

**THE CORRELATION BETWEEN LEARNING STYLES AND SPEAKING
ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM
STUDENTS OF UIN RADEN FATAH PALEMBANG**



UNDERGRADUATE THESIS

**Submitted as a fulfillment of requirements to get a bachelor's degree of
Sarjana Pendidikan (S.Pd)**

by:

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**ENGLISH EDUCATION STUDY PROGRAM
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PALEMBANG
2019**

Hal : Skripsi

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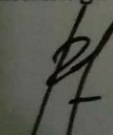
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Demikianlah terima kasih.

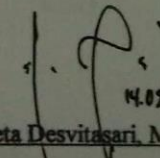
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STUDENTS OF UIN RADEN FATAH PALEMBANG**

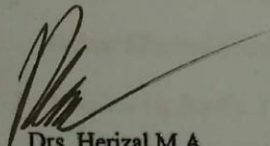
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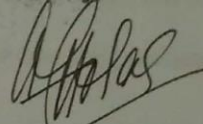


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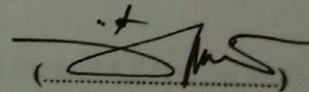
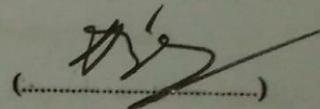
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MOTTO:

Allah is Your Protector, and He is The Best of Helper (3:150)

I Do Not Mean Anything Without My Parents

DEDICATIONS

This thesis is dedicated to:

- *Allah SWT the lord of world who always gives me his mercies, his bless and his answer toward my prayers.*
- *My prophet Muhammad SAW as a my biggest inspired in my life.*
- *My beloved parents Mr. Andika and Mrs. Sutika who always love, support, and pray for me. Thanks a lot for everything.*
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STATEMENT PAGE

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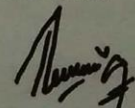
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2. The thesis that I wrote is original and has never been handed in for another academic degree neither at UIN Raden Fatah Palembang not other Universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am writing to accept the academic sanction of the cancellation of my degree that I have received through this thesis.

Palembang, 2019

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The writer realizes that this thesis is far from being perfect. Therefore, she really appreciates all of the constructive suggestion to this work. Hopefully, this thesis will be a great contribution to the academic field.

Palembang, January , 2019

The Writer

Iski Vitaloka

LIST OF CONTENT

ACKNOWLEDGEMENT	i
LIST OF CONTENT	iii
ABSTRACT	vii
LIST OF TABLES	viii
LIST OF APPENDICES	ix
LIST OF DOCUMENTATION	x
 I. INTRODUCTION	
1.1 Background	1
1.2 Research Problems	6
1.3 Reseach Objectives	7
1.4 Significance of the study	7
 II. LITERATURE REVIEW	
2.1 Theoretical Design	9
2.1.1 Correlation Study	9
2.2 Concept of Learning Styles	10
2.3 The Types and Characteristics of Learning Styles	11
2.3.1 Visual	11

2.3.2 Auditory	12
2.3.3 Kinesthetic	13
2.4 The Important of Learning Styles	15
2.5 The Advantage of Identifying Learning Styles	15
2.6 Concept of Speaking	16
2.7 Aspects of Speaking	18
2.8 Students Speaking Achievement	20
2.9 Previous Related Studies	21
2.10Hypotheses	24
2.9.1 Criteria for Testing Hypothesis	25

III. METHOD OF RESEARCH

3.1 Research Design	26
3.2 Research Variables	27
3.3 Operational Definitions	27
3.4 Subject of the Study	28
3.4.1 Population	28
3.4.2 Sample	29
3.5 Data Collection	30
3.5.1 Questionnaire	30
3.5.2 Speaking Test	31
3.6 Data Instruments Analysis	33
3.6.1 Validity Test	33
3.6.1.1.Validity of Questionnaire	33

3.6.1.2	Validity of Speaking Test	33
3.6.2	Reliability Test	34
3.6.3	Reliability of Questionnaire	34
3.6.4	Reliability of Speaking Test	34
3.7	Data Analysis	35
3.7.1	Instrument Analysis	35
3.7.1.1	Analysis of Questionnaire	35
3.7.1.2	Analysis of Speaking Test	36
3.7.2	Pre-requisite Analyses	37
3.7.2.1	Normality Test	37
3.7.2.2	Linearity Test	37
3.7.3	Hypotheses Analysis	38
3.7.3.1	Correlation Analysis	38
3.7.3.2	Regression Analysis	38
3.7.3.3	Analysis of the best Predictor	39

IV. FINDINGS AND INTERPRETATIONS

4.1	Research Findings	40
4.1.1	Result of Students' Learning Styles	40
4.1.2	Result of Students' Speaking Achievement	42
4.2	Statistical Analysis	43
4.3	Pre-requisite Analysis	44
4.3.1	The Result of Normality Test	44
4.3.2	The Result of Linearity Test	45

4.4 Correlation between Learning Styles and Speaking Achievement ..	45
4.5 Interpretation	47

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions	51
5.2 Suggestions	51

REFERENCES

APPENDICES

DOCUMENTATION

ABSTRACT

The aims of the study were (1) to find out whether each type of learning styles had any significant correlation to speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang, (2) whether each type of learning styles influenced speaking achievement, and (3) which type of learning styles that became the best predictor of speaking achievement. The method of this research was correlational research. The population of this research was all of the active students of English Education Study Program Students of UIN Raden Fatah Palembang in the academic year of 2017-2018 with total number of 430 students. However, there were only 98 students involved as sample in this research taken by using purposive sampling. The students' learning style score was taken by distributing questionnaire by Barsch (1996), while the students speaking achievement was obtained by conducting speaking test. To answer the first problem, Pearson Product Moment Correlation Coefficient was employed. The result of this study showed that there was no significant correlation between each type of learning styles and speaking achievement. Since there was no significant correlation, further analyses were eliminated.

Keywords: learning styles, speaking achievement.

LIST OF TABLES

Table 1. Correlation Coefficient	10
Table 2. Distribution of Population	28
Table 3. Distribution of Sample	30
Table 4. Barsch Learning Style Inventory (BLSI) Specification.....	31
Table 5. Category of Students' Speaking Achievement	32
Table 6. Category of Students' Speaking Achievement	36
Table 7. Descriptive Statistics of Students' Learning Styles	41
Table 8. Distribution of Students' Learning Styles	41
Table 9. Descriptive Statistics of Students' Speaking Achievement	42
Table 10. Distribution of Students' Speaking Achievement	43
Table 11. The Result of Normality Test of Visual Learning Style	44
Table 12. The Result of Normality Test of Auditory Learning Style	44
Table 13. The Result of Normality Test of Kinesthetic Learning Style	44
Table 14. The Result of Linearity Test of Visual Learning Style	45
Table 15. The Result of Linearity Test of Auditory Learning Style	45
Table 16. The Result of Linearity Test of Auditory Learning Style	45
Table 17. The Correlation between Visual and Speaking Achievement	46
Table 18. The Correlation between Auditory and Speaking Achievement	46
Table 19. The Correlation between Kinesthetic and Speaking Achievement .	46

LIST OF APPENDICES

Appendix A : Learning Styles Questionnaire

Appendix B : Booklet Test

Appendix C : Rubric for Speaking Test

Appendix D : Validity of Speaking Test

Appendix E : The Result of Reliability Test

Appendix F : The Result of Students' Learning Styles Questionnaire

Appendix G : The Result of Students' Speaking Score

Appendix H : The Result of Normality Test

Appendix I : The Result of Linearity Test

LIST OF DOCUMENTATION

1. FC Kartu Tanda Mahasiswa
2. FC Kwitansi Pembayaran Terakhir
3. FC Ijazah SMA
4. FC Sertifikat OSPEK, BTA, Komputer dan KKN
5. FC Transkrip Nilai
6. FC SK Penunjukan Pembimbing Skripsi
7. FC SK Perubahan Judul
8. FC SK Izin Penelitian dari Fakultas
9. FC SK Telah Melaksanakan Penelitian
10. FC Kartu Bimbingan Skripsi
11. FC Sertifikat TOEFL
12. FC SK Bebas Teori
13. FC Nilai Ujian Komprehensif
14. FC Nilai Ujian Skripsi
15. FC Kartu Bimbingan Revisi Skripsi

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

In daily life, human is as a social creature needs a medium to communicate to each other and it is called language. Genetti (2014) states that language is functional, it is a tool of human communication. It is the way of communication and people used it to transfer information, ideas, and feelings from one person to another. According to Goldstein (2008), language is a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas and experiences. It is used to communicate both in spoken and written forms. Thus, it can be inferred that language is the system of communication in human life.

One of the widely used languages in the world is English. It becomes a global language for communication in every country in the world. Lauder argues that English is a global international language (as cited in Marzulina, 2016, p.10). English is considered as lingua franca which means that English is used for communication between people who speak different languages. Harmer believes that English is worldwide language which is used in human life such as in the arts, science, humanities and social sciences (as cited in Astrid, 2011, p.176).

Therefore, when people with different languages come together they commonly use English to communicate.

Having status as a global language, English is now becoming more and more popular to be learned. It is supported by Arango (2015) who said that that in globalization era, the importance of English cannot be denied. For instance, someone can use English to share their knowledge and information with other people from the other countries. In addition, Lauder explains that English is widely recognized and English is important for Indonesia and the reason most frequently put forward for this is that English is a global international language and policy in English language teaching and learning should be set appropriately (as cited in Fajrina, 2017, p. 29). In brief, English needs to be taught and learned, it is necessary to master because it can be used to get information, knowledge and culture with the other people around the world.

In order to master English, there are four skills to be mastered. They are speaking, reading, writing and listening. However, some experts believe that speaking skill plays more important role in English learners. Egan (1999) believes that the heart of second and foreign language learning is speaking. It means that second or foreign language learners have to master English. Speaking is one of the aspects that related to language learning. Bygate (1987) claims that the vital task in second or foreign language is practice the speaking skill. Even, it can be concluded that speaking is one of the language skills that must be mastered by the students, especially for English Education Study Program Students.

Furthermore, speaking skill plays important roles in communication. It is supported by Fulcher (2003), speaking used to convey information with others in language. It means that speaking focuses on communication and sharing the information. In addition, Thornbury (2005) said that speaking is a part of human life that cannot be separated from someone activity. Burns and Joyce also argue that speaking is an interactive process of meaning construction which includes receiving, processing and producing information (as cited in Abrar, Mukminin, Habibi, Asyraf & Marzulina, 2018, p.130). It is the same as oral interaction to share information, express ideas and thought have in the mind. In other words, people can share their knowledge, value and attitude with others people around the world through speaking.

