

## ABSTRACT

**Maliki, Imam.** The Influence of Learning Style Toward the Students' *Speaking* Achievement at The Second Semester of English Department Of STAIN Ponorogo in Academic year 2014/2015 A Thesis, English Education Department, Tarbiyah Faculty, of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Pryla Rochmahwati, M.Pd.

**Key Words:** Speaking Achievement, Learning Style

There are many factors influencing students' speaking achievement; they are internal and external factors. For internal factors there are mood, self-esteem, motivation, learning style, and etcetera. Then for external factors are teachers, the environment and etcetera. In this study the researcher focuses on students' learning style and speaking achievement. Speaking can be defined as "the action of conveying information or expressing one's thoughts and feelings in spoken language. If learners receive the information without knowing their learning style they will need more time to understand the information, and if the students know their learning style they will have the best way to absorb information from the teacher. This research is intended to reveal the significant influence of students' learning style toward speaking achievement.

This research employed quantitative research in the form of ex post facto design. It had two variables, namely learning style and students' speaking achievement. The population was 83 students for the second semester of the English Education Department of STAIN Ponorogo and the researcher took 70 students as a sample. The instruments for collecting data were documentation for students' speaking achievement, and a questionnaire for students' learning style. The data was analyzed using simple linear regression for the level of significance 5%. After getting the data, the researcher analyzed the data by using SPSS 19 for Windows.

The analyzing data shows that there was a correlation between learning style and speaking achievement. It showed from  $r_{\text{value}} 0,870 > r_t 0,235$ . And the learning style (X) gives 75,7% contribution toward speaking achievement (Y), and then 24,3% influenced by other factors. And the equation of the regression model is  $Y = 4.455 + 0.993X$ . From this result, the researcher concluded that  $H_a$  was accepted and  $H_0$  is rejected. It means that there is a significant influence of learning style toward the students' speaking achievement for the second semester students of the English Department of STAIN Ponorogo in Academic Year 2014/2015.

## CHAPTER I

### INTRODUCTION

#### A. Background of the study

English is one of languages used for communication in the world and it is the most popular there is no doubt that English is a world language, with more than 60 countries where English is now the dominant or official language.<sup>1</sup> It is known that English is the most important language which must be mastered by the people in the global era. As a connecting language, English has been generally regarded as a sign of a well rounded education. Foreign language will be a vital part of the successful integration in another country.

As international language, English is very important. Many people in the world especially Indonesian learns it. To know about English, people must learn four language skills. They are speaking, reading, listening and writing.<sup>2</sup> Among four language skills, speaking is considered important language skill to be acquired by every student. It has become the goal of language education program in recent year. Students are considered successful

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<sup>1</sup> Peter Lucantoni, Teaching and Assessing Skills in English as a Second Language (Cambridge: Cambridge University Press, 2006), 3.

<sup>2</sup> I.S.P Nation and Jonathan Newton, Teaching EFL/ ESL Listening and Speaking (New York & London : Taylor & Francis Group, 2008), 1.

in their language if they can communicate effectively in their foreign language. Speaking skill is also one the importance of four skills which is used to communicate face to face and it is influence by students' ability in using language a well.

Speaking consist of producing systematic verbal utterance to convey meaning (Utterance are simply things people say). Mary Ann Cunningham Florez point out that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous,open-ending, evolving.<sup>3</sup>Speaking can be defined as “the action of conveying information or expressing one’s thoughts and feeling in spoken language”.<sup>4</sup>Based on statement that speaking is expressing the language to give information to others.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in

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<sup>3</sup>Kathleen M Bailey, Practical English Language Teaching: Speaking (New York: The Mc Graw Hill, 2005), 2.

<sup>4</sup>www. Encyclopedia.com Definition Speaking accessed on March 26<sup>th</sup> 2015, 02: 49

developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.<sup>5</sup> Some of the things that make it difficult to master speaking students themselves because they have their own way of learning, especially in speaking. Therefore teachers got to know some of the factors that can affect the learning process itself speaking itself. These factors include the intern and extern factors. Internal factors derived from the students themselves as mood, self - esteem, motivation, and learning style. While the external factors originating from outside the student that includes teachers, the environment, and in terms of his own time in learning speaking.<sup>6</sup>

Learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction.<sup>7</sup> Learning is using the material to be learnt in different contexts and over time enhances the chances of retention and understanding. It is important to give some thought to the actual conditions that can enhance learning.

