

**THE CORRELATION BETWEEN STUDENTS'
LEARNING STYLES AND SPEAKING ABILITY
(A Descriptive Research at the Third Semester Students of English
Education Department at Muhammadiyah University of Makassar)**



A Thesis

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of the Requirement for Degree of
Sarjana Pendidikan*

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**UNIVERSITAS MUHAMMADIYAH MAKASSAR
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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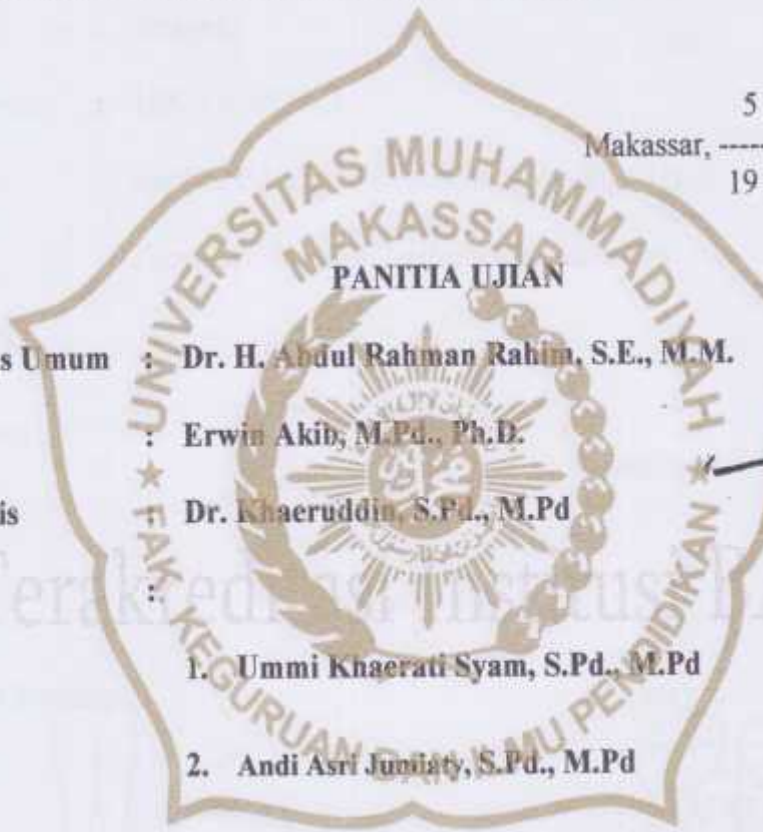
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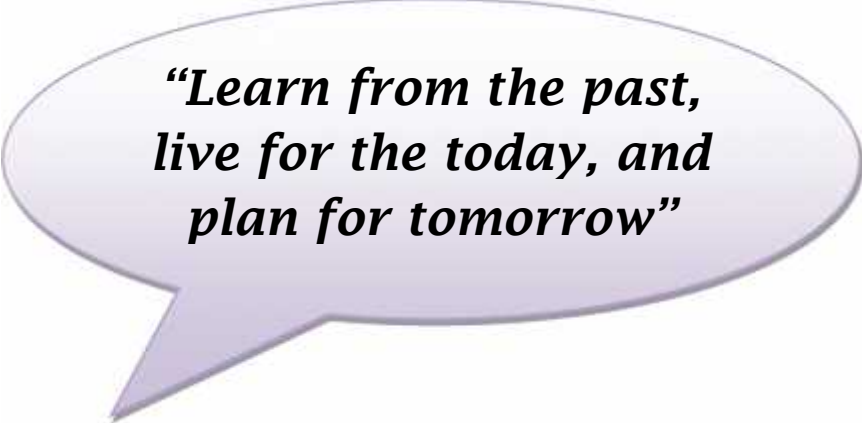
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MOTTO



***“Learn from the past,
live for the today, and
plan for tomorrow”***

I dedicated this thesis for my parents, my family's and my best friends who always give me a pray and support to achieve my wish to be real until finally I got degree S.Pd.

ABSTRACT

ARAYANI, 2018. English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Thesis. *The Correlation between Students' Learning Styles and Speaking Ability (A Descriptive Research at the Third Semester Students of English Education Department at Muhammadiyah University of Makassar)*. Guided by Ummi Khaerati Syam and Saiful.

The students' difficulty in learning language is mainly because the teacher focuses more on teaching the skills in English that are listening, reading, speaking and writing, without attention to the students characteristic in learns. To teach the material to the students, the teacher needs to know their students' learning styles. It will helps the teacher easier to choose what method that suitable for the english subject. So, the researcher interest to conduct a research: *The Correlation between Students' Learning Styles and Speaking Ability*. There are 3 types of Learning Styles that is Visual, Auditory, and Kinesthetic. Meanwhile, in speaking ability are pronunciation, grammar, fluency, and vocabulary. The objective of this research is investigate whether or not the correlation between students' learning styles and speaking ability at the third semester English Department, Muhammadiyah University of Makassar. The design of this research is descriptive quantitative research, where the researcher presented data in numerical and descriptive form. Instrument of the research are questionnaires and test of speaking ability. The result of the research that R_{xy} higher than T_t or $R_{xy} > T_t = 0.416 > 0.374$. H_a is accept and H_o is reject. There is significance correlation between Students Learning Styles and Speaking Ability at the third semester, English Department Muhammadiyah University of Makassar. The conclusion it shows that there is a medium or enough correlation between two variables.

Keywords: *Learning Styles, Speaking Ability, Students of English Department*

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The researcher finished her thesis entitled "**The Correlation between Students' Learning Styles and Speaking Ability (A Descriptive Research at the Third Semester Students of English Education Department at Muhammadiyah University of Makassar)**" which is aimed to complete a partial fulfillment for Degree of Strata-1 (S1) in the Faculty of Teacher Training and Education.

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Makassar, 9 February 2018

The Writer

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CHAPTER 1

INTRODUCTION

A. Background

Language learning is an innate capacity that people are programmed to acquire language to their built knowledge of a Universal Grammar. It means knowledge 'competence', to distinguish it from what might actually be said on a particular occasion. The role of language in learning cannot be over emphasized. Language is the prime resource teachers have and use for mediating learning. When learning languages, then, teachers and students are working with language simultaneously as an object of study and as a medium for learning.

Language functions as a means of international communication by at least two people. In a smaller group, whose members share the language, there are likely no difficulty in using language when people are process communication. In this case, the international language are very need, especially the international ones that are most widely spoken in the world. One of the international language is the English language because of numerous reasons such as studying at an English medium university or living in a foreign country (Scarino & Liddicoat, 2009).

English language is one of the subjects at University level. The students need English to access information, broaden knowledge, and promote international relationship in order to fulfill their expectation to meet their future challenges. English as a foreign language which is not used for daily communication implicates to the using English in community. The students

get very limited time to practice using English because it is not used in the public. Thus most of the students have less ability in English. The case is that students english department context have difficulty in learning language.