However, mastering spoken English is not easy. Aleksandrak believes that speaking in Indonesia is not easy (as cited in Herlina & Holandyah, 2016, p.108). Speaking is a challenge faced by students in University level, especially for foreign language learners that have to be learnt in speaking, such as, grammar, pronunciation, fluency and vocabulary, and etc. It is also supported by Waugh (2005), spoken English does not only demand confidence on part of speaker, but also some of the imperative requirements are a sounds vocabulary and the manner of putting thoughts into words. Hence, there are so many things to be taken into consideration which make mastering speaking seems difficult.

In fact, the quality of English speaking skill in Indonesia is still not satisfying. This situation is supported by English First English Proficiency Index (2017) that English speaking skill in Indonesia has been ranked 39th out of 80

participant countries with a score of 52,15 Indonesia is below the regional average and part of the low proficiency category. It indicates that Indonesian people's speaking is not satisfying.

The unsatisfying result of Indonesian people's proficiency can be affected by many factors; one of them is learning style (Ghofur, Nafisah, & Eryadini, 2016, p. 170). Theoretically, According to Brown (2007), learning styles are one of the variables which may influence the learning of language. Oxford (2003) believes that learning styles is one of the main factors that help determine how well the students learn a second or foreign language. It can influence their achievement in language skills, speaking, listening, reading and writing. Othman and Amiruddin (2010) explain that learning styles are styles or individual learning technique that act with its environment, process, interpret and obtain information, experiences or desirable skills, speaking, writing, reading and listening. In addition, Brown (2007) states that the enormous task of learning a second language, one so deeply involves affective factors, a study of learning style brings important variables to the forefront.

Furthermore, everyone has different learning styles. According to Pashler, McDaniel, Rohrer, and Bjork (2009), learning styles refer to the view that different people learn information in different ways. It is because everyone has a different way of understanding and absorbing the information. Moreover, Pritchard (2009) emphasizes that there are three styles of learning such as visual, auditory and kinesthetic. In short, people have distinctive way to get information when they learn and it depends on how the brain works during learning.

However, learning styles are crucial to identify. Identifying learning styles is essential for both teachers and students (Jafarpanah, 2016, p.48). It helps the teacher to understand how the students perceive and process the material or information in different ways and also it may help learners recognize their strength and weakness in learning. Besides that, Pashler, McDaniel, Rohrer, and Bjork (2009) believe that learning styles refer to the concept that individuals differ in regard to what mode of instruction or study is most effective for them. Therefore, learning style is important to identify because it helps teachers easier to deliver material to the students and also it can help the students know about the best way for them to learn.

Based on the informal interview with some undergraduate EFL students of UIN Raden Fatah Palembang, it was found out that some of them were not satisfied with their speaking ability. It might be affected by learning style. It is because most of the students did not know what the learning styles are and they also did not know about their own learning styles. Hence, it is critically essential to illuminate the correlation between learning styles of the students and their speaking achievement, and to identify the best predictor of their speaking achievement.

Learning styles is crucial because it can help the students easier to get information when they learn. It also helps teachers to understand how the way of students perceive and process material. There are some studies which have been conducted in relation to my present study. First, Hassani and Rabiee (2017) investigated the relationship between learning style and intermediate EFL

learners' speaking performance. They found out that there is a positive correlation between kinesthetic and group learning styles and the student's speaking performance. Meanwhile, a study conducted by Fahrudin and Nugroho (2012) determined the correlation between students' learning style and students' speaking achievement showed that there is no significant correlation between learning styles and speaking achievement of XII IA 3 students of SMA Negeri 1 Tumpang.

Based on informal interview and previous related studies, I am interested in investigating a correlation research on learning styles and speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

1.2 Problems of the Study

Based on the background of the study, the writer formulated the problems as follows:

1. Was there any significant correlation between each type of learning styles and speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang?
2. Did each type of learning styles significantly influence speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang?
3. Which type of learning styles was the best predictor of speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang?

1.3 Objectives of the study

The objectives of this study are to find out whether or not:

1. there was significant correlation between each type of learning styles and speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.
2. each type of learning styles significantly influenced speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.
3. type of learning styles becoming the best predictor of speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

1.4 Significance of the Study

This study will be expected to bring out some significant results as follows:

The first is for students, they can know about their learning styles. Then, the knowledge of characteristics of learning styles can help them easier to learn and absorb information and knowledge. And also, they can know their strength and weaknesses in the learning process. On the other hand, they can improve their speaking skill by using appropriate learning style. The second is for teachers, information related to the characteristics of the learning style of the students is very useful in designing one such learning to fit the learning style of the students. This is done to facilitate teachers in understanding the students related material or

information provided. It can help teachers to use appropriate strategy related to students' learning style in the teaching and learning process. It also make them easier to deliver material to the students. The third is for me myself, it will bring deeper knowledge, especially the knowledge about learning styles, and it will appreciate others. It also becomes an experience for me in conducting educational research, especially the correlation study. The last is for further researchers, it will be expected that this study may be helpful for further research, and it can be a recommended reference for them who conduct similar study.

CHAPTER II

LITERATURE REVIEW

This chapter describes (1) theoretical design, (2) concept of learning styles, (3) the types and characteristics of learning styles, (4) the importance of learning styles, (5) the advantage of identifying learning styles, (6) concept of speaking, (7) aspects of speaking (8) students' speaking achievement, (8) previous related studies, and (9) hypothesis.

2.1 Theoretical Design

2.1.1 Correlation Study

This study used correlational method. According to Fraenkel, Wallen, and Hyun (2012), a correlation study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient. Correlation research is also sometimes referred to as a form of descriptive research because it describes an existing relationship between variables (Fraenkel, Wallen, & Hyun, 2012, p. 120). In correlation research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores (Cresswell, 2012, p.113). In this design, the writers do not attempt to control or manipulate the variables as in an experiment; instead, they relate, using the correlation statistic, two or more scores for each person (e.g., a student motivation for each individual). The meaning of a given correlation coefficient can be seen below.

Table 1 *Correlation Coefficient*

<u>Interval Coefficient</u>	<u>Level of Correlation</u>
0.00 – 0.34	Very Weak
0.34 – 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Note: Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.

2.2. Concept of Learning Styles

Learning styles refers to the view that different people learn information in different ways. Fry, Ketteridge, and Marshall (2009) explain that learning style is one of the most widely used terms in relation to student's learning. It is crucial tool for students and it gives strong influence on the achievement of a subject. According to Babu (2015), learning styles suggest the ways or methods by which students acquire learning. It is a method in which individuals absorb and retain new information or skills, regardless of how it is described, but the process is different for each individual.

However, learning style is the way in which each learner begins to concentrate on, process, absorb and retain new information. Felder and Silverman (1988) state that learning style is defined as the characteristics, strengths and preferences in the way how people receive and process information. It refers to the variations in ability to accumulate as well as assimilate information.

Chermahini, Ghanbari, and Talab (2013) believe that learning style is generally used to explain an individual's natural or habitual pattern of acquiring and processing information in learning situations. It is a consistent way of responding and using stimuli in context of learning students have different strengths and preferences in the ways how they take in and process information which is to say, they have different learning styles (Gokalp, 2013. p.627). Therefore, learning styles are the way of people learn, receive and process information.

2.3. The Types and Characteristics of Learning Styles

There are three types of learning styles such as visual, auditory and kinesthetic. It supported by Pritchard (2009) who stated that there are three particular learning styles: visual, auditory and kinesthetic. They are as follow:

2.3.1 Visual

Visual learning is a style in which a learner utilizes graphs, charts, maps and diagrams. Pritchard (2009) believes that visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information. In addition, Gilakjani (2012) argues that visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding.

In addition, sometimes, visual learners favor sitting in the front of the classroom. They also take descriptive notes over the material being presented. Wong (2010) argues that there are some characteristics of visual learners, namely:

Visual learners can easily recall information in the form of numbers, words, phrases, or sentences. He/she can easily understand and recall information presented in pictures, charts, or diagrams. He/she has strong visualization or visual memory skills and can look up (often up to the left) and “see” information. Visual learners make “movies in their minds” of information they are reading. He/she has strong visual-spatial skills that involve sizes, shapes, textures, angles, and dimensions. There are some suggestions for visual learners in learning activities. It supported by Fleming (2012), several activities in learning for visual learners, namely: He/she redraws his/her pages from memory. He/she replaces important words with symbols or initials. Visual learners highlight important key terms in corresponding colors.

2.3.2 Auditory

Auditory learning is a style in which people learn through listening. An auditory learner depends on listening and speaking a main way of learning. Pritchard (2009) states that auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements.

Gilakjani (2012) explains that these individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed.

Furthermore, auditory learners gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written. Wong (2010) argues that some characteristics of auditory learners such as: auditory learners can accurately remember details of information heard in conversations or lectures. He/she has strong language skills, well-developed vocabularies and an appreciation of words. He/she has strong oral communication skills and articulate. Auditory learner has “finely tuned ears” and may find learning a foreign language relatively easy. Auditory learners hear tones, rhythms, and notes of music and often excel in areas of music. She/he has keen auditory memories. Fleming (2012) argues that there are some activities related to auditory learners in order to get the best in learning. The activities such as: auditory learners record the summarized notes and listen to them on tape. He/she talks it out. Auditory learners have a discussion with others to expand upon his/her understanding of a topic. Auditory learners reread their notes and/or assignment out loud. Auditory learners explain their notes to your peers/fellow “aural” learners.

2.3.2 Kinesthetic

Kinesthetic learning requires that a person manipulate or touch material to learn. Pritchard (2009) argues that “kinesthetic learners prefer to learn by doing” (p. 45). They are good at recalling events and associate feelings or physical

experiences with memory. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. They often find it difficult to keep still and need regular breaks in classroom activities. Gilakjani (2012) believes that individuals that are kinesthetic learn best with an active “hands-on” approach. These learners favor interaction with the physical world.

However, most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly. Wong (2010) believes that there are some characteristics of kinesthetic learners. The characteristics such as: kinesthetic learn best by doing or manipulating physical objects and engaging in “hands-on” learning. He/she learn well through movement, such as working at large charts, role-playing, or dancing. He/she learns well in activities that involve performing (athletes, actors, and dancers). He/she work well with their hands in areas such as repair work, sculpting, or art. Kinesthetic learner is well coordinated, with a strong sense of timing and body movements. Kinesthetic learners often wiggle, tap their feet, or move their legs when they sit. Fleming (2012) describes some activities related to kinesthetic learners which can make them easier in learning process, namely: kinesthetic use real life examples, applications and case studies in your summary to help with abstract concepts. He/she redos lab experiments or projects. Kinesthetic learners utilize pictures and photographs that illustrate their idea.