According to Rita Dunn, Jeffrey S. Beaudry and Angela Klavas assert that through voluminous studies, it has been indicated that both low and average achievers earn higher scores on standardized achievement and attitude

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<sup>5</sup>Teaching Speaking: Activities to Promote Speaking in a Second Language, <http://iteslj.org/>, Acces on 20 April 2015 at 01.05 . 1

<sup>6</sup>Gavid Reid, Learning Styles and Inclusion, ( London: Paul Chapman Publishing, 2005), 7

<sup>7</sup>H Douglas Brown, Principle of Language learning and Teaching: fifth edition: Longman: San Francisco state University. 2007, 7.

tests when they are taught within the Elamof their learning styles.<sup>8</sup> Learning styles can be defined as the preferences students' exhibit in their learning. According to Felder and Silverman, a learning style is defined as the characteristics, strengths, and preferences in the way people receive and process information.<sup>9</sup> An extensive research, particularly in the United States, conducted by Professors Ken and Rita Dunn from St. John University, in Jamaica, New York, and the Neuro-linguistic programming experts like Richard Bandler, John Grinder, and Michale Grinder, has identified three learning styles and different communication. Learn through seeing something (Visual), learn through hearing something (Auditory), learning through physical activity and direct involvement (Kinesthetic).<sup>10</sup> Basically, students' learning style best allows students to gather and use knowledge in a specific manner. Each student especially at second semester of English department of STAIN Ponorogo in academic year 2014/ 2015 has different learning style. Some students tend to appear auditory. Some of them tend to appear visual or kinesthetic.

Each individual has a specific birth and enriched through the experience of life that surely everyone learns through sensory tool, visual, auditory, and kinesthetic. Every person has the power of learning or learning

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<sup>8</sup>International Journal of Humanities and Social Science, Vol. 1 No. 10, www.ijhssnet.com  
Access on 3 march 2015. 144

<sup>9</sup>Pryla Rochmawati, English Curriculum and Material Development. STAIN Po PREES: Nadi Press Yogyakarta, 2012. 61-62

<sup>10</sup>Collin Rosi and Malcom J, Nicholi, Accelerated Learning for the 21 Century, terj. Dedy Ahimsa, (Bandung: Yayasan Nuansa Cendekia, 2012), 130-131.

style. We better know our learning styles because it will be easier and more confidence in mastering a skill and concepts in life.

This learning style is one of individual factors or internal factors that affect student achievement as one modality of students to achieve good learning and must not be separated from the realm of education, where schools are part of the achievement of learning achievement carried out by the students. If these learning styles in students weak in nature does not rule out the student in question is not able to absorb the teaching materials provided. The students are getting on well with some of the methods that correspond to the absorption capability of sensing devices such as visual, auditory and kinesthetic learning style known as visual, auditory and kinesthetic. In the student there is one that stands out from all three characters.

A difference in learning styles it shows the fastest and best way for each individual to absorb information from outside himself. Therefore, as a teacher to understand how differences in students' learning styles, and tried to resuscitate her students will these differences, it might be easier for teachers to convey information more effectively and efficiently.

Based on the explanation above, the writer want to find out the influence of learning style to the students speaking achievement. It relates to subject of study at second semester of English department of STAIN Ponorogo in academic year 2014/ 2015 by the title :“ The Influence Of Learning Style Toward Students’ Speaking Achievement At The Second

Semester Of English Departement Of STAIN Ponorogo In Academic Year 2014/ 2015”

### **B. Limitation of the Study**

This study is focused on the influence of learning style and students speaking achievement at second semester of English department of STAIN Ponorogo in academic year 2014/ 2015.

