


## AN ANALYSIS OF STUDENTS' LEARNING STYLE ON ENGLISH SPEAKING ABILITY AT SMP UNISMUH MAKASSAR

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: April 26, 2022 Revised: July 20, 2022 Accepted: August 12, 2022 Published: April 15, 2023</p> <p><b>Keywords:</b> Analysis Learning Style English Speaking Ability</p>	<p>This paper aims to find out Students' Learning Styles on English Speaking Ability of VIII B class at SMP UNISMUH Makassar. This research was a qualitative research and the research instrument used interview. The population of this research is the VIII grade students of SMP UNISMUH Makassar in class B. The research sample was twenty students. The research instruments was consisting of fifteen items questions of interview, and each of the five question to find out the students learning style, visual, auditory or kinesthetic. The result of the data show that there was a difference students' learning style in speaking ability. Based on the result of interview in SMP UNISMUH Makassar class B, two students have visual learning style, ten students have auditory learning style and eight students have kinesthetic learning style.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
<p>Burhanuddin, A. N., Maharida, &amp; Hijrah. (2023). Analysis of Students' Learning Style on English Speaking Ability at SMP UNISMUH Makassar. <i>English Language Teaching Methodology</i>, 3(1), 8-12. <a href="https://doi.org/10.56983/eltm.v3i1.67">https://doi.org/10.56983/eltm.v3i1.67</a></p>	
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### INTRODUCTION

The most critical part of language acquisition is speaking. Speaking is a social activity that entails interaction with other people. It possesses a unique meaning and repeating process that is aided by a basic structural clarity and simplicity of comprehension.

Definition of speaking based on (Dunn, 2018) that The essence of speaking is a process of transferring information from one source to another. That is, as a result of receiving information via people's minds, they will perceive it in words and retain it in their minds, and at the conclusion of the processing, the words will be generated orally, referred to as speaking. When students study English, they must acquire four language skills. There are four of them. They are listening, speaking, reading, and writing. However, speaking is more critical than the other three talents. It is critical for students to be able to communicate effectively in English

in order to increase their knowledge and communication abilities. According to Chaney, speaking is the process of creating and communicating meaning in a variety of circumstances via the use of verbal and non-verbal symbols (Willany, 2018)

Speaking ability is critical because students may develop their capacity to communicate by conversing with people, exchanging ideas, and exchanging information. Students can enhance their speaking abilities via the acquisition of a range of tactics, one of which is learning style. The above-mentioned learning styles can assist students in engaging in active learning activities in the classroom. This manner, students may determine the degree of difficulty associated with their experience in order to determine which learning styles are the most effective for comprehending and processing provided information or subject matter.

The key to developing an academic performance is to build a learning style. According (Brown Douglas, 2019), "As a significant component of personality, learning styles relate to the basic ways that students use when learning a new language or any other topic. To uncover these innate inclinations and styles, it is critical to employ a model of learning style that identifies an individual's strengths and preferences across a broad range of physiological, social, and environmental factors.

Students' ability to comprehend and reserve materials might be sluggish, according to the factor standard. Occasionally, students must develop fresh strategies for comprehending the same knowledge or subject. Some students prefer a teacher who writes everything on the white board so they can read and attempt to understand, while others prefer a teacher who teaches them orally, with the students simply listening and attempting to understand, and still others prefer a teacher who teaches them in small groups and then moves on to discussion. Generally, students' learning styles may be classified as visual, auditory, or kinesthetic.

## RESEARCH METHOD

This study employs a descriptive qualitative research approach. The researcher utilized this approach of interviewing because the researcher reported the results of data analysis on students' learning methods and their English speaking skills in this research. Because descriptive research only states the natural state of anything, it can only quantify what already exists.

## RESULT AND DISCUSSION

The researcher conducted interviews with students during the speaking learning process to ascertain their learning methods. The researcher chose twenty students for a classroom-based study approach. Grade groupings are based on the visual, auditory, and kinesthetic learning methods of students in the eighth grade B at SMP UNISMUH Makassar. There are as many as two kids who have a visual learning style, a tenth of students who have an auditory learning style, and eight students who have a kinesthetic learning style.