The students' difficulty in learning language is mainly because the teacher focuses more on teaching the skills in English that are listening, reading, speaking and writing, without attention to the students characteristic in learns. Moreover, the teacher also does not know how to apply the suitable teacher methods in the classroom. To teach the material to the students, the teacher needs to know their students' learning styles. It will helps the teacher easier to choose what method that suitable for the english subject. Base on the skill, speaking is one of the most important skill in language learning.

Speaking is operationally in this study as the secondary stage students' ability to express them orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language. Speaking starts with practicing and drilling set phrases and repeating models. It also means communicating with others in situations where spontaneous contributions are required. So, fluent speakers have to learn not only language but also what the appropriate things are to say in certain situation. It is difficult and lengthy process to master all sub skills (Pinter, 2006).

Students learn in many different ways. Some students are visual learners, while others are auditory or kinaesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures or learns more

effectively through the eyes (seeing). Auditory learn more effectively through the ear (hearing). Kinaesthetic learners learn more effectively through concrete complete body experience (Reid, 1995). Students can prefer one, two, or three learning styles. Because of these different learning styles, it is important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes.

According to Reid (1995: 5) states as follow:

Learning styles as “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment”.

While we use all of our senses to take in information, we all seem to have preferences in how we learn best. In order to help all students learn, we need to teach to as many of these preferences as possible, when we think about a typical university course, it is rare to find all three of the seapproaches to learning incorporated into a class. While it may seem impossible to do this, it can be done through thoughtful planning and preparation. It does force us to conceptualize the class differently with a focus on the variety of ways in which students learn. The various inventories on learning styles allow teachers to gain insight into which areas they can use further development in and which are already well developed (Cuaresma in Gilakjani, 2012).

Therefore this about study aims at investigating ***The Correlation between Students' Learning Styles and Speaking Ability.***

B. Problem Statement

This research problem of the study is formulated as follow:

Is there any correlation between students' learning styles and speaking ability at the third semester students of English education department at Muhammadiyah University of Makassar?

C. Objective of The Research

The objective of this research is to investigate whether or not the correlation between students' learning styles and speaking ability.

D. Significance of The Research

The significances of this research are:

1. For students, as a measuring tool and motivate students to further improve their ability, especially in speaking and their behavior in study will be better because they have known their learning styles in speaking ability. Especially for students of English Department.
2. For educational institutions, this research will be a reference for the teachers/lecturers to take method in the classrom which suitable for students' learning styles.
3. For the researchers, this study serves as information on how the correlation of students' learning styles and speaking ability for English Department Muhammadiyah University of Makassar. In addition, the result of the research can be used for further reseacher who is interested in conducting in similiar case study.

E. Scope of The Research

This research will conduct correlation learning styles (Visual, Auditory, and Kinesthetic) and speaking ability (Pronunciation, Grammar, Fluency, and Vocabulary). According to Gilakjani (2011) there are three main learning styles: visual, auditory, kinesthetic. The definitions of these learning styles are as follows: Visual, learners think in pictures and learn best in visual images. Auditory, learners discover information through listening and interpreting information by the means of pitch, emphasis and speed. Kinesthetic, learn best with and active “hands-on” approach. Meanwhile, according to Harmer (2001) Speaking Ability as fluency required to reach the goal of the conversation.

CHAPTER II

REVIEW OF LITERATURE

A. Research Related Findings

According to Vaezi (2015) in “Iranian EFL Learners’ and Teachers’ Sensory Preferences and the Learners’ Speaking Ability” found that matching Iranian EFL learners' and teachers' sensory preferences (VAK) had a significant effect on the learners' speaking ability. The focus of this study was sensory preferences. Other studies are needed to investigate the effects of a match between students' other learning styles and individual differences with that of their teachers on their achievement. Another line of research can focus on developing specific activities for each style and investigate their effects on students' language learning.

Samadian & Birjandi (2015) in “Iranian English Foreign Language Learners’ Learning Style Sensory Preferences and Their Speaking Strategy Use across Proficiency” that

There are two studies were conducted to probe the relationship between learning styles and strategy use. The first study revealed a statistically significant relationship between EFL learners’ affective strategy and their learning style. The second study revealed that matching Iranian EFL learners’ and teachers’ sensory preferences (VAK) had a significant effect on the learners’ achievement in speaking. Based on the results of the present study and to some extent in findings, it was concluded that there was a moderate interaction between proficiency levels and preference of language learning strategies on the learning styles of the Iranian EFL learners.

According to Ghaedi & Jam (2014) in “Relationship between Learning Styles and Motivation for Higher Education in EFL Students” The analysis results show that, there is a significant relationship between learning styles

and motivation for higher education. As the results show, the highest correlation belong to visual learning styles that is, visual learners have more motivation for higher education. Because visual learners prefer reading over other skills, so they could study large volume of books which is necessary for higher education. Therefore based on the obtained results the null hypothesis was rejected.

According to Phantharakphong (2012) in “English learning styles of high and low performance students of the faculty of education, Khon Kaen University” found there have been relationships among four learning styles and they could be able to apply in teach management to conform to students’ English learning styles integrally and creatively.

Considering the performance, high performance students answered that they got high scores in Kinesthetic learning style because they thought that practicing or doing the activities helped them understand the contents more than remembering. Moreover, taking an action in class was similar to practicing four English skills (listening, speaking, reading and writing) which maybe caused them get high scores in English learning.

Low performance students preferred various English learning styles or Multimodal such as learning from visual, listening, speaking, reading, or writing. They liked to do various activities. When the relationship between English learning styles and English learning achievement had been studied, it could be caused by the wrong selection of learning styles in each class. Otherwise, it might be the result of teaching methods which did not match English learning styles of students.

Based on some findings above, some explanation about learning styles and speaking ability. For the first finding, it explain Iranian EFL learners' and teachers' sensory preferences and the learners' speaking ability. The second finding about Iranian english foreign language learners' learning style sensory preferences and their speaking strategy use across proficiency. The third finding is relationship between learning styles and motivation for higher education in EFL students. And the fourth is English learning styles of high and low performance students of the faculty of education, Khon Kaen University.

Every finding there is same variable either students' learning styles or speaking. Some resercher conclude that show a correlation between learning styles and students performance in the class. Then, there are significant correlation between learning styles and motivation in learn. In addition, the crucial aim of this study was to discuss the importance of selection the learning styles in development of autonomous learning, especially in speaking.

Despite the similiarity, there are also differences of the findings. The different are no research that explain about correlation between students' learning styles and speaking ability for every finding. Just explain one of the variable (students' learning styles or speaking ability) toward the other variable.

B. Concept of Learning Styles

Many researchers have tried to define the terms of learning styles from different perspectives based on the different rationales: 1) Bichler (Shahtalebi

& Javadi, 2014: 246) defined learning styles as “individualistic approaches used by learners for informational processing in learning new ideas”. 2) Keefe in Tuan (2011: 286) portrays learning styles as both a learner characteristic and an instructional strategy. As a learner characteristic, learning styles is an indicator of how a learner learns and likes to learn. As an instructional strategy, it informs the cognition, context, and content of learning. 3) Reid (1995: 5-6) defined learning styles as “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment”.