### **C. Statement of the Problems**

Based on background of the study, the problem statement can be:

1. Is there any significant influence of learning style toward the students' speaking achievement at second semester of English Department of STAIN Ponorogo in academic year 2014/ 2015?

### **D. Objectives of the Study**

Concerning with the problem statement, this study have some objective as follow:

1. To find out the influence of learning style toward the students speaking achievement at second semester of English department of STAIN Ponorogo in academic year 2014/ 2015.

## **E. Significance of the Study**

Basically all study activities should presses' clear purpose and significance. At the end of this study, the writer hopes that this writing will give a great benefit for the following components:

### **1. Theoretical Significance**

This study is expected by teacher, students, and other elements of education to improve their discourse about students' learning style. This study is also expected to give knowledge that learning style is very important factor in education that should be considered by all elements of education.

### **2. Teachers**

The researcher hopes that teacher is able to understand the students' learning style and understand the differences among students, so they can choose the best strategies and the can develop the material based on learning style of the students.

### **3. Students**

The students are able to understand their own weakness and strength. These will give contribution for going forward and try to find out an alternative way to make the weakness and strength seems in balance.

### **4. Readers**

This study is expected to give a contribution for readers, particularly at students of English department of STAIN Ponorogo.



## **F. Organization of the Thesis**

In organization of thesis, it has purpose to make readers easily understanding this thesis. This thesis is divided in five chapters. Those are:

Chapter I: Introduction discusses about: background of the study, statement of the problem, limitation of the problem, research focus, objectives of the study, significance of the study, organization of the thesis.

Chapter II: Theoretical analysis discusses about: theoretical framework related to speaking and learning style, hypothesis, etc.

Chapter III: This chapter contain of research design, population and sample, data collection instrument, technique of data analysis.

Chapter IV: This chapter contains of research location, data description, data analyzing, and discussion.

Chapter V: Conclusions and suggestions, this chapter is designed to make who reader easy who take subsistence from thesis find some information and clues related with this thesis.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Background

##### 1. Learning Style

###### a. Definition of Learning.

Learning is acquisition or getting something. A search in contemporary dictionaries reveals that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. A more specialized definition might read as follow: learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice.<sup>11</sup> Learning also defined is knowledge gained by study.

The factors that can have an effect on learning are shown below:

1. Environment
2. Mood
3. self-esteem
4. motivation

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<sup>11</sup>H. Douglas Brown, Principle of Language learning and Teaching: fourth edition, Longman: San Francisco state University, 2000, 7.

5. teaching style
6. learning style
7. task/task expectations
8. materials
9. supports<sup>12</sup>

Based on the statement above can conclude that learning is a process get some knowledge and increase an ability. Thus, learning can influence if human try to apply their knowledge in every activities. In other word, human get knowledge from learning and practice their knowledge in their activities.

#### **b. Definition of Learning Style**

Learning styles can be defined as the preferences students' exhibit in their learning. According to Felder and Silverman, a learning style is defined as the characteristics, strengths, and preferences in the way people receive and process information.<sup>13</sup> Besides that learning style refers to any individual's preferred ways of going about learning.<sup>14</sup>

Based on the statement above can conclude that learning style is the way that is in use by a teacher educator in the learning process

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<sup>12</sup> Gavin Reid, Learning Style and Inclusion( London : Paul Chapman Publishing, 2005). 7

<sup>13</sup>Prila Rochmawati, English Curriculum and Material Development. STAIN Po PREES: Nadi Press Yogyakarta, 2012. 61-62

<sup>14</sup>David Nunan, Language Teaching Methodology ( UK : Prentice Hall International , 1991 ).

that includes capturing organize and process information that could by learners optimally.

### c. Kinds of Learning Style

Richard Bandler, Jhon Grinder, and Michael Grinder, has identified three style of learning and different communication:<sup>15</sup>

#### 1. Visual Learning Style

Learning style is a combination of how it absorbs and then organizes and process information<sup>16</sup>. Visual learning style is a style of learning which learn through seeing something.<sup>17</sup> Visual learners often recall visual images or picture easily<sup>18</sup>. Besides that visual learners tend to prefer reading and studying chart, drawing, and other graphic information<sup>19</sup>.

