and answer according to students’ auditory learning styles. Besides, the teacher also used media flashcards according students’ visual learning style.

In other word, to find out students’ learning styles is important by the teacher. Because, the teacher be able to find out and choose the suitable strategies to teach in the classroom.

B. Suggestion

The researcher hopes, this research could be benefit to the English teacher, for researcher school, and other researchers. This research was explanation as below:

1. English teachers

This research can give additional ways for English teacher to teach English, especially in students speaking and the result of the teacher is expected can to measure how far the students' speaking skills. The teacher can makes easy in the students learning process.

2. For researcher

This research can be used the researcher to know more about the best of learning styles can be used by students' on their speaking skills.

3. For other researchers

For other researchers, this research can be reference for them which is their research was related. This research, hopefully the other researchers can find out the most learning style in students English learning better than this research.

4. For the school

Hopefully, this research could help this school to resolve several problems in English learning, especially to develop students speaking skills.

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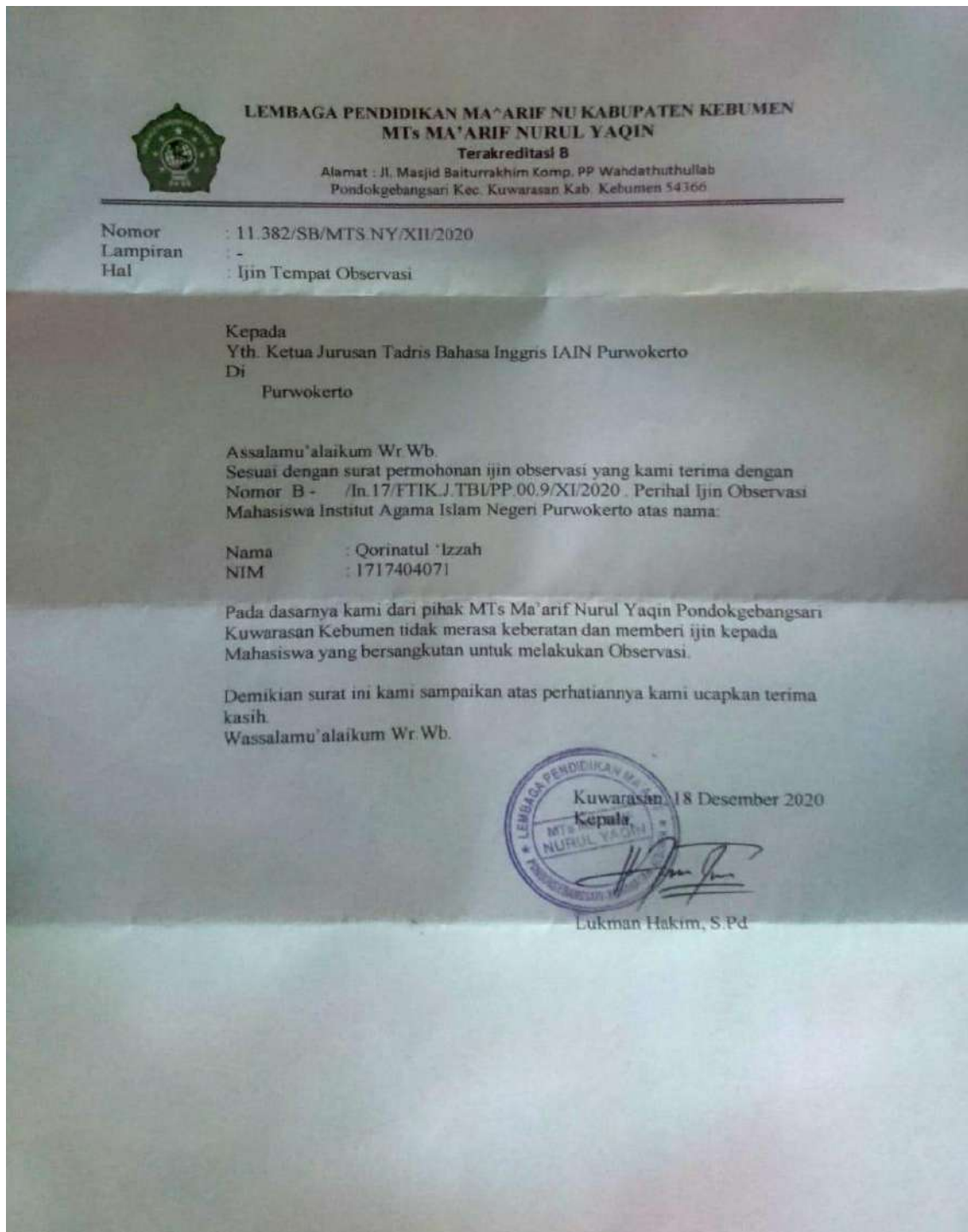
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APPENDIXES

