

Rahayu Article_The Correlation

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**THE CORRELATION BETWEEN STUDENTS' LEARNING STYLES AND
THE ELEVENTH GRADE STUDENTS' SPEAKING ABILITY AT SMA N 4
PALEMBANG**

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Abstract: The objective of this study was to find out whether or not there was a significant correlation of learning style and the eleventh grade students' speaking ability. In this study, the population was ten students the eleventh grade students of SMA N 4 Palembang. The sample of this study, the researcher used purposive sampling technique. In order to collect the data, in this study used interviews and an oral test from virtual classes. Analyze the data, the researcher used Pearson Product Moment Correlation Coefficient on SPSS. The result speaks interviews with students used the scale rating scores. From these results, the minimum score was 80, the maximum score was 88, and the mean score was 86. Second method was an oral test from virtual classes. In this test the researcher asked the students to tell about the most beautiful place that they have ever visited. Based on the results of the oral test score from virtual classes, the minimum score was 86, the maximum score was 92, and the mean score was 90. It could be concluded, that there was significant correlation between learning style and the eleventh grade students' speaking ability at SMA N 4 Palembang.

Keywords: *Teaching; speaking; learning style; speaking ability.*

INTRODUCTION

In today's global society, communicative competence in English is increasingly important (Tokunaga, 2021). Comprehensively, Burns (2019) elaborated that a competent speaker of English should have three core competencies, namely knowledge of language and discourse, core speaking skills, and communication strategies. English skill is needed in order to communicate well in this global world (Rao, 2019).

Among other three English skills (listening, reading, and writing), Nunan (2019) believed that in learning to communicate in English, speaking takes place as the most important language in the world. Parmawati (2018) also added that it is even the most

important to be used in daily life (Parmawati, 2018). With optimal speaking skills, students understand expressing their thoughts and feel the benefits of learning so that learning becomes more meaningful (Asnita & Khair, 2020; Khairoes & Taufina, 2019). However, speaking is not as easy as it seems and more than just pronouncing words (Supina, 2018).

Sahara, Zulaikah, and Jelita (2021) defined speaking as the action of delivering sounds or words to communicate with others to share a few thoughts or data orally. Thoughts and data are involved in communication through speaking. Besides, core speaking skill also refers to the capacity to negotiate speech (e.g. building on

previous utterances, monitoring understanding, repairing communication breakdown, giving feedback), and the capacity to manage the flow of speech as it occurs (Mutaat, 2022). Speaking has many aspects in it; grammar, pronunciation, fluency, and etc. In terms of core speaking skills, Burns (2019) postulated that this skill refers to the ability to process speech quickly to increase fluency (e.g. speech rate, chunking, pausing, formulaic language, discourse markers). Fluency measures attempt to tap into an underlying abstract concept, the so-called 'cognitive fluency', which is a speaker's efficiency of planning and encoding speech (Bielak, 2022). If the fluency level in the speaking skill is to be enhanced, there must be an increase in the classroom interaction in English, especially among students (Phan, Ho, & Nguyen, 2022).

1 Many students believe that fluency to communicate verbally with others often consider more important than the ability to read or write (Nazara, 2017). Achieving the flow of fluency in speaking takes time, considering the language learner is far from an artificial environment, unlike the classroom environment in normal life, he needs to reach a normal speaking pace in order to be able to express himself effectively to the people he communicates with (Bacha, Kumar, Bibi, & Yunus, 2021). Burnkart (2018) argued that speaking is the most important language skills that need to be controlled, and the achievement in mastering English is based on the ability to speak English. In addition, the new parameter used to determine success in second/foreign language education program is to develop English speaking proficiency (Widiati & Cahyono, 2016) in which it is followed by the changed paradigm of English learners that a large percentage of the world's language learners study English on the goal of developing proficiency in English (Richards & Renandya, 2012). Students' speaking proficiency is based on their own vocabulary knowledge, size, depth and speed, which making a better view on relation between vocabulary and speaking (Putra, Ikhsanudin, & Bunau, 2021).

