

**THE CORRELATION BETWEEN  
STUDENTS' LEARNING STYLES AND SPEAKING ABILITY  
OF THE GRADE X SMA N 1 BATANGTORU**



**A Thesis**

*Submitted to the State Islam University of Syekh Ali Hasan Ahmad Addar,  
Padangsidempuan, as a Partial Fulfillment of the Requirement for the  
Graduate Degree of Education (S.Pd) in English*

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PADANGSIDIMPUAN**

**2024**

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**2024**

## LETTER OF AGREEMENT

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To :

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Assalamu'alaikumwarahmatullahwabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Nurmala Sinta Lubis**, entitled "**The Correlation Between Students' Learning Style and Speaking Ability of The Grade X SMA N 1 Batangtoru**", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikumwarahmatullahwabarakatuh

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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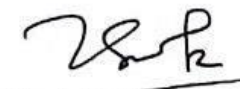
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## ABSTRACT

**Name** : Nurmala Sinta Lubis  
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**Title of Thesis** : **The Correlation Between Students' Learning Styles and Speaking Ability of the grade X SMA N 1 Batangtoru.**

This research discussed about the correlation between students' learning style and speaking ability of the grade X SMA N 1 Batangtoru. The problems of this research most of the students do not understand about learning style, in learning language many students are not understanding of their own way in learning, most of the students felt difficult in speaking English, they never speak English, they are lazy to practice English, lack of motivation, and lack of speaking practice. The aim of this research was to verify the correlation between students' learning style and speaking ability of the grade X SMA 1 Batangtoru. This research employed quantitative research with correlation method. The population was two hundred and thirteen students of the grade X students SMA N 1 Batangtoru, with the sample was thirty persons: was fiveteen persons from class X-2, and fiveteen persons class X-5. To collect the data, researchers used questionnaire for learning style and test to know students' speaking ability. To analyze the data, the researcher used  $t_{count}$ . Based on the result calculating, it was gotten the value of the correlation product moment  $r_{xy}$  between variable of learning style and speaking ability. The correlation is positive correlation. Students' speaking ability was high. The correlation between learning style to students' speaking ability is enough. It means that there is correlation between learning style and students speaking ability at grade X SMA N 1 Batangtoru. So, learning style with speaking ability was the score of  $t_{count}$  is higher than  $t_{table}$  or ( $t_{count} > t_{table}$ ). It means there is a significant correlation between learning style and students' speaking ability at grade X SMA N 1 Batangtoru and the hypothesis was "accepted".

**Keywords:** *Learning Style, Speaking Ability, Correlation*

## ABSTRAK

**Nama** : Nurmalia Sinta Lubis  
**NIM** : 19 203 00060  
**Judul Skripsi** : Hubungan Gaya Belajar Siswa dengan Kemampuan Berbicara Siswa Kelas X SMA N 1 Batangtoru.

Penelitian ini membahas tentang korelasi antara gaya belajar siswa dan kemampuan berbicara siswa kelas X SMA N 1 Batangtoru. Permasalahan dalam penelitian ini sebagian besar siswa tidak memahami tentang gaya belajar, dalam belajar bahasa banyak siswa yang tidak memahami caranya sendiri dalam belajar, sebagian besar siswa merasa kesulitan dalam berbicara bahasa Inggris, mereka tidak pernah berbicara bahasa Inggris, mereka malas untuk berbicara. latihan bahasa Inggris, kurangnya motivasi, dan kurangnya latihan berbicara. Tujuan dari penelitian ini adalah untuk memverifikasi korelasi antara gaya belajar siswa dan kemampuan berbicara siswa kelas X SMA 1 Batangtoru. Penelitian ini menggunakan penelitian kuantitatif dengan metode korelasional. Populasinya adalah dua ratus tiga belas orang siswa kelas X SMA N 1 Batangtoru, dengan sampel sebanyak tiga puluh orang, terdiri dari lima belas orang kelas X-2, dan lima belas orang kelas X-5. Untuk mengumpulkan data, peneliti menggunakan angket untuk gaya belajar dan tes untuk mengetahui kemampuan berbicara siswa. Untuk menganalisis data, peneliti menggunakan  $t_{count}$ . Berdasarkan hasil perhitungan diperoleh nilai  $r_{xy}$  korelasi product moment antara variabel gaya belajar dan kemampuan berbicara. Korelasi tersebut merupakan korelasi positif. Kemampuan berbicara siswa termasuk tinggi. Korelasi antara gaya belajar terhadap kemampuan berbicara siswa adalah cukup. Artinya ada hubungan antara gaya belajar dan kemampuan berbicara siswa di kelas X SMA N 1 Batangtoru. Jadi gaya belajar dengan kemampuan berbicara skor  $t_{hitung}$  lebih tinggi dari  $t_{tabel}$  atau ( $t_{hitung} > t_{tabel}$ ). Artinya terdapat hubungan yang signifikan antara gaya belajar dengan kemampuan berbicara siswa di kelas X SMA N 1 Batangtoru dan hipotesisnya “diterima”.

***Kata Kunci: Gaya Belajar, Kemampuan Berbicara, Korelasi***

## ملخص البحث

الاسم : نورمالا سينتا لوبيس  
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عنوان البحث : العلاقة بين أنماط تعلم الطلاب والقدرة على التحدث لدى طلاب الفصل الدراسي  
 $X$  سما ن ١ باتانع تورو

يناقش هذا البحث العلاقة بين أنماط تعلم الطلاب وقدرات التحدث لدى طلاب الصف  $X$  سما ن ١ باتانع تورو باتانجتورو. المشكلة في هذا البحث هي أن معظم الطلاب لا يفهمون أساليب التعلم، في تعلم اللغات لا يفهم الكثير من الطلاب طريقتهم الخاصة في التعلم، معظم الطلاب يجدون صعوبة في التحدث باللغة الإنجليزية، ولا يتحدثون الإنجليزية أبدًا، فهم كسالى في التحدث. ممارسة اللغة الإنجليزية، ونقص الحافز، ونقص ممارسة التحدث. الهدف من هذا البحث هو التحقق من العلاقة بين أنماط تعلم الطلاب وقدرات التحدث لطلاب الصف العاشر سما ن ١ باتانجتورو. يستخدم هذا البحث البحث الكمي مع الأساليب الارتباطية. يبلغ عدد السكان مائتين وثلاثة عشر طالبًا في الفصل  $X$  سما ن ١ باتانع تورو، مع عينة مكونة من ثلاثين شخصًا، تتكون من خمسة عشر شخصًا في الفصل  $X-٢$ ، وخمسة عشر شخصًا في الفصل  $X-٥$ . ولجمع البيانات، استخدم الباحثون استبيانات لأساليب التعلم واختبارات لتحديد قدرات الطلاب على التحدث. وتحليل البيانات، استخدم الباحثون  $t\_count$  واستنادًا إلى نتائج الحساب، يتم الحصول على قيمة  $t\_XY$  لارتباط لحظة المنتج بين متغيرات أسلوب التعلم والقدرة على التحدث. وهذا الارتباط هو ارتباط إيجابي. - قدرة الطلاب على التحدث عالية. إن العلاقة الارتباطية بين أساليب التعلم وقدرات الطلاب على التحدث كافية. وهذا يعني أن هناك علاقة بين أساليب التعلم وقدرات التحدث لدى الطلاب في الصف  $X$  سما ن ١ باتانع تورو. لذا فإن أسلوب التعلم مع القدرة على التحدث لديه درجة  $t\_count$  أعلى من  $t\_table$  أو  $(t\_count > t\_table)$  وهذا يعني أن هناك علاقة ذات دلالة إحصائية بين أسلوب التعلم والقدرة على التحدث لدى الطلاب في الصف  $X$  سما ن ١ باتانع تورو وأن الفرضية "مقبولة".

الكلمات المفتاحية: أسلوب التعلم، القدرة على التحدث، الارتباط

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Nothing in the world is perfect, I realizes that there are still many short comings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidempuan, 22 January 2024  
Researcher

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## TABLE OF CONTENTS

Page

<b>INSIDE TITLE PAGE</b>	
<b>LEGALIZATION ADVISORS</b>	
<b>AGREEMENT OF ADVISORS</b>	
<b>DECLARATION OF THESIS COMPLETION</b>	
<b>PUBLICATION APPROVAL STATEMENT</b>	
<b>SCHOLAR MUNAQOSYAH EXAMINATION</b>	
<b>LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY</b>	
<b>ABSTRACT .....</b>	<b>i</b>
<b>ABSTRAK .....</b>	<b>ii</b>
<b>ARABIC ABSTRACT .....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iv</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>LIST OF FIGURES .....</b>	<b>x</b>
<b>LIST OF APPENDIXES.....</b>	<b>xi</b>
<b>CHAPTER I : INTRODUCTION</b>	
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem .....	6
D. Formulation of the Problem .....	6
E. Objectivitas of the Study .....	7
F. Significances of the Study.....	7
G. Definition of the Operational Variables .....	8
H. Thesis Outline.....	8
<b>CHAPTER II : LITERATURE REVIEW</b>	
A. Theoretical Description.....	10
1. Learning Style.....	10
a. Definition of Learning Styles .....	10
b. The Types of Learning Styles.....	13
c. Factors Influencing Learning Styles.....	20
2. Speaking Ability .....	21
a. Definition of Speaking Ability .....	21
b. Kinds of Speaking .....	24
c. The Function of Speaking.....	26
d. The Evaluation of Speaking .....	28
e. Speaking Difficulties .....	29
B. Review of Related Findings .....	31
C. Conceptual Framework .....	33

D. Hypothesis .....	34
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**CHAPTER III : RESEARCH METHODOLOGY**

A. Time and Place of the Research .....	35
B. Kinds of Research .....	35
C. Population and Sample .....	35
D. Instrument of the Research.....	37
E. Test Validity and Instrument Reliability .....	42
F. Technique of Data Collection.....	43
G. Technique of Data Analysis .....	44

**CHAPTER IV : THE RESULT OF RESEARCH**

A. Description of the Data.....	48
B. Data Analysis .....	54
C. T Test Hypothesis.....	57
D. Discussion .....	58
E. The Threats of The Reseach.....	60

**CHAPTER V : CLOSING**

A. Conclusion.....	62
B. Implication.....	63
C. Suggestion .....	64

**REFERENCES**

**APPENDIXES**

**CURRICULUM VITAE**



## LIST OF TABLES

	<b>Page</b>
Table III. 1 The Population of Grade X SMA N 1 Batangtoru.....	36
Table III. 2 The Sample of Grade X SMA N 1 Batangtoru.....	38
Table III. 3 Indicator of Speaking.....	39
Table III. 4 Likert Scale.....	42
Table III. 5 The Indicator of Learning Style.....	43
Table III. 6 The Criteria Score Interpretation.....	47
Table III. 7 Interpretation of Mean Score.....	48
Table IV. 1 Students' Learning Styles Category.....	51
Table IV. 2 The Score of Speaking Ability.....	54
Table IV. 3 The Score Variable Distribution Frequency.....	55
Table IV. 4 The Resume of Students' Score for Speaking Ability.....	56
Table IV. 5 Normality Data X and Data Y.....	57
Table IV. 6 Test of Homogeneity.....	58
Table IV. 7 Product Moment Test.....	58
Table IV. 8 The Criteria Score Correlation of Variable X and Y.....	59

## LIST OF FIGURES

	<b>Page</b>
Figure II. 1 The Correlation Between Learning Style and Speaking Ability...	35
Figure IV. 1 Students Learning Style.....	53

## **LIST OF APPENDIXES**

- Appendix 1 Test Speaking Ability
- Appendix 2 Questionnaires Learning Styles
- Appendix 3 Students' Questionnaire Data
- Appendix 4 Students' Test Data
- Appendix 5 Normality Data
- Appendix 6 Test of Homogeneity
- Appendix 7 Product Moment
- Appendix 8 Variable X (Learning Style)
- Appendix 9 Variable Y (Speaking Ability)
- Appendix 10 r Table
- Appendix 11 t Table
- Appendix 12 Documentations

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Speaking is important language skills, by speaking we can understand what a person needs, By speaking we can give an explanation of what we read, listen to or write. So, if we can speak all languages we so easily communicate with others. Speaking in an educational environment is one of the important skills besides reading, listening, and writing. Oral English is called speaking, and has various aspects, such as the vocabulary mastery, pronunciation, how to express an idea, how to handle a communication, how to be a good a speaker, how to build an idea on a speaking situation. Goh and Burns stated, “speaking is accepted by everyone as an essential language communication skill, but its importances to language learners goes beyond just day to day communication.”<sup>1</sup> So, speaking is the ability of human to express their ideas, feeling and thoughts by using oral speech in which i usually involves speaker and interlocutor.