2.4. The Importance of Learning Styles

The suitability of learning styles is essential in attracting students to understand and appreciate the subject. Norhayati and Awang (2017) stated that learning styles are very important for every student as it has a strong influence in contradiction of achievement. Therefore, the suitability of learning styles in the classroom will be more effective and give a positive impact on students' academic if the process of teaching and learning based on the students' learning styles. Kazu (2009) believes that 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, people can manage many things in education and communication if they really recognize the groups they are called to. In short, learning styles is crucial. It can make students enjoy when they learn and easier to get information and knowledge.

2.5. The Advantage of Identifying Learning Styles

Identifying students' learning styles help the teacher to understand how the students perceive and process the material or information in different ways. Jafarpanah (2016) explains that identifying learning styles is essential for both teachers and students. Learning styles may help learners recognize their strength

and weakness in learning. It is important that individuals receive education in areas suitable for their learning styles (Gilakjani & Ahmadi, 2011, p.471). Students educated in an area having no relationship to their learning style may lack confidence, they could be less successful. As the result, they become frustrated. Knowledge of learning style also provides information to the students as to why they have learnt in a different way than others.

Identifying students' learning style helps to control the process of learning. It is vital because one of the most important signals in learning is to learn to be autonomous, that is, for the individuals to take responsibility for their own learning. Because of this, they should know what learning style is. This has to be part of the learning process to enable the individual to obtain knowledge, which constantly shifts and changes, without any help from others. In conclusion, identifying learning styles are important for both teacher and students, it offers the opportunity to teach by using appropriate methods and the students will learn more affective.

2.6. Concept of Speaking

Speaking is one of language skills in learning English. Speaking skill is being the central and one of the most important language skills (Pathan, Aldersi, & Alsout, 2014, p.97). According to Bygate (1987), the most essential task in second language is practice of the oral skill. Richards and Renandya (2002) believe that speaking is a complex task a second and foreign language learners. In

addition, Azizah (2014), speaking becomes essential because speaking is the skill which people can see directly that the learners of a language are succeed.

Moreover, speaking is one of the language skills that used for talking and communicating. By speaking, people can convey information, ideas, and maintain social relationship in communicating with others. Fulcher (2003) declares that speaking is the verbal use of language to communicate with others. It is one of skills in English which focuses on communication. Chaney states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols (as cited in Herlina & Holandya, 2017, p.111). It is the same as oral interaction which are conventional ways of information, express ideas, and thought have in the mind. Speaking is a part of human life that cannot be separated from someone activity (Thornbury, 2005, p.1). Hornby (2000) states that speaking is making use of word in an ordinary voice, uttering words, knowing and being able to use a language; expressing oneself in words; making a speech (as cited in Yonsisno, 2015, p.40). In addition, Hughes defines that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings (as cited in Yonsisno, 2014, p.37). It describes that someone can express their ideas and feelings that they thought by using spoken language. It means that speaking is not only focus on meaning but also it expresses ideas in communication by using language. In the speaking process, the speakers have to combine their vocabulary, pronunciation, grammar, fluency, and other aspects to make the conversation.

2.7 Aspects of Speaking

According to Brown (2004), speaking is productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. In assessing students' speaking achievement, there are some aspects that should be measured, those are grammar, pronunciation, fluency, vocabulary, and comprehension.

Based on the explanation above, these are the several aspects that need in speaking assessing speaking achievement:

a. Grammar

Grammar is the basic units of meaning, such as words and a set of rules to combine them into a new sentence. It is needed for the speakers to arrange a correct sentence in a conversation. The speakers must be able to manipulate and to distinguish appropriate grammatical forms in appropriate ones. Speakers' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The ability of grammar is to learn the correct way to gain expertise in a language in oral and written form.

b. Pronunciation

Pronunciation is the way of students to produce language clearly when they speak. It is a way in which a language is spoken, person's way of speaking a language or words of language. It is the act or manner of the speakers produce clearer language when they speak. Pronunciation in speaking is the crucial

component which determines the way of person's speech some words of language. It refers to ability to product comprehensible utterances.

c. Fluency

It can be defined as the ability to keep going when speaking spontaneously. In a simple term, fluency is the ability to talk freely without too much stopping or hesitating. When speaking fluently the speakers should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

d. Vocabulary

Vocabulary is a very basic element in language. It is included a single word, set phrases, variable phrases, phrasal verbs and idiom. Someone cannot effectively to express their ideas both oral and written form if they do not have sufficient vocabulary.

e. Comprehension

Comprehension is discussed by both speaker and listeners. It is because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

Furthermore, there are some reasons that make speaking is important. It supported by Celika and Yavuz (2015), in foreign language learning process, speaking is one of the most important skills due to several reasons. The first reason is that speaking skills are the most concrete parameter showing if the

learner speaks the language or not. Since language is communication and mainly conducted by speaking, knowing a language is widely accepted as speaking the language. The second reason why speaking is among the most important skills is its interdisciplinary nature. In other words, speaking skills are directly related to psychology, sociology and education in which speaking is considerably affected by concepts belonging to psychology such as anxiety and inhibition, sociologic concepts such as interaction, integration and communication and educational issues such as input and output relation. The third reason supporting its importance is its individuality since it is much more the learner oriented when compared to other skills.

In brief, speaking skills are quite a complex process in terms of its development within its interdisciplinary nature, vulnerability to individual differences and dependence to several environmental factors. Thus, speaking constitutes a quite complex and problematic field in EFL context, and affected by certain factors.

2.8 Students' Speaking Achievement

An achievement is the process or fact of achieving something. It is a something done successfully, typically by effort, courage or skills (Yulia, 2017, p.78). It supported by Hornby (1998), achievement is something achieved, something done successfully with effort and skill. Having the ability to speak is considered as the successful of language learning. The reason is because speaking may need courageous for language learners. It takes courageous because speaking

is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words. Speaking has some sub-skills and it also may become essential for learners in language learning. Richards (2008) states that the mastery of speaking skills in English is a priority for many second-language or foreign language learners.

Students' speaking achievement is the students' ability in expressing their ideas, thoughts, and feelings in speaking that is measured by the speaking test. The result of the test is assigned in the form of grades. In this study, students' speaking achievement is the result of speaking test of English Education Study Program Students of UIN Raden Fatah Palembang in academic year 2017. It was given in the form of the booklet test. It will be conducted to those who had already taken speaking class (informal speaking) and those who were taking speaking class (formal speaking). Booklet is the kind of test for high school and college students. It consist of two parts, namely booklet for teacher and booklet for student.

2.9 Previous Related Studies

Hassani and Rabiee (2017) investigated the relationship between learning style and Iranian intermediate EFL learners' speaking performance. The population of this study was 60 female EFL students at intermediate level of proficiency. The students were recruited (based on the convenient sampling) from four classes the researcher had access to. It was found that there is a positive

correlation between kinesthetic and group learning styles and the student's speaking performance.

Fahrudin and Nugroho (2012) conducted a study to determine the correlation between students' learning style and students' speaking achievement. The population of this study was all of the students of SMA Negeri 1 Tumpang and 34 students of XII IA 3 class were involved as sample. It was found that there is no significant correlation between learning styles and speaking achievement of XII IA 3 students of SMA Negeri 1 Tumpang.

Jowkar (2012) investigated the relationship between perceptual learning style preference and listening comprehension of Iranian Intermediate EFL learners. The aims of this study is to identify the learning styles and listening comprehension strategies of students, to check whether there are significant differences in the learning style and strategy preferences between high and low proficient listeners, and investigate whether there is any relationship between students' learning style and listening strategy preferences. To achieve this purpose, a language proficiency test was administered to ninety language learners majoring in English Language Translation and ultimately sixty intermediate language learners were selected and they were assigned as high and low proficient listeners through administering a listening comprehension proficiency test. They were asked to complete two questionnaires. One was used to identify students' perceptual learning style preferences and the other was used to identify students' listening comprehension strategies. In addition, think aloud protocols were held to

determine the cognitive and metacognitive strategies students used while listening. The data analysis of the first questionnaire revealed that high and low proficient listeners' major learning style preferences were visual learning and kinesthetic learning. Furthermore, significant difference was found in the preference of group learning style between high and low proficient listeners. The analysis of the second questionnaire revealed that cognitive and metacognitive strategies were favored the most, respectively. In addition, significant difference was found in the preferences of listening strategies between high and low proficient listeners. The analysis with respect to the relationship between learning styles and listening strategies revealed that.

Vaishnav (2013) examined relation and effect of different learning styles on academic achievements of students. A sample of 200 students of class 9th, 10th and 11th standard of Maharashtra state was selected for the study. Findings of the study reveal that, kinesthetic learning style is found to be more prevalent than visual and auditory learning styles among secondary school students. There exists positive high correlation between kinesthetic learning style and academic achievement. The main effects of the three variables visual, auditory and kinesthetic are significant on academic achievement.

Those four studies have some similarity and differences with the criteria current study. Similarities lie on the variables of the study. However, there are some differences among each other. The sample of first research is in Iran, and the sample of second research is in Tumpang, Indonesia, and the sample of third research is in Iran, and the sample of the fourth research is in Indralaya, Indonesia.

I will take the sample in Palembang, Indonesia. In addition, the first research was found that there is a positive correlation, and the second research was found that there is no significant correlation, and the third research was found that there is significant correlation, and the last research was found that there exists positive high correlation between kinesthetic learning style and academic achievement.

2.10 Hypothesis

The hypotheses of this study are proposed in the forms of null and alternative hypotheses below:

1. H_0 : There was no significant correlation between each type of learning styles and speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

H_a : There was a significant correlation between each type of learning styles and speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

2. H_0 : Each type of learning styles did not significantly influence speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

H_a : Each type of learning styles significantly influenced speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

3. H_0 : There was no type of learning styles becoming the best predictor of speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

H_a : There was a type of learning styles becoming the best predictor of speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

2.9.1 Criteria for Testing Hypothesis

To test the hypothesis above, the researcher will use these criterions:

1. If p- value is higher than 0.05 ($p > 0.05$), the level of significance is 5%, H_0 is accepted and H_a is rejected.

If p- value is less than 0.05 ($p < 0.05$), the level of significance is 5%, H_0 is rejected and H_a is accepted.

CHAPTER III

METHODS AND PROCEDURES

This chapter describes (1) research design, (2) research variables, (3) operational definitions, (4) subject of the study, (5) data collection, (6) data instrument analysis, and (7) data analysis.