The visual learners will not be satisfied unless they have good view of the pictures.<sup>20</sup> It means visual learning style learn best when there is reinforcement such as chart, picture, and graphs.

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<sup>15</sup>Collin Rosi and Malcom J, Nicholi, Accelerated Learning for the 21 Century ,terj. Dedy Ahimsa, (Bandung : YayasanNuansaCendekia, 2012 ), 130

<sup>16</sup>Bobby De Porter, Quantum Learning : Membiasakan Belajar Nyaman dan Menyenangkan, terj. Alwiyah Abdurrahman ( Bandung : Kaifa, 2003 ), 118

<sup>17</sup>Collin Rosi and Malcom J, Nicholi, Accelerated Learning for the 21 Century ,terj. Dedy Ahimsa, 130

<sup>18</sup>Caroline T Linse, Pratical English Language Teaching: Young Learners , New York : McGraw-Hill, 2005. 25

<sup>19</sup>Douglas Brown, Principle of Language learning and Teaching: fourth edition, Longman: San Francisco state University, 2000. 122.

<sup>20</sup>Caroline T Linse, Pratical English Language Teaching: Young Learners , 25

There are some characteristic for students who love this style of learning:

- a. Neat and orderly
- b. Speak quickly
- c. Able to make plans and set long- term well
- d. Thorough and detailed
- e. Accentuating performance
- f. It is easier to remember what is seen rather than what is heard
- g. Remember things based on visual association
- h. Has the ability to spell the letters very well.
- i. They are not easily disturbed by the noise or sound noisy when they are learning
- j. Difficult to received verbal instructions
- k. A fast reader and diligent
- l. Often answer question with short answer “Yes” or “No”
- m. Forgot to deliver verbal messages to other. <sup>21</sup>

So, visual learning style refers that learning style focus in seeing something information. Visual learners have a tendency to describe everything that they see in term of appearances.

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<sup>21</sup>Bobby De Porter, Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan, terj. Alwiyah Abdurrahman (Bandung: Kaifa, 2003), 118.

## 2. Auditory Learning Style

Auditory learning style is a style of learning which learn through seeing something.<sup>22</sup> Auditory learners are better able to learn material when it is presented in an auditory format such as listening to someone, read a story a loud.<sup>23</sup> Auditory learners prefer listening to lectures and audiotapes.<sup>24</sup> It means auditory learners learn more influenceively by listening to information.

The truly auditory learners will be content to listen to the words and the tale being told with only the minimal amount of visual input or picture.<sup>25</sup> Auditory learners, they may have difficulty with reading and writing tasks.

Characteristics of people who have this learning style:

- a. Often talk to themselves while at work ( learning )
- b. Easily disturbed by the noisy
- c. Moving the lip and say uttering and writing while read
- d. They like to listen rather than reading
- e. It is more fun o read aloud
- f. Able to repeat or imitate the tone, rhythm, and timbre
- g. Difficult to write something, but very good at telling stories

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<sup>22</sup>Collin Rosi and Malcom J, Nicholi, Accelerated Leaning for the 21 Century, terj.Dedy Ahimsa, 130.

<sup>23</sup>Carroline T Linse, Pratical English Language Teaching: Young Learners , 25

<sup>24</sup>Douglas Brown, Principle of Language learning and Teaching: fourth edition, Longman: San Francisco state University, 2000, 122.

<sup>25</sup>Carroline T Linse, Pratical English Language Teaching: Young Learners , 25

- h. Speaks in well – patterned rhythm
- i. Speaks very eloquently
- j. More like the art of music than the others art
- k. Learn to listen and remember what discussed rather that what is seen
- l. Love to talk discuss and explain to length
- m. Have difficulty if it should be faced with the task related to visualization
- n. More clever to spell or pronoun the words with harder than writing
- o. Rather than verbal humor or joke book humor or comics.<sup>26</sup>

So, auditory learning style is a learning style focus in hearing something information. They often do better talking to a colleague or tape recorder and hearing what said.

