# CORRELATION BETWEEN LEARNING STYLES AND STUDENTS' ACADEMIC ACHIEVEMENT IN SPEAKING SKILL IN ENGLISH DEPARTMENT AT HASANUDDIN UNIVERSITY

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**Abstract**

Sudents are individuals with individual nonds, intereste and methods of processing information. This research aims to elaborate the correlation between learning styles and smalents academis alicvement in speaking shall and explains how well the teaching material and clawroom activities fulfill the needs of students with different teaming styles. The respondents of this study are 10 mudents of English Department students of academic year 2009/2018 The resmastier contacted One-Group Pretest Posttest design when there is only one group experiment that is given pre test and post-test in gathering the data, questionnaire, classroom observation, pee, and post tests are applied Questionnaire is to know their basic learning style in general Next, classroom observation is to see and find out shadents attitude, classroom activities and classroom participations Pre test is to ace their basic speaking skill before the class started and they are given learning activities in addition, post-test is to measure stadents speaking skill after they are green learning activities by teacher. The result of the research shows that 36,8% visual learners can improve their dill after leaming activities are given. Moreover, auditory learners are clearly sem that they are wophisticated speakers and listeners se in this speaking class thary can show their ability and it is proved from the data that 81, 3% auditory learners have increased speaking sbill Furthermory, the learning activities also appropriate for tactile and visual auditory learners because 100% of tactile and visual auditory learners can improve theit speaking skill after learning activities are conducted in the classroom.

**Keywords:** Learning style, Material and English Speaking Skill.

## INTRODUCTION

Students are individuals with individual needs, interests and methods of processing information (Deporter & Hernacki, 2004). Some learner variables in language learning such as motivation, age, learning style, personality, gender, strategies, metacognitive, autonomy, beliefs, culture and aptitude (Griffiths, 2008) cannot be avoided as natural factors by teachers. Teachers may possibly consider these variables as references to present the materials to students so that knowledge, skills, and attitudes can be accepted well.

Learning style is one of students' different characteristics that has not been paid more attention yet. Most of teachers use their own teaching style to teach their students rather than considering the students' learning styles. In this matter, teaching material can be included as a factor which influences students' performance. In fact, the students will learn effectively if teachers provide a good learning condition to motivate the learning process and at the end it will improve the students' achievement. Gilakjani & Ahmadi (2011) supported that analyzing one's own particular learning style can be very helpful and beneficial to the students to make them more focused on attentive learners.

In this research, researcher tries to find out the correlation between learning styles and speaking skills in English. English is very important to be mastered by all people to express their ideas and feeling in order to communicate with other people using oral or written form. Students as

second language learners and university level are required not only to be able to listen, write, and read but also to speak. Speaking ability is an ability to explore the words in utterance to communicate with other people to carry out a conversation. Speaking English is one of important things that we really need in this global era. If we can speak English meaning that we can communicate with all people all over the world. Therefore, the researcher tries to focus on Speaking Skills. In addition, as what the researcher has got in some references that the characteristics of those three learning styles (visual, auditory and tactile) are different from speaking. Based on all of explanation above about the important of speaking skill and types of learning styles, the researcher conducts research to see the correlation between learning styles and academic achievement in speaking skill in English Department at Hasanuddin University.

There have been some studies that applied method. One of them is Husain (1999), conducts a study which focused on students' learning and personality style in second language acquisition and their relation to students' academic achievement and found that all groups have no significant differences in their achievement (post-test). Despite Husain's claim that there is no significant difference in students' academic achievement for all groups of learning style, a study on the relation between learning styles and academic achievement of secondary school students conducted by Vaishnav (2013) reveals otherwise. The kinesthetic learning style is found to be more prevalent than visual and auditory learning styles among secondary school students. The findings also show that the main effects of the three variables - visual, auditory and kinesthetic are significant on academic achievement.

Rasyid (1992) investigates the match and mismatch between the teachers' teaching styles and students' learning styles. Teaching and learning activity will be more effective by using Integrated Skills approach in the foreign language of instructional program that is possibly changing the students' learning styles from the previously preferred to dispreferred one. The different between Rasyid and researcher is in the focus of research. Rasyid focuses his sesearch in communication competence which is divided in two kinds of competence, oral and written English Skills. in this research, researcher focuses in speaking skill

Dunn and Dunn (1978) in De Porter and Hernacki (2004) claims that by learning style identification, students can identify their preferred learning styles, but they also get score higher on tests, have better attitudes, and be more efficient if they are taught in such a way to which they are easy to relate The different between Dunn and Dunn and researcher is abo in the focus of research, Dunn and Dinn make a general conclusion for all of skills and researcher only focuses in speaking skill.

The researcher can conclude that the difference between this research and the previous researches is in the focus of researcher namely the researcher examines the correlation between learning styles and students' academic achievement in speaking skill.

## RESEARCH METHODOLOGY
### Research Design

This research applies pre-experimental design to investigate the correlation between learning styles and students' academic achievements speaking English of fourth semester students in English Department at Hasanuddin University. There is only one group experiment involved in this research so there is no control group.