3.1 Research Design

In conducting this study, I used correlational research in terms of explanatory and prediction research design to find out the correlation between variables and explain and interpret the results that may appear. Furthermore, the procedures were, first: I identified the students' learning styles by using questionnaire. Then, the students' speaking achievement was obtained by using speaking test. Third, SPSS version 23 was used in order to find out the correlation between the variables based on the result of questionnaire and speaking test, the influence, and the predictor of the variables. The last, I discussed the explanation and interpretation of the results. The research design was as follows:



3.2 Research Variables

There were two variables in this study, namely independent and dependent variables. According to Fraenkel, Wallen, and Hyun (2012), a common and useful way to think about variables is to classify them as independent or dependent. Independent variable is what the researcher chooses to study in order to assess their possible effects on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In common sense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. In this study, the independent variable was learning styles of English Education Study Program Students of UIN Raden Fatah Palembang, and the dependent variable was the students' speaking achievement.

3.3 Operational Definitions

In this study, there were some key words that need to be explained to avoid the possibility of misinterpretation, namely correlation research, learning styles and speaking achievement. The first, *correlation* is a study which is used to look for the relationship between two or more variables. Then, *learning styles* refer to the style in learning that determined how individuals take information and how information is processed. There are three type of learning styles such as visual, auditory, and kinesthetic. Visual learner prefers to learn by seeing. Auditory learner prefers to learn by listening. Kinesthetic learner prefers to learn

by doing. The third, *speaking achievement* refers to the score that was obtained from the students' speaking test. The test was in the form of conversation performance based on the students' booklet with the indicators of rubric: fluency, pronunciation, grammar, vocabulary, and comprehension.

3.4 Subject of the Study

3.4.1 Population

Population is the generalization region consisting of objects or subjects that have certain qualities and characteristics defined by the researchers to learn and then be deduced. According to Creswell (2012), population is a group of individuals who have the same characteristic. The population of this study was all the active students of English Education Study Program of UIN Raden Fatah Palembang in the academic year of 2017-2018. The distribution of population can be seen in the table below.

Table 2 *Distribution of Population*

<u>No</u>	<u>Semester</u>	<u>Number of Students</u>
1	I	115
2	III	105
3	V	108
4	VII	102
Total		430

Note: English Education Study Program of State Islamic University of Raden Fatah Palembang, 2018/2019

3.4.2 Sample

The sample is part of the population from which certain information is needed in research. Fraenkel, Wallen, and Hyun (2012) state that sample in a research study is a group on which information is obtained. The sample of this study had taken by using purposive sampling method. According to Johnson and Christensen (2012), purposive sampling (judgmental sampling) is used in both qualitative and quantitative research. In this method, the writers intentionally select individuals to learn and understand the central phenomenon (Creswell, 2005, p.180). Moreover, Johnson and Christensen (2012) add that in purposive sampling, researcher specifies the characteristics of a population of interest and then try to locate individuals who have those characteristics in this study.

I select the students who had already taken speaking class (informal speaking) and those who were taking speaking class (formal speaking). In contrast, the first semester student was not included as the sample because they had not taken and finished speaking classes, namely informal speaking, formal speaking courses yet. Besides, the students of fifth semester were taking their teaching practice and they were working on their report of teaching practice. Then, the seventh semester students were taking their teaching practice and they were working on their *theses*. Consequently, it was quite difficult for me to collect the data from them. For this reason, only the third semester students were involved as the sample. As the result, there would be about 105 students. The distribution of sample can be seen in the following table.

Table 3 *Distribution of Sample*

<u>No</u>	<u>Class</u>	<u>Number of Students</u>
1	PBI A	22
2	PBI B	29
3	PBI C	28
4	PBI D	26
Total		105

Note: English Education Study Program of State Islamic University of Raden Fatah Palembang, 2018/2019

3.5 Data Collection

In this research, I used two kinds of instruments to collect the data, which were questionnaire and speaking test. Students' learning style questionnaire was used to collect the data for the independent variables. Speaking test was used for speaking achievement as dependent variables.

3.5.1 Questionnaire

In this study, I used the questionnaire as one of the instruments. Questionnaire as a self-report data-collection instrument that each research participant fills out as part of a research study (Johnson & Christensen, 2012, p.162). Barsch Learning Style Inventory (BLSI) from Barsch (1996) was used as the instrument to identify the preferred learning style of students. BLSI is self-reporting instrument that provides the high school or college-level student with an

indication of the relative strengths and weaknesses in learning through different sensory channels: visual, auditory and kinesthetic. There are 24 items in the questionnaire consisting of 8 items for each type of learning styles. Each statement has assigned scores with 5 points for often true, 3 points for sometimes true and 1 point for seldom preferred, and it is answered approximately 20 minutes to complete. The learning styles questionnaire specification can be seen in the table below.

Table 4 *Barsch Learning Style Inventory (BLSI) Specification*

No	<u>Learning Styles</u>	<u>Items in the Questionnaire</u>	<u>Description</u>
1	Visual	2, 3, 7, 10, 14, 16, 19,22	<ul style="list-style-type: none"> - They can easily understand information presented in pictures, charts, and diagram. - They learn best by seeing. - They have strong visualization.
2	Auditory	1, 5, 8, 11, 13, 18, 21, 24	<ul style="list-style-type: none"> - They learn best by listening. - They can easily remember details of information heard in audio.
3	Kinesthetic	4, 6, 9, 12, 15, 17, 20, 23	<ul style="list-style-type: none"> - They learn best by doing. - They work well with their hands.

Note: Barsch, J. R. (1996). *Barsch learning style inventory*. Novato, CA: Academic Therapy Publication.

3.5.2 Speaking Test

I conducted speaking test in order to obtain the students' speaking achievement. The speaking test is formed of booklets. The booklets consisted of two parts, namely booklet for teacher and booklet for students. There are nine

topics in the booklet test. The students are given different topics based on the choice of raters. The raters asked some questions that were related to the topic, it was aimed at knowing the students' comprehension. The students then made conversation based on the illustration on the students' booklet. The students were asked to speak and the raters directly scored their speaking performance based on rubric Oral Proficiency Categories by Brown (2004) with some indicators, namely fluency, pronunciation, grammar, vocabulary and comprehension (See Appendix C). Based on the scoring rubric, the following is the category of the students' speaking achievement.

Table 5 *The Categories of Students' Speaking Achievement*

<u>Score interval</u>	<u>Category</u>	<u>Indicator</u>
21-25	Excellent	Speaking proficiency is functionally equivalent to that of a highly articulate, well educated native speaker and reflects the cultural standards of the country where the language is spoken.
16-20	Good	Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
11-15	Average	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
6-10	Poor	Able to satisfy routine social demands and limited work requirements.
1-5	Very poor	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics.

Note: Brown, H. D. (2004). *Teaching by Principles: An interactive approach to language pedagogy*. California, CA: Pearson Education.

3.6 Data Instruments Analysis

In this study, I did the validity and reliability test. Validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure (Johnson & Christensen, 2012, p.218). Validity refers to the accuracy of the inferences or interpretations made from the test scores. Whereas, reliability refers to the consistency or stability of the test scores.

3.6.1. Validity Test

3.6.1.1 Validity of Learning Styles' Questionnaire

In this study, content validity was used in order to find out the validity of learning styles' questionnaire. Since the questionnaire, Barsch Learning Styles Inventory (1996) was ready made, there was no need to conduct the validity test anymore.

3.6.1.2 Validity of Speaking Test

The validity test refers to the instrument of speaking test is valid or not. The content validity was used in order to find out the validity of the speaking test by having expert judgment. There were three validators evaluating the test whether its items were appropriate or not. Related to this, there were some considerations in choosing a rater. He/she should have minimum 550 TOEFL score, have more than 5 years teaching experience, and the last educational background is at least Master degree of English Major. The result from each rater was then calculated to

get the mean score. The result showed that instruction, topic, content and rubric were very appropriate, and time allocation was appropriate (See Appendix D).

3.6.2. Reliability Test

3.6.2.1 Reliability of Learning Styles' Questionnaire

Reliability refers to the degree to which a test consistently measures whatever it measure. Further, to get the reliability of the questionnaire, internal consistency was used and analyzed by using Alpha Cronbach in SPSS version 23. Moreover, Mutua (2015), in his research, stated that the questionnaire was adequate to measure students' learning styles. Furthermore, Mutua (2015) has revealed the reliability of the questionnaire which was 0.862. Since the coefficient should be at least 0.7, the questionnaire was reliable. Thus, the questionnaire was valid and reliable as the instrument to collect the data.

3.6.2.2 Reliability of Speaking Test

Further, to get the reliability of speaking test, inter-rater reliability was used. By using Person Product Moment Correlation Coefficient, the reliability of the speaking test can be obtained since the result from each rater was correlated. It showed that there were very strong correlation among them with correlation coefficient .828 (See Appendix E). Therefore, the speaking test was valid and reliable to collect data.

3.7 Data Analysis

There were three procedures to analyze the data which function was to answer the problems. The first, I did the instrument analysis (analysis of learning styles questionnaire and analysis speaking test). Then, the pre-requisite analyses (normality and linearity test). The last, I did the hypothesis analysis (measuring the correlation between learning styles and speaking achievement, measuring significance influence between learning styles and speaking achievement, and determining learning styles becoming the best predictor).

3.7.1 Instrument Analysis

3.7.1.1 Analysis of Learning Styles Questionnaire

In this study, there were 24 items in the questionnaire consisting of 8 items for each type of learning styles. The questionnaire was done by calculating the scores each style and then the style which has the best score was decided as the student's learning style. There were three types point in this questionnaire such as 1 point for seldom (1=seldom), 3 point for sometimes (3=sometimes) and 5 point for often (5=often). It was done by calculating the scores of each style, then the style which has the best score was decided as the students' learning style. For instance, if the greatest score is in visual, it shows that he/she is a visual one.

Then, the distributions of frequency data on the students' learning styles questionnaire scores, frequency and percentage was achieved. All of the data were presented in the form of table as the result of research findings. The next analysis was in descriptive statistics, number of sample, the score of minimal, maximal,

mean, range, mean score, modes, median and standard deviation was achieved from learning styles questionnaire.

3.7.1.2 Analysis of Speaking Test

The students' speaking skill achievement test was analyzed by two raters those who validate the speaking test by using the rubric. There were five aspects of the speaking scoring system. They were grammar, vocabulary, comprehension, fluency and pronunciation. The scale of each aspect was from 1 to 5. As the result, the highest point was 25 and the lowest point was 5. Since there were two raters, the average score from them determined the students' speaking achievement.

In distributions of frequency data on the students' speaking achievement scores, frequency, percentage was achieved. All of data were presented in the form of table as the result of research findings. The next analysis was in descriptive statistics, number of sample, the score of minimal, maximal, mean, range, mean score, modes, median and standard deviation was achieved from the students' speaking achievement. The following is the result of the students' speaking achievement.