1 In Indonesia, Wardiman (2018) mentioned that the changed paradigm in learning English is not followed by the change of students' proficiency in speaking English. Although it was found that the position of Indonesia in terms of the score of English proficiency has increased for the last three years based on Education First-English Proficiency

1 Index (EF-EPI). In 2018, Indonesia was predicated in low proficiency level with the rank of 34th out of 44 countries. In 2018, it increased to 27th out of 44 countries still in the low proficiency level with the score of 53.31. In 2013, Indonesia was positioned in moderate proficiency level, in the rank of 25th out of 60 countries with the score of 53.44. In comparison with some countries in Asia, Indonesia is positioned under Singapore (Rank 12th) and Malaysia (Rank 11th) which included to high proficiency countries.

At SMAN 4 Palembang, the students often face some frequent problems, such as lack vocabulary due to their nescience of English words. This problem might lead into a language barrier in communication, as Salawazo, Simbolon, Hutabarat, Veronika, & Saragih (2020) mentioned that if student cannot master and learn more vocabulary, they will face more difficulty in the language learning either in speaking, listening, or reading. Nikijuluw (2020) also added to be a fluent English learner, they need to master its vocabulary. If they have it, they can express their idea, write in their own words, listen and understand what other people speak easily. Specifically, to be a fluent speaker, it is necessary to have both a lot of practice and a sufficient amount of vocabulary (Kumar, Qasim, Mansur, & Shah, 2022). With sufficient vocabulary items, the speaker is able to communicate and understand the written expression (Siswanto, Fitriana, and Bram, 2019). Therefore, teacher needs to link the new vocabulary to the context or class environment in order to make students easier to understand and remember the meaning of it. This is supported by Sarifa (2018) arguing that learning vocabulary through context helps the student bridge the gap between the students' real-life exposure to vocabulary and the learning environment of the class. Otherwise, if the teacher still use vocabulary-based handbooks without the media, students will be bored and lazy to learn new words, thereby many students fail to master English because their vocabulary is still lacking (Febriyani, Mustain, Kiptiyah, 2021), then they will not able to communicate fluently in consecutive sentences as well (Lengari, 2022).

Not only vocabulary, the teacher also needs to teach the other aspects in speaking as having a good vocabulary does not guarantee the students have the same level of other aspect ability. This is in line with Andriani & Wahyuningsih (2019) who found that students whose great mastery of vocabulary

still have some difficulties in grammar and spelling. In SMAN 4 Palembang, they also mentioned that they do not know what and how to express it. Unfortunately, either in the classroom or outside the classroom, learners often neglect English practice. They only have a little amount of time in the classroom to speak English and tend to speak their mother tongue (Indonesian) outside the classroom so their English practice is inadequate. As Jaya, Petrus, & Pitaloka (2022) mentioned that the English speaking activities are always over as soon as they finish the class and they use mother tongue or local dialect to speak with their friends and family. In addition, the other factors that lead learners to find learning speech problems are that are afraid of making mistakes and are shy of speaking up in the classroom. According to Baldwin (2011), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness make their mind go blank or that they will forget what to say.

Students should pay attention the characteristics of good speaking activity, so that they can speak as fluency as possible based on the goal of speaking. In order to provide this fluent speaking, it is necessary to apply different methods and techniques to the student (Kumar et al., 2022). According to Ur (2013), there are many characteristics of good speaking activity as follow: (1) learners talk a lot, (2) participation is even, (3) motivation is high, (4) language is an acceptable level. On another research conducted by Handayani (2019), there are some strategies which can be used by the teacher to improve the students' speaking skill; role-play, drilling, outdoor activity, direct strategy, and giving motivation.