Appendix 1

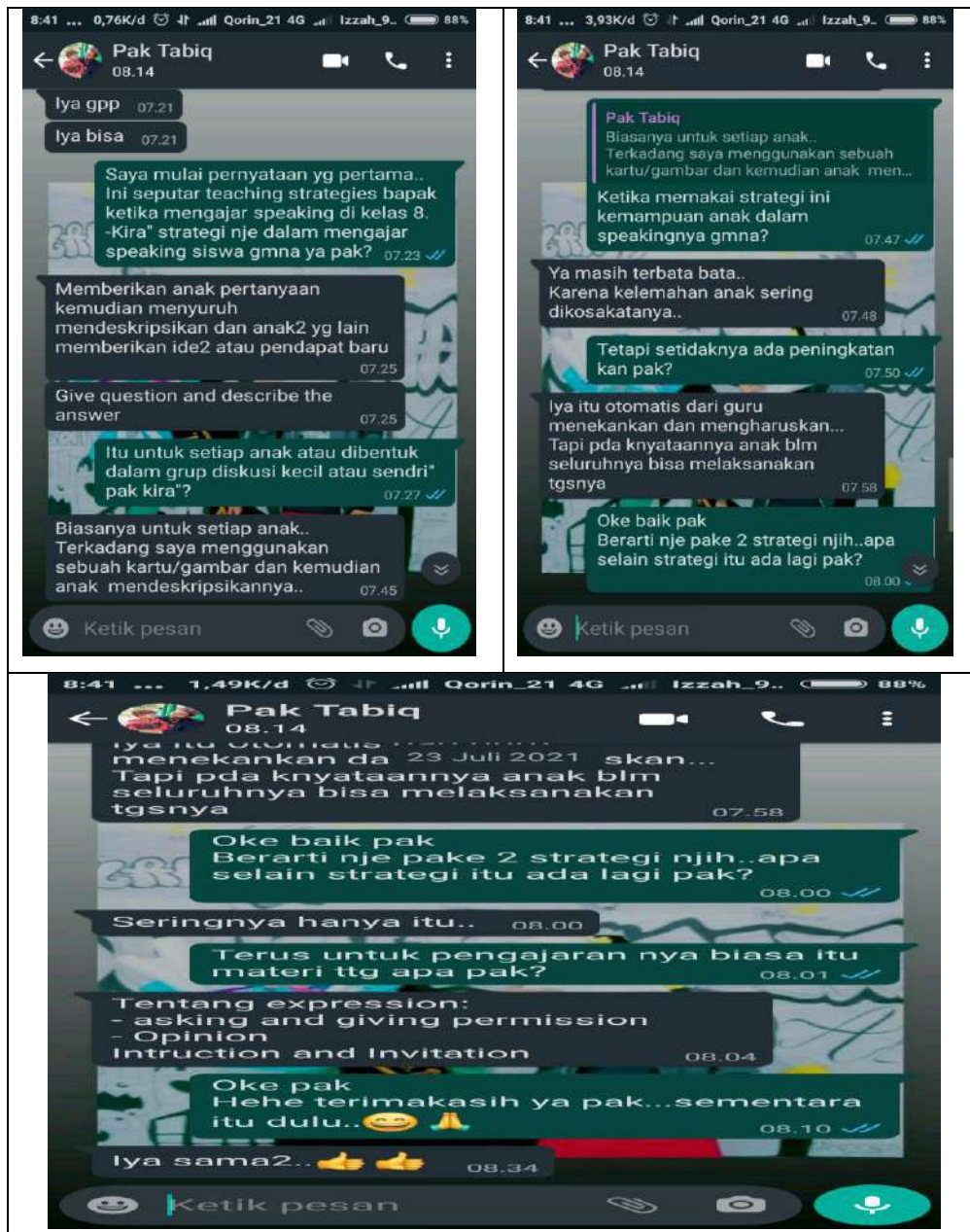
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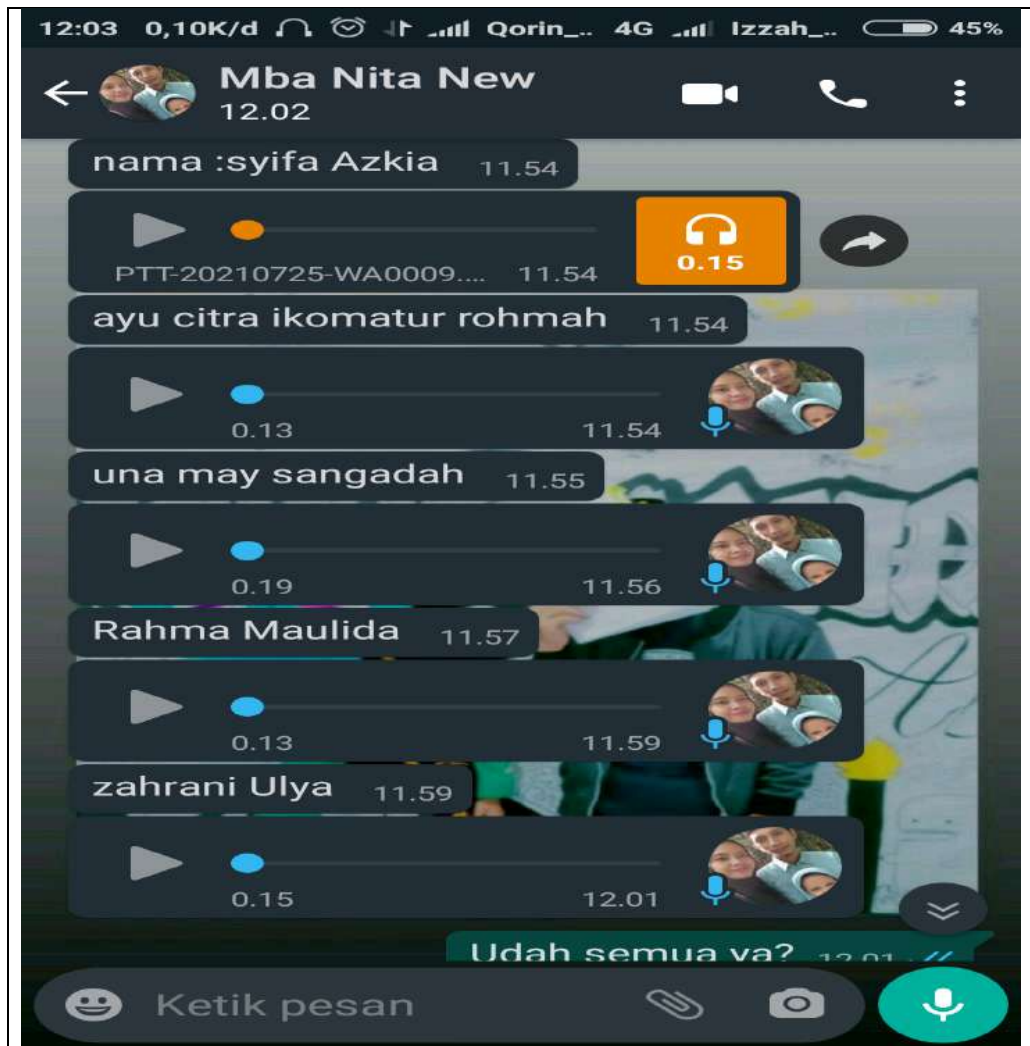
Appendix 2

Result Interview

1) Interview with English teacher



2) Interview with the students



Appendix 3

Documentation of the research





Appendix 5

CURRICULUM VITAE

Personal data

:

Name : Qorinatul 'Izzah

Students Number : 1717404071

DoB : Kebumen, December 21th 1998E-mail : qorinatulizzah@gmail.com

Telp : 082241155314

Education

:

2006-2011 : Program Islamic School (MI) Pondokgebangsari, Kuwarasan, Kebumen.