Table 6 *The Categories of Students' Speaking Achievement*

<u>Score interval</u>	<u>Category</u>	<u>Indicator</u>
21-25	Excellent	Speaking proficiency is functionally equivalent to that of a highly articulate, well educated native speaker and reflects the cultural standars of the country where the language is spoken.
16-20	Good	Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
11-15	Average	Able to speak the language with sufficient

		structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
6-10	Poor	Able to satisfy routine social demands and limited work requirements.
1-5	Very poor	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics.

Note: Brown, H. D. (2004). *Teaching by Principles: An interactive approach to language pedagogy*. California, CA: Pearson Education.

3.7.2 Pre-requisite Analyses

In terms of correlation and regression, it was necessary to do pre-requisite analysis. I did the normality and linearity test to find out whether the data distributions between the variables were normal and linear or not.

3.7.2.2 Normality Test

Normality test is used to determine whether sample data draw from a normally distributed population or not. The purpose of normality test to know the data of the variables are normal or not. It conducts due to many parametric statistical methods, including Pearson correlation test and regression test. Therefore, I applied Kolmogorov-Smirnov test by using SPSS version 23. The data is normal if the p-value is higher than 0.05 ($p > 0.05$).

3.7.2.3 Linearity Test

The linearity test is used in order to recognize whether the data between the variables is linear or not. Test for linearity by using SPSS version 23 is conducted in order to recognize whether the data of the variables is linear or not.

Therefore, the data is linear if the p-value is higher than 0.05 ($p > 0.05$). If the data of the variables were normal and linear, the next analysis was able to be conducted.

3.7.3 Hypothesis Analysis

3.7.3.1 Measuring the Correlation between Learning Styles and Speaking Achievement

In this study, to find out whether learning styles of students, as a whole, had any correlation with students' speaking achievement or not, I applied Person Product Moment Correlation Coefficient by using Statistical Package for Social and Science (SPSS) 23 version computer program was employed. Therefore, to find out the correlation between learning styles and students' speaking achievement, Person Product Moment computer program was employed. The correlation coefficient was found if p-value is lower than 0.05. After that, if there was any significant correlation between the variables, the analysis can be continued to see the influence of the variables.

3.7.3.2 Measuring Significance Influence between learning style and Speaking Achievement

In order to measure the influence between learning styles and speaking achievement. Regression analysis was conducted to see the influence of students learning styles as whole and or each type of learning styles to speaking

achievement of the students. The influence of the independent variable, learning styles, was gained by looking at the coefficient determination (*R Square*).

3.7.3.3 Determining Learning Styles Becoming the Best Predictor

In order to recognize what was the style which become the best predictor of speaking achievement. The best predictor had been seen from the coefficient determination (*R Square*) of each style. Then, the style which has the biggest *R Square* was considered as the best predictor of the speaking achievement.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) research findings, (2) statistical analysis, and (3) interpretation.

4.1. Research Findings

There were three kinds of research findings in this study: (1) the result of students' learning styles, (2) the result of students' speaking achievement, and (3) the result of correlation between each type of learning styles and speaking achievement.

4.1.1 The Result of Students' Learning Styles

The total active students in the third semester of English Education Study Program at UIN Raden Fatah Palembang were 105 students 98 students participated in this study, and the others did not attend when this study was conducted. The 24 items of learning styles questionnaire consisting of 8 items for each type of learning styles adopted by Barsch (1996) were used to investigate the students' learning styles. Each statement has assigned scores with 5 points for often true, 3 points for sometimes true, and 1 point for seldom preferred. It was done by calculating the scores of each style, then the style which has the best score was decided as the students' learning style. For instance, if the greatest score is in visual, it shows that he/she is a visual one. Then, the types of students' learning styles were classified and the distribution of each style was revealed.

The descriptive statistical analysis of learning styles for the participants was shown below. The maximum score was 104, and the minimum score was 62. The mean of learning styles score for the participants is 79.47 and the standard deviation is 10.587. The descriptive statistics analysis of students' learning styles was shown in Table 7 below.

Table 7 *The Descriptive Statistics of Students' Learning Styles*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Learning_styles	98	62	104	79,47	10,587
Valid N (listwise)	98				

It revealed from the questionnaire that the three types of learning styles were all perceived by students with different types of learning styles. It was found out that 41 students (41.84%) were indicated having visual learning style, 31 students (31.63%) were indicated having auditory learning style, and 26 students (26.53%) were indicated having kinesthetic learning style. In brief, visual is the most obtained learning style perceived by the students. The distribution of the learning styles can be seen in the Table 8 below.

Table 8 *Distribution of Students' Learning Styles*

<u>No</u>	<u>Learning Styles</u>	<u>Class</u>	<u>Frequency</u>	<u>Total</u>	<u>Percentage</u>
1	Visual	PBI A	12	41	41.84%
		PBI B	16		
		PBI C	7		
		PBI D	6		
2	Auditory	PBI A	8	31	31.63%
		PBI B	7		
		PBI C	6		

		PBI D	10		
		PBI A	2		
3	Kinesthetic	PBI B	5	26	26.53%
		PBI C	12		
		PBI D	7		
Total			98		100%

4.1.2. The Result of Students' Speaking Achievement

The descriptive statistical analysis of speaking for the participants was shown in Table 9 below. The maximum score was 24 and the lowest score was 13. The mean of the speaking scores for the participants was 19.09, and the standard deviation was 1.707. This mean score showed that the participants had good level of speaking achievement.

Table 9 *The Descriptive Statistics of Students' Speaking Achievement*

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking_Achievement	98	13	24	19,09	1,707
Valid N (listwise)	98				

For each category, 27 students had excellent speaking achievement, 70 students had good speaking achievement, 1 student had average speaking achievement and there was no student having poor and very poor speaking achievement. The distribution of speaking achievement can be seen in the following table.

Table 10 *The Distribution of Students' Speaking Achievement*

<u>No</u>	<u>Category</u>	<u>Score</u>	<u>Frequency</u>	<u>Percentage</u>
1	Very Poor	1-5	-	-
2	Poor	6-10	-	-
3	Average	11-15	1	1.02%
4	Good	16-20	70	71.43%
5	Very Good	21-25	27	27.55%
Total			98	100%

The result of speaking achievement showed that 27 (27.55%) out of 98 students were in very good category, 70 (71.43%) out of 98 students were in the good category, and 1 (1.02%) out of 98 students were in the average. Last but not least, there was no one categorized in the poor or very poor category. From the data, it can be concluded that most of students' speaking achievement mentioned above was in the level of good category.

4.2 Statistical Analysis

To find out the correlation between learning styles and speaking achievement, I computed the data by using Pearson Product Moment Correlation Coefficient. Then, to find out the influence, regression analysis was applied. In calculating the data, I applied statistical analysis by using Statistical Package for Social Science (SPSS) version 23.

4.3 Pre-requisite Analysis

Before doing the further analysis which was correlation analysis, I conducted the pre-requisite analyses towards the data. Normality test and linearity test were conducted prior to data analysis through SPSS version 23 for windows. As parametric statistics, in terms of correlation and regression which analysis is used in this research, it is fundamental to see if the distribution of data is normal for each variable and linear between variables.

4.3.1 The Result of Normality Test

In this step, I conducted normality test to find out whether the data were normally distributed or not, for the further analysis. Furthermore, the data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-Smirnov is used to see the normality. From the result of normality test, it was indicated that the data from each variable were found normal and appropriate for data analysis with coefficients .138 for visual learning style, data analysis with coefficients .200 for auditory learning style, data analysis with coefficients .200 for kinesthetic learning style and .186 for speaking achievement. (See Appendix F). Thus, based on the data above, the result showed that the data of each type of learning styles and speaking achievement higher than .05, it means that all of the data were normal.

4.3.2 The Result of Linearity Test

The next step, I conducted linearity test to find out whether the data were linear or not for the further analysis. Furthermore, the data are interpreted linear if $p > .05$. If $p < .05$, it means the data are not linear. The result of linearity test showed that the deviation from linearity between learning styles and speaking achievement (sig) were .718 for visual learning style and speaking achievement, .337 for auditory learning style and speaking achievement, .976 for kinesthetic learning style and speaking achievement (See Appendix G). Thus, based on the data above, the result showed that the data of each type of learning styles and speaking achievement higher than .05, it means that all of the data were linear.

4.4 Measuring Correlation between Learning Styles and Speaking Achievement

Related to the first problem in the research aiming to seek the significant correlation between each type of learning styles and speaking achievement, I used Pearson Product Moment Correlation Coefficient to answer the first question. Moreover, based on the correlational analysis which can be seen in the Table 17, 18, and 19. It revealed that the p-output was .648 for visual and speaking achievement, the p-output was .784 for auditory and speaking achievement, the p-output was .328 for kinesthetic and speaking achievement, which were higher than 0.05 ($.648 > 0.05$), ($.784 > 0.05$), and ($.328 > 0.05$). Therefore, these scores were higher than .05. It indicated that there was no significant correlation between each type of learning styles and speaking achievement.

Table 17 *The Correlation between Visual and Speaking Achievement*

		Visual	SA
Visual	Pearson Correlation	1	,073
	Sig. (2-tailed)		,648
	N	41	41
SA	Pearson Correlation	,073	1
	Sig. (2-tailed)	,648	
	N	41	98

Table 18 *The Correlation between Auditory and Speaking Achievement*

		Auditory	SA
Auditory	Pearson Correlation	1	,052
	Sig. (2-tailed)		,784
	N	30	30
SA	Pearson Correlation	,052	1
	Sig. (2-tailed)	,784	
	N	30	98

Table 19 *The Correlation between Kinesthetic and Speaking Achievement*

		Kinesthetic	SA
Kinesthetic	Pearson Correlation	1	-,200
	Sig. (2-tailed)		,328
	N	26	26
SA	Pearson Correlation	-,200	1
	Sig. (2-tailed)	,328	
	N	26	98

Therefore, since the data provided showed that there was no significant correlation between each type of learning styles and speaking achievement, the

further analyses were not conducted in the term of finding the significant influence between each type of learning styles and speaking achievement and the style which might be the best predictor of speaking achievement. In the other words, the second and the third problems were automatically eliminated.

4.5 Interpretation

The interpretation was made based on the result of data analysis in order to strengthen the value of this study. Moreover, based on the distribution of learning styles in this study, the most dominant learning style of the third semester EFL students of UIN Raden Fatah Palembang was visual. It is supported by Felder and Silverman (1988). The most dominant learning style of college students was visual learning style. Besides, it is in line with the study conducted by Ihsan and Diem (1997) that the dominant learning style as perceived by EFL students of Sriwijaya University was visual. Furthermore, Kara (2009) also revealed that visual and auditory were the most dominant learning styles among the students of Anadolu University.