### Procedures of Data Collection

The instruments used in this study are questionnaire, classroom observation and speaking test. The questionnaire consisting of 24 items of questions from Baruch's LSI

is used to identify the students learning styles. It is categoriand into 5 scales: always, usually, sometimes, seldom and never. The classroom observation is used to find out the classroom activities and students' participation toward the given material. The last instrument, speaking test, which consists of pre-test which is intended to see the students prior knowledge in speaking English and post-test which is aimed to see students speaking ability after they experience the given material.

**Data Analysis**

Data are analyzed chronologically as follows. First, data from questionnaire is analyzed by tabulating the students learning style results and differentiating them based on their preferred learning style. The Learning Style inventory is calculated into number to find out students learning style percentage using the following formula:

P=f x 100%
N
Where:
P = Percentage of data
Fq= Number of Frequency
N = Total Sample
(Sudjana 1992) as cited in Sirajuddin (2010)

Then, students are grouped based on ther preferred learning style and their result of their peetest and post test in speaking English The researcher describes the match Norween students learning styles and stadents' speaking skill after experiencing the material given.

These data on students' learning style, classroom observation and speaking test are trangulated to see how effective the material for different learning styles in the classroom. Firstly, the researcher matches the score of speaking test with the data in the classroom observation. This is to see whether students who experienced an increase in speaking test are really active or just being passive in the classroom. Then, students' learning style data, the result of

speaking test and the classroom observation data are integrated before to find out whether the material works effectively to which kinds of learning style speaking class.

## RESEARCH FINDINGS

The description of collected data through questionnaire find out the students learning styles from 30 students, there are 19 visual learners (63.33%), 6 auditory leamers (20 %), 1 kinesthetic learner (3.33%), 2 visual auditory learners (6.67%), 1 visual kinesthetic learner (3.33%) and I visual- auditory-kinesthetic learner (3.33%). There are 86.67% students had tendency to be single learning style learners and 13.33% students had tendency to be combination learning style learners.

The finding also reveals that after giving materials (see table 1) some students shows speaking improvement. There are 7 out of 19 visual learners (36, 8%) and there are 5 out of 6 auditory learners (83, 3%) who showing improvement after learning activities given. In addition, all (1) tactile leaner (100%) also shows his improvement. However, for the learners who have combination learning styles, only visual auditory learners who show their speaking skill improvement. All (2) visual-auditory learners (100%) can increase their speaking skill after learning activities given. The rest of learner cannot show their improvement those three learning activities are given (see table 2)

## DISCUSSION

Regarding the domain of style inventory this study reveals that respondents taking part in the study are mostly inclined towards being visual and auditory learning styles while kinesthetic and the three combination learning styles are only a few.

The process of identifying learning styles in this study indicates that teachers

become aware of the importance of identifying students in the classroom so that the teacher provides materials using methods that can cover all learning styles in the classroom. For this current study, basically the teacher who taught the participant using some materials from the textbook has not been fully aware of the importance of identifying students' learning styles.

As we know, the class has students with diverse learning styles. Knowing from beginning about the importance of identifying learning styles, the teacher may ask students who have visual learning style to sit in the front row of seat or in some front corner of the class so they can clearly see when teacher explains material so they can be free from visual obstruction. Researcher does not adjust the seating of students because the school is state school and researcher found the class naturally and where the researcher in this case simply acted as an observer rather than as the experimenter. To a certain extent, this makes some visual learners got visual obstruction and it is one of the limitations of this study. For further research, the class should be set based on the learning styles of students so that academic achievement of students be better than the results of this study.

Knowledge of an individual's learning style is also very important for students. The individuals should know their own learning styles are and what characteristics this style has and they should thereby behave according to this style. In this way, the individual can acquire the constantly changing and increasing amount of information without the assistance of others. However, in this study, the students are not aware of their learning style and how they should act with knowledge of the learning styles. This may be important for future researchers who want to conduct the same study, in which they should consider to provide kanaledge about the importance of knowing the individual learning style because when the individual knows his/her learning style, she will integrate it in the process of learning so s/he will learn more easily and fast and will hopefully be successful (Gilakjani, 2012).

It is clear that, learning style identification will be useful for both of students and teacher. Teacher will prepare material based on students' learning style in the classroom so the method given can cover all of styles in the classroom as stated by Renou (2008) that it seems reasonable if teachers teach in the three sensory modes- auditory, visual and tactile that would help students to retain and retrieve more far information than they would if teachers exposed them to only one sensory mode of learning. Students' preferred learning styles can help or hinder the success and have positive effect on their academic performance. Moreover, students who aware of their learning style will search answer to the problem and benefit from their unique performance and preferences in their learning style. Those learners will recognize their goals, unlike those whose learning style preferences are not identified They know what they want to learn and "how." This awareness will modify their perspectives on learning something new (Fidan, 1986) in Gilakjani (2012).