Learning styles may be defined in multiple ways, depending upon one’s perspective. Here are a few definitions of learning styles. Brown (Gilakjani, 2012: 105) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning styles preference is one aspect of learning styles, and refers to the choice of one learning situation or condition over another.

Celcia in Gilakjani (2012: 105) defines learning styles as the general approaches for example, global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject. The manner in which a learner perceives, interacts with, and responds to the learning environment. Mackeracher in Gilakjani (2012: 105) defined learning styles are sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment”.

The following of theory and concept about learning styles:

1. Kolb's Learning Style

David Kolb published his learning styles model in 1984 from which he developed his learning style inventory. Kolb's experiential learning theory works on two levels: a four stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences.

“Learning is the process whereby knowledge is created through the transformation of experience” (Kolb in McLeod, 2013: 38).

- a) Concrete Experience (a new experience of situation is encountered, or a reinterpretation of existing experience).
- b) Reflective Observation (of the new experience. Of particular importance are any inconsistencies between experience and understanding).
- c) Abstract Conceptualization (Reflection gives rise to a new idea, or a modification of an existing abstract concept).
- d) Active Experimentation (the learner applies them to the world around them to see what results).

Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions)

which are then (4) used to test hypothesis in future situations, resulting in new experiences.

Kolb's learning theory sets out four distinct learning styles, which are based on a four-stage learning cycle (see above). Kolb explains that different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style. For example, social environment, educational experiences, or the basic cognitive structure of the individual.

Whatever influences the choice of style, the learning style preference itself is actually the product of two pairs of variables, or two separate 'choices' that we make, which Kolb presented as lines of axis, each with 'conflicting' modes at either end: A typical presentation of Kolb's two continuums is that the east-west axis is called the Processing Continuum (how we approach a task), and the north-south axis is called the Perception Continuum (our emotional response, or how we think or feel about it).

2. General Learning Styles

There are three main learning styles; visual, auditory, and kinaesthetic. The definitions of these learning styles are as follows (Gilakjani, 2011: 469-470):

a) Visual

Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal such as body language to help with understanding. Sometimes, visual learners

favour sitting in the front of the classroom. They also take descriptive notes over the material being presented.

b) Auditory

These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.

c) Kinaesthetic

Individuals that are kinaesthetic learn best with an active “hands-on” approach. These learners favour interaction with the physical world. Most of the time kinaesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

3. Visual, Auditory and Kinesthetic (VAK) Model

VAK (Visual, Auditory, and Kinesthetic) model is one of the most popular models for gauging the learners’ different learning styles. Based on this model, all learners draw on one of the three major modalities, i.e. Visual, Auditory, or Kinesthetic, to acquire and learn new information and experiences. The claim set forth by this model is that one or two of these styles might be dominant in a learner, which, in turn, signifies the best way through which a learner takes in the new information by filtering what is to be learned. Thus, Visual, Auditory and Kinesthetic (VAK) model says there are only three types of learning styles that all learners are said to

possess. In the ensuing section a brief account is provided of each of these three learning styles (Alavinia, 2012: 1293).

1) Visual learner

These learners are distinguished by possessing two sub-channels: Linguistic and Spatial. Visual-linguistic learners like to learn by written language, such as reading and writing tasks. They recall what has been written down, even if they do not read it more than once. They write down directions and pay attention to lectures if they watch them. And visual-spatial learners have problem with written language and are better with charts, and demonstration, videos and visual materials. They easily visualize faces and places by applying imaginations and never get lost in new surroundings.

This type of learner learns everything through seeing, and may think in pictures and enjoy diagrams, illustrated books, videos and handouts, and using pictures helps him/her memorize the facts. Such learners tend to describe everything they see in terms of appearances. They are good writers and perform quiet well on written assignments, and are not pleased with lectures. Other features by which these learners are characterized might include their inclination as to taking detailed notes as well as seeing the teachers body language and facial expression to fully understand the content of a lesson.

2) Auditory learner

This type of learner learns easily through verbal lessons and anything that allows them to talk out what they are learning. They learn by reading texts aloud, and do better on oral presentations and reports. They interpret the underlying meaning of speech through listening to tone of voice, pitch, speed and other nuances. Further, they prefer directions given orally, and seldom take notes or write things down. They often repeat what has just been said, and, at times, talk to themselves. Finally, written information may have little meaning to them until it is heard.

3) Kinesthetic learner

This group is mainly marked by two sub-channels: Kinesthetic (having to do with movement) and Tactile (pertaining to the sense of touch). Learners falling within this category are said to learn through moving, doing and touching. Thus, they need to touch, handle, and manipulate materials and objects, especially while they are listening or studying. They are also good at drawing designs, count on figures, and talk using their hands. Such learners are usually good at sports, mechanics, using appliances and tools.

4. Applications of Learning Styles in The Classroom

Various researchers have attempted to provide ways in which learning styles can take effect in the classroom. Two such scholars are Dr. Rita Dunn and Dr. Kenneth Dunn write that “learners are affected by their: (1) immediate environment (sound, light, temperature, and design); (2)

own emotionality (motivation, persistence, responsibility, and need for structure or flexibility); (3) sociological needs (self, pair, peers, team, adult, or varied); and (4) physical needs (perceptual strengths, intake, time, and mobility)” (Gilakjani, 2011: 469-470).

They claim that not only can students identify their preferred learning styles, but that students also score higher on tests, have better attitudes, and are more efficient if they are taught in ways to which they can more easily relate. Therefore, it is to the educator’s advantage to teach and test students in their preferred styles.

Although learning styles will inevitably differ among students in the classroom, they say that teachers should try to make changes in their classroom that will be beneficial to every learning style. Some of these changes include room redesign, the development of small-group techniques, and the development of Contract Activity Packages. Redesigning the classroom involves locating dividers that can be used to arrange the room creatively, clearing the floor area, and incorporating student thoughts and ideas into the design of the classroom. Small-group techniques often include a “circle of knowledge” in which students sit in a circle and discuss a subject collaboratively as well as other techniques such as team learning and brainstorming.

Contract Activity Packages are educational plans that facilitate learning by using the following elements: 1) clear statement of what the students needs to learn; 2) multisensory resources (auditory, visual, tactile, kinaesthetic) that teach the required information; 3) activities through

which the newly-mastered information can be used creatively; 4) the sharing of creative projects within small groups of classmates; 5) at least 3 small-group techniques; 6) a pre-test, a self-test, and a post-test (Dunn & Dunn in Gilakjani, 2011)

5. Importance of Learning Styles

One of the most significant issues in learning to learn is an individual's taking the responsibility for students learning. The individuals should know what their own learning styles are and what characteristics this style has and they should thereby behave according to this style. In this way, the individual can acquire the constantly changing and increasing amount of information without need for the assistance of others.

The learner takes the responsibility of their own learning, they attributes meaning to the process of learning. Students develop an understanding of their own form of learning style and becomes much more satisfied with the environment they interact with. Every opportunity for learning is a chance for students. It is in the learner's hand to use different ways and develop the learning styles to some extent (Coffield in Gilakjani, 2011).