Therefore, based on the findings above, speaking achievement was not affected by learning style. Then, the result of Pearson Product Moment Correlation was ($r = .073$) for visual learning style, ($r = .052$) for auditory learning style, and ($r = -.200$) for kinesthetic learning style which were calculated by data learning styles score and the result of speaking test. The level of probability (p) significance (sig. 2-tailed) was .648 for visual learning style, the level of probability (p) significance (sig. 2-tailed) was .784 for auditory learning style, and the level of probability (p) significance (sig. 2-tailed) was .328 for kinesthetic

learning style. Since those scores were higher than .05, it means that there was no significant correlation between each type of learning styles and speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

However, the result of my present study is supported by many studies. Fahrudin and Nugroho (2012), Rayani (2014), Al-Migbal (2015), Alkubaidi (2014), Pratiwi, Arifin and Novita (2011), Naning and Hayati (2011), and Venita (2013), mentioned that learning styles did not contribute to English language skills. In brief, there are a lot of researchers that failed to prove that learning styles influence the different skill in language learning.

Moreover, this insignificant correlation denies the theories which believed that learning styles is the independent variable that has big influence in predicting students' achievement (including speaking achievement) (Oxford, 2003, p.1., Dunn & Dunn, 2000, p.113 & Keefe, 1979, p.86). This finding is supported by many antithesis of learning styles theory in which many researchers and theorist believe that learning styles is just a bunk, and there is an absence of evidence related to the learning styles (Bjork, 2015, p. 73., Willingham, 2008, p. 94., Pashler, McDaniel, Rohrer & Bjork, 2008, p. 112). Hence, this current research could become one of the sources that enhance the believe of the inexistence of someone's learning styles.

There were some factors that caused this insignificant correlation to happen between each type of learning styles and speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang. First of all,

the result could happen since learning style was not the only one factor that affected speaking achievement. In other words, learning styles were not the most dominant factor affecting the students speaking achievement. There Might be other dominant factors affecting the students speaking achievement. I assumed that the practice in speaking was the most dominant one. Most of the third semester students of English Education Study Program of UIN Raden Fatah Palembang did not use learning style when they learn speaking. They just need a lot of practice in speaking class to improve their speaking achievement. It is supported by Bygate (1987) mentioning that the vital task in second and foreign language is practice the speaking skill. In addition, presentation method in speaking class may also be other factor affecting the students' speaking achievement.

Besides, there is any independent variable that might give the significant influence toward the speaking achievement. The language learning strategies are the factor that might correlate to the students' score, especially in speaking, and influence it significantly. Therefore, the students could choose the most appropriate strategies to be used related to the material learned. Then, pronunciation, fluency, vocabulary, grammar, and comprehension are the aspects in speaking that have to be mastered by students' to improve their speaking achievement. Thus, rather than learning styles the other language learning strategies and aspects in speaking are more essential for the students' speaking achievement.

Finally, this study found that there was no significant correlation and influence between each type of learning styles and speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions based on the findings of the research

5.1. Conclusions

Based on the findings and interpretations of the study, there were some conclusions can be drawn. First, the result of Pearson Product Moment Correlation was ($r = .073$) for visual learning style, ($r = .052$) for auditory learning style, and ($r = -.200$) for kinesthetic learning style which were calculated by data learning styles score and the result of speaking test. The level of probability (p) significance (sig. 2-tailed) was .648 for visual learning style, the level of probability (p) significance (sig. 2-tailed) was .784 for auditory learning style, and the level of probability (p) significance (sig. 2-tailed) was .328 for kinesthetic learning style. Since those scores were higher than .05, it means that there was no significant correlation between each type of learning styles and speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang. Second, since there was no significant correlation between each type of learning styles, further analyses were eliminated.

5.2. Suggestions

Based on the conclusion above, suggestion in this study were provided for the students, lecturers, and other researchers who are interested in the future

research. For students, they have to be active in speaking activities in order to improve their speaking achievement. The students can improve their speaking ability through practice and presentation. Then, for lectures, it is hoped that they always become the guidance for the students to choose the most appropriate language learning strategies for the students, and then they always encourage the students to reinforce themselves to have good score in speaking achievement. The last, for other researcher, the result of the study might have different output. Therefore, it is advisable for other researchers who are interested in conducting the same research by using learning styles to read more books, articles, and journals about learning styles. They should do the research which is closest with this research and it was extended to other variables in order to reveal some particular aspects that support, enhance, and develop the quality of the research of speaking achievement.

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APPENDIX A

Name:

Class :

Barsch Learning Style Inventory

Direction:

Complete the following Barsch Learning Styles Inventory by reading each statement carefully. Please, place a check on the appropriate coulomb which is related to you all or most of the time.

STATEMENTS:		Often	Sometimes	Seldom
1	I can remember more about a subject by listening to a lecture that includes information, explanations, and discussions rather than by reading about it.			
2	I prefer to see information written on a board and supplemented by visual aids and assigned readings.			
3	I like to write things down or take visual notes for review.			
4	I prefer to use posters, models, or actual practice and other activities in class.			
5	I can tell if sound match when presented with pairs of sound.			
6	I enjoy working with my hands or making things.			
7	I am skillful with and enjoy developing and making graphs and charts.			
8	I can tell if sounds match when presented with pairs of sounds.			
9	I remember best by writing things down several times.			

10	I can easily understand and follow directions on a map.			
11	I do best in academic subjects by listening to lectures and tapes.			
12	I play with keys or coins in my pockets.			
13	I learn to spell best by repeating the words out loud than by writing the words on paper.			
14	I can understand a news article better by reading it in the newspaper than by listening to a report about it on the radio.			
15	I chew gum, smoke, or snack while studying.			
16	I think the best way to remember something is to picture it in your head.			
17	I learn the spelling of words by tracing them with my finger.			
18	I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19	I am good at working and solving jigsaw puzzles and mazes.			
20	I grip objects in my hands during learning periods.			
21	I prefer listening to the news on the radio rather than reading about it in the newspaper.			
22	I learn about an interesting subject by reading about it.			
23	I feel very comfortable touching others, hugging, handshaking, etc.			
24	I follow oral directions better than written ones.			

Appendix B

BOOKLET FOR TEACHER

Direction:

1. There are eight different pictures and choose only one picture randomly to be asked to students.
2. Ask five related questions to the picture before they orally describe it.
3. Present the dialog in 3-5 minutes.
4. Assess students' speaking test with the provided oral proficiency scoring categories.

Language Function: Introducing Oneself and Others

Part A



Answer the following questions!

1. What do you see in the picture?
2. How many people are there?
3. Do you think that they know each other?
4. If you meet someone for the first time, what should you do?
5. How do you introduce someone to others?

Part B

Guided Dialog:

Angel meets her friend from senior high school when she wants to go to lunch with her friend. So, Angel introduces herself first and after that she introduces her friend too.

Language Function: Expressing Likes and Dislikes

Part A



Answer the following questions!

1. What do you see in the picture?
2. How many kinds of food are there?
3. Which do you like among fried rice, meatballs or Martabak?
4. What kind of food do you like?
5. What kind of food do you dislike?

Part B

Guided Dialog:

Putri and Ani go to a culinary place. There is a lot of food there, so they are confused to determine what food they want to buy. They want to buy different food that they like.

Language Function: Asking For and Giving Factual Information and Opinion

Part A



Answer the following questions!

1. What do you see in the picture?
2. How many people are there?
3. What do you think about ASIAN GAMES?
4. What is the function of Volunteer of ASIAN GAMES?
5. What countries do you know that is participated in ASIAN GAMES 2018?

Part B

Guided Dialog:

Andre and Bayu are in the Sports City of Jakabaring Palembang on the weekend. There are a lot of interesting things in ASIAN GAMES. Andre and Bayu talk about the participant countries and their opinions about ASIAN GAMES.

Language Function: Asking For and Accepting Apology

Part A



Answer the following questions!

1. What do you see in the picture?
2. How many people are there?
3. What are they doing?
4. What do you do if you make mistake?
5. Will you apologize?

Part B

Guided Dialog:

Mrs. Kenny asks Indah to sweep the floor and washes dishes but unfortunately when Indah is washing the dishes she breaks a plate and a cup. Indah apologize to her Mother.

Language Function: Describing things, places or people

Part A



Answer the following questions!

1. What do you see in the picture?
2. How many people are there?
3. Who are they?
4. What do you know about B.J. Habibie and Ainun?
5. Can you describe about them?

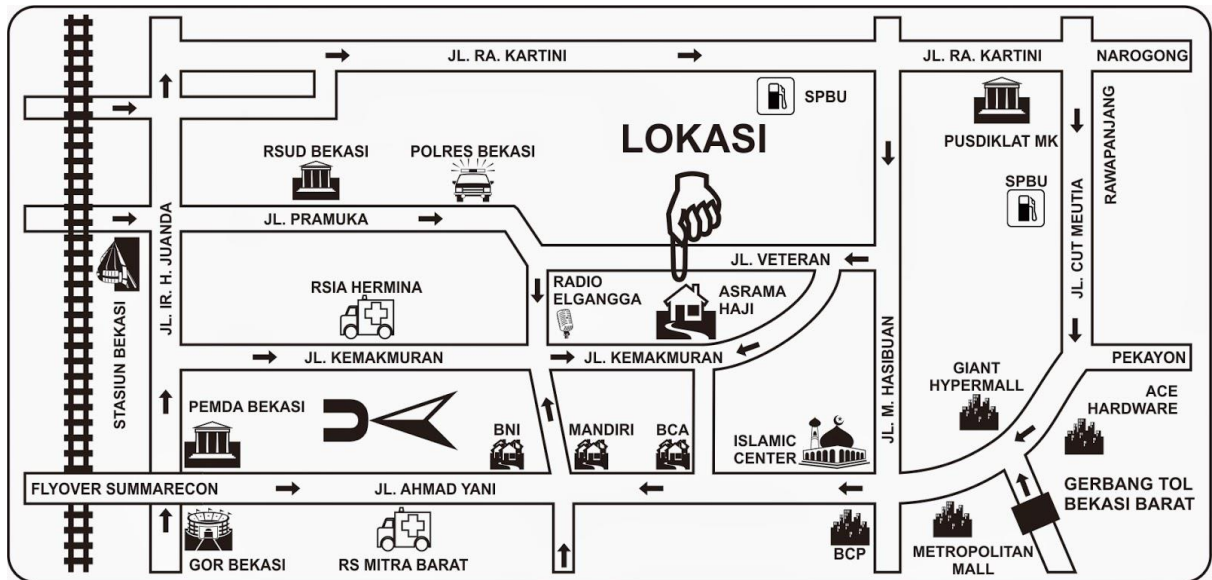
Part B

Guided Dialog:

Sinta and Hendri tell about their idols. Sinta tells about B.J. Habibie and Ainun. Hendri asks about the interesting thing about B.J. Habibie and Ainun.