### **3. Kinesthetic Learning Style.**

Kinesthetic learning style is a style of learning which learn through physical activity.<sup>27</sup> Kinesthetic learn more influenceively when there is movement associated with learning.

Characteristics of people who have this learning style:

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<sup>26</sup>Bobby De Porter, Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan, terj. Alwiyah Abdurrahman ( Bandung : Kaifa, 2003 ), 118

<sup>27</sup>Collin Rosi and Malcom J, Nicholi, Accelerated Learning for the 21 Century, terj. Dedy Ahimsa, 130.

- a. Speak slowly ;
- b. Respond to a physical concern
- c. Touch other people to get their attention
- d. Stand close when talking with others
- e. Involve physical movement
- f. Has the initial development of large muscles
- g. Learn through hands – on or manipulation
- h. Memorize things by walking or seeing directly
- i. Use a finger to point to word that are read when reading
- j. Involve body language.<sup>28</sup>

So, a kinesthetic learner refers it better able to remember information in condition where to involve physic and movement.

## **2. Speaking**

### **a. Definition of Speaking**

Speaking is the most important skill in learning a foreign language, the focus in learning a foreign language is on communicative activities and expressive abilities. According to Mary Ann Cunningham Florez, “Speaking is an interactive process of

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<sup>28</sup>Bobby De Porter, Quantum Learning :MembiasakanBelajarNyamandanMenyenangkan, terj. AlwiyahAbdurrahman ( Bandung : Kaifa, 2003 ), 118.



constructing meaning that involves producing and receiving and processing information.”<sup>29</sup>

According to Joy M Reid, “Speaking is most often a dialog, a conversation with cooperative partner with whom we share some background, whose feedback is immediate and whose responses we can predict.”<sup>30</sup> David Nunan also states, “Speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.”<sup>31</sup>

Based on definitions above, it can be concluded that speaking is an ability of interaction or interactive process of constructing and sharing meaning between the speaker and the listener by performing and delivering the messages or ideas.

#### **b. Types of Speaking**

According to H. Douglas Brown, there are five types of speaking:<sup>32</sup>

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<sup>20</sup>Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (New York: Mc. Graw Hill, 2005), 2.

<sup>21</sup>Joy M Reid, *Teaching ESL Writing*, (USA: Prentice Hall Regents, 1993), 66.

<sup>22</sup>David Nunan, *Language Teaching Methodology*, (Sydney: Longman Pearson Prediction, 2000), 39.

<sup>23</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (USA: Pearson Education, Inc, 2004), 141.

## 1) Imitative

Phonetic levels of oral production, a number of prosodic, lexical and grammatical properties of language.

## 2) Intensive

Production of short stretches of oral language designed to demonstrate competence narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture).

## 3) Responsive

Interaction and text comprehension.

## 4) Interactive

Interaction can take the two forms of transactional language, which has purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

## 5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations and story-telling.

**c. The Component and Aspects of Speaking Skill**

According to Bygate, any four sub skills which include in speaking skill, there are: motor perceptive skills, interaction skills,

production skills, compensatory strategies. Motor perceptive skills consist of vocabulary, grammar, pronunciation, structure of sentence.<sup>33</sup>

### 3. Speaking Assessment

#### a. Assessment criteria

##### 1) Grammar and Vocabulary

On this scale, candidates are awarded marks for the accurate and appropriate use of syntactic forms and vocabulary in order to meet the task requirements at each level.

##### 2) Discourse Management

On this scale, examiners are looking for evidence of the candidate's ability to express ideas and opinions in coherent, connected speech.

##### 3) Pronunciation

On this scale, refers to the candidate's ability to production of individual sounds, the appropriate linking of words, the use of stress and intonation to convey the intended meaning.

##### 4) Interactive Communication

On this scale, refers to the candidate's ability to interact with the interlocutor and the other candidate by initiating and responding

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<sup>24</sup>KoesoemoRatih, Motivasi Dalam Usaha Meningkatkan Ketrampilan Wicara Bahasa Inggris Mahasiswa Jurusan Non-Bahasa Inggris Universitas Muhammadiyah Surakarta 2001/2002. Jurnal Penelitian Humaniora, Vol. 6, No.1, 2005: 14-27.

appropriately and at the required speed and rhythm to fulfill the task requirements.

b. Approach that Used in Speaking Test

1) A direct test

A direct test of speaking involves a procedure in which the learners actually speak the target language, interacting with the test administrator or with other students and generating novel utterances. For example: an oral proficiency interview, a conversation, or an unscripted role-play.