Learning style is important for many reasons; however, there are three vital ones. First of all, people's learning styles will vary because everyone is different from one another naturally. Secondly, it offers the opportunity to teach by using a wide range of methods in an effective way. Sticking to just one model unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson. In other words,

learning and teaching will be just words and not rooted in reality. Thirdly, we can manage many things in education and communication if we really recognize the groups we are called to. Of course, we may not know every detail; however, being aware of our students' learning styles, psychological qualities and motivational differences will help us regulate our lessons appropriately and according to the conditions (Carthy in Gilakjani, 2011).

C. Speaking Ability

1. The Definition of Speaking

Harmer (2001) defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.

Speaking is the active use of language to express meaning so that other people can make sense of them. It means that speaking consists of producing systematic verbal utterances to convey meaning which make other people know what we are talking about clearly. Therefore, it is often spontaneous, open-ended, and evolving, but it is not completely (Cameron, 2001).

Speaking considered as an important and essential matter for foreign language learner or English as foreign language of learner. Speaking

compared to other skills such as listening, reading, and writing to develop in the learners of the target language because of it is more than simply understanding linguistic components of the language of course every EFL learner should know grammatical structures and vocabulary but it is not enough.

Speaking is a very important in compare with other skill because of its a need to have quick gaining to relevant know language required for producing the appropriate language in short language of time, Whereas other skills the learner have enough time to forms to produce language and there is no need to quick recipient who might be waiting even sometimes impatiently to gain language, for example, in writing (Kazemi, 2014).

2. The Function of Speaking

According to Richards (2006) there are many functions of speaking proposed by many practitioners. There are three functions of speaking; they are speaking as interaction, speaking as performance, and speaking as transaction. Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog

rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language. Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

3. The Component of Speaking

Every skill has a component to fulfill its needs. Speaking also needs many components. There are three components in speaking: the speakers, the listeners, and the utterances. The definitions of these components in speaking are as follows:

a. The speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b. The listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

4. Teaching Speaking

Brown (2001) states that teaching means showing or helping someone how to do something, giving instruction, guiding in the study of

the something, providing with the knowledge, causing to know or to understand. Teaching as an activity for guiding and facilitating the learners to learn and setting the condition of learning.

According to Nunan (2003) what is meant by teaching speaking is to teach English language learners to:

- a. Produce the English speech sounds and sounds patterns.
- b. Use words and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

According to Harmer (2007), there are three reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teachers and students. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. From the reasons above, we can know about their speaking ability. How they use their language, it can help us to give feedback to them and give more corrections about their speaking.

D. The Research of Hypothesis

This research formulates the hypothesis as follows:

1. (H_0) : There is no correlation between Students' Learning Styles and Speaking Ability.
2. (H_a) : There is correlation between Students' Learning Styles and Speaking Ability.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was descriptive quantitative research, where researcher presented data in numerical and descriptive form. According to Sugiyono (2016: 13), quantitative research method can be interpreted as a research method that is based on the philosophy of positivism, use to examine the population or a particular sample. Arikunto (2014: 21) also states that descriptive research studies are design to obtain information concerning the current status of phenomena. They are direct toward determining the nature of situation, as it exists at the time of the study. There was no administration or control of a treatment as was found in descriptive research. The aim to describe, what exits with respect to variables or condition in a situation.

The research design model as follows:

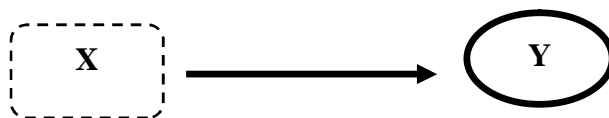


Figure 3.1 Design of Research
(Sugiyono, 2016: 66)

Explanation:

X : Learning Styles (Independent Variable)

Y : Speaking Ability (Dependent Variable)

According to Sugiyono (2016: 61) states as follows:

1. Independent Variable (X)

Independent variable often means as stimulus, predictor, antecedent variable. Independent variable is variable which can give influence or response to dependent variable.

2. Dependent Variable (Y)

Dependent variable often means as output, criteria, consequent variable. Dependent variable is variable which caused or influenced by other variable.

B. Population and Sample

1. Population

According to Sugiyono (2016: 117), population is the generalization region consisting of the objects or subjects that have certain qualities and characteristics, established by researchers to learn and then be deduced. To facilitate these study, the researcher used a sample. The population in these research were students of English Department, Muhammadiyah University of Makassar in academic year 2016/2017. The total number of population were 360 students.

Table 3.1 Number of Population

No	Class	Number
1.	A	32
2.	B	36
3.	C	37
4.	D	36

5.	E	37
6.	F	37
7.	G	37
8.	H	37
9.	I	37
10.	J	34
Total		360

(Office of English Department Education, 2017)

2. Sample

According to Sugiyono (2016: 118) sample is part of the number and characteristics possessed by this population. Based on population, the researcher used purposive sampling and the total of samples were 30 students.

C. Instrument of The Research

According to Arikunto (2014: 192), research instrument is a tool or facilities that are use by the researcher to collect data. In this study using two instruments, they are:

1. Questionnaires

Data collection of research use questionnaires. The questionnaire is a technique of data collection that the done by giving a set questions or write statement to the respondent to answer (Sugiyono, 2016: 199). In this study used an instrument with a Likert scale. Likert scale is use to measure attitudes, opinion, someone or some people perceptions about social phenomena (Sugiyono, 2016: 134).

The answer for every item of instrument that use Likert scale does gradation from Strongly Agree, Agree, Disagree, And Strongly Disagree (Sugiyono, 2016: 135). In this study the instrument, respondents are ask to choose their answer to signify one of the numbers from 1 to 4 based explanation for the numbers, that are:

1. Strongly Agree, respondents got score (4)
2. Agree, respondents got score (3)
3. Disagree, respondents got score (2)
4. Strongly Disagree, respondents got score (1)

Meanwhile, for negative statement, respondents were given opposite score. Students' learning styles questionnaires to identify: Visual, Auditory, and Kinaesthtic learners of third semester English department, Muhammadiyah University of Makassar.

2. Test of Speaking Ability

In this study, speaking test is used the collecting data. In speaking test, respondents talking about their opinion with the theme "The Effect of Social Media" in front of class and use duration 5-7 minutes. The researcher takes a video when respondents speak.