Language Function: Asking For and Giving Directions

Part A



Answer the following questions!

1. What do you see in the picture?
2. How many places are there?
3. Do you know about asking and giving direction?
4. Illustration: For example, Leo is in Polres Bekasi. He asks you how to go to Metropolitan Mall. Please tell him the direction!

Part B

Guided Dialog:

Ikrar is in the Islamic Center and he wants to go to the gas station. Ikrar asks Santi about the direction to go there.

Language Function: Expressing Gratitude and Its Response

Part A



Answer the following questions!

1. What do you see in the picture?
2. How many people are there?
3. Do you know about gratitude?
4. Have you ever got a gift from others?
5. If you get a gift from others, what should you do?

Part B

Guided Dialog:

Today is Nadia's birthday. Her mother gives a gift to Nadia. She is very happy and gives gratitude to her mother.

Language Function: Telephoning

Part A



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Answer the following questions!

1. What do you see in the picture?
2. Who is she?
3. Have you ever called the doctor?
4. How do you call someone?
5. If you are sick and you want to make an appointment with a doctor, what should you do?

Part B

Guided Dialog:

Today, Taylor is going to go to hospital. She wants to bleach her tooth. But before she goes to the hospital, she calls the doctor first to make an appointment.

Language Function: Expressing Disappointment

Part A



Answer the following questions!

1. What do you see in the picture?
2. How many people are there?
3. Do you know about disappointment?
4. Have you ever made someone disappointed at you?
5. If you don't get what you want, what is your feeling?

Part B

Guided Dialog:

Ardi gives a job to Flandi but it is not same as what he wants. It makes Ardi disappointed at him.

BOOKLET

FOR

STUDENT

Part A



Part B

Guide Dialog:

Angel meets her friend from senior high school when she wants to go to lunch with her friend. So, Angel introduces herself first and after that she introduces her friend too. Make a dialog between Angel and her friend!

Part A



Part B

Guided Dialog:

Putri and Ani go to a culinary place. There is a lot of food there, so they are confused to determine what food they want to buy. They want to buy different food that they like. Make a dialog between Putri and Ani!

Part A



Part B

Guided Dialog:

Andre and Bayu are in the Sports City of Jakabaring Palembang on the weekend. There are a lot of interesting things in ASIAN GAMES. Andre and Bayu talk about the participant countries and their opinions about ASIAN GAMES. Make a dialog between Andre and Bayu!

Part A



Part B

Guided Dialog:

Mrs. Kenny asks Indah to sweep the floor and wash the dishes but unfortunately when Indah is washing the dishes she breaks a plate and a cup. Indah apologize to her Mother. Make a dialog between Mrs. Kenny and Indah!

Part A

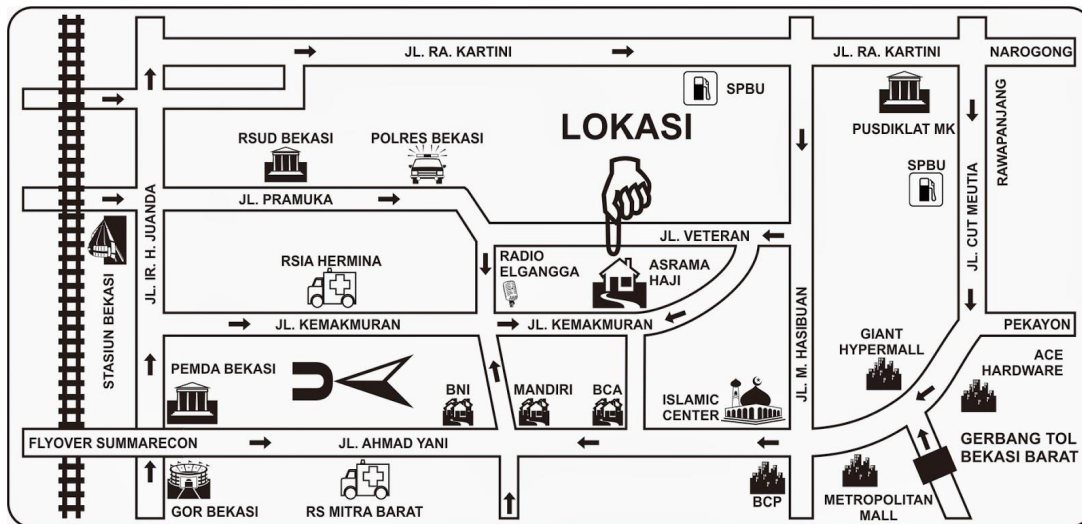


Part B

Guided Dialog:

Sinta and Hendri tell about their idols. Sinta tells about BJ. Habibie and Ainun. Hendri asks about the interesting thing about BJ. Habibie and Ainun. Make a dialog between Sinta and Hendri!

Part A



Part B

Guided Dialog:

Ikrar is in the Islamic Center and he wants to go to the gas station. Ikrar asks Santi about the direction to go there. Make a dialog between Ikrar and Santi!

Part A



Part B

Guided Dialog:

Today is Nadia's birthday. Her mother gives a gift to Nadia. She is very happy and gives gratitude to her mother. Make a dialog between Nadia and Her Mother!

Part A



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Part B

Guided Dialog:

Today, Taylor is going to go to hospital. She wants to bleach her tooth. But before she goes to the hospital, she calls the doctor first to make an appointment. Make a dialog between Taylor and a Doctor!

Part A



Part B

Guided Dialog:

Ardi gives a job to Flandi but it is not same as what he wants. It makes Ardi disappointed at him. Make a dialog between Ardi and Flandi!

APPENDIX C

Oral Proficiency Categories Proposed by Brown, (2004, p. 172-173)

Aspect of Oral Proficiency					Score
Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	
Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple question and statement if delivered with slow speech, repetition or paraphrase.	(No specific fluency description. Refer to other four language areas for implied level of fluency).	Error in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumstances.	Can get the gist of most conversations of non-technical subject (i.e., topics that require no specialized knowledge).	Can handle with confidence but not facility most social situations, including introductions and casual conversations about current events, as well as a work, family, and autobiographical information.	Accent is intelligible though often quite faulty.	2
Control of grammar is good. Able to speak the language with sufficient	Able to speak the language with sufficient vocabulary to participate effectively in most formal	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely	Errors never interfere with understanding and rarely disturb native speaker. Accent may be	3

structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.	and informal conversations on practical, social, and professional topics vocabulary is broad enough that he rarely has to grope for words.		has to grope for words.	obviously foreign.	
Able to, use language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use language fluently on all level normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	4
Equivalent to that of an educated native speaker.	Speech on all level is accepted by educated native speakers in all its futures including breadth of vocabulary and idioms, colloquialisms, and pertinent.	Equivalent to that an educated native speaker.	Has complete fluently in language such his speech is fully accepted by educates native speaker.	Equivalent to and fully accepted by educated speakers.	5

Brown, H. D. (2004). *Teaching by Principles: An interactive approach to language pedagogy.*

California, CA: Pearson Education.

Appendix D

Validity of Speaking Test

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

The result of Expert Judgment

No	Test Item	Level of Appropriateness of Speaking Test					Categorization
		1	2	3	4	5	
1	Instruction				1	2	Very Appropriate
2	Topics					3	Very Appropriate
3	Time Allocation				2	1	Appropriate
4	Content				1	2	Very Appropriate
5	Rubric				1	2	Very Appropriate
Comment :							

APPENDIX E

The Result of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
,828	2

Correlations

	rater1	rater2
rater1 Pearson Correlation	1	,708**
Sig. (2-tailed)		,000
N	98	98
rater2 Pearson Correlation	,708**	1
Sig. (2-tailed)	,000	
N	98	98

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

APPENDIX F

The result of Questionnaire

Number of Students	Visual	Auditory	Kinesthetic	LS
1	36	28	30	V
2	26	33	18	A
3	26	26	28	K
4	24	22	16	V
5	30	32	23	A
6	22	24	16	A
7	32	30	20	V
8	32	26	28	V
9	32	28	22	V
10	28	38	26	A
11	20	26	18	A
12	34	28	28	V
13	26	24	18	V
14	34	26	30	V
15	24	26	28	K
16	26	20	22	V
17	20	26	24	A
18	30	22	22	V
19	30	28	22	V
20	24	28	16	A
21	32	28	18	V
22	28	30	25	A
23	24	22	18	V
24	32	26	18	V
25	30	28	28	V
26	30	26	26	V
27	28	30	18	A
28	24	26	18	A
29	24	26	18	A
30	26	24	24	V
31	30	28	33	K
32	32	36	30	A
33	28	22	22	V
34	24	30	22	A
35	26	22	22	V
36	26	24	24	V
37	34	31	26	V
38	32	22	20	V

39	28	26	14	V
40	22	20	24	K
41	26	26	28	K
42	26	23	23	V
43	30	24	24	V
44	22	23	22	A
45	28	30	38	K
46	24	22	23	V
47	24	34	26	A
48	30	28	22	V
49	22	18	24	K
50	40	30	32	V
51	28	26	22	V
52	24	22	26	K
53	26	30	32	K
54	24	22	26	K
55	34	26	38	K
56	28	26	20	V
57	28	26	16	V
58	22	22	24	K
59	32	38	34	A
60	34	30	30	V
61	34	30	38	K
62	38	32	24	V
63	34	36	30	A
64	24	22	30	K
65	26	38	28	A
66	26	22	30	K
67	34	30	28	V
68	32	28	34	K
69	30	34	32	A
70	26	22	32	K
71	30	28	32	K
72	26	24	28	K
73	30	26	28	V
74	28	29	24	A
75	24	26	18	A
76	36	29	26	V
77	32	34	24	A
78	26	28	16	A
79	32	28	22	V
80	24	26	20	A
81	24	26	16	A
82	25	32	22	A
83	26	23	28	K
84	24	28	16	A
85	28	26	26	V

86	26	24	28	K
87	24	22	20	V
88	22	24	26	K
89	24	20	20	V
90	28	24	20	V
91	28	30	24	A
92	30	32	22	A
93	28	30	26	A
94	24	22	26	K
95	36	32	33	K
96	28	24	30	K
97	30	32	20	A
98	26	22	28	K

APPENDIX G

Result of Students' Speaking Test (Raters)