Furthermore, how students learn and how teachers teach, and how they connect with each other, are affected by their various styles of learning. There is a different and consistent way of perceiving, organizing and maintaining each learner. Learning styles can be defined, categorized, and described as a collection of variables, behaviors and attitudes that improve learning in any situation. This is because this learning style is used as a measure of how learners view the learning environment, how to communicate, and how they react. Therefore, educators must consider learning styles and learning strategies in selecting and designing learning materials to maximize student achievement (Albeta, Haryati, Futra, Aisyah, &

Siregar, 2021). Moreover, Hosseini & Mehraein (2022) agreed that identifying and reflecting on learners' individual differences can make them aware of their strengths and weaknesses and help them to be autonomous. There are three learning styles which summarize learning style: visual learning style (vision), auditory learning style (hearing), and kinesthetic learning style (moving, touching, and doing).

Each student has all three styles of learning with only one style usually dominating how he or she can learn. Therefore, it would be easier for the instructor to incorporate teaching habits through different strategies and methods by understanding each student's characteristics and learning styles.

From the researcher's mini observation through one of teachers in SMA Negeri 04 Palembang, she found two problems in learning speaking.

First, students lack of confidence in speaking class. This phenomenon when students feel nervous, not confident, and anxious is called as foreign language anxiety (Asyisyifa, Handayani, Rizkiani, 2019). Besides that, the students have no motivation to express themselves in English, fearful of criticism or losing face, worried about making mistakes and shy (Sudirman, Junaid, & Tamallo, 2020). As Halleman (2021) stated, learning a speech as part of a study does not ensure students' confidence in speaking English publicly. Speaking confidence grows along with the amount of effort. These can be reduced by self-motivation and concentration in learning English (Sulastrri & Ratnawati, 2018). Motivation in learning English comes from many aspects, such as being praised by others, self-eagerness to learn, looking up to someone with better knowledge, etc (Maulana, Ikhsanudin, & Suhartono, 2020).

Second, students are less-creative in developing speaking skills which possibly caused by many factors, not to mention, the technique that is used by the teacher. Students' speaking skill is not improved through acting out their own dialogue in front of the class. In this case, it is teacher's duty to find the suitable topics which match with students' interest. As Rao (2018) stated, while selecting the topics, the teachers have to take into consideration of the learners' needs and interests that lead the learners to work more on the given topics with interest and enthusiasm. Besides, in the process of learning and teaching English as a foreign language, teachers should also pay much attention to the students'

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personalities which can be affected by some affective factors (Karsudianto, 2020). Sarifa (2020) added that a language teacher needs to choose an appropriate method to teach each skill effectively. Jabeen (2019) also added that teacher has to create a friendly environment for the students to learn a foreign language.

Based on the above statements, the researcher conducts a study entitled "The correlation among students learning style and the eleventh grade students' speaking ability at SMA N 4 Palembang" to find out whether there is a significant contribution of learning style and the eleventh grade students' speaking ability.

This study aimed to find out whether there is a significant contribution of learning style and the eleventh grade students' speaking ability. Therefore, this research used correlation research. Creswell (2012) stated, correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Concerning the sample of this research, the researcher used purposive sampling technique. In this research, the research data were from an interview the students and oral test from virtual classes, r-product moment, and multiple regression.

First, the researcher interviewed the students. There were 10 questions that the researcher asked. After that, the researcher assessed their speaking interview used an adaptive speaking.

METHOD

Table 1. Interview questions

No	Components	Rating score	Comments
1	Pronunciation	5	Has few traces of foreign accent
		4	Always intelligible, though one conscious of a definite accent
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problems, most frequently be asked to repeat
		1	Pronunciation problems to serve as to make speaking virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and word order errors that do not, however obscure meaning
		3	Make frequent errors grammar and word order, which occasionally obscure meaning
		2	Grammar and word order error make comprehension difficult, must often rephrases sentence and or restrich himself
		1	Errors in grammar and we order so, severe as to make speaking virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and or must rephrases ideas because of lexical inadequacies
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary
4	Fluency	5	Fluency Speech fluent and efforts less as that of a native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speaking is also halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears understand everything without difficulty
		4	Understand nearly everything at normal speed, although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition

- 2 Has great difficulty following what is said cancomprehend only "social conversation" spoken slowly and with frequent repetition
- 1 Cannot be said to understand even simple conversational English.