Table 3.2 The Indicators of Learning Styles

Variable	Sub Variables	Indicators	Description	No. Item
Learning Styles	Visual	Picture	I will keep talking by looking the object such as picture and notes	9
		Like to ideas, mind, grammar, and practice	I add many original ideas during class discussions	2
			I make a picture of new words in my mind	4
			I practice using new grammar form when I talk	6

			When I talk to someone I usually illustrate something with my finger such as the name of places or things, so it helps me describe what I mean	13
	Auditory	Relate to task	I need oral directions for a tasks	14
		Like to socialize, talk, discuss	Talking about a subject with someone else helps me better understand my own ideas	5
			I remember information that I have discussed in class with a partner or a small group	11
			I can remember most of the information that I have heard in a lecture or class discussion without taking notes	1
			I remember things better if I discuss them with out loud	8
	Kinesthetic	Relate to such words, talk, pronunciation, grammatical,	I move my hands when I speak	3
			I meet new people easily by jumping into the conversation	7
			As I learn new material in the target language, I make fine distinctions among speech sounds, grammatical forms, and words and phrases	12
			When I talk to someone I usually play thing that I touch, such as pen	10
			When I can't think of a specific word, I use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig"	15

(Rebecca L. Oxford, 2002)

Table 3.3 Test of Spoken English Scoring Guide

Score	Classification	Criteria
90	Excellent	<p>Communication almost always effective: task performed very competently; speech almost never marked by non-native characteristics</p> <ul style="list-style-type: none"> • Functions performed clearly and effectively • Appropriate response to audience/situation • Coherent, with effective use of cohesive devices • Almost always accurate pronunciation, grammar, fluency, and vocabulary
80	Good	<p>Communication somewhat effective: task performed somewhat competently, some successful use of</p>

		<p>compensatory strategies; speech regularly marked by non-native characteristics</p> <ul style="list-style-type: none"> • Functions performed somewhat clearly and effectively • Somewhat appropriate response to audience/situation • Somewhat coherent, with some effective use of cohesive devices • Somewhat accurate pronunciation, grammar, fluency, and vocabulary
70	Fair	<p>Communication generally not effective: task generally performed poorly, ineffective use of compensatory strategies; speech very frequently marked by non-native characteristics</p> <ul style="list-style-type: none"> • Functions generally performed unclearly and ineffectively • Generally inappropriate response to audience/situation • Generally incoherent, with little use of cohesive devices • Generally inaccurate pronunciation, grammar, fluency, and vocabulary
60	Poor	<p>No effective communication: no evidence of ability to perform task, no effective use of compensatory strategies; speech almost always marked by non-native characteristics</p> <ul style="list-style-type: none"> • No evidence that functions were performed • Incoherent, with no use of cohesive devices • No evidence of ability to respond appropriately to audience/situation • Almost always inaccurate pronunciation, grammar, fluency, and vocabulary

(Brown, 2004: 166)

The instruments were administered to the participants in their regular classrooms by the researcher. The researcher explained to the participants the purpose and the importance of their participation in this study. In addition, the researcher assured the participants of the confidentiality of their response and that their response would be used only for research purposes. Then, the question booklets are distributed and the participants were given instructions how to answer them. The participants' responses were scored by the researcher and were entered into the computer for statistical analysis.

D. Technique of Data Analysis

The researcher used quantitative research methods, through the descriptive analysis and inferential analysis.

1. Descriptive Analysis

Descriptive analysis of data analysis techniques were used to describe data from field research by using data processing methods according to the nature of the quantitative data by using the equation and using analysis of SPSS16. The researcher analyzes the data by questionnaires and test of speaking ability. The steps are below:

- a. Analyze the data of questionnaires, the researcher uses a Likert scale is scale use for measure attitudes, opinion, someone or some people perceptions about social phenomena. The format of a typical Likert scale:

Strong Agree (SA) = 4

Agree (A) = 3

Disagree (D) = 2

Strong Disagree (SD) = 1

(Sugiyono, 2016: 135)

- b. The researcher analyzes the data about learning styles first, then she classify the data into three mainly categorize of learning styles. There are Visual, Auditory, and Kinesthetic. Besides, the researcher describes students' strategies in English speaking based on their learning styles. After that the researcher describe the result of learning styles questionnaire with formula:

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

P = Percentage

F = Frequency

N = Respondent

(Sugiyono, 2012: 95)

c. Test of Speaking Ability

It used to collect the data accurately and support the questionnaires. In speaking test, respondents talking about their opinion with the theme “The Effect of Social Media” in front of class and use duration 5-7 minutes. The researcher takes a video when respondents speak. The researcher attention of pronunciation, grammar, fluency, and vocabulary to got the score of speaking ability. The classifications of test speaking:

Excellent = 90

Good = 80

Fair = 70

Poor = 60

(Brown, 2004: 166)

2. Inferential Statistics

Inferential statistics methods is a method the dealing with data analysis on the samples to be use for generalizing to the population. Inferential statistics use data based on chance (probability) and a randomly select sample (random). Inferential statistics help researchers to find out whether the results obtained from a sample can be generalize to the population (Sugiyono, 2016: 209).

After got the data from the students in the questionnaires, the researcher need to analyze the data and correlate the questionnaires result and the students' speaking ability scores. The researcher did description analysis to describe the data statistically. The technique on data analysis used correlation technique from Pearson Product Moment, that is:

$$R_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

(Sugiyono, 2016: 255)

Explanation:

R_{xy} = Coefficient of correlation between X variable and Y variable

X = Sum of score in X distribution

Y = Sum of score in Y distribution

XY = Sum of multiplication of X and Y

N = Number of Respondents

$\sum X^2$ = Sum of X quadrate

$\sum Y^2$ = Sum of Y quadrate

E. Statistical Hypothesis

The statistical hypothesis was formulated as follow:

$$H_0 : r = 0$$

$$H_a : r \neq 0$$

If $r_{xy} >$ meant there was correlation between X variable and Y variable,

H_a was accepted and H_0 was rejected.

If $r_{xy} <$ meant there was no correlation between X variable and Y variable,

H_0 was accepted and H_a was rejected.

CHAPTER IV
FINDINGS AND DISCUSSION

The research described the findings used to descriptive and inferential statistical analysis to find out whether there is any correlation between students' learning styles and their speaking ability by using the Pearson Product Moment formula and SPSS16.

A. Findings

1. Descriptive Analysis of Students' Learning Styles and Speaking Ability

As it has been mentioned in the previous chapter, the researcher conducted the research used two instruments, that are: questionnaire of learning styles and test of speaking ability at the Third Semester, English Department Muhammadiyah University of Makassar for getting scores in order to find out whether there is any correlation between students' learning styles and their speaking ability by using the Pearson Product Moment formula. The first score is learning styles that consist of 15 items and the second one is speaking ability. The table below showed the result of students' questionnaires.

Table 4.1 Result of Questionnaires

NO	Statement	Percentage (%)			
		SA	A	D	SD
1	I can remember most of the information that I have heard in a lecture or class discussion without taking notes.	20	46.7	33.3	0
2	I add many original ideas during class discussions.	3.3	83.3	10	3.3
3	I move my hands when I speak	66.7	30	3.3	0
4	I make a picture of new words in my mind.	23.3	60	16.7	0
5	Talking about a subject with someone else helps me better understand my own ideas.	33.3	53.3	13.3	0

6	I practice using new grammar form when I talk.	20	53.3	20	6.7
7	I meet new people easily by jumping into the conversation.	13.3	56.7	26.7	3.3
8	I remember things better if I discuss them with out loud.	23.3	50	23.3	3.3
9	I will keep talking by looking the object such as picture and notes.	23.3	70	6.7	0
10	When I talk to someone I usually play thing that I touch, such as pen.	36.7	33.3	30	0
11	I remember information that I have discussed in class with a partner or a small group.	30	56.7	10	3.3
12	As I learn new material in the target language, I make fine distinctions among speech sounds, grammatical forms, and words and phrases.	6.7	63.3	26.7	3.3
13	When I talk to someone I usually illustrate something with my finger such as the name of places or things, so it helps me describe what I mean.	33.3	56.7	10	0
14	I need oral directions for a task.	0	63.3	33.3	3.3
15	When I can't think of a specific word, I use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig".	33.3	53.3	13.3	0
Total		366.5	830.1	276.6	26.5
Mean		12.22	27.67	9.22	0.88

The first statement in table 4.1 was on the students can remember most of the information without taking notes. It indicated that 46.7% of students felt good to the remember information, 33.3% of students disagreed, 20% of students strongly agreed that they excellent to the remember information and no one strongly disagreed. It can be concluded that most (46.7%) of the students felt good to the remember information without taking notes.