Number of Students	Rater 1					Total Score	Rater 2					Total Score	R1+R2	Mean
	P	F	G	V	C		P	F	A	G	C			
1	4	4	3	5	5	21	4	5	4	5	4	22	21+22	21,5
2	4	4	4	5	5	22	4	4	4	4	5	21	22+21	21,5
3	4	4	4	4	5	21	4	4	4	5	4	21	21+21	21
4	3	4	3	3	5	18	3	3	3	4	5	18	18+18	18
5	3	4	3	4	4	18	4	4	3	4	3	18	18+18	18
6	3	4	4	4	5	20	4	4	3	4	3	18	20+18	19
7	4	4	4	5	5	22	5	5	4	5	5	24	22+24	23
8	4	4	3	5	5	21	5	4	4	4	5	22	21+22	21,5
9	4	4	3	5	5	21	4	4	4	4	5	21	21+21	21
10	4	4	3	4	5	20	4	3	3	4	4	18	20+18	19
11	4	3	3	4	5	19	3	4	3	4	5	19	19+19	19
12	4	4	3	4	5	20	3	3	3	4	5	18	20+18	19
13	4	4	3	4	5	20	3	3	4	3	5	18	20+18	19
14	4	4	4	4	5	21	4	4	3	4	5	20	21+20	20,5
15	4	4	4	4	5	21	4	4	4	4	5	21	21+21	21
16	3	3	3	4	5	18	3	4	4	4	5	20	18+20	19
17	3	4	3	4	5	19	3	4	3	4	4	18	19+18	18,5
18	4	4	4	4	5	21	4	3	4	4	4	19	21+19	20
19	3	4	3	4	5	19	4	3	3	4	4	18	19+18	18,5
20	4	4	4	4	5	21	4	5	4	5	5	23	21+23	22
21	4	5	4	5	5	23	5	5	4	5	5	24	23+24	23,5
22	4	4	4	4	5	21	3	4	4	4	4	19	21+19	20
23	3	4	3	4	4	18	4	4	3	4	4	19	18+19	18,5
24	4	4	3	4	4	19	4	4	3	4	4	19	19+19	19
25	4	3	3	4	4	18	4	4	4	3	4	19	18+19	18,5
26	4	4	3	4	4	19	4	4	3	3	4	18	19+18	18,5
27	4	4	4	4	5	21	5	5	4	4	4	22	21+22	21,5
28	4	4	4	4	5	21	5	5	4	4	4	22	21+22	21,5
29	4	5	4	4	4	21	5	5	4	4	4	22	21+22	21,5
30	4	5	4	4	4	21	5	5	4	4	4	22	21+22	21,5
31	4	3	3	3	4	17	4	3	3	3	4	17	17+17	17
32	3	3	4	4	4	18	4	4	4	3	4	19	18+19	18,5
33	4	3	3	4	4	18	4	3	3	4	4	18	18+18	18
34	4	3	3	4	4	18	4	3	3	3	4	17	18+17	17,5
35	4	3	4	4	4	19	4	3	3	4	4	18	19+18	18,5
36	4	3	3	4	4	18	4	3	3	4	4	18	18+18	18
37	4	3	4	4	4	19	4	4	4	4	4	20	19+20	19,5
38	2	2	2	3	3	12	2	2	3	3	3	13	12+13	12,5
39	3	4	3	4	4	18	4	4	3	4	4	19	18+19	18,5

40	4	3	3	4	4	18	4	4	3	4	4	19	18+19	18,5
41	4	4	3	3	4	18	4	4	4	3	4	19	18+19	18,5
42	4	3	3	3	4	17	4	4	4	3	4	19	17+19	18
43	3	4	4	4	3	18	3	4	4	4	3	18	18+18	18
44	3	3	3	4	4	17	3	3	3	4	4	17	17+17	17
45	3	4	3	3	4	17	4	3	3	3	4	17	17+17	17
46	3	4	4	3	4	18	4	3	4	3	4	18	18+18	18
47	4	5	4	4	4	21	4	4	4	4	4	20	21+20	20,5
48	4	4	4	3	4	19	4	4	4	3	3	18	19+18	18,5
49	4	4	3	3	4	18	4	4	4	3	4	19	18+19	18,5
50	4	4	3	4	3	18	4	4	3	4	3	18	18+18	18
51	4	4	4	4	4	20	4	4	3	3	4	18	20+18	19
52	3	3	3	4	4	17	3	4	3	3	4	17	17+17	17
53	4	4	4	4	5	21	4	4	4	4	5	21	21+21	21
54	4	4	4	4	5	21	4	4	4	4	5	21	21+21	21
55	4	4	4	5	5	22	4	4	4	4	5	21	22+21	21,5
56	4	4	4	5	5	22	3	4	3	4	5	19	22+19	20,5
57	4	4	4	5	5	22	4	3	3	4	4	18	22+18	20
58	3	3	4	4	5	19	3	3	3	4	4	17	19+17	18
59	3	4	4	4	4	19	3	3	3	4	4	17	19+17	18
60	4	4	4	4	4	20	4	4	4	4	5	21	20+21	20,5
61	4	4	4	4	4	20	3	3	2	4	3	15	20+15	17,5
62	4	3	4	4	4	19	4	4	3	4	5	20	19+20	19,5
63	4	4	4	5	4	21	3	4	3	4	4	18	21+18	19,5
64	4	4	4	4	4	20	4	4	4	4	4	20	20+20	20
65	3	4	3	4	4	18	4	4	3	4	4	19	18+19	18,5
66	3	4	3	4	4	18	3	4	3	4	4	18	18+18	18
67	4	3	4	4	4	19	3	3	3	3	4	16	19+16	17,5
68	4	4	4	5	5	22	4	4	4	4	5	21	22+21	21,5
69	4	4	4	5	5	22	3	3	4	4	5	19	22+19	20,5
70	3	4	3	4	4	18	4	4	3	3	4	18	18+18	18
71	3	4	4	4	4	19	3	3	4	4	4	18	19+18	18,5
72	4	4	4	4	4	20	4	4	4	4	4	20	20+20	20
73	4	4	4	4	4	20	4	3	4	4	4	19	20+19	19,5
74	3	4	3	4	4	18	4	4	3	4	4	19	18+19	18,5
75	4	3	4	4	4	19	4	4	3	4	4	19	19+19	19
76	4	3	3	3	4	17	3	3	3	3	4	16	17+16	16,5
77	5	4	4	4	5	22	4	4	3	4	5	20	22+20	21
78	4	4	4	5	5	22	4	3	4	4	5	20	22+20	21
79	3	3	4	4	4	18	4	3	3	4	4	18	18+18	18
80	4	4	3	4	4	19	4	3	3	3	4	17	19+17	18
81	4	4	4	4	5	21	4	4	3	4	4	19	21+19	20
82	3	3	4	4	4	18	3	3	3	3	4	16	18+16	17
83	3	4	4	4	5	20	4	4	4	5	5	22	20+22	21
84	4	4	4	4	5	21	5	4	4	4	5	22	21+22	21,5
85	5	4	4	4	5	22	5	4	4	4	5	20	22+20	21
86	3	3	4	4	5	19	4	3	3	4	4	18	19+18	18,5
87	3	3	3	4	4	17	3	3	3	3	4	16	17+16	16,5

88	3	3	3	4	4	17	3	3	3	4	3	16	17+16	16,5
89	4	3	3	4	4	18	4	3	3	4	5	19	18+19	18,5
90	3	4	3	3	4	17	4	3	4	3	4	18	17+18	17,5
91	3	3	3	3	4	16	3	4	4	3	4	18	16+18	17
92	4	4	3	3	4	18	4	3	4	3	4	18	18+18	18
93	3	3	3	4	4	17	4	3	4	3	4	18	17+18	17,5
94	4	4	3	3	4	18	4	3	3	3	4	17	18+17	17,5
95	4	4	3	4	4	19	4	3	4	3	4	18	19+18	18,5
96	3	3	4	4	4	18	4	4	3	3	4	18	18+18	18
97	3	4	4	4	4	19	4	4	3	4	4	19	19+19	19
98	3	4	4	3	5	19	4	4	3	3	4	18	19+18	17,5

APPENDIX H

Table 10. The result of Normality Test of Visual Learning Style

One-Sample Kolmogorov-Smirnov Test

			Visual
N			41
Normal Parameters ^{a,b}	Mean		29,90
	Std. Deviation		4,024
Most Extreme Differences	Absolute		,121
	Positive		,121
	Negative		-,089
Test Statistic			,121
Asymp. Sig. (2-tailed)			,138 ^c

a. Test distribution is Normal.

Table 11. The result of Normality Test of Auditory Learning Style

One-Sample Kolmogorov-Smirnov Test

			Auditory
N			31
Normal Parameters ^{a,b}	Mean		30,55
	Std. Deviation		4,186
Most Extreme Differences	Absolute		,119
	Positive		,119
	Negative		-,087

Test Statistic	,119
Asymp. Sig. (2-tailed)	,200 ^{e,d}

a. Test distribution is Normal.

Table 12. The result of Normality Test of Kinesthetic Learning Style

One-Sample Kolmogorov-Smirnov Test

			Kinesthetic
N			26
Normal Parameters ^{a,b}	Mean		29,69
	Std. Deviation		4,174
Most Extreme Differences	Absolute		,196
	Positive		,196
	Negative		-,092
Test Statistic			,196
Asymp. Sig. (2-tailed)			,200 ^c

a. Test distribution is Normal.

Table 13. The result of Normality Test of Speaking Achievement

One-Sample Kolmogorov-Smirnov Test

		Speaking_Achievement
N		98
Normal Parameters ^{a,b}	Mean	19,09
	Std. Deviation	1,707
Most Extreme Differences	Absolute	,155
	Positive	,155
	Negative	-,093
Test Statistic		,155
Asymp. Sig. (2-tailed)		,186 ^c

a. Test distribution is Normal.

APPENDIX I

Table 13. The result of Linearity Test of Visual and Speaking Achievement

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
SA * Visual	Between Groups	(Combined)	19,271	8	2,409	,586	,782
		Linearity	,813	1	,813	,198	,659
		Deviation from Linearity	18,458	7	2,637	,642	,718
Within Groups			131,473	32	4,109		
Total			150,744	40			

Table 14. The result of Linearity Test of Auditory and Speaking Achievement

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
SA * Auditory	Between Groups	(Combined)	25,808	10	2,581	1,110	,403
		Linearity	,191	1	,191	,082	,777
		Deviation from Linearity	25,617	9	2,846	1,225	,337
Within Groups			44,158	19	2,324		
Total			69,967	29			

Table 15. The result of Linearity Test of Kinesthetic and Speaking Achievement

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.	
SA * Kinestheti c	Between (Combined)	5,929	7	,847	,275	,956
	Linearity	2,442	1	2,442	,793	,385
	Deviation from Linearity	3,487	6	,581	,189	,976
Within Groups		55,417	18	3,079		
Total		61,346	25			