Based on the data, the finding of this study reveals that after giving materials students showed speaking improvement. Researcher can state that the theory of De porter and Hernacki (2004) can be seen in this research. Visual learner cannot show their performance based on material given in speaking class because only 36, 8% learners who can improve their skill but auditory learners is clearly seen that they are sophisticated speaker and listener so in this speaking class they can show their ability and it is proved from the data that 83, 3 % auditory learners have an increased speaking skill. It means that the materials which are given by the teacher are appropriate with auditory learners. They learn best through verbal lectures,

discussions and listening to what others have said Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Moreover, the materials also appropriate for visual auditory learners because 100% visual auditory learners can improve their speaking skill after materials are given. There some advantages of visual auditory learner. The combination of their learning style can make them learn by using the two learning styles. They can follow the lectures well by using their visual sensory and auditory sensory. They will learn best as the way of visual learner like learn from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts or hand-outs and learn best as the way of auditory learners like they learn best through verbal lectures, discussions and listening to what others have said. In addition, the only one tactile learner also can adapt himself with the materials given because he can show his improvement in post-test after learning activities are given.

## CONCLUSIONS AND SUGGESTIONS

The researcher finds that there is a positive correlation between learning style to students' academic achievement in speaking skill based on Theory of De Porter and Hemacky and the result of the research that can be seen by using pre-test and post test after learning activities are given. Moreover, the study also reveals that based on the material given, 83, 3% of auditory learners have good scores from speaking measurement which is conducted. In addition, tactile and visual auditory learners (100 %) also have good scores from speaking measurement after materials given. Visual learners do not show their performance based on material given in speaking class because only 36, 8% learners who can improve their skill but auditory learners is clearly seen that they are sophisticated speaker and listener so in this speaking class they can show their ability and it is proved from the data that 83, 3% auditory learners can improve their scores after post-test conducted. Moreover, the materials are also appropriate for tactile and visual auditory learners because 100 % of tactile and visual-auditory learners can improve their post-test scores after materials are given.

Based on the result of this research, the teacher is expected to be aware of students' different learning styles which are particularly important in second or foreign language acquisition, and to identify these as early as possible before starting teaching in the classroom. Then, teacher is expected to provide various teaching material that can suit all students' learning styles and fulfill students' needs.

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**Table 1**

| Materials and Learning Activities | | |
|---|---|---|
| **Hot wat brief personal pinion** | **Persuasive Group Presentation on " Visiting Places"** | **Mating Group Discussion** |
| - 15 minutes spontaneous personal opinion talk<br>- Given topic | - Group work Presentation<br>- 4-5 people<br>- 10-15 minutes | - Group discussion<br>- 4-5 people<br>- 10-15 minutes |

**Table 2**

**tudent Individual Test Performan**
**Spraking measurement by J.B. Heaton (1958)**

| Subjects' code | Types of Learner | Pre-Test | Post-Test |
|---|---|---|---|
| S1 | Visual | 2(Enough) | 3(Fair) |
| S2 | Visual | 4(Good) | 4(Good) |
| S3 | Visual | 4(Good) | 4(Good) |
| S4 | Visual | 5(Very Good) | 6(Excellent) |
| S5 | Auditory | 3(Fair) | 3(Fair) |
| S6 | Visual Auditory | 3(Fair) | 4(Good) |
| S7 | Auditory | 3(Fair) | 4(Good) |
| S8 | Visual-Auditory-Tactile | 2(Enough) | 2(Enough) |
| S9 | Auditory | 4(Good) | 5(Very Good) |
| S10 | Visual | 3(Fair) | 3(Fair) |
| S11 | Auditory | 3(Fair) | 4(Good) |
| S12 | Visual | 3(Fair) | 4(Good) |
| S13 | Visual | | 4(Good) |
| S14 | Tactile | 3(Fair) | 4(Good) |
| S15 | Visual | 3(Fair) | 3(Fair) |
| S16 | Visual | 3(Fair) | 3(Fair) |
| S17 | Visual | 3(Fair) | 4(Good) |
| S18 | Visual | 3(Fair) | 4(Good) |
| S19 | Visual | | 3(Fair) |
| S20 | Auditory | 3(Fair) | 4(Good) |
| S21 | Visual | | 5(Very Good) |
| S22 | Visual Auditory | 2(Enough) | 3(Fair) |
| S23 | Auditory | 4(Good) | 5(Very Good) |
| S24 | Visual | 3(Fair) | 3(Fair) |

| S25 | Visual | 3(Fair) | 3(Fair) |
|-----|--------|---------|---------|
| S26 | Auditory | 3(Fair) | 3(Fair) |
| S27 | Visual Tactile | 3(Fair) | 3(Fair) |
| S28 | Visual | 3(Fair) | 3(Fair) |
| S29 | Visual | 3(Fair) | 3(Fair) |
| S30 | Visual | 3(Fair) | 3(Fair) |

**Note:**
a. 6 = Excellent
b. 5 = Very Good
c. 4 = Good
d. 3 = Fair
e. 2 = Enough
f. 1 = Poor