The second statement is about adding original ideas in class discussions. There were 83.3% of students agreed to add original ideas during class discussions, 10% of students disagreed, 3.3% of students strongly agreed and it some result of students strongly disagreed with that

statement. It appeared some of students agreed (83.3%) that to adding original ideas during class discussions.

The third statement was on the students moving their hands when they were speaking. It was showed that 66.7% of students strongly agreed, 30% of students agreed and there were only 3.3% of students disagree but no one strongly disagreed. It indicated that the most students enjoying and expressive of their felt with moving their hands when they were speaking.

The fourth statement was on the students make a picture of new words in their mind. It was showed that 60% of students agreed, 23% of students strongly agreed, 16.7% of students disagreed and no one strongly disagreed. It means that most of the students to remember of vocabulary, there must make a picture in their mind.

The fifth statement was on the students talking with someone can be helps they to understand their own ideas. It was showed that 33.3% of students strongly agreed, 53.3% of students agreed and there were only 13.3% of students disagreed but no one strongly disagreed. It means that most of the students be better understand about a subject when they were talking with someone else and it's helpful of the students.

The sixth statement was on the students practice using new grammar when they were talking. It was showed that 53.3% of students agreed, 20% of students strongly agreed, it some result of students disagreed and there were only 6.7% of students strongly disagreed. It appeared some of students agreed (53.3%) assumed that the students can be practice using new grammar when they were talking about something.

The seventh statement was on the students meet new people easily by jumping into the conversation. It was showed that 13.3% of students strongly agreed, 56.7% of students agreed, 26.7% of students disagreed and there were only 3.3% of students strongly disagreed. It means that the most of students easily to interaction when their meet new people.

The eighth statement was on the students remembered things better in discussion class. It was showed that 50% of students agreed, 23.3% of students strongly agreed, it some result of students disagreed and there were only 3.3% of students strongly disagreed. It means that the most of students felt good to remember things in discussion class.

The ninth statement was on the students will keep talking by looking the object. It was showed that 23.3% students strongly agreed, 70% students agreed, and there were only 6.7% of students disagree but no one strongly disagreed. It indicated that most of the students felt good to keep talking if their look an object such as picture and notes.

The tenth statement was on the students talk to someone they usually play things. It indicated that 36.7% of students strongly agreed, 33.3% of students agreed and there were only 30% of students disagree but no one strongly disagreed. It was clearly indicated that the most of students has habitual talk to someone with play things who they can be touch, such as pen.

The eleventh statement was on the students remember information when discussed in class with a partner or a small group. It indicated that 30% of students strongly agreed, 56.7% of students agreed, 10% of students

disagreed and there were only 3.3% strongly disagreed. It means that the most of students has good category to remember information in discussion class with their partner or group.

The twelfth statement was on the students' response about learning new material to make fine distinctions among speech sound, grammatical forms and words or phrases. It indicated that 63.3% of students agreed and there were only 6.7% of students strongly agreed. Those disagree amounted 26.7%, and strongly disagreed were 3.3%.

The thirteenth statement was on the students' perception of talking to someone used illustrating something with finger. It indicated that 56.7% of students agreed and there were only 33.3% of students strongly agreed. Those disagree mounted 10% and no one strongly disagreed. It means that the most of students usually talking to someone used illustrate something with finger such as the name of places, so it helps the students describe what the meaning.

The next statement was on the students' response about oral directions for a task. The table 4.1 indicated that 63.3% of students agreed but no one strongly agreed. One the other hand, 33.3% of students disagreed and 3.3% of students strongly disagree. It means that most the students need oral directions for a task.

The last statement was on the students can't think of a specific words then use hands a lot and call something. It can be seen that 53.3% of students agreed and there were only 33.3% of students strongly agreed. Those disagree mounted 13.3% and no one strongly disagreed. It means that

most the students used to hands a lot and call something to think a specific word.

The result of the questionnaires from the students view, it indicated that 12.22% students strongly agreed, 27.67% of students agreed. Those disagreed amounted to 9.22% and strongly disagreed comprised 0.88%. It meant that most the students agreed of learning styles on speaking. The table below showed the result of descriptive statistics of learning styles and speaking ability.

Table 4.2 Descriptive Statistics of Learning Styles and Speaking Ability

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Learning Styles (X)	30	40.00	51.00	46.8333	2.60084
Speaking Ability (Y)	30	60.00	90.00	75.3333	10.74255
Valid N (list wise)	30				

(From SPSS16)

Based on the results, Variable X (Learning Styles) got score for Visual was 15.4%, Auditory was 15.6% and Kinesthetic was 15.8%. Score results from each type of learning styles indicate a little difference. Score of visual was low than auditory and score of auditory was medium and score of kinesthetic was high than visual and auditory. So, the researcher can be concluded that 30 students as samples in one class have level an equation from each type of learning styles. Based on the analysis from SPSS16, the researcher found that the minimum score was 40, maximum score was 51, standard deviation was 2.6, mean was 46.8 and category score of learning styles was medium.

After the researcher conducted these research for test of speaking ability variable, the result of variable Y (Speaking Ability) got score from

30 students' who given a theme then they talked about it. The classification test of speaking was 90 (Excellent), 80 (Good), 70 (Fair), and 60 (Poor). The students also accurate for pronunciation, grammar, fluency, and vocabulary when speak about the theme. Based on the analysis from SPSS16, the researcher found that the minimum score was 60, maximum score was 90, standard deviation was 10.7, mean was 75.3 and category score of speaking ability was very high.