2) An indirect test

An indirect test of speaking is one in which the test-takers do not speak. For example, the students may be given a conversational cloze test and the phoneme discrimination task. A cloze test is a written text about a paragraph in length in which words have been deleted and replaced by blank lines. A conversational cloze test is one where the original text is the transcript of an actual conversation. The phoneme discrimination task, in which the test-takers hear a single word spoken and must select the appropriate picture in the test booklet when faced with some picture.

3) Semi-Direct test

This term has been applied in contexts where students actually speak, but they do not interact in a conversation, interview, or role-

play. The test-takers listen to prompts and tasks delivered by a recorded, voice, and also respond by talking to a recording device.

c. Types of Spoken Test

The most commonly used spoken test types are these:<sup>34</sup>

1) Interviews

The learners are called out, one by one, for their interview. These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed.

2) Live Monologues

The learners prepare and present a short talk a pre-selected topic.

3) Recorded Monologues

The learners can talk turns to record themselves talking about a favorite topic.

4) Role-plays

Most students will be used to doing at least simple role plays in class. So, the same format can be used for testing.

5) Collaborative Tasks and Discussions

These are similar to role play except that the learners are not required to assume a role but simply to play themselves.

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<sup>25</sup> Scott Thorbury, *How to Teach Speaking*, (England: Longman, 2002), 125-126.

#### 4. Speaking Achievement

Speaking is one of the skills that must be had by students. We can use a test to measure the speaking skill of students. An achievement test is a test of developed skill or knowledge. The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction. Achievement tests are often contrasted with tests that measure aptitude, a more general and stable cognitive trait.

Achievement test scores are often used in an educational system to determine what level of instruction for which a student is prepared. High achievement scores usually indicate a mastery of grade-level material, and the readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade.<sup>35</sup>

In this research, the score of speaking students is taken from the examination result that is done by the school in the last semester using an oral test. According to Cummins, oral language assessment of English language learners in school aims to capture a student's ability to communicate for both basic communicative and academic purposes. Communicative or conversational skills involve face-to-face interaction where meaning can be negotiated and is supported by contextual cues, such as the situation itself, gestures,

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<sup>26</sup>[http://en.wikipedia.org/wiki/Achievement\\_test](http://en.wikipedia.org/wiki/Achievement_test), accessed on January, 19<sup>th</sup> 2015.

facial expressions, and intonation.<sup>36</sup> Steps for assessing oral language, including identifying purpose, planning for assessment, developing rubrics and / or scoring procedures, setting standards, involving students in self, and peer assessment, selecting assessment activities, and recording information. We discuss each of these steps below:

**a. Identifying Purpose**

The oral language of English language learners is typically assessed for one of three purposes:

- 1) For initial identification and placement of students in need of a language-based program such as ESL or bilingual education.
- 2) For movement from one level to another within a given program.
- 3) For placement out of an ESL / bilingual program into a grade-level classroom.

**b. Planning for Assessment**

After identifying assessment purpose, you can begin planning for classroom-based assessment of oral language by:

- 1) Identifying instructional activities or tasks.
- 2) Make outline the major instructional goals or learning out-comes and matches these to learning activities or performance tasks.

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<sup>27</sup> J. Michael O'Malley and LorraineValdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*, (USA: Addison-Wesley Publishing Company, Inc, 1996), 60.

- 3) Deciding whether or not to make an audio or video recording of student performance.
- 4) Deciding how often to collect information.
- 5) Deciding when and how to provide learners with feedback.

**c. Developing Rubrics/Scoring Procedures**

Setting criteria is a crucial part of assessment; without criteria or standards of performance, performance tasks remain simply a collection of instructional activities. Based on student performance, teachers can revise assessment tasks and standards as well as instructional objectives and activities to better meet learner's needs.