## 1. Visual Learning Style

Students with a visual learning style exhibit a strong need to perceive and also to capture knowledge visually before they comprehend it. Students with visual learning styles have an easier time remembering what they see, such as when the teacher teaches using videos, when they watch a lesson rather than listening, when they can memorize a lesson simply by looking at pictures, when they always ask others to repeat what they say, and when they know what to say but lack the appropriate words.

By giving fifteen interview questions, we were able to analyze student learning styles. The five interview questions were categorized according to each learning style feature, namely visual, auditory, and kinaesthetic learning styles.

According to the findings of interviews conducted in class VIII-B at UNISMUH Makassar, the following characteristics of students' visual learning methods are based on the questions: 1) Would you be able to communicate more effectively in English if the teacher taught via video? 2) Do you recall what you saw in speaking courses better than what you heard? 3) Do you learn English courses only by glancing at the illustrations? 4) Do you frequently request that others repeat their sentences during speaking lessons? 5) Do you have something to say but are unable to find the appropriate words in English?

After conducting interviews with students regarding their speaking learning styles, the interviewer discovered that out of twenty students, two in eighth grade class-B had visual learning styles, since their responses had visual qualities in learning English.

## 2. Auditory Learning Style

Individuals with this learning style have the following characteristics: they can only absorb information through their ears, they converse with themselves during speaking practice, they find writing English difficult but excel at speaking, they are fluent as a speaker and they learn by hearing and remembering what was discussed rather than what was seen. Are easily distracted during classes by background sounds.

By giving fifteen interview questions, we were able to analyze student learning styles. The five interview questions were categorized according to each learning style feature, namely visual, auditory, and kinaesthetic learning styles.

According to the findings of interviews conducted in class VIII-B at UNISMUH Makassar, the following characteristics of students' auditory learning methods are based on the questions: 1) When you practice speaking English, do you speak to yourself? 2) Do you find it tough to write English yet excel at speaking it? 3) Do you consider yourself an English proficient speaker? 4) Do you acquire knowledge through hearing and recalling what has been spoken rather than by seeing what has been seen? 5) Are you easily distracted during English courses by background noise?

After conducting interviews with students on their speaking learning styles, the interviewer discovered that tenth of the twenty students in eighth grade class-B had auditory learning styles, as their responses demonstrated auditory qualities in learning English.

### 3. Kinaesthetic Learning Style

Students with a visual learning style are more active in speaking when the teacher gives the game, more capable of learning through practice, frequently use their bodies when speaking, cannot sit still for an extended period of time while watching the teacher speak, tap the pen, move the finger, or move the foot while listening.

By giving fifteen interview questions, we were able to analyze student learning styles. The five interview questions were categorized according to each learning style feature, namely visual, auditory, and kinaesthetic learning styles.

According to the findings of interviews conducted in class VIII-B at UNISMUH Makassar, the following features of students' kinaesthetic learning methods are based on the questions: 1) Are you more involved in your English speaking when the teacher assigns a game? 2) Are you more receptive to learning when you practice English? 3) Do you make frequent use of your body when speaking English? 4) Are you unable to remain still for an extended period of time while the teacher speaks English? 5) When you're listening, do you tap the pen, move your finger, or your foot?

After conducting interviews with students on their speaking learning styles, the interviewer discovered that out of twenty students, eight students in eighth grade class-B exhibited kinaesthetic learning styles due to their responses exhibiting kinaesthetic features in learning English.

### Discussion

Schools play a critical role in attempts to educate students at school so that learning objectives can be met during the process of learning. To ascertain the learning methods of students in class VIII at UNISMUH Makassar, researchers conducted interviews with twenty students in class B. The researchers conducted interviews with 10 participants who answered five questions about their visual learning style, five questions about their auditory learning style, and five questions about their kinesthetic learning style

### CONCLUSION

The interviewees' responses to five visual learning style questions revealed that two students with the letters HAM and MFP had the majority of responses showing visual learning style features. Five questions assessing auditory learning style reveal that 10 students with the initials AKA, MRAL, MRDA, RP, MNA FAF, ARG, MAT, NRB, and MA had the majority of responses suggesting auditory learning style features. Five questions on kinesthetic learning styles reveal that eight students with the initials MARH, AMM, MIR, MFHM, MMN, MFS, FS, MAAG have kinesthetic learning styles. The findings of the investigation of the learning styles of students in class VIII-B indicate that each individual has a natural proclivity for style study.

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