2. Inferential Statistical

In these case, the researcher used Pearson' Product Moment correlation formula to seen the correlation between students' Learning Styles and Speaking Ability. The data was described on the following table:

Table 4.3 The Correlation Score of Students' Learning Styles and Speaking Ability (Pearson' Product Moment Correlation)

N	X	Y	XY	ΣX^2	ΣY^2
30	1405	2260	106180	65997	173600

Explanation:

X = Sum of score in learning styles distribution

Y = Sum of score in speaking ability distribution

XY = Sum of multiplication of learning styles and speaking ability

N = Number of Respondents

ΣX^2 = Sum of learning styles quadrate

ΣY^2 = Sum of speaking ability quadrate

$$\begin{aligned}
R_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
&= \frac{30 \times 106180 - 1405 (2260)}{\sqrt{\{30 \times 65997 - 1405^2\} \{30 \times 173600 - (2260)^2\}}} \\
&= \frac{3185400 - 3175300}{\sqrt{1979910 - 1974025} \sqrt{5208000 - 5107600}} \\
&= \frac{10100}{\sqrt{5885 \times 100400}} \\
&= \frac{10100}{\sqrt{590854000}} \\
&= \frac{10100}{24307.49} = 0.4155098 = 0.416
\end{aligned}$$

Table 4.4 Interpretation Correlation (R_{xy})

R_{xy}	Interpretation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.70 – 0.799	High
0.80 – 1.000	Very High

(Sugiyono, 2016: 257)

From the calculation Pearson' Product Moment correlation above, the researcher got R_{xy} was 0.416 it was between 0.40 – 0.599. According to the Simple Interpretation, the researcher noticed that there was a medium or enough correlation between variable X (Students' Learning Styles) and variable Y (Speaking Ability). To know the significance correlation of

product moment, the researcher used r table with df formula: $df = N - nr$.

Explanation:

df: degrees of freedom

N: Total number of respondents

nr: Numbers of variable (X and Y).

$df = N - nr = 30 - 2 = 28$ ("r" value consultation table)

df= 28, so it used the nearest df that 30

3. The Test of Hypothesis

After calculated R_{xy} , the result of R_{xy} was 0.416. The researcher determined Degree of freedom (df) to $T_{tables} (T_t)$. $df = N - 2 = 30 - 2 = 28$. After looking the table df 28 with significance 5% was 0.374. The researcher concluded that R_{xy} higher than T_t or $R_{xy} > T_t = 0.416 > 0.374$. H_a was accepted and H_o was rejected. It meant there was correlation between Students' Learning Styles and Speaking Ability.

B. Discussion

Based on the research was conducted, where samples were 30 students from 360 population, the result of the research from descriptive statistic data. So, the researcher could conclude that learning styles at English Department Muhammadiyah University of Makassar in medium category based on mean score of the variable X (Learning Styles) was 46.8. Then, the researcher investigated every type of Learning Styles. There were 3 types: Visual, Auditory, and Kinesthetic. The researcher got score for Visual was 15.4%, Auditory was 15.6% and Kinesthetic was 15.8%.

In the other hand, based on the result of variable Y (Speaking Ability), the researcher got score was 75.3. Score of Speaking Ability included in very high category. In variable Y, test of spoken English scoring guide has criteria and classification. There were 4 classifications: the students got score for excellent was 90, good was 80, fair was 70 and poor was 60.

From the calculation Pearson' Product Moment correlation in the table, the researcher got R_{xy} was 0.416, it was between 0.40 – 0.599. According to the Simple Interpretation, the researcher noticed that there was a medium or enough correlation between students' learning styles and their speaking ability. Thus, the researcher interpreted that there was a positive correlation between Students Learning Styles (as Variable X) and Speaking Ability (as Variable Y).

The correlation both of variables was supported some experts. Phantharakphong (2012) stated there have been relationships among four learning styles and they could be able to apply in teach management to conform to students' English learning styles integrally and creatively. Considering the performance, high performance students answered that they got high scores in Kinesthetic learning style because they thought that practicing or doing the activities helped them understand the contents more than remembering. Moreover, taking an action in class was similar to practicing four English skills (listening, speaking, reading and writing) which maybe caused them get high scores in English learning.

According to Vaezi (2015) in "Iranian EFL Learners' and Teachers' Sensory Preferences and the Learners' Speaking Ability" found that matching Iranian EFL learners' and teachers' sensory preferences (VAK) had a

significant effect on the learners' speaking ability. The focus of this study was sensory preferences. Other studies are needed to investigate the effects of a match between students' other learning styles and individual differences with that of their teachers on their achievement. Another line of research can focus on developing specific activities for each style and investigate their effects on students' language learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data has been described in the prevoius chapter, the result of R_{xy} higher than T_t or $R_{xy} > T_t = 0.416 > 0.374$. H_a was accepted and H_o was rejected. It meant that the “Thesis” there was a significance correlation between students’ learning styles and speaking ability at the third semester, English Department Muhammadiyah University of Makassar. The conclusion it shown that there was a medium or enough correlation between two variables.

B. Suggestion

The research outcome shown that there was a positive correlation between students’ learning styles and speaking ability. Students learn in many different ways, Some students were visual learners, while others were auditory or kinaesthetic learners. To teach the material to the students, the lecturer needs to know their students’ learning styles. Lecturer also should be more creative in giving a lesson and use appropriate method, technique, media, strategy etc. in the classroom based on students’ learning styles. Result of these research, the researcher could be suggest for the lecturer, used to kinesthetic styles for the speaking ability.

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**A
P
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S**

Questionnaires of Learning Styles

Name :

Reg. Number :

Class :

Directions: this Questionnaire has been design to help you better understand the ways you prefer learn. Then place a circle mark (O) on the response that most accurately describe how you learn. SA (Strongly Agree), A (Agree), D (Disagree), or SD (Strongly Disagree).

No	Statements	Answer			
		SA	A	D	SD
1	I can remember most of the information that I have heard in a lecture or class discussion without taking notes	SA	A	D	SD
2	I add many original ideas during class discussions	SA	A	D	SD
3	I move my hands when I speak	SA	A	D	SD
4	I make a picture of new words in my mind	SA	A	D	SD
5	Talking about a subject with someone else helps me better understand my own ideas	SA	A	D	SD
6	I practice using new grammar form when I talk	SA	A	D	SD
7	I meet new people easily by jumping into the conversation	SA	A	D	SD
8	I remember things better if I discuss them with out loud	SA	A	D	SD
9	I will keep talking by looking the object such as picture and notes	SA	A	D	SD
10	When I talk to someone I usually play thing that I touch, such as pen	SA	A	D	SD
11	I remember information that I have discussed in class with a partner or a small group	SA	A	D	SD
12	As I learn new material in the target language, I make fine distinctions among speech sounds, grammatical forms, and words and phrases	SA	A	D	SD
13	When I talk to someone I usually illustrate something with my finger such as the name of places or things, so it helps me describe what I mean	SA	A	D	SD
14	I need oral directions for a task.	SA	A	D	SD
15	When I can't think of a specific word, I use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig"	SA	A	D	SD

Test of Speaking Ability

Explain your opinion about “**The Effect of Social Media**” in front of class and use duration **5-7 minutes** and mention your name and class before explanation. The classifications of score speaking ability below:

90 = Excellent

80= Good

70= Fair

60= Poor

The Students' Learning Styles and Speaking Test Score

No	Students	Variable X			Score	Variable Y
		V	A	K		Score Test of Speaking
1.	JLD	18	17	16	51	80
2.	SBR	15	16	15	46	90
3.	RS	16	17	15	48	80
4.	RA	15	17	16	48	90
5.	SD	15	17	16	48	80
6.	MT	16	17	15	48	70
7.	NID	19	17	15	51	90
8.	AJS	15	17	18	50	80
9.	RSR	18	17	16	51	90
10.	IK	14	18	17	49	70
11.	HST	16	13	14	43	60
12.	SAM	14	13	13	40	60
13.	LP	14	15	18	47	80
14.	RW	13	16	17	46	90
15.	AI	15	17	18	50	60
16.	NM	15	15	14	44	90
17.	JB	14	14	16	44	80
18.	RWN	15	14	15	44	60
19.	YNIS	15	17	16	48	80
20.	PR	15	15	16	46	70
21.	NMM	15	14	16	45	60
22.	SMY	16	16	14	46	80
23.	AM	14	16	15	45	60
24.	DH	16	15	14	45	70
25.	ID	16	15	17	48	80
26.	IS	16	15	17	48	80
27.	II	16	13	15	44	70
28.	AY	15	16	17	48	60
29.	MH	15	13	18	46	70
30.	MIA	17	16	15	48	80
Total		463	468	474	1405	2260

The Correlation Score of Students' Learning Styles and Speaking Ability

Students	X	Y	XY	X ²	Y ²
1.	51	80	4080	2601	6400
2.	46	90	4140	2116	8100
3.	48	80	3840	2304	6400
4.	48	90	4320	2304	8100
5.	48	80	3840	2304	6400
6.	48	70	3360	2304	4900
7.	51	90	4590	2601	8100
8.	50	80	4000	2500	6400
9.	51	90	4590	2601	8100
10.	49	70	3430	2401	4900
11.	43	60	2580	1849	3600
12.	40	60	2400	1600	3600
13.	47	80	3760	2209	6400
14.	46	90	4140	2116	8100
15.	50	60	3000	2500	3600
16.	44	90	3960	1936	8100
17.	44	80	3520	1936	6400
18.	44	60	2640	1936	3600
19.	48	80	3840	2304	6400
20.	46	70	3220	2116	4900
21.	45	60	2700	2025	3600
22.	46	80	3680	2116	6400
23.	45	60	2700	2025	3600
24.	45	70	3150	2025	4900
25.	48	80	3840	2304	6400
26.	48	80	3840	2304	6400
27.	44	70	3080	1936	4900
28.	48	60	2880	2304	3600
29.	46	70	3220	2116	4900
30.	48	80	3840	2304	6400
Total	1405	2260	106180	65997	173600

Table Result of Questionnaires

NO	Statement	Number Students' of Questionnaires			
		SA	A	D	SD
1	I can remember most of the information that I have heard in a lecture or class discussion without taking notes.	6	14	10	0
2	I add many original ideas during class discussions.	1	25	3	1
3	I move my hands when I speak	20	9	1	0
4	I make a picture of new words in my mind.	7	18	5	0
5	Talking about a subject with someone else helps me better understand my own ideas.	10	16	4	0
6	I practice using new grammar form when I talk.	6	16	6	2
7	I meet new people easily by jumping into the conversation.	4	17	8	1
8	I remember things better if I discuss them with out loud.	7	15	7	1
9	I will keep talking by looking the object such as picture and notes.	7	21	2	0
10	When I talk to someone I usually play thing that I touch, such as pen.	11	10	9	0
11	I remember information that I have discussed in class with a partner or a small group.	9	17	3	1
12	As I learn new material in the target language, I make fine distinctions among speech sounds, grammatical forms, and words and phrases.	2	19	8	1
13	When I talk to someone I usually illustrate something with my finger such as the name of places or things, so it helps me describe what I mean.	10	17	3	0
14	I need oral directions for a task.	0	19	10	1
15	When I can't think of a specific word, I use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig".	10	16	4	0

Formulations Score of Learning Styles and Speaking Ability

A. Learning Styles

After the researcher conducted these research for Learning Styles variable, the result as below:

Table Score of Learning Styles

Variable X			Total Score
V	A	K	
463	468	474	1405

Explanation :

V: Visual

A: Auditory

K: Kinesthetic

Score of Visual, Auditory, and Kinesthetic from learning styles questionnaires by 15 items and from 30 students. The result of learning styles questionnaire below:

$$\begin{aligned}
 \text{Visual} \quad : P &= \frac{F}{N} \times 100\% \\
 &= \frac{463}{30} \times 100\% \\
 &= 15.4\%
 \end{aligned}$$

$$\begin{aligned}
 \text{Auditory} \quad : P &= \frac{F}{N} \times 100\% \\
 &= \frac{468}{30} \times 100\% \\
 &= 15.6\%
 \end{aligned}$$

$$\begin{aligned}
 \text{Kinesthetic} \quad : P &= \frac{F}{N} \times 100\% \\
 &= \frac{474}{30} \times 100\% \\
 &= 15.8\%
 \end{aligned}$$

Mean:

$$X_{\text{tot}} = \frac{\sum X}{N}$$

$$= \frac{1405}{30} = 46.8$$

Table Category Score of Learning Styles

Category	Very Weak	Weak	Medium	High	Very High
Score	1-18	19-36	37-54	55-72	73-92

B. Speaking Ability

After the researcher conducted these research for test of speaking ability variable, the result as below:

Table Score of Speaking Ability

Variable Y	
Score Test of Speaking	2260

Mean:

$$X_{\text{tot}} = \frac{\sum X}{N}$$

$$= \frac{2260}{30} = 75.3$$

Table Category Score of Speaking Ability

Category	Very Weak	Weak	Medium	High	Very High
Score	1-18	19-36	37-54	55-72	73-92

Table Descriptive Statistics of Learning Styles and Speaking Ability

	N	Minimum	Maximum	Mean	Std. Deviation
Learning Styles (X)	30	40.00	51.00	46.8333	2.60084
Speaking Ability (Y)	30	60.00	90.00	75.3333	10.74255
Valid N (list wise)	30				

(From SPSS16)

C. Correlation Score

$$\begin{aligned}
 R_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{30 \times 106180 - 1405 (2260)}{\sqrt{\{30 \times 65997 - 1405^2\} \{30 \times 173600 - (2260)^2\}}} \\
 &= \frac{3185400 - 3175300}{\sqrt{1979910 - 1974025} \sqrt{5208000 - 5107600}} \\
 &= \frac{10100}{\sqrt{5885} \times 100400} \\
 &= \frac{10100}{\sqrt{590854000}} \\
 &= \frac{10100}{24307.49} = 0.4155098 = 0.416
 \end{aligned}$$

Table r Product Moment

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5%	1%		5 %	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,874	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,396	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,276	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

DOCUMENTATION











CURRICULUM VITAE

ARAYANI, was born on March 6, 1995 in Bengo, Bone. From the marriage of her parents Alm. Abd. Majid and Bungatang. She is the Second child from 2 siblings. In 2001, she started her elementary school in SD Inpres 10/73 Patangkai and she finished in 2007. Then, she continued her study in SMPN 1 Lappariaja in 2007 until 2010. At the same time, she continued in senior high school in SMAN 1 Lappariaja and finished her study in 2013. After that, she continued in Muhammadiyah University of Makassar in 2013, and she was accepted as student in English Department of Faculty Teacher Training and Education. While their study, she was active in organisation in campus that were UKM LKIM-PENA and some community outside that were Indonesian Youth Dream (IYD) Regional Sulawesi. At the end, she could finish her thesis in 2018.