2011-2013 : Program Islamic Junior High School (MTs) Pondokgebangsari, Kuwarasan, Kebumen.

2013-2017 : Program Islamic High School (MA) Pondokgebangsari, Kuwarasan, Kebumen.

2017-2021 : English Education Study Program Faculty of Tarbiya and Teacher Training State Institute Islamic Studies (IAIN) Purwokerto.

The questionnaire of students' Learning Styles

Name : Nadita Tahisya Virginia

Class : ~~X~~ VIII B

School : NTS Nurul Yaqin

No	Declaration	Categories		
		Often	Sometimes	Seldom
1.	I take detailed notes during lectured.		✓	
2.	I need written directions for task.		✓	
3.	I understand when the teacher write on the blackboard.	✓		
4.	I remember something better if I write it down.		✓	
5.	I have to look at people to understand what they say.			✓
6.	When I listen, I visualize pictures, numbers, or words in my head.		✓	
7.	Charts, diagrams, and map to help me understand what someone says.	✓		
8.	I remember people faces but not their names.	✓		
9.	I remember things better if I discuss		✓	

	with someone.			
10.	I prefer to learn by listening to the teacher than reading.		✓	
11.	I like to listen to music when I study.			✓
12.	I can understand what people say but I cannot see them.			✓
13.	I remember people's names but not their faces.		✓	
14.	I need oral directions for a task.		✓	
15.	I can identify people by their voices.		✓	
16.	I listen to the sound more than I watch the screen, when I turn on the TV.	✓		
17.	I need to eat something when I read or study.		✓	
18.	I get nervous when I sit still too long.		✓	
19.	I move my hands when I speak.		✓	
20.	I think better when I move around.		✓	
21.	When I speak I move my hands.			✓
22.	I have choice standing than sitting.			✓
23.	I play with something such pen or others when I study.		✓	
24.	I have to manipulate objects to help me remember what someone says		✓	

The questionnaire of students' Learning Styles

Name : *Ahmad Husyimi Rafsanjani*

Class : *VIII A*

School : *MATS Nurul Yaqin*

No	Declaration	Categories		
		Often	Sometimes	Seldom
1.	I take detailed notes during lectured.		✓	
2.	I need written directions for task.			✓
3.	I understand when the teacher write on the blackboard.	✓		
4.	I remember something better if I write it down.	✓		
5.	I have to look at people to understand what they say.		✓	
6.	When I listen, I visualize pictures, numbers, or words in my head.	✓		
7.	Charts, diagrams, and map to help me understand what someone says.		✓	
8.	I remember people faces but not their names.		✓	
9.	I remember things better if I discuss	✓		

	with someone.			
10.	I prefer to learn by listening to the teacher than reading.	✓		
11.	I like to listen to music when I study.			✓
12.	I can understand what people say but I cannot see them.			✓
13.	I remember people's names but not their faces.		✓	
14.	I need oral directions for a task.			✓
15.	I can identify people by their voices.	✓		
16.	I listen to the sound more than I watch the screen, when I turn on the TV.	✓		
17.	I need to eat something when I read or study.		✓	
18.	I get nervous when I sit still too long.		✓	
19.	I move my hands when I speak.	✓	✓	
20.	I think better when I move around.		✓	
21.	When I speak I move my hands.		✓	
22.	I have choice standing than sitting.	✓		
23.	I play with something such pen or others when I study.		✓	
24.	I have to manipulate objects to help me remember what someone says			✓

Nomor : B- /In.17/FTIK.J.TBI/PP.00.9/XI/2020 Purwokerto, 06 November 2020
Lampiran : --
Hal : *Permohonan Ijin Observasi Pendahuluan*

Kepada Yth.
Kepala MTs Ma'arif Nurul Yaqin Pondokgebangsari Kewarasan Kebumen
Di
Kebumen

Assalamu'alaikum wr.wb.