In the 2013 curriculum, learning to speak is not directly written in the basic competence of English. However, it is part of the competency skills on KI 4, which is to comand pose oral and written interpersonal and transactional interaction texts that involve a certain action. From these objectives, in general learning to speak at school is to express

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<sup>1</sup> Christine C.M. Goh and Anne Burns, *Teaching Speaking A Holistic Approach*, 1st ed. (New York : Cambridge University Press, 2012).

meaning orally. In simple terms, it means that in speaking, communicating or expressing meaning (ideas or feelings) is done orally (speaking). Speaking is one of the tools to build our point of view, it can be learned from other experiences. If we can understand speaking, we can gather together the people of the world and the environment. There are several factors that influence speaking, one of them is learning styles.

Learning styles describe the students in terms of those educational conditions under which he/she is most likely to learn<sup>2</sup>. Students have different characteristic strengths and preferences in the ways they take in and process information. Their learning styles will be influenced by their genetic make-up, their previous learning experiences, their culture and the society they live in.

Regarding the 2013 curriculum, there are three types of students' learning styles in representation systems in communication, and teachers must have these three types of learning styles so that the learning process can be fun. The three learning styles are visual, auditory, and kinesthetic. When students are familiar with their learning style, students can apply a good learning style that suits their learning style, so that students can maximize their academic and non-academic learning achievements. In the learning process, there is no way that is considered right or wrong because everyone has different learning

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<sup>2</sup> Husain Djamiah, *"Fostering Autonomos Learning Inside and Outside the Classroom in Language Learning,"* (Badan Penerbit UNM:2011).

styles and provides advantages and disadvantages of each. Every child has more than one learning style used in an effort to achieve learning goals. If a teacher can identify stylistic tendencies student learning then this will be very useful in developing the teaching and learning process. High student learning achievement is a hope for all parties. High learning achievement achieved by students for schools will delight educators, because this is an indicator of effectiveness and productivity teaching and learning process in the classroom as well as raising the image school. High child learning achievement for parents, it is a matter of pride and a feeling of not wasting your efforts guide and direct their children in learning activities.

The high level of achievement achieved by students can provide positive psychological impact, such as improving taste self-confidence, achievement motivation and level of aspiration. If high learning achievement continues until the end of the school year, by achieving semester grades and even national exams high, will certainly be encouraging for parents, teachers, and the students concerned. This will make it easier for these students to continue higher education. The hopes of many parties do not always come true reality. Many of the students have academic achievements the low one. Why did that happen? Why learning achievement some student have not met expectations? Theoretically many factors influence the learning process and outcomes student. The low learning achievement of students, apart

from being caused by limited abilities (intelligence) possessed by students. Many are also caused by other factors such as not guidance and direction from educators or parents, non-conducive learning environment, or lack thereof students' own efforts.<sup>3</sup> So, with these three learning styles applied, students can maximize their learning achievements so that students' learning process will be more effective.

Based on pre-observation, it is assumed that the students' speaking skills at the school are very good. Then, it turns out that from the results of observations, Mrs. Sanurilam as the English teacher said that the speaking ability of class X SMA N 1 Batangtoru is relatively low.<sup>4</sup> This can be seen from their daily lives, they never speak English, even when they have English lessons, they are lazy to practice English. They still use their own language and other students perceive English only as a foreign language. So, they think English is not important for them to learn English, especially speaking. In their speaking, there are also students who have lack motivation to speak, students lack speaking practice. This is because the teacher does not see the condition of his students to embrace learning properly. The reality that occurs in the classroom is that educators apply more to the theory teaching system and the lectures delivered. This causes students who do not understand the teaching material in class. Educators should know the learning

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<sup>3</sup> Asmadi Alsa, *Pendekatan Kuantitatif & Kualitatif serta Kombinasinya dalam Penelitian Psikologi*, (Yogyakarta: Pustaka Pelajar, 2003), hlm.98.

<sup>4</sup> Sanurilam, *English teacher privat interview* 15 October 2022.

styles that their students have. This is to encourage students to better understand the teaching material being delivered. This condition proves how important it is to know the learning styles of students. To help students understand the information conveyed. The learning strategy chosen must be comprehensive with the learning styles of students.

So, it can be said that speaking is important language skills, by speaking it is known that can understand what a person needs. By speaking it is known that can give an explanation of what we read, listen to or write. And there are factors that influence speaking, one of which is learning styles. Learning style is a person ability to understand and absorb lessons, of course different levels, some are fast, some are very slow. There are three models learning styles namely, visual, auditory, and kinesthetic. Therefore, this study was conducted to determine the learning styles used by students and their relationship with students' speaking ability. Researchers try to determine the relationship between learning styles and students' speaking ability.

## **B. Identification of the Problem**

Based on the background of the above problems, researchers have identified problems such as:

1. Students do not understanding about learning styles
2. Most students do not understand their own way of learning at the time they learn
3. Most of the students told that English is difficult



4. When there is learning English, students are lazy to practice using the language
5. Students have lack motivation to practice speaking.

### **C. Limitation of the Problem**

Based on the identification of the problem, the researcher limited the problem of the research to the less information about learning style to the lack of practice in using learning style especially speaking.

### **D. Formulations of the Problem**

Based on previous explanation, the research formulates problems in this research as follows:

1. How is the students' learning style in English at grade X SMAN 1 Batangtoru?
2. How is the students' speaking ability at grade X SMAN 1 Batangtoru?
3. How is the correlation between learning syle and speaking ability at grade X SMA N 1 Batangtoru?
4. Is there any significant correlation between students' learning style in English and students' speaking ability at grade X SMAN1 Batangtoru?

### **E. Objectives of the Study**

The purposes of this study are:

1. To know students' learning style in English class at grade X SMA N1 Batangtoru.
2. To know students' speaking ability at grade X SMAN1 Batangtoru.
3. To know correlation students' learning styles and speaking ability at grade X SMA N 1 Batangtoru.
4. To examine whether there is or not a significant correlation between students' learning style in English class and students' speaking ability at grade X SMA N1 Batangtoru.

### **F. Significances of the Study**

The study is expected to be useful for:

1. For the Head Master of SMA N 1 Batangtoru, the useful thing from this research to the head master of the school is to increase English subject to be more efficient, greatly and also the head master can inform to the English teacher to move on the traditional lesson to modern.
- 2 For the English Teacher, this research will help the English teacher of SMA N 1 Batangtoru to teach speaking subject easier, efficient, and interesting, while this is research also can be the great movement of the English teacher to start learning the lesson by media and create a fun and students' canter in learning it.

- 3 For the students, this research will be useful as their references in learning speaking while finding the verb, noun, and adjective.
- 4 For the researcher, this research will help the others research to finding more references in making speaking research and this research also will give the other research known deeply about the correlation between students' learning styles and speaking ability.

### **G. Definitions of the Operational Variables**

#### **1. Learning Styles**

Learning styles is a combination of how a person absorbs knowledge and how the information or knowledge obtained is organized and processed.

#### **2. Speaking Ability**

The ability to speak is the ability to pronounce articulation sounds or say words to express, state, convey thoughts, ideas and feelings.

### **H. Thesis Outline**

The writer wants to organize this research paper in order to make the reader easier to understand:

Chapter I consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectivitas of the study, significances of the study, definition of the operational variables and thesis outline. Chapter II consists of

theoretical description, review of related findings, conceptual framework, and hypothesis.

Chapter III consists of research methodology, it described about time and place of the research, kinds of research, population and sample of research, instrument of the research, test validity and instrument reliability, techniques of data collection, and technique of data analysis. Chapter IV consists of description of the data, data analysis, t test analysis, discussion of the research, and the threats of the research. Chapter V consists of conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Learning styles

###### a. Definitions of Learning Styles

Learning style is a preferred way of learning and studying; for example using pictures instead of text; working in groups as opposed to working alone; or learning in a structured rather than an unstructured manner. Learning preferences refer to an individual's preferred intellectual approach to learning, which has an important bearing on how learning proceeds for each individual, especially when considered in conjunction with that teachers expect from learners in the classroom. Learning styles are defined closely related to learning strategies.<sup>5</sup>

According to Hilliard stated "Learning style is the characteristic ways in which an individual acquires, perceives and processes information".<sup>6</sup> Different learning styles indicate individuals' fastest and best way to absorb and comprehend information from the outside. Understanding learning style is key to develop individuals' abilities in their work, school, and

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<sup>5</sup> Sokhira Linda Vinde Rambe, "Match And Mismatch Between Students' Learning Styles And Teacher's Teaching Styles Related To Students' English Proficiency", accessed March 15, 2024, <https://repo.uinsyahada.ac.id/181/1/7.%20Sokhira%20-min.pdf>.

<sup>6</sup> Hilliard, "The Correlation between Learning Style and Listening Achievement of Education Study Program Students of Sriwijaya University,(2011), p.4

environment. By understanding it, they are able to learn easily, communicate easily, and get maximum results in learning. Learning style is a way of learning that is used to receive a well- executed learning process that can be easily accepted by students, making it easier to get information and learning experiences.

From the previous opinion, it can be seen that learning styles are not similar with learning strategies, in which learning styles or preferences are closely related to common behaviors of students that covers personality and cognition preferred by learners, while learning strategies are specific planned and designed methods which can control and manipulate learning. Therefore, this study will only focus on learning styles without discussing any aspects related to learning strategy.<sup>7</sup> Sabatova defines learning style as the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to the learning environment.<sup>8</sup> According to Dunn, learning style is the beginning way of students to focus on, process, absorb, and remember new and difficult information in which it is derived

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<sup>7</sup> Sokhira Linda Vinde Rambe, "An Analysis of Teachers' Teaching Styles to Match Students' Learning Styles Of Iain Padangsidempuan" FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PADANGSID.Pdf," accessed March 15, 2024, <https://repo.uinsyahada.ac.id/557/1/1.-SOKHIRA-LINDA-VINDE-RAMBE.pdf>.

<sup>8</sup> Bc.JarmilaSabatova, *Thesis: Learning Style in ELS*, (Masaryk University Brno:2008).

from biological and developmental characteristics.<sup>9</sup> It means that the style at the time of learning is partly less attention to what they learn, but rather to what they prefer to learn. Learning styles can also be described as a set of ways, factors, behaviors, and attitudes that affect learning for an individual in a given situation. According to Kolb, “learning style is characterized by the degree to which the learner emphasizes abstractness over concreteness in perceiving information and the degree to which he or she emphasizes action over reflection in processing information in a learning situation”.<sup>10</sup> It means that style makes another person better.

So, from the definition above, it can be concluded that students' learning style is a term used to describe the students' beginning way to receive any information. It also refers to the students' easiest, fastest, and preferred way to receive and understand any information in the learning activity. It is possible for every student to have a combination of learning styles, but every student usually has a dominant learning style or their own preferred style. To acquire or get knowledge can be done through some best or preferred ways. Every student has preferred ways of learning and approaches that work best for students.

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<sup>9</sup> Rita Dunn, "Capitalizing on College Students' Learning Styles: Theory, Practice, and Research", in Rita Dunn and Shirley A. Griggs (ed.), *Practical Approaches to Using Learning Styles in Higher Education*, (Westport: Bergin & Garvey, 2000), p. 83

<sup>10</sup> David Kolb, "An Investigation Of Learning Style And Perceived Academic Achievement for High School Students", (Taylor and Francis Group:1996), P. 249

## b. The Types of Learning Styles

In order to identify students learning styles preferences, there are various approaches can be used. One of the most common and widely used categorization of the various types of learning styles is Joy M Reid's VAK model. VAK is derived from the accelerated learning world and seems to be about the most popular model nowadays due to its simplicity.