**d. Setting Standards**

Setting standards involves clearly specifying what students should know and be able to do at different levels of oral language proficiency. Standards can be set by establishing a cut-off point on a scoring rubric that meets a specific level of performance. The levels on the scoring rubrics are always tied to your curriculum objectives in the language or content area being rated. This link established between the scoring rubric, your local curriculum objectives, and the standards you set is essential.

The students scoring at level 6 would have developed oral language comparable to that of native English-speaking grade-mates. This would mean that level 6 has been set as the standard of



performance for leaving the ESL program. Students scoring at level 4 and 5 on the rubric would probably benefit from being placed at the highest level of the ESL program. Students at level 3 would most likely be placed at the intermediate level of the ESL program, while students at level 2 and 1 would be placed at the beginning level of the program.

**e. Involving Students**

1) Self-Assessment

According to H. Douglas Brown and George Yule, “An essential step in preparing for oral language assessment is planning how to engage students in self-assessment. By providing learners with the skills needed to independently monitor their learning, we enable them to take greater responsibility for that learning. Students can be involved in generating criteria for assessment by being given the opportunity to listen to good and poor performances and asked to describe characteristics of influenceive performance.” Self assessment can take the form of yes/no statements, question/answer, rating scales, sentences completion, and learning logs. Students should be guided and given options in setting goals for overall communicative influenceiveness, fluency, and accuracy in vocabulary, grammar, pronunciation, stress, intonation, and style.

## 2) Peer Assessment

For pair or team activities, students can be asked to rate each other as well as their functioning as a group. Underhill suggests that peer assessment is an authentic assessment approach because peers are asked to rate the influenceiveness of communication by others.

### f. Selecting Assessment Activities

According to Ur, “Assessment of oral language is most influenceive when it is based on the performance of a task. This means that students are required to do something in response to what they hear, whether it’s taking notes, charting a route on a map, or answering question.” According to Douglas H. Brown and George Yule, “Oral language assessment can take various forms depending on your purpose for assessment, students’ level of language proficiency, and the purposes for which students use oral language in the classroom. Assessment tasks for oral language differ with regard to whether they call for the use of static relationships (such as in describing a picture or giving directions), dynamic relationships (telling a story or taking part in a role-play), or abstract relationships (giving an opinion).”

According to Joan L. Herman, Aschbacher, and Winters, “Use as wide a variety of assessment activities as possible to make your assessment more authentic and reliable.” The instructional and

assessment activities such as: oral interviews, picture-cued descriptions or stories, radio broadcasts, video clips, information gap tasks, story/text retellings, improvisations/role-plays/simulations, oral reports, and debates.

**g. Recording Teacher Observations**

Documentation can take the form of checklists, rubrics, rating scales, or anecdotal records and can be done on an individual basis, in pairs, or in groups. The basic difference between checklists and rating scales is that whereas checklists only allow noting the presence or absence of a particular feature, rubrics or rating scales allow for documenting the degree of oral language proficiency exhibited by providing a range of performance levels. Anecdotal records allow for more qualitative descriptions of students performance. When observing individuals, try to use checklists or rating scales in as unobtrusive a manner as possible so as not to intimidate students.

According to Spencer Kagan, “Structured cooperative learning tasks, which provide for positive interdependence and individual accountability, will increase the chances to speak. According to Rodhes and Nathenson-Mejia, “Teachers who prefer to keep written notes on their observations may want to use anecdotal records. Anecdotal records have been most typically used to assess progress in literacy in the elementary school.” One of the advantages of using

anecdotal records is that they can provide the teacher with a history of the process through which the learner's oral language skills have evolved. This includes documenting the student's use of listening and learning strategies.<sup>37</sup>

According to Kathleen M. Bailey, there are three main methods for scoring student's speaking skills:

1) Objective Scoring

Objective scoring does not involve any judgment during the scoring process (though a great deal of judgment may be involved in determining the correct answers to compile the key).

Objective scoring can be done by an untrained person using a scoring key. In many case, objective scoring can be done by a computer.