Diberitahukan dengan hormat bahwa, dalam rangka pengumpulan data guna penyusunan skripsi mahasiswa kami :

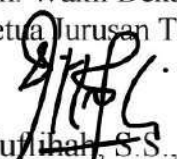
1. Nama : Qorinatul 'Izzah
2. NIM : 1717404071
3. Semester : VII (Tujuh)
4. Jurusan/Prodi : Tadris Bahasa Inggris
5. Tahun akademik : 2020

maka kami memohon kepada Bapak/Ibu untuk berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek : Siswa
2. Tempat/Lokasi : Madrasah Tsanawiyah Nurul Yaqin
3. Tanggal Observasi : 13


Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.
Wasalamu'alaikum wr. wb.

A.n. Wakil Dekan Bidang Akademik
Ketua Jurusan Tadris Bahasa Inggris



Mufidah, S.S., M.Pd.
NIP. 197209232000032001

Tembusan :
- Arsip

	IAIN.PWT/FTIK/05.02.
	Tanggal Terbit : 06 November 2020
	No. Revisi :

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI

No. B.404/In.17/FTIK.J..TBl...../PP.00.9/ II /2021

Yang bertanda tangan di bawah ini, Ketua Jurusan/Prodi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

THE EFFECT OF LEARNING STYLES TOWARD STUDENTS' SPEAKING SKILLS IN MTS MA'ARIF NURUL YAQIN PONDOKGEBANGSARI KUWARASAN KEBUMEN

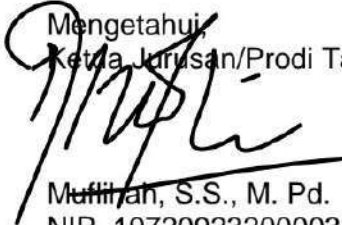
Sebagaimana disusun oleh:

Nama : Qorintul 'Izzah
NIM : 1717404071
Semester : VII
Jurusan/Prodi : FTIK/Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 08 Januari 2021

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 25 Februari 2021.

Mengetahui,
Ketua Jurusan/Prodi Tadris Bahasa Inggris

Muffidah, S.S., M. Pd.
NIP. 197209232000032001

Pengajar

Muffidah, S.S., M. Pd.
NIP. 197209232000032001



IAIN.PWT/FTIK/05.02
Tanggal Terbit : diisi tanggal
No. Revisi : 0



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat: Jl. Jend. A. Yani No. 40 A Telp. (0281) 635624 Fax. (0281) 636553 Purwokerto 53126

SURAT KETERANGAN

No. B-876/In.17/WD.I.FTIK/PP.009/V/2021

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Qorinatul 'Izzah
NIM : 1717404071
Prodi : Tadris Bahasa Inggris

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Jum'at, 21 Mei 2021
Nilai : B+

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 21 Mei 2021

Wakil Dekan Bidang Akademik,



Dr. Suparjo, M.A.

NIP. 19730717 199903 1 001



SERTIFIKAT

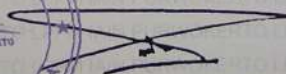
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Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Institut Agama Islam Negeri Purwokerto menyatakan bahwa :

Nama : QORINATUL `IZZAH
NIM : 1717404071
Fakultas / Prodi : FTIK / TBI

TELAH MENGIKUTI

Kuliah Kerja Nyata (KKN) Angkatan Ke-46 IAIN Purwokerto Tahun 2020
dan dinyatakan LULUS dengan Nilai **90 (A)**.

Purwokerto, 13 November 2020
Ketua LPPM,

Dr. H. Ansori, M.Ag.
NIP. 19650407 199203 1 004





**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH**

Alamat : Jl. Jend. A. Yani No. 40 A Purwokerto 53126
Telp : 0281-635624, 628250, Fax : 0281-636553, www.iainpurwokerto.ac.id

SERTIFIKAT

Nomor: B-205/In.17/UPT.MAJ/Sti.011/II/2018

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

QORINATUL 'IZZAH

1717404071

MATERI UJIAN	NILAI
1. Tes Tulis	89
2. Tartil	85
3. Kitabah	75
4. Praktek	80

Sebagai tanda yang bersangkutan telah **LULUS** dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI).

NO. SERI: MAJ-G1-2018-201

Purwokerto, 26 Februari 2018
Mudir Ma'had Al-Jami'ah,

Drs. H. M. Mukti, M.Pd.I
NIP. 19570521 198503 1 002