According to Reid, there are three learning styles. Students learn in many different ways, visual, auditory, kinesthetic learning style (VAK). Some students learn primarily with their eyes as visual learners or with their ears as auditory learners and some students prefer to learn by experience and practice as kinesthetic learners.<sup>11</sup> Types of learning styles are visual, auditory and kinesthetic learning styles.

### 1) Visual Learning Style

Minton stated, "Essentially, visual learners learn best from what they can see."<sup>12</sup> They can respond and remember best the learning materials through eyes. Similarly, Glover and Law asserted that visual learners rely on what they see in writing form.<sup>13</sup> So, the researcher said that visual learning style is students' preference way to acquiring, using,

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<sup>11</sup> Joy M. Reid, *Understanding Learning Styles in the Second Language Classroom*, (New Jersey: Prentice Hall regents, 1998), p. 162.

<sup>12</sup> Stephen James Minton, *Using Psychology in the Classroom*, (London: SAGE Publication, 2012), p. 58

<sup>13</sup> Derek Glover and Sue Law, *Improving Learning Professional Practice in Secondary Schools*, (Jakarta: PT. Grasindo, 2002), p. 92.



thinking of knowledge on visual sense. Visual learners tend to talk active, reader speed and diligent and tidy.

As their name suggests, these people learn through watching. It's believed to be the most dominant learning style and many traditional classrooms are geared towards the visual learner. For their learning to make sense they need to be able to see, visualize and illustrate their knowledge skills and concepts. There are some characteristic of the students visual learning styles<sup>14</sup>:

- a) Regularly and pay attention to everything
- b) Requires thorough overview, objective, and capturing detail
- c) Remembering visual details and doodling while listening
- d) Preferring to see what they are learning
- e) Needing to have paper and pens handy
- f) Liking to write down instructions or see them demonstrated. Telling these learners how to do something may not make sense to them at all they need to see it.

So, from this visual learning style it can be seen that students are more dominant towards vision. It's like they pay attention to things through images and capture things better with detailed vision. By seeing what they see, it makes it easier for students to learn.

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<sup>14</sup> SuaibatulAslamiah, *Characteristic English Learning Style For Young Learner In New Normal Era*, <http://ojs.uinska-bjm.ac.id/index.php/EJBE-ISSN2620-4746>, (intensive Journal, Vol 5 No.2, 2022), p. 107-108

## 2) Auditory Learning Style

Auditory learning is a learning style in which a person learns through listening. Daiek and Anter said that auditory learning style is learning through hearing lectures or audiotapes. Daiek and Anter elaborated features of auditory learners are listening to tapes, watching documentaries, speaking about subjects, sounding out words, using rhymes, having discussions, explaining notes, using word links, taping-recording studying, using oral directions, talking and listening with a partner, using rhythmic sounds, listening carefully, talking to own selves and reading aloud.<sup>15</sup> So, the theories above that auditory learning style is students' preference way to get information by hearing. The best learning way for auditory students to absorb and comprehend the knowledge use their sense of hearing rather than reading.

These types learn through listening to what others have to say and talking about what they're learning. There are some characteristic of the students auditory learning styles<sup>16</sup>:

- a) Attention is split
- b) Remember information by talking aloud
- c) Need to have things explained orally

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<sup>15</sup> Deborah Daiek and Nancy Anter, *Critical Reading for College and Beyond*, (New York: McGrawHill, 2004), p. 12-13.

<sup>16</sup> SuaibatulAslamiah, *Characteristic English Learning Style For Young Learner In New Normal Era*, <http://ojs.uinska-bjm.ac.id/index.php/EJBE-ISSN2620-4746>, (intensive Journal, Vol 5 No.2, 2022), p. 107

- d) May have trouble with written instructions
- e) Talk to themselves while learning something new
- f) Enjoy discussion groups over working alone (Dialogue internally and externally).

Auditory learners might look like they're not paying attention when you talk to them, but their listening skills are more developed than their visual skills.

### 3) Kinesthetic Learning Style

Kinesthetic learning style students can learn best by interacting or experience things around him. They benefit from involvement directly, rather than listening to a lecture or reading from a book. These learners like to be actively involved in the learning process, and learn best through hands on activities and movement. There are some characteristic of the students kinesthetic learning styles<sup>17</sup>:

- a) Given the go and see
- b) Learning by doing something
- c) Often talk with their hands
- d) Like to touch things in order to learn about them
- e) Want to actually do whatever is being talked about or learned

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<sup>17</sup> SuaibatulAslamiah, *Characteristic English Learning Style For Young Learner In New Normal Era*, <http://puinska.ojs.bjm.ac.id/index.php/EJBE-ISSN2620-4746>, (intensive Journal, Vol 5 No.2, 2022), p. 108

- f) Remember events by recalling who did what rather than who said what.

In addition, Daiek and Anter stated kinesthetic learning is preferred learning by touching and doing; practicing techniques, drawing maps, creating outlines or making models. The characteristics of that learning style are always better in learning by doing physically, better involving in role play, good in pretending to teach subject, writing lists repeatedly, better in using note cards, prefer to do projects and create pictures, prefer pointing with finger when reading, prefer practicing by repeated motion, good in take notes and create pictures, prefer stretching and moving from chair, prefer riding stationary bike while reading, prefer putting feet in a tub of sand while reading, good in dancing, and prefer selecting project-driven courses.<sup>18</sup> It can be said that kinesthetic learning style is students' preference way to acquiring knowledge by moving or using their physical body movement and demonstration.

The Characteristics of Learning Style According to Adi Gunawan in his book "Genius Learning Strategy", there are seven general approaches in classifying types and characteristics of learning style; they are:<sup>19</sup>

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<sup>18</sup> Deborah Daiek and Nancy Anter. *Critical Reading for College and Beyond*, (New York: McGrawHill, 2004), p. 12-13.

<sup>19</sup> Adi W. Gunawan, *Genius Learning Strategy*, (Jakarta: PT. Gramedia Pustaka Utama, 2004), 2nd Edition, p. 140, (accessed on July 4, 2019).

- a) The approach based on information processing; determining a different way of processing new information. This approach is developed by Kagan, Kolb, Honey and Umford Gregorc, Butler, and Mc Charty.
- b) The approach based on personality; determining different types of personal characters. This approach is developed by Myer-Briggs, Lawrence, Keirsey & Bartes, Simon & Byram, Singer-Loomis, Grey-Whell right, Holland, dan Geering.
- c) The approach based on perceptual modality; determining the dependency level through certain sensory perceptions. The approach is developed by Bandler and Grinder and Messick.
- d) The approach based on the environment; determining different responses through the physical, psychological, and social condition, and instructional. This approach is developed by Witkin and Eison Canfield.
- e) The approach based on social interaction; determining different ways of connecting with others. This approach is developed by Grasha-Reichman, Perry, Mann, Furmann-Jacobs, and Merrill.
- f) The approach based on intelligence; determining different talents. This approach is developed by Gardner and Handy.
- g) The approach based on the cerebral area; determining relative domination of the cerebral area, such as the left hemisphere and right hemisphere.

This approach is developed by Sperry, Bogen, Edwards, and Herman. In Indonesia, the most well-known approach to classify learning style is the approach based on perceptual modality.<sup>20</sup>

Students have different characteristic strengths and preferences in the ways they take in and process information. It distinguishes between the way learners sense, think, solve problems, and remember information. Kolb's Learning Style includes information personalities. It includes diverging, assimilating, converging, and accommodating.

Diverging is about feeling and watching people with diverging styles are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tend to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints. Kolb called this style 'Diverging' because these people perform better in situations that require ideas generation, for example, brainstorming. They have broad cultural interests and like to gather information. They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. They prefer to work in groups, to listen with an open mind and to receive personal feedback.

Assimilating is about watching and thinking the Assimilating learning preference is for a concise, logical approach. Ideas and concepts are more important than people. These people require a good clear explanation rather

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<sup>20</sup> Adi W. Gunawan, *Genius Learning Strategy*, (Jakarta: PT. GramediaPustaka Utama, 2004), 2nd Edition, p. 142, (accessed on July 4, 2019).

than a practical opportunity. They excel at understanding wide-ranging information and organizing it in a clear logical format. They are less focused on people and more interested in ideas. People with this style are more attracted to theories than practice. Informal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think.

Converging is about doing and thinking people with a Converging learning style use their learning to find solutions to practical issues. They prefer technical tasks and are less concerned with people. They can solve problems and make decisions. A Converging learning style enables specialist and technology abilities. Accommodating is about doing and feeling the Accommodating learning style is 'hands-on' and relies on intuition rather than logic. These people use other people's analyses and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on the 'gut' instinct rather than logical analysis. Also, they tend to rely on others for information. This learning style is prevalent and useful in roles requiring action and initiative.

### **c. Factors Influencing Learning Styles**

Bobby de Porter as a Pioneer in the scope of learning style, has found many variables that affect students' learning style. These factors include : physical factors, emotional factors, sociological factors, and environmental

factors.<sup>21</sup> This research is interested in environmental factors. The environmental factors that influencing students' learning style are: sounds, lighting, temperature, and design of learning.

## 2. Speaking Ability

### a. Definition of Speaking Ability

There are many definition that have pointed out through many linguistic about the results of speaking, the researcher tries to make some of them. People communicate in order to specific their idea, feeling, or reply to the other's talk, when the others can understand what has been talked, it ability that the speaker get the meaning. Speaking is one of the four English language skills that should be mastered by the students in language learning.

Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is crucial part of second language learning and teaching. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.<sup>22</sup> David Nunan states speaking is the productive

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<sup>21</sup> Bobbi de Porter, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, terj. Alwiyah Abdurrahman (Bandung: Kaifa, 2003), p. 110.

<sup>22</sup> Sokhira Linda VindeRambe, "The Effect of Drill Method on Speaking Mastery in Personal Invitation.Pdf," accessed March 15, 2024, <https://repo.uinsyahada.ac.id/804/1/09%20The%20effect%20of%20Drill%20Method%20on%20speaking%20mastery%20in%20personal%20invitation.pdf>.



aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.<sup>23</sup> Speaking is fundamentally an instrumental act.<sup>24</sup> Michael said, “speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and effectiveness of a test-takers’ listening skill, which necessarily compromises the reliability and validity of an oral production test.”<sup>25</sup> Based on the above explanation, the researcher defines that speaking is an activity through ordinary face to face, interaction between speaker and listener through expression, feeling, idea and sense. By doing direct interactive between the speaker with the listener can understand what they talk.

Sarosdy et.al states that speaking is one of language skills which the activity where someone produces the utterances in spoken form. From all of the four language skills (listening, reading, speaking, writing) speaking seems to be the most important as people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing a language.<sup>26</sup> So, it can be said that speaking is one of the

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<sup>23</sup> David Nunan, *Practical English Language Teaching*, (Singapore: Mc. Graw Hill, 2003), p.48.

<sup>24</sup> Eka Sustris Harida, “Improving Students’ Self-Confidence In Speaking Ability Through Simulation Technique At Grade X Sma Negeri 8 Padangsidimpuan” accessed March 15, 2024, <https://repo.uinsyahada.ac.id/341/1/23-33-1-SM.pdf>.

<sup>25</sup> J. Michael, *Authentic Assessment for English Language Learners* (USA: Addison-Wesley Publishing Company, 1996), p.140.

<sup>26</sup> Sarosdy, et.al, *Applied Linguistics I : for BA Students in English*, (Budapest: BolcseszKonzorcium, 2006).

most important skill because in using a language people have to have speaking ability.

According to Harmer, speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. So, it can be said that the most important in speaking is fluency in expressing ideas, how the speaker pronounces the words and phrases in making meaningful sense for the listeners.<sup>27</sup> Speaking or oral communication each other influence by factors of growth. So, speaking is a tool of communication whether is give information, knowledge, feeling, idea, opinion and experience.

From above definition, the researcher concludes that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning process. By looking whole explanation above, when we speak to another person there is a relationship. So, a good speaking will make and create a good communication should have the same correlation between the communicator and listener in absorbing the information, or the meaning of the topic is being talked and also give the sense and response. Moreover, in this situation can talk a topic and using a simple language to teach speaking ability well.

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<sup>27</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001),p. 269.

## **b. Kinds of Speaking**

Some kinds of speaking that we teach for communication with other.

According to Douglas Brown, “there are types of spoken language”:

1. Imitative. At the end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
2. Intensive. A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; translation up to the simple sentence level.
3. Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short

conversation, standard greetings and small talk, simple request and comments and the like.

4. Interactive. The difference between responsive and interactive speaking in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.
5. Extensive (monologue). Extensive oral production tasks includes speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to non-verbal responses) or ruled out altogether.<sup>28</sup>

In addition, according to Douglas Brown, “there are two types of oral language”:

1. Monologue.

Monologue is when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends.

2. Dialogue

Dialogues is involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal)

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<sup>28</sup> Brown, H Douglas, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 2000), p 141-142.

and those for which the purpose is to convey propositional or factual information (transactional).<sup>29</sup>

Based on define the researcher concluded that there is a kinds of speaking can be used in teaching learning process.

### **c. The Function of Speaking**

According to Richard, “the fuction of speaking are classified into three; talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches”<sup>30</sup>. From these three speaking fuctions, we can find out which group we fall into when we hear someone speak.

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog

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<sup>29</sup> Brown, H Douglas, *Teaching Principles (An Interactive Approach Language Pedagogy)*.New Jersey: Prentice Hall, 2000. p 358.

<sup>30</sup> Jack C.Richard, *Developing Classroom Speaking Activities; From Theory to Practice*, [Http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf](http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf), p.2, It was retrieved on 31 December 2022.

rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language. Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

So, there are three functions of speaking, namely, speaking as an interaction that serves the main social function when people meet, speaking as a show tends to be in the form of a monologue rather than dialogue, and speaking as a transaction refers to situations where the focus is on the message about what is said to make people understand clear and accurate.

#### **d. The Evaluation of Speaking**

In conducting an evaluation of speaking, there are five thing that must be considered.<sup>31</sup> The explanation is of following:

##### 1. Accent

For example a French person speaking English is described as having a French accent. Accent can be understood as a way or style of pronunciation or it can also be said that an accent is a distinctive pronunciation that characterizes a person when speaking.

##### 2. Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with

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<sup>31</sup>DelaIrawan, et.all, *Students' Speaking Performances Evaluation in English Webinar Series Activity*,(Intensive Journal, Vol 08 Number 01 Year 2022), p.24

language sounds (phonology) and word meanings (semantics). Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.<sup>32</sup> By using the correct grammar, a sentences will be perfect.

### 3. Vocabulary

Vocabulary is more than a list of target language words. A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words.<sup>33</sup> Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.

### 4. Fluency

“A fluent speaker is the ability of a person to speak flowing and natural, it using with a concomitant playing down of the bits and piece of grammar and phonology”.<sup>34</sup> Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches.

### 5. Comprehension

Comprehension is a person’s ability to process words when getting or receiving information.

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<sup>32</sup> David Nunan, *Practical English Language Teaching*, (McGraw-Hill:2003),p.258.

<sup>33</sup> David Nunan, *Practical English Language Teaching*, (McGraw-Hill:2003),p.258.

<sup>34</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Francisco, California:2000), p. 268-270.

So, the evaluation of speaking is divided into five, namely, accent is emphasis by stress, grammar is telling us how to construct sentences, vocabulary is an interlocking group of nonverbal systems, symbols, signs, cues, etc. Next, fluency is to see how far the speaker uses language quickly and confidently, and the last comprehension is the capacity to understand ideas, facts, etc.

**e. Speaking Difficulties**

Each people have some difficulties in speaking. According to Brown there are eight characteristics makes speaking difficulties<sup>35</sup>:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organizes their output both cognitively and physically (in breath group) through such clustering.

2. Redundancy

The speaker has opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

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<sup>35</sup> Brown H Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (United States of American :Inc: San Fransisco States University, 1994),p.256.



### 3. Reduced Form

Contractions, elisions, reduced vowels, etc. All from special problems in teaching spoken English (see below, section on pronunciation).

### 4. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

### 5. Colloquial Language

Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these form.

### 6. Rate of Delivery

Another salient characteristic of fluency is rate of delivery.

### 7. Stress, Rhythm and Intonation

This is the more important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation pattern convey important message.

## 8. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity conversational negotiation.<sup>36</sup>

So, all students' speaking difficulties can be overcome by frequently practicing speaking English, and never say that English is difficult, follow along as English learning takes place.

### B. Review of Related Findings

Talking about related findings, the researcher found some studies as follow. The first, Nurkhofifah<sup>37</sup> the result showed that both variables are calculated with the rank Spearman correlation using SPSS 16.0. The correlation coefficient is 0.579, which indicates the positive and strong correlation between learning style and achievement in English skills. Hence, the alternative hypothesis (H1) of this study states that a correlation between learning style and achievement in English skill is positive significant correlation between two variables.

The second is Anita<sup>38</sup> who analyzed the data by using descriptive analysis showed students' learning style in visual style 16 students, auditory style 8 students and kinesthetic 6 students, while students learning outcomes in categorized very good performing, inferential analysis which showed that there is positive correlation

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<sup>36</sup> Brown H Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (United States of American :Inc: San Fransisco States University, 1994),p.256.

<sup>37</sup>Evi Nurkhofifah, *The Correlation between Learning Style and Achievement in English Skill at SMAN 1 Kepohbaru*, (Surabaya:UIN Sunan Ampel, 2021).

<sup>38</sup> Anita, *The Correlation Between Students Learning Style and Students' Learning Outcomes in English at Second Grade of SMP Negeri 3 Parepare*,(Parepare: IAIN Parepare, 2021).

which value of (sig = Ho Significant), it can be sum that, there is positive correlation between learning style and learning outcomes as categorized as strong correlate.

The third is Aprilia<sup>39</sup> with the result of the data showed that there was no significant correlation between learning style and reading comprehension of the eleventh grade students of Madrasah Aliyah Negeri 2 Palembang since the p-value (0.845) was lower than 0.05. It means that  $H_0$  was rejected and automatically  $H_0$  (Null Hypothesis) was accepted. The value was 0.024, which showed that there was low correlation between learning style and reading comprehension of the eleventh grade students of Madrasah Aliyah Negeri 2 Palembang. It can be concluded that the students' learning style did not give dominant effect through reading comprehension achievement. It was found that there was no a significant correlation between learning style and reading comprehension of the eleventh grade students of Madrasah Aliyah Negeri 2 Palembang.

The Fourt is Fadly<sup>40</sup> and the result of this study was analyzed by using SPSS Program 2.2 assistance for windows, and it implied that  $r_{xy} > r_{table}$  in which  $0.952 > 0.396$ . In other words, the alternative hypothesis of this study was accepted meanwhile null hypothesis was rejected. Finally, the researcher found that there was a correlation between students' learning motivation and their speaking skill in

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<sup>39</sup> Endang Aprilia, *The Correlation Between Student's Learning Style and Reading Comprehension Of The Eleventh Grade Students Of Madrasah Aliyah Negeri 2 Palembang*, (Palembang: University of Tridinanti, 2021).

<sup>40</sup> Iqbal Fadly, *The Correlation between Students' Learning Motivation and Their Speaking Skill (A Correlational Study at the Tenth Grade of MAN 13 Jakarta)*, (Jakarta: UIN SyarifHidayatullah, 2020).

English. It can be seen from the data in which students who have higher level of motivation also get the better score on their English speaking rather than those who have low level of learning motivation. The data above implied that 0.952 as the Pearson product moment score indicated that there was strong correlation between each variable in this case learning motivation, and students' speaking skill in English.

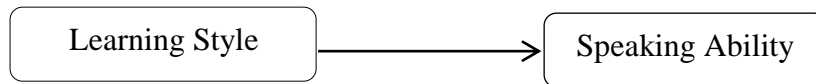
Therefore, this research made by researcher to complete the researches above. Therefore, researcher wanted to solve speaking problem in correlation between learning styles at grade X SMA N 1 Batangtoru.

### **C. Conceptual Framework**

Based on theoretical description before, it has been explained that learning is a process of change of behavior of human to be more adult, attitude, belief, mindset and learning also an activity to improve knowledge. Learning styles are found to affect the students' learning behaviors. Students who have different learning styles preferences would behave differently in the way they perceive, interact with, and respond to the learning environment. Speaking is an interactive process of constructing meaning that involves producing and receiving information. Speaking helps student to understand every material, especially in English material.

Ability is the quality of being able to something and how far the capacity of it. So, speaking ability is the students' ability in expressing their opinions or ideas which is represented by the scores of speaking. So, the research has two variables

this research, they are learning style as independent variable (X) and speaking ability as dependent variable (Y). The relation of variables may be seen on figure below:



**Figure II. 1. The correlation between Learning Style and Speaking Ability.**

#### **D. Hypothesis**

Researcher formulates the hypothesis in this research that:

Ho : There is no significant correlation between learning style and students' speaking ability

Ha : There is significant correlation between learning style and students' speaking ability.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Time and Place of the Research**

The location of the research was in SMA N 1 Batangtoru. It is located at Jl. Sibolga-Aek Pining Batangtoru, Aek Pining, Kec. Batangtoru, Kab. Tapanuli Selatan. The time of this research was started from March 2023 until December 2023.

#### **B. Kinds of Research**

The kind of this research is a quantitative research, in correlation type. The researcher wanted to describe a correlation between the X variable (learning style) as dependent variable and Y variable (students' speaking ability) as independent variable.

#### **C. Population and Sample**

##### **1. Population**

Based on the previous quotation, the population is taken from all students at grade X SMA N 1 Batangtoru. There are 213 students, specifically it is shown in the table below:

**Table III. 1**  
**The Population of Grade X SMA N 1 Batangtoru**

No	Class	Number of students
1.	X -1	36
2.	X -2	34
3.	X -3	36
No	Class	Number of students
4.	X -4	36
5.	X -5	35
6.	X -6	36
Total of students		213

From the above table, it can be seen that the population of the research is 213 students.

## 2. Sample

In this research, researcher used simple random sampling as the sampling strategies. Technique simple random sampling is a technique the most simple. Based on the explanation the researcher gives the test and questionnaire for 30 students as samples of the research.

Sampling is the process of choosing a group of people for a research such that they accurately reflect the wider group which they were chosen. This study's population was sufficiently large and homogeneous to require classification into classes or groups. In this study, the random sampling technique was used to select the sample at random. The researcher made like lottery system. First, provided 34

small papers according to the number of students in class X-2, then all students have the right to take the small papers, of which 15 papers contain numbers and the other papers are blank. Secondly, provide 35 small pieces of paper according to the number of students in class and those who get papers containing numbers 1-15 in class X-2 and 1-15 in class X-5. So, combining the two classes, there are 30 students who will become the research sample.

**Table III.2**  
**The Sample of Grade X SMA N 1 Batangtoru**

No	Class	Students
1.	X -2	15 Students
2.	X -5	15 Students
	Total	30 Students

#### **D. Instrument of the Research**

The research instrument is an important role to collect the data. The instrument will be used by researcher is a test for students' speaking ability, and questionnaires for learning styles. In collecting the data of this research, the researcher uses two instruments, they are: test and questionnaire.

##### **a. Speaking Test**

Researcher uses speaking test or conversational form. This test is gave to know the students' ability in speaking English. A test sheet contains of two topics, about daily activities and to invite to something,



where one of these topics would be practiced by two students in pairs in front of the class. The time that will be given to them is 5 minutes. So, in this research, the students will be carried out oral conversation test related to the topic that have been determined by teacher. Oral presentation is expected to have candidate giving a short talk which he has either been asked to prepare beforehand or has been informed of shortly before the test.<sup>41</sup> Because the test was orally, researcher observed speaking in five criteria. The indicators of test there are accent, grammar, vocabulary, fluency, and comprehension. So, the

**Table III.3**  
**Indicator of Speaking**

No	The Indicators of Speaking	Score
<b>1</b>	<b>Accent:</b> <ol style="list-style-type: none"> <li>1. Pronunciation frequently unintelligible</li> <li>2. Frequent gross and a very heavy accent make understanding difficult</li> <li>3. "Foreign accent" requires concentrated listening and mispronunciation, which do not interfere with understanding</li> <li>4. No conspicuous mispronunciations, but would not be taken for a native speaker</li> <li>5. Native pronunciation, with no trace of "foreign accent".</li> </ol>	 1-4 5-8 9-12 13-16 17-20
<b>2</b>	<b>Grammar:</b> <ol style="list-style-type: none"> <li>1. Grammar almost entirely inaccurate phrases</li> <li>2. Constant errors showing control of very few major patterns and frequently preventing communication</li> <li>3. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding</li> <li>4. Few errors, with no pattern of failure</li> <li>5. No more than two errors during the test.</li> </ol>	 1-4 5-8 9-12 13-16 17-20

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<sup>41</sup> Cyril J. Weir, *Communicative Language Testing*, (UK: PRENTICE Hall.1990), p.75.

<b>3</b>	<p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary inadequate for even the simplest conversation</li> <li>2. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics</li> <li>3. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussions of any non technical subject with some circumlocutions</li> <li>4. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations</li> <li>5. Vocabulary apparently as accurate and extensive as that of an educated native speaker.</li> </ol>	<p>1-4</p> <p>5-8</p> <p>9-12</p> <p>13-16</p> <p>17-20</p>
<b>4</b>	<p><b>Fluency:</b></p> <ol style="list-style-type: none"> <li>1. Speech is so halting and fragmentary that conversation is virtually impossible</li> <li>2. Speech is very low and uneven except for short or routine sentences</li> <li>3. Speech is frequently hesitant and jerky, sentences may be left uncompleted</li> <li>4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words</li> <li>5. Speech on all professional and general topics effortless and smooth as a native speaker.</li> </ol>	<p>1-4</p> <p>5-8</p> <p>9-12</p> <p>13-16</p> <p>17-20</p>

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<b>5</b>	<b>Comprehension:</b>	
	1. Understands too little for the simplest type of conversation	1-4
	2. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing	5-8
	3. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing	9-12
	4. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech	13-16
5. Understand everything in both normal and colloquial speech to be expected of an educated native speaker. <sup>42</sup>	17-20	
<b>Maximal Score</b>		<b>100</b>

#### b. Questionnaires

For learning style the researcher gave the questionnaire to the students. A questionnaire is simply a “tool” for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answer or administrative details. Questionnaires should always have a definite purpose that is related to the objectives of this research, and it needs to be clear from the outset how to used the finding.

The questionnaire in this instrument is used likert scale which the gave answers are: strongly agree, agree, sometimes, disagree, and strongly disagree.<sup>43</sup> Each of give answers has score as follows:

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<sup>42</sup> Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press,1990), p.110-113.

- a. For response “strongly agree” the score is 5
- b. For response “agree” the score is 4
- c. For response “sometimes” the score is 3
- d. For response “disagree” the score is 2
- e. For response “strongly disagree” the score is 1

The type of questionnaire that used in this research was scale. It is Likert scale. The Likert-type scale response was level of frequency, in which the scoring of them is divided into two based on the direction.<sup>44</sup> The positive direction is called favorable, while the negative direction is called unfavorable. Both of them had their own score. They are described in the following below:

**Table III.4**  
**Likert Scale**

No	Symbol	Explanation	Score
1	SA	Strongly Agree	5
2	A	Agree	4
3	S	Sometimes	3
4	D	Disagree	2
No	Symbol	Explanation	Score
5	SD	Strongly Disagree	1

In continuation, each item of the questionnaire was developed from indicator that has been described in the following below:

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<sup>43</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: CV Alfa Beta, 2009), p. 134

<sup>44</sup> Wage M. Vagias, “*Likert-type scale response anchors*” <http://www.clemson.edu/centersinstitutes/tourism/documents/sample-scales.pdf>.

**Table III.5**  
**The Indicator of Learning Style**

No	Indicator	Item number
1	Visual Learning Style	1,2,3,4,5,6,7,8,9,10
2	Auditory Learning Style	11,12,13,14,15,16,17,18,19,20
3	Kinesthetic Learning Style	21,22,23,24,25,26,27,28,29,30
	Total	30

## E. Test Validity and Instrument Reliability

### 1. Validity

This research used content validity to establish validity of the instrument. Content validity is the validity obtained from testing the feasibility of the contents of the questionnaire through rational analysis by experts or expert judgment. Content validity concerns the qualities that the task measures, how far it actually represents speaking mastery. So in this research, the questionnaire validated by checking the questionnaire to the expert. Validator check and recheck whether the items of questionnaire topic has been suitable or not. The expert for learning style and speaking ability was Sanurilam, S.Pd teacher in SMAN 1 Batangtoru.

### 2. Reliability

Reliability needed to create a good test because a test must be reliable as a measuring instrument. The instrument is said reliable when the instrument is believable to use as an instrument

of collecting data because the instrument is good. So, this research used SPSS to reliable the instruments such as normality and homogeneity that using SPSS.

## **F. Techniques of Data Collection**

Collecting data is very important in conducting a research because it has the important function in a research. Collecting data in this research is through testing. One test will be performed to get the data about students' speaking ability, and questionnaires to get the degree or not. The process explained as follows:

### **1. Giving questionnaires**

The researcher uses questionnaire to collect the data. In this part:

- a. The researcher gave the questionnaire to students.
- b. The researcher asks them to answer directly.
- c. Then the researcher collected all questionnaires as they have finished to be answered.

### **2. Giving test**

There they are to do the test for students' speaking ability; the researcher will use the test for collecting as follows:

- a. The researcher gave a script of short talk for students.
- b. The researcher gave chance or time for students to read it first.
- c. The researcher asked students to prepare themselves to be tested
- d. The researcher gave score for each performance of students.

From this test will be saw students' speaking ability. The result of the test determine the admission or rejection of the hypotheses.

## **G. Techniques of Data Analysis**

### 1. Identified the Normality Test

Normality test is used know to know whether the data of research is normal or not. To know the normality, the researcher calculated by using SPSS.

### 2. Homogeneity Test

Homogeneity test will be used to see the from two classes will be same or different in variant case, is calculated by using SPSS.

The test Criteria are:

1. If the significance value (sig) > 0.05, the data variance of the classes is homogeneous (accepted  $H_0$ ).
2. If the significance value (sig) > 0.05, the data variance of the two classes it not homogeneous (accepted  $H_a$ ).

### 3. To Know the Correlation

In correlation of research, the most suitable analysis using the statistical process. It means that all the data were collected and analyzed by using "r" product moment formulation. The researcher uses this research to see the correlation between two variables.

Furthermore, the data were collected and analyzed by using "r" product moment by person. Analysis the data, the

researcher get the means score of learning style on the students' speaking ability to the hypothesis by using SPSS.

The result should be appropriated with the interpretation to the index correlation of product moment, the interpretation of the result can be seen in the following table.<sup>45</sup>

**Table III.6**  
**The Criteria of Score Interpretation**

No	The Value	Degree
1	Between 0.00-0.20	Very Low
2	Between 0.21-0.40	Low
3	Between 0.41-0.70	Enough
4	Between 0.71-0.80	High
5	Between 0.81-1.00	Very High

4. To know the contribution coefficient data termination variable .

To know the contribution of coefficient correlation between variables X and Y. It can be defining The Formula Determinant Correlation.

$$CD = r^2 \times 100\%$$

Where:

CD = Contribution of coefficient determination

r = Coefficient correlation

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<sup>45</sup> Sugiyono, Statistika untuk Penelitian, (Bandung: Alfabeta,2008) p.98



5. To know students' speaking ability the researcher used mean score.

The formula that used is:

$$M_x = \frac{\sum fx}{N}$$

Where :

$M_x$  = Mean (Average)

$\sum fx$  = The sum of multiplication

N = Number of students

The interpretation of the result could be seen in the following table<sup>46</sup>:

**Table III.7**  
**Interpretation of Mean Score**

No	Interval	Predicate
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

6. To Test Hypothesis

According to Sugiyono, the T-count is used to determine the effect or determine the relationship between the independent and dependent variables, where one of the independent variables is fixed or controlled. So, the partial correlation is a number that shows the direction and strength of

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<sup>46</sup> Sugiyono, Statistika untuk Penelitian, (Bandung: Alfabeta,2009) p.96

the relationship between two or more variables, after one variable that is thought to influence the relationship of these variables.<sup>47</sup>

By using formula:

$$T_{count} = r \sqrt{\frac{n-2}{1-r^2}}$$

Where:

t = score t

n = total of sample

r = coefficient correlation between x and y

The criteria of the hypothesis test is when t-count > t-table It meant that there is a significant correlation between two variables and the hypothesis is “accepted”. On the contrary, if t-count < t-table It meant that there is no significant correlation between two variables and the hypothesis is “rejected”.

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<sup>47</sup>Sugiyono, *Metode Peneliiian Kuantitatif, Kualitatif, dan R D*, (Bandung:2017), p.183

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Data**

To understand this research easily, it is described based on variables. There are two variables in this research. In this part, the researcher wants to know whether there is a significant correlation between students' learning style and speaking ability of the grade X SMA N 1 Batangtoru. So, the researcher wants to describe the data. The score of learning style is calculated by applying statistical analysis can be illustrated into description data. By seeing to the research, it's find clearly that this research of the students to both variables namely learning style as X variable and students' speaking ability as Y variable.

##### **1. Students' Learning Style**

There are 30 items of questionnaires for learning style as X variable. The researcher got the score from each items of questionnaires. To get student scores from each learning style such as visual question numbers starting from 1-10, auditory from 11-20, and kinesthetic from 21-30, the researcher calculates by adding up all the choices chosen by each student, for example if a student chooses number 1 then that student choose a visual learning style, and so on. If everything has been totaled and the highest number is in the visual, then the student falls into the visual learning style, and so on. It had been applied into table follows:

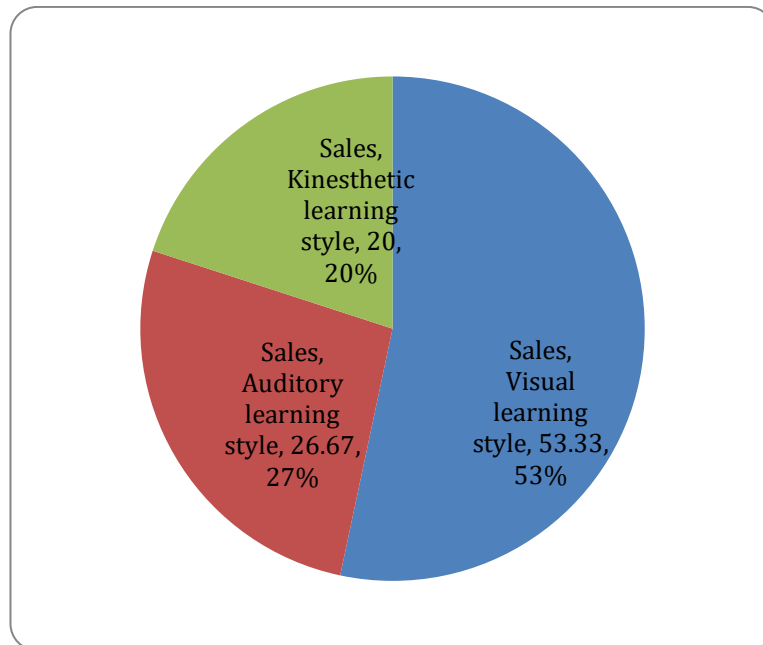
**Table IV.1**  
**Students' Learning Styles Category**

<b>No</b>	<b>Initial Name</b>	<b>Visual LS</b>	<b>Auditory LS</b>	<b>Kinesthetic LS</b>	<b>Category</b>
1	AAS	38	36	35	Visual
2	AJ	41	35	39	Visual
3	AMT	36	36	41	Kinesthetic
4	CN	39	43	38	Auditory
5	NA	41	40	45	Kinesthetic
6	MWN	37	35	36	Visual
7	MM	34	32	31	Visual
8	MN	36	35	34	Visual
9	R	37	41	44	Kinesthetic
10	RS	39	38	37	Visual
11	AAH	37	36	36	Visual
12	FFZ	38	45	42	Auditory
13	MP	41	38	39	Visual
14	MRH	31	42	37	Auditory
15	S	32	41	38	Auditory
16	AAPLT	33	39	35	Auditory
17	ATK	31	29	30	Visual
18	AAS	43	40	39	Visual
19	AH	40	39	37	Visual
20	DP	42	41	45	Kinesthetic
21	KG	30	41	31	Auditory
22	MPZ	35	41	36	Auditory
23	AZ	36	33	35	Visual

<b>No</b>	<b>Initial Name</b>	<b>Visual LS</b>	<b>Auditory LS</b>	<b>Kinesthetic LS</b>	<b>Category</b>
24	A	38	40	44	Kinesthetic
25	BDY	34	33	32	Visual
26	BL	39	35	36	Visual
27	EASG	33	28	31	Visual
28	ENP	32	33	39	Kinesthetic
29	FSH	40	35	36	Visual
30	PC	34	39	36	Auditory
	Total	1097	1119	1114	
	Percentages	53%	27%	20%	

Based on the questionnaires result, after calculating students' learning style score there are 16 students are visual learning style, 8 students are auditory learning style and 6 students are kinesthetic learning style. It had been applied into diagram follows:

**Figure IV. 1**  
**Students' Learning Style**



Based on the picture above, it can be seen that 53% there are 16 students' from the visual learning style, 27% there are 8 students' from the auditory learning style, and 20% there are 6 students' from the kinesthetic learning style. It can be concluded that most of the students have a high visual learning style.

## 2. Students' Speaking Ability

After the data collected from the research for Y variable namely speaking ability that used test speaking to get the result of speaking ability. To calculate students' speaking ability scores, the researcher give a test sheet containing two topics, namely about daily activities and to invite to something, where one of these topics would be practiced by two students in pairs in front of the class. The time that

will be gave to them is 5 minutes. The student's conversation is recorded and assessed for each indicator. So, in this research, the students will carry out oral conversation test related to the topic that have been determined. The indicators of test there are accent, grammar, vocabulary, fluency, and comprehension.

**Table IV.2**  
**The Score of Speaking Ability**

<b>No</b>	<b>Initial Name</b>	<b>Accent</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Fluency</b>	<b>Comprehension</b>	<b>Total</b>
1	AAS	10	5	13	10	14	52
2	AJ	15	15	17	15	15	77
3	AMT	16	15	17	15	15	78
4	CN	10	10	14	12	12	58
5	NA	18	16	18	17	18	87
6	MWN	5	5	12	10	12	44
7	MM	15	15	17	13	16	76
8	MN	16	16	16	10	13	71
9	R	16	14	17	14	16	77
10	RS	16	15	16	15	16	78
11	AAH	13	10	10	14	12	59
12	FFZ	9	11	12	12	12	56
13	MP	14	13	15	12	14	68
14	MRH	17	16	17	16	16	82
15	S	14	13	16	14	15	72
16	AAPL T	15	14	15	14	15	73
17	ATK	14	13	14	13	14	68
18	AAS	14	13	15	13	14	69
19	AH	15	13	15	14	15	72
<b>No</b>	<b>Initial Name</b>	<b>Accent</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Fluency</b>	<b>Comprehension</b>	<b>Total</b>
20	DP	19	16	17	18	19	89
21	KG	14	14	14	13	13	68
22	MPZ	15	14	15	14	16	74

23	AZ	15	14	16	15	15	75
24	A	15	14	15	14	15	73
25	BDY	15	13	14	14	16	72
26	BL	14	14	15	15	15	73
27	EASG	15	14	16	15	15	75
28	ENP	18	16	18	17	18	87
29	FSH	16	15	17	14	15	77
30	PC	16	16	17	14	16	79
							2159

After applying the instrument of the research, based on the computed of the frequency distribution of the in speaking ability, it had been applied into table frequency distribution follows:

**Table IV.3**

**The score variable distribution frequency of speaking ability**

No	Interval	Mid Point	Frequency	Percentages
1.	44-51	47.5	1	3.33%
2.	52-59	55.5	4	13.33%
3.	60-67	63.5	0	0%
4.	68-75	71.5	14	46.67%
5.	76-83	79.5	8	26.67%
6.	84-91	87.5	3	10%
	<b>Total</b>		<b>30</b>	<b>100%</b>

From the above table, it had been known that variable revelation for speaking ability indicate that respondent students' there were interval 44-51 for 1 student (3.33%), interval 52-59 for 4 students (13.33%), interval 60-67 for 0 student (0%), interval 68-75 for 14students (46.67%), interval 76-83 for 8 students (26.67%), and interval 84-91 for 3 students (10%).



Based on the result of analyzing the respondents' answer by using test, the researcher calculated the result of variable student's speaking ability was described on the table below:

**Table IV. 4**  
**The resume of students' score for speaking ability**

The highest score	89
The lowest score	44
Range	45
Mean	71.97
Median	73.00
Modus	68

From the table, it had been known that the highest score was 89, the lowest score was 44, range was 45, mean score 71.97, median score was 73.00, and modus score was 68. From this data it can also be seen that the mean score of students' speaking ability is 71.97, indicating that the interpretation of the mean score of students' speaking ability is good.

## **B. Data Analysis**

### **1. Requirement Test**

#### **a. Normality Test**

Normality test data were calculated using SPSS. Shapiro Wilk test because the number of sample in this study was 30 students, the significances level of test was 5% or 0.05. It means data X and data Y were distributed normal.

**Tabel IV. 5**  
**Normality Data X and Data Y**

Test of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Learning Style	.084	30	.200*	.977	30	.737
Speaking Ability	.180	30	.014	.924	30	.034

Based on the table above, the researcher found that Shapiro Wilk > 5% (0.737>0.05) in variable X. (0.034>0.05) in variable Y. Distribution of data X and data Y (Learning style and Speaking ability) is normal.

a. Homogeneity Test

The result of homogeneity test by using SPSS was found that homogeneity of variances both of class was 0.895 and the significant value 0.05. It means that homogeneity of variances was higher than significant value (0.895>0.05). So, based on the data it can be seen that both variable X and Y were distributed homogeneous or similar.

**Table IV. 6**  
**Test of Homogeneity**

Test of Homogeneity of Variances			
Variable x and Variable y			
Levene Statistic	df1	df2	Sig.
.017	1	58	.895

## 2. Testing Hypothesis

After collecting and calculating the data, the data are processed and analyzed by applying “r” Product Moment correlation by person because the researcher want to describe the correlation between two variables or X variable (learning style) and Y variable (speaking ability).

This is the calculation of  $r_{xy}$  using SPSS:

**Table IV. 7**  
**Product Moment Test**

No	Correlation			
			Learning Style	Speaking Ability
1	Learning Style	Person Correlation	1	.082
		Sig. (2-tailed)		.667
		N	30	30
2	Speaking Ability	Person Correlation	.082	1
		Sig. (2-tailed)	.667	
		N	30	30

Based on the result of calculation using SPSS obtained a correlation coefficients  $r_{xy} = 0.667$ . The result showed that there was a correlation between students' learning style and speaking ability of the grade X SMA N 1 Batangtoru. It had been written in the table of coefficient correlation interpretation.

**Table IV. 8**  
**The Criteria Score Correlation of Variable X and Y**

No	The Value	Degree
1	Between 0.00-0.20	Very Low

2	Between 0.21-0.40	Low
3	Between 0.41-0.70	Enough
4	Between 0.71-0.80	High
5	Between 0.81-1.00	Very High

result in a table of XY interpretation is “enough” category. It means when the students have enough in learning style, it will effect to their speaking ability, that make them will also enough in speaking ability.

To look for the contribution of variable X and variable Y as follows:

CD = the score of determine coefficients correlation

r = the score of the coefficients correlation

$$\begin{aligned}
 CD &= r^2 \times 100\% \\
 &= (0.667)^2 \times 100\% \\
 &= 0,444889 \times 100\% \\
 &= 44\%
 \end{aligned}$$

Based on the counting above, it was meant that the contribution of visual learning style toward speaking ability was 44%. So, the remainder it was 44% determined by other variables.

### C. T test Hypothesis

In continuation, to know the significant of variables, researcher use the formula  $T_{count}$ .

Learning Style with Speaking Ability

$$T_{count} = r \sqrt{\frac{n-2}{1-r^2}} = 0.667 \sqrt{\frac{30-2}{1-(0.667)^2}}$$

$$\begin{aligned}
&= 0.667 \sqrt{\frac{28}{1-(0.444889)}} \\
&= 0.667 \sqrt{\frac{28}{0.555111}} \\
&= 0.667 \sqrt{50.44} \\
&= 0.667 (7.102) \\
&= 4.73
\end{aligned}$$

Based on the testing the significant of calculation, the researcher found that  $t_{count} = 4.73$  and  $dk = n-2 = 30-2 = 28$ , on 5% significant level 1,701. So,  $t_{count}$  higher than  $t_{table}$  or  $= 4.73 > 1.701$ . It means that hypothesis  $H_a$  was accepted and  $H_o$  was rejected. So, there was the significant correlation between learning style and students' speaking ability at grade X SMA N 1 Batangtoru.

#### **D. Discussion**

Based on the theory, learning style is the way in which each person begins to concentrate on, process, and retain new and difficult information.<sup>48</sup> It is students' way of thinking, processing and understanding information. Learning style is students' way to give reaction and use stimulus which they get in learning process.<sup>49</sup> So, from the definition above the researcher say that learning style is students'

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<sup>48</sup> Rita Dunn, *Multiculturalism and learning style*. London: United States of America 1995).p.14

<sup>49</sup> Eric Jensen, *Teacher is Super & Super Teaching*, (Jakarta: PT Indeks, 2010), Cet. 4, p. 54.

way of thinking, how students perceive, interact and how students application style in learning process. Speaking means to utter words with the ordinary voice. Speaking in a classroom entail is interacting whit the teacher and peers, depending on how classroom activities are organized.<sup>50</sup> Also speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking.

The research discussed the result and compared it with result in research in related finding. The first, Nurkhofifah<sup>51</sup>, the result showed that both variables are calculated with the rank Spearman correlation using SPSS 16.0. The correlation coefficient is 0.579, which indicates the positive and strong correlation between learning style and achievement in English skills. Hence, the alternative hypothesis (H1) of this study states that a correlation between learning style and achievement in English skill is positive significant correlation between two variables.

After analyzing the collecting data, it was gotten that the correlation between learning style to students' speaking ability at grade X SMA N 1 Batangtoru are significant correlation. Based on the calculation of product moment formula, total of the sample is 30 respondents. So, the result of product moment in significant level 5% by looking rtable is 0.361. The result of analysis and hypothesis testing show that these two variables have a correlation. This means that there is correlation between

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<sup>50</sup>J.michaelO.M.Alley, *Authentic Assesment for English Language Learners*, (USA: AddisonWesley Publishing Company, 1996)p. 59.

<sup>51</sup>Evi Nurkhofifah, *The Correlation between Learning Style and Achievement in English Skill at SMAN 1 Kepohbaru*, (Surabaya: UIN Sunan Ampel, 2021).

students' learning style and speaking ability at grade X SMA N 1 Batangtoru. In more detail it can be explained based on hypothesis testing between learning style (X) and speaking ability (Y) which has a correlation coefficient  $r_{xy}$  of 0.667.

Next testing the significant with formula  $t_{count}$  in significant level 5% by looking  $t_{table}$  is 1.701. So, learning style with speaking ability was 4.73. It means there is a significant correlation between learning style and students' speaking ability at grade X SMA N 1 Batangtoru, because ( $t_{count} > t_{table}$ ) and the hypothesis was "accepted". So, from above calculation data, the researcher appropriated that all the result of research has related with previous theory. For supporting that, researcher has been done the research and it was proved by testing hypothesis of research, it found that learning style had the significant correlation to students' speaking ability at grade X SMA N 1 Batangtoru.

#### **E. The Threats of the Research**

The researcher found the threats of this research as below:

1. The researcher gave students the test one by one and explained them how to answer the questionnaire, and explained what are the test for speaking use.
2. The researcher didn't know whether students concentrated or not in answering the questionnaires.
3. The researcher didn't know how serious the students were in speaking test for record.

4. Test time was limited.
5. Students were not in good concentration.



## CHAPTER V

### CLOSING

#### A. Conclusion

This chapter is the correlation between learning style and students' speaking ability at grade X SMA N 1 Batangtoru. Based on the result of data analysis that has described in the previous chapter, the researcher concluded as follows:

1. The students' learning styles are at the different level, namely visual learning style was 53%, auditory learning style was 27%, and kinesthetic learning style was 20%.
2. Students' speaking ability was good by getting mean score were 71.97.
3. The result of correlation product moment  $r_{xy}$  between variable of learning style and speaking ability, it was the score of  $r_{xy}$  0.667. The correlation is positive correlation. The correlation between learning style to students' speaking ability is 41-60 with criteria is enough. It means that there is correlation between learning style and students speaking ability at grade X SMA N 1 Batangtoru.
4. The score of  $t_{count}$  is higher than  $t_{table}$  ( $4.73 > 1.701$ ) or ( $t_{count} > t_{table}$ ). It means there is a significant correlation between learning style and students' speaking ability at grade X SMA N 1 Batangtoru where  $H_a$  was accepted and  $H_o$  was rejected.

## **B. Implication**

Implication is a consequence or direct result of the findings of a scientific study. The result of this study were about the correlation between students' learning styles and speaking ability. Based on the result of the study, it is known that there is correlation between students' learning styles and speaking ability. The implication of this research is as follow:

1. Learning styles can be used as one of the aspect that has to consider by the students in speaking ability. Based on the result of the research, the learning styles towards speaking ability can consider as a positive related-factor. When the students improve the implementation of their learning styles, their speaking ability will be improve on the same way.
2. This research is expected to teachers and students as conception that in learning and understanding speaking. Students' learning styles can influence their speaking ability.
3. This research is hopefully can be useful for the reader as the material for consideration and to increase knowledge.

### **C. Suggestion**

Based on the above conclusion, the researcher suggested to:

1. The headmaster of SMA N 1 Batangtoru, to motivate the teacher, especially English teachers to teach as well as possible by maximizing the using of learning styles.
2. The English teacher, the researcher suggest as an English teacher were hoped to use appropriate styles to teach English subject to the students.
3. Other researchers, the researcher hopes that the other researchers who want to conduct a research related to this research to find out other correlation on speaking ability.

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## **Appendix 1**

### **Instrument For Speaking Test**

#### **Instructions:**

- You and your partner will have a conversation choose one of the following topics and talk about it with your partner. You have 5 minutes to talk!
1. Daily Activities
  2. To invite to Something

Validator

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## Appendix 2

### Instrument Questionnaire For Learning Styles

Nama :

Kelas :

Sekolah :

#### A. Petunjuk Umum

1. Tuliskan identitas diri yaitu nama, kelas, dan sekolah Anda pada lembar jawaban.
2. Bacalah pernyataan setiap nomor dengan seksama.
3. Angket ini tidak ada kaitannya atau pengaruhnya terhadap nilai Anda dan tidak ada jawaban yang salah, semua jawaban yang Anda pilih adalah benar. Asalkan di jawab dengan jujur. Kerahasiaan identitas dan jawaban Anda di jamin oleh peneliti. Oleh karena itu, usahakan agar jangan sampai ada nomor yang terlewat untuk di jawab.

#### B. Petunjuk Pengisian

1. Pilihlah jawaban yang tampaknya paling mungkin Anda pilih jika Anda mendapat diri Anda dalam situasi seperti itu dengan memberi tanda ceklis(  ). Pilihlah jawaban berupa Sangat Setuju(SS), Setuju(S), Kadang-Kadang(K), Tidak Setuju(TS), dan Sangat Tidak Setuju(STS).
2. Setiap pernyataan harus di jawab.
3. Periksa kembali jawaban sebelum di serahkan kepada peneliti.

#### C. Pernyataan

No	Pernyataan	SS	S	K	TS	STS
1.	Jika mengerjakan soal atau tugas bahasa Inggris Saya selalu membaca intruksinya terlebih dahulu.					
2.	Saya lebih suka membaca dan melihat gambar,daripada mendengar penjelasan orang lain.					
3.	Saya lebih mudah memahami pelajaran bahasa Inggris apabila Saya membacanya dengan baik.					
4.	Saya lebih senang membaca dalam hati dengan cepat dan mudah memahami.					
5.	Saya mengingat pelajaran bahasa Inggris dengan cara menghubungkan segala sesuatu bentuk yang pernah Saya lihat di lingkungan rumah.					
6.	Saya memanfaatkan waktu luang dengan membaca buku bahasa Inggris.					

7.	Gambar-gambar yang ada pada buku paket bahasa Inggris sangat membantu Saya dalam mengingat dan memahami pelajaran.					
8.	Saya senang memperhatikan ilustrasi gambar atau warna yang terdapat dalam buku paket bahasa Inggris.					
9.	Saya sering lupa dengan apa yang di sampaikan oleh guru apabila Saya tidak mencatatnya.					
10.	Saya selalu ingin terlihat rapi dan teratur dalam segala hal.					
11.	Saya mudah menerima informasi yang di sampaikan secara langsung oleh guru.					
12.	Saya lebih senang mendengarkan penjelasan materi bahasa Inggris melalui video pembelajaran.					
13.	Ketika sedang membaca materi bahasa Inggris, Saya sering membaca dengan keras daripada membaca dalam hati.					
14.	Saya selalu berbicara dengan lancar dan tidak gugup ketika bersama orang lain.					
15.	Pada saat liburan sekolah Saya lebih senang mendengarkan musik daripada membaca buku.					
16.	Saya lebih mudah mengingat hafalan pelajaran dengan cara mendengarkan penjelasan guru.					
17.	Saya senang menyanyikan lagu-lagu ketika sedang belajar.					
18.	Saya lebih mudah menghafal lagu di bandingkan dengan menghafal materi di buku.					
19.	Saya senang mendengarkan penjelasan orang lain sebab membantu Saya dalam memahami materi pelajaran.					
20.	Saya lebih mudah mengingat apa yang di sampaikan orang lain dengan cara mendengar di bandingkan dengan apa yang Saya lihat.					

21.	Saya menyenangi belajar langsung praktek daripada belajar hanya mendengarkan penjelasan guru secara online.					
22.	Ketika belajar, tangan Saya tidak bisa diam memainkan pulpen atau benda-benda lain yang ada di dekat Saya.					
23.	Saya mudah menghafal materi dengan cara berjalan-jalan sambil mempraktikkan secara langsung.					
24.	Saya dapat memahami pelajaran melalui bantuan penjelasan dari teman pada saat kerja kelompok dengan cara melihat gerakan tubuh atau fisik.					
25.	Ketika sedang bercerita kepada orang lain tangan Saya tidak bisa diam dan ikut bergerak.					
26.	Ketika di tanyak oleh orang lain dengan cekatan, Saya sering menjawab dengan isyarat tubuh seperti halnya mengangguk.					
27.	Belajar sambil mempraktikkan secara langsung di rumah membuat Saya lebih mudah memahami materi pelajaran.					
28.	Berbicara secara berdekatan akan membuat Saya lebih mudah memahami topik yang di bicarakan.					
29.	Ketika di berikan tugas praktik di rumah Saya langsung mengerjakannya.					
30.	Ketika teman Saya mengajak berbicara Saya menanggapi dengan antusias.					

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No	Initial Name	Visual LS	Auditory LS	Kinesthetic LS	Category
1	AAS	38	36	35	Visual
2	AJ	41	35	39	Visual
3	AMT	36	36	41	Kinesthetic
4	CN	39	43	38	Auditory
5	NA	41	40	45	Kinesthetic
6	MWN	37	35	36	Visual
7	MM	34	32	31	Visual
8	MN	36	35	34	Visual
9	R	37	41	44	Kinesthetic
10	RS	39	38	37	Visual
11	AAH	37	36	36	Visual
12	FFZ	38	45	42	Auditory
13	MP	41	38	39	Visual
14	MRH	31	42	37	Auditory
15	S	32	41	38	Auditory
16	AAPLT	33	39	35	Auditory
17	ATK	31	29	30	Visual
18	AAS	43	40	39	Visual
19	AH	40	39	37	Visual
20	DP	42	41	45	Kinesthetic
21	KG	30	41	31	Auditory
22	MPZ	35	41	36	Auditory
23	AZ	36	33	35	Visual
24	A	38	40	44	Kinesthetic
25	BDY	34	33	32	Visual
26	BL	39	35	36	Visual

27	EASG	33	28	31	Visual
28	ENP	32	33	39	Kinesthetic
29	FSH	40	35	36	Visual
30	PC	34	39	36	Auditory
	Total	1097	1119	1114	

## Appendix 4

### Students' Test Data

No	Initial Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
1	AAS	10	5	13	10	14	52
2	AJ	15	15	17	15	15	77
3	AMT	16	15	17	15	15	78
4	CN	10	10	14	12	12	58
5	NA	18	16	18	17	18	87
6	MWN	5	5	12	10	12	44
7	MM	15	15	17	13	16	76
8	MN	16	16	16	10	13	71
9	R	16	14	17	14	16	77
10	RS	16	15	16	15	16	78
11	AAH	13	10	10	14	12	59
12	FFZ	9	11	12	12	12	56
13	MP	14	13	15	12	14	68
14	MRH	17	16	17	16	16	82
15	S	14	13	16	14	15	72
16	AAPLT	15	14	15	14	15	73
17	ATK	14	13	14	13	14	68
18	AAS	14	13	15	13	14	69
19	AH	15	13	15	14	15	72
20	DP	19	16	17	18	19	89
21	KG	14	14	14	13	13	68
22	MPZ	15	14	15	14	16	74
23	AZ	15	14	16	15	15	75

24	A	15	14	15	14	15	73
25	BDY	15	13	14	14	16	72
26	BL	14	14	15	15	15	73
27	EASG	15	14	16	15	15	75
28	ENP	18	16	18	17	18	87
29	FSH	16	15	17	14	15	77
30	PC	16	16	17	14	16	79
							2159

## Appendix 5

### Normality Data

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learning Style	,084	30	,200*	,977	30	,737
Speaking Ability	,180	30	,014	,924	30	,034

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### Descriptives

			Statistic	Std. Error
Learning Style	Mean		111,000 0	1,74659
	95% Confidence Interval for Mean	Lower Bound	107,427 8	
		Upper Bound	114,572 2	
	5% Trimmed Mean		111,222 2	
	Median		110,500 0	
	Variance		91,517	
	Std. Deviation		9,56646	
	Minimum		90,00	
	Maximum		128,00	
	Range		38,00	
	Interquartile Range		13,75	
	Skewness		-,254	,427
	Kurtosis		-,180	,833
	Speaking Ability	Mean		71,9667
95% Confidence Interval for Mean		Lower Bound	68,2076	
		Upper Bound	75,7257	
5% Trimmed Mean			72,4630	
Median			73,0000	
Variance			101,344	
Std. Deviation			10,0669 6	
Minimum			44,00	
Maximum			89,00	
Range			45,00	
Interquartile Range		9,25		
Skewness		-,904	,427	



Kurtosis	1,234	,833
----------	-------	------

## Appendix 6

### Test of Homogeneity

#### Test of Homogeneity of Variances

Learning Style

Levene Statistic	df1	df2	Sig.
,017	1	58	,895

#### ANOVA

Learning Style

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	22854,017	1	22854,017	237,000	,000
Within Groups	5592,967	58	96,430		
Total	28446,983	59			

## Appendix 7

### Product Moment

		Learning Style	Speaking
Learning Style	Pearson Correlation	1	,082
	Sig. (2-tailed)		,667
	N	30	30
Speaking	Pearson Correlation	,082	1
	Sig. (2-tailed)	,667	
	N	30	30

## Appendix 8

### Variable X (Learning Style)

#### 1. Visual Learning Style

##### Statistics

RESULT

N	Valid	30
	Missing	0
Mean		36.57
Median		37.00
Mode		34 <sup>a</sup>
Range		13
Minimum		30
Maximum		43

#### 2. Auditory Learning Style

##### Statistics

Result

N	Valid	30
	Missing	0
Mean		36.67
Median		36.50
Mode		36 <sup>a</sup>
Range		19
Minimum		26
Maximum		45

#### 3. Kinesthetic Learning Style

##### Statistics

Result

N	Valid	30
	Missing	0
Mean		36.63
Median		36.00
Mode		34
Range		16
Minimum		29
Maximum		45

## Appendix 9

### Variable Y (Speaking Ability)

#### Statistics

Result		
N	Valid	30
	Missing	1
Mean		71.97
Median		73.00
Mode		68 <sup>a</sup>
Range		45
Minimum		44
Maximum		89

## Appendix 10

**Table r (NILAI –NILAI r PRODUCT MOMENT)**

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.285	0.368
14	0.532	0.661	49	0.282	0.364
15	0.514	0.641	50	0.279	0.360
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.315
19	0.455	0.575	70	0.235	0.300
20	0.443	0.561	75	0.227	0.291
21	0.433	0.548	80	0.220	0.282
22	0.43	0.536	85	0.214	0.274
23	0.41	0.525	90	0.209	0.267
24	0.40	0.515	95	0.205	0.261
25	0.39	0.506	100	0.199	0.255
26	0.38	0.498	125	0.176	0.230
27	0.38	0.48	150	0.159	0.215
28	0.37	0.47	175	0.148	0.198
29	0.36	0.47	200	0.138	0.181

<b>30</b>	<b>0.36 1</b>	0.46 3	300	0.11 3	0.14 8
31	0.35 5	0.45 6	400	0.09 8	0.12 8
32	0.34 9	0.44 9	500	0.08 8	0.11 5
33	0.34 4	0.44 2	600	0.08 0	0.10 5
34	0.33 9	0.43 6	700	0.07 4	0.09 7
35	0.33 4	0.43 0	800	0.07 0	0.09 1
36	0.32 9	0.42 4	900	0.06 5	0.08 6
37	0.32 5	0.41 8	100 0	0.06 2	0.08 1

# Appendix 11

## Distribusi Nilai t Tabel

d.f	t0.10	t0.05	t0.025	t0.01	t0.005
1	3.078	6.314	12.711	31.821	63.656
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.119	2.583	2.921
17	1.333	1.740	2.109	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
22	1.323	1.720	2.080	2.518	2.831
24	1.321	1.717	2.074	2.510	2.819
26	1.319	1.714	2.069	2.503	2.807
28	1.318	1.711	2.064	2.497	2.797
30	1.317	1.708	2.060	2.492	2.787
32	1.316	1.706	2.056	2.487	2.779
34	1.315	1.704	2.052	2.483	2.771
36	1.314	1.702	2.048	2.479	2.763
38	1.313	1.700	2.044	2.475	2.756
40	1.312	1.699	2.041	2.472	2.750
42	1.311	1.698	2.038	2.469	2.744
44	1.310	1.697	2.035	2.466	2.738
46	1.310	1.696	2.032	2.463	2.733
48	1.309	1.695	2.029	2.460	2.728
50	1.308	1.694	2.027	2.458	2.724
55	1.307	1.693	2.024	2.455	2.719
60	1.306	1.692	2.021	2.452	2.715
65	1.305	1.691	2.019	2.449	2.711
70	1.304	1.690	2.017	2.447	2.707
75	1.303	1.689	2.015	2.445	2.703
80	1.303	1.688	2.014	2.443	2.700
85	1.302	1.688	2.013	2.442	2.698
90	1.302	1.687	2.012	2.441	2.696
95	1.301	1.687	2.011	2.440	2.695
100	1.301	1.687	2.011	2.440	2.694

d.f	t0.10	t0.05	t0.025	t0.01	t0.005
61	1.299	1.687	2.010	2.439	2.693
62	1.299	1.687	2.010	2.439	2.693
63	1.299	1.687	2.010	2.439	2.693
64	1.299	1.687	2.010	2.439	2.693
65	1.299	1.687	2.010	2.439	2.693
66	1.299	1.687	2.010	2.439	2.693
67	1.299	1.687	2.010	2.439	2.693
68	1.299	1.687	2.010	2.439	2.693
69	1.299	1.687	2.010	2.439	2.693
70	1.299	1.687	2.010	2.439	2.693
71	1.299	1.687	2.010	2.439	2.693
72	1.299	1.687	2.010	2.439	2.693
73	1.299	1.687	2.010	2.439	2.693
74	1.299	1.687	2.010	2.439	2.693
75	1.299	1.687	2.010	2.439	2.693
76	1.299	1.687	2.010	2.439	2.693
77	1.299	1.687	2.010	2.439	2.693
78	1.299	1.687	2.010	2.439	2.693
79	1.299	1.687	2.010	2.439	2.693
80	1.299	1.687	2.010	2.439	2.693
81	1.299	1.687	2.010	2.439	2.693
82	1.299	1.687	2.010	2.439	2.693
83	1.299	1.687	2.010	2.439	2.693
84	1.299	1.687	2.010	2.439	2.693
85	1.299	1.687	2.010	2.439	2.693
86	1.299	1.687	2.010	2.439	2.693
87	1.299	1.687	2.010	2.439	2.693
88	1.299	1.687	2.010	2.439	2.693
89	1.299	1.687	2.010	2.439	2.693
90	1.299	1.687	2.010	2.439	2.693
91	1.299	1.687	2.010	2.439	2.693
92	1.299	1.687	2.010	2.439	2.693
93	1.299	1.687	2.010	2.439	2.693
94	1.299	1.687	2.010	2.439	2.693
95	1.299	1.687	2.010	2.439	2.693
96	1.299	1.687	2.010	2.439	2.693
97	1.299	1.687	2.010	2.439	2.693
98	1.299	1.687	2.010	2.439	2.693
99	1.299	1.687	2.010	2.439	2.693
100	1.299	1.687	2.010	2.439	2.693



4	2	1.3	1.6	2.0	2.4	2.6
		02	82	18	18	98
4	3	1.3	1.6	2.0	2.4	2.6
		02	81	17	16	95
4	4	1.3	1.6	2.0	2.4	2.6
		01	80	15	14	92
4	5	1.3	1.6	2.0	2.4	2.6
		01	79	14	12	90
4	6	1.3	1.6	2.0	2.4	2.6
		00	79	13	10	87
4	7	1.3	1.6	2.0	2.4	2.6
		00	78	12	08	85
4	8	1.2	1.6	2.0	2.4	2.6
		99	77	11	07	82
4	9	1.2	1.6	2.0	2.4	2.6
		99	77	10	05	80
5	0	1.2	1.6	2.0	2.4	2.6
		99	76	09	03	78
5	1	1.2	1.6	2.0	2.4	2.6
		98	75	08	02	76
5	2	1.2	1.6	2.0	2.4	2.6
		98	75	07	00	74
5	3	1.2	1.6	2.0	2.3	2.6
		98	74	06	99	72
5	4	1.2	1.6	2.0	2.3	2.6
		97	74	05	97	70
5	5	1.2	1.6	2.0	2.3	2.6
		97	73	04	96	68
5	6	1.2	1.6	2.0	2.3	2.6
		97	73	03	95	67
5	7	1.2	1.6	2.0	2.3	2.6
		97	72	02	94	65
5	8	1.2	1.6	2.0	2.3	2.6
		96	72	02	92	63
5	9	1.2	1.6	2.0	2.3	2.6
		96	71	01	91	62
6	0	1.2	1.6	2.0	2.3	2.6
		96	71	00	90	60

1	0	1.2	1.6	1.98	2.3	2.63
	2	92	63	6	69	2
1	0	1.2	1.6	1.98	2.3	2.63
	3	92	63	6	68	1
1	0	1.2	1.6	1.98	2.3	2.63
	4	92	63	5	68	1
1	0	1.2	1.6	1.98	2.3	2.63
	5	92	63	5	67	0
1	0	1.2	1.6	1.98	2.3	2.62
	6	91	63	5	67	9
1	0	1.2	1.6	1.98	2.3	2.62
	7	91	62	4	66	9
1	0	1.2	1.6	1.98	2.3	2.62
	8	91	62	4	66	8
1	0	1.2	1.6	1.98	2.3	2.62
	9	91	62	4	65	7
1	1	1.2	1.6	1.98	2.3	2.62
	0	91	62	3	65	7
1	1	1.2	1.6	1.98	2.3	2.62
	1	91	62	3	64	6
1	1	1.2	1.6	1.98	2.3	2.62
	2	91	61	3	64	5
1	1	1.2	1.6	1.98	2.3	2.62
	3	91	61	2	63	5
1	1	1.2	1.6	1.98	2.3	2.62
	4	91	61	2	63	4
1	1	1.2	1.6	1.98	2.3	2.62
	5	91	61	2	62	3
1	1	1.2	1.6	1.98	2.3	2.62
	6	90	61	1	62	3
1	1	1.2	1.6	1.98	2.3	2.62
	7	90	61	1	61	2
1	1	1.2	1.6	1.98	2.3	2.62
	8	90	60	1	61	1
1	1	1.2	1.6	1.98	2.3	2.62
	9	90	60	0	60	1
1	2	1.2	1.6	1.98	2.3	2.62
	0	90	60	0	60	0

## Appendix 12

### Documentation

**Picture 1 : Questionnaire section (learning style) in class X-2**



**Picture 2 : Test section (speaking ability) in class X-2**



**Picture 3 : Questionnaire section (learning style) in class X-5**



**Picture 4 : Test section (speaking ability) in class X-5**



## CURRICULUM VITAE



### A. Identify

Name : Nurmala Sinta Lubis  
Reg. Number : 19 203 00060  
Place/Birth : Garoga, januari 1st 2001  
Email : nurmalasintalubis@gmail.com  
Phone Number : 082288046526  
Sex : Female  
Religion : Islam  
Address : Sei Meranti, Baganbatu, Riau

### B. Parents

Father's Name : Wagiman Lubis  
Mother's Name : Usnal Aini Situmeang  
Address : Sei Meranti, Baganbatu, Riau

### C. Educational Background

1. Elementary School : SDN 028 Bahtera Makmur (2013)
2. Junior High School : MTSN 1 Batangtoru (2016)
3. Senior High School : SMAN 1 Batangtoru (2019)
4. University : UIN Syekh Ali Hasan Ahmad Addary  
Padangsidimpuan

## Appendix 2

### Instrument Questionnaire For Learning Styles

Nama : A.aron Prayoga L. Tobing

Kelas : X-5

Sekolah : SMA I Batang Toru

#### A. Petunjuk Umum

1. Tuliskan identitas diri yaitu nama, kelas, dan sekolah Anda pada lembar jawaban.
2. Bacalah pernyataan setiap nomor dengan seksama.
3. Angket ini tidak ada kaitannya atau pengaruhnya terhadap nilai Anda dan tidak ada jawaban yang salah. semua jawaban yang Anda pilih adalah benar. Asalkan di jawab dengan jujur. Kerahasiaan identitas dan jawaban Anda di jamin oleh peneliti. Oleh karena itu, usahakan agar jangan sampai ada nomor yang terlewat untuk di jawab.

#### B. Petunjuk Pengisian

1. Pilihlah jawaban yang tampaknya paling mungkin Anda pilih jika Anda mendapat diri Anda dalam situasi seperti itu dengan memberi tanda ceklis(✓). Pilihlah jawaban berupa Sangat Setuju(SS), Setuju(S), Kadang-Kadang(K), Tidak Setuju(TS), dan Sangat Tidak Setuju(STS).
2. Setiap pernyataan harus di jawab.
3. Periksa kembali jawaban sebelum di serahkan kepada peneliti.

#### C. Pernyataan

No	Pernyataan	SS	S	K	TS	STS
1.	Jika mengerjakan soal atau tugas bahasa Inggris Saya selalu membaca intruksinya terlebih dahulu.		✓			
2.	Saya lebih suka membaca dan melihat gambar, daripada mendengar penjelasan orang lain.			✓		
3.	Saya lebih mudah memahami pelajaran bahasa Inggris apabila Saya membacanya dengan baik.			✓		
4.	Saya lebih senang membaca dalam hati dengan cepat dan mudah memahami.		✓			
5.	Saya mengingat pelajaran bahasa Inggris dengan cara menghubungkan segala sesuatu bentuk yang pernah Saya lihat di lingkungan rumah.			✓		
6.	Saya memanfaatkan waktu luang