2) Analytic Scoring

Involve rating systems in which the abilities underlying the speaking skill have been analyzed and the test-takers are evaluated on how well they perform the various sub-skills.

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<sup>28</sup>J. Michael O'Malley and LorraineValdez Pierce, *Authentic Assessment*...63-90.

### 3) Holistic Scoring

A speech sample (such as an oral interview, a recorded conversation, or a passage that a learner reads aloud) is given one overall evaluation, which may be a rating or a designation.<sup>38</sup>

## **B. Previous Research Finding**

There is previous study that is found by researcher.

The first research was presented by Ira DwiFatmawati the title “The Correlation between Visual Learning Style and Reading Skill at the Seventh Grade Student of SMPN 2 JetisPonorogo in Academic Year 2012/2013”

The focus it was the correlation between visual learning style and reading skill at the seventh grade student of SMPN 2 JetisPonorogo in academic year 2012/2013.

She analyzed the data using Product Moment. The result of her thesis is there is correlation between visual learning style and reading skill at the seventh grade student of SMPN 2 JetisPonorogo in academic year

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<sup>29</sup>Kathleen M. Bailey, Practical English Language...25.

2012/2013. The coefficient correlation is 1,013. It is higher than of table 0,444 at the level or significant 5% and 0,561 at the level of significant 1%.

The second was presented by Sylvia IndarKartika the title “The comparative study between students’ learning styles (visual, auditory, and kinesthetic students) on English achievement of SMP TerpaduPonorogo in academic year 2011/2012”

The focus it was the comparative study between students’ learning styles (visual, auditory, and kinesthetic students) on English achievement for the eighth grade students of SMP TerpaduPonorogo in academic year 2011/2012.

She analyzed the data using ANAVA 1 line. The result of her thesis is there is a comparative student between students’ learning styles (visual, auditory, and kinesthetic students) on English achievement for the eighth grade students of SMP TerpaduPonorogo in academic year 2011/2012. The result is supported by ANAVA test that Produce  $F_h = 0,563$ . With the significance level 1%,  $F_h < F_{table} (5, 25)$ . Meanwhile for significant 5% (3, 26),  $F_h$  is also  $< F_{table}$ . The significant values of each learning style are 0, 613 (Visual-Auditory), 0, 755 (Visual- Kinesthetic), 0, 999 (Auditory-Kinesthetic).

Based on research finding above assumed that learning style is very important in learning process, A difference in learning styles it shows the

fastest and best way for each individual to absorb information from outside himself. Therefore, as a teacher to understand how differences in students' learning styles, and tried to resuscitate her students will these differences, it might be easier for teachers to convey information more effectively and efficiently.

### C. Theoretical Framework

According to MaryAnn Cunningham MaryAnn cunninghamFlorez, “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.”<sup>39</sup> Speaking is the verbal use of language to communicate with others.<sup>40</sup>

Learning style also defined as habits, strategies, or regular mental behaviors concerning learning, particularly deliberate<sup>41</sup>. Besides that learning style refers to any individual’s preferred ways of going about learning.<sup>42</sup> Learning style is the way that is in use by a teacher educator in the learning process that includes capturing organizes and process information that could by learners optimally and effectively.

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<sup>30</sup>Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (New York: Mc. Graw Hill, 2005), 2.

<sup>31</sup> Glenn Fulcher, *Testing Second Language Speaking*, (British: Pearson Education Limited, 2003), 23.

<sup>41</sup>Alan Pritchard, *Ways of Learning*, (London Routledge,2009), 41.

<sup>42</sup>David Nunan, *Language Teaching Methodology* ( UK : Prentice Hall International , 1991 ). 168.

There are many aspects which can influence speaking achievement. One of them is learning style because if the students don't know their learning style they don't know best way they can absorb material and student will difficult understand about the material that they learn in learning process.

#### **D. Hypothesis**

X = Learning style

Y = Students' Speaking achievement

Those variables are learning style (X) and students' speaking achievement (Y). From the two variables above, we can conclude the theoretical framework as follow:

1. There is significant influence of learning style toward students' speaking achievement.