(Harris, 1969)

After that, the researcher used the selected rubric and analyzed based on the indicators and scored as follows:

$$\text{Final score} = \frac{\text{Total score}}{25} \times 10$$

The second method was an oral test using virtual classes. In this test, the researcher asked the students to tell about the most beautiful place that they have visited. To assess the students' speaking performance, the researcher used score intervals, as follows:

Table 2. *Score intervals*

Score Interval	Category
86-100	Excellent
71-85	Good
56-70	Average
41-55	Poor
0-40	Fail

To analyze the data, the researcher used Pearson Product Moment Correlation Coefficient on SPSS to find out whether or not there is a significant contribution of learning style and the eleventh grade students' speaking ability.

RESULTS AND DISCUSSION

Based on the results of speaking interviews with students used the scale rating scores of Harris (1969), it was found that the minimum score was 80, the maximum score was 88, and the mean score was 86. Meanwhile, based on the results of the oral test score from virtual classes, the minimum score was 86, the maximum score was 92, and the mean score was 90. You can see in the table below:

Table 3. *Descriptive statistics*

	N	Min	Max	Mean	Std. Deviation
LS	10	80	88	85.60	3.373
SA	10	86	92	89.50	2.369
Valid N (listwise)	10				

Based on the results of the speaking interview score and the oral test score for use virtual classes, there were 8 students in Excellent category and 2 students in Good category. You can see in the table below:

Table 4. *Score category*

Score Interval	Category	Students' Learning Styles	Students' speaking Ability
86-100	Excellent	8	8
71-85	Good	2	2
56-70	Average	-	-
41-55	Poor	-	-
0-40	Fail	-	-

Based on the research results, the researcher analyzed using the Pearson Product Moment Coefficient in SPSS. The result indicated that the value of r-obtained of the two variables was 0.946 higher than the r-critical 0.235 ($0.946 > 0.235$). Meanwhile, the significant F result was 0.000. Because the F value was less than 0.005 ($0.000 < 0.005$).

That is, there was a significant relationship between students' learning styles and speaking ability. You can see in the table below:

Table 5. *Correlations*

		LS	SA
LS	Pearson Correlation	1	.946**
	Sig. (2-tailed)		.000
	N	10	10
SA	Pearson Correlation	.946**	1
	Sig. (2-tailed)	.000	
	N	10	10

** . Correlation is significant at the 0.01 level (2-tailed).

Finally, based on the results R was 0.946. From this output, the adjusted R square results were 0.881. Which means, 88.1% of the influence of student learning styles (visual learning styles, auditory learning styles, and kinesthetic learning styles) in learning English. And also 88% of students' speaking skills in learning English. You can see in the table below:

Table 6. *Model summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.946 ^a	.894	.881	.817

a. Predictors: (Constant), LS

Table 7. ANOVA^a

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Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	45.156	1	45.156	67.602	.000 ^b
Residual	5.344	8	.668		
Total	50.500	9			

a. Dependent Variable: SA

b. Predictors: (Constant), LS

From these results, the minimum score was 80, the maximum score was 88, and the mean score was 86. Based on the results of the oral test score from virtual classes, the minimum score was 86, the maximum score was 92, and the mean score was 90. There are 8 students who were excellent category and only 2 students who were good category. The r-obtained result of the two variables was 0.946 higher than the r-critical 0.235 ($0.946 > 0.235$). There was even a very strong correlation between students' learning styles and speaking ability. And the last result R was 0.946. From this output, the adjusted R square results were 0.881. Which means, 88.1% of the influence of student learning styles (visual learning styles, auditory learning styles, and kinesthetic learning styles) in learning English. And also 88% of students' speaking skills in learning English.

CONCLUSION

The conclusion of this study is it was found that there was a significant correlation between learning style with the eleventh grade students' speaking ability at SMA N 4 Palembang. It can be seen from the mean score of students' interview and the mean score on the oral test score using virtual classes about the most beautiful place that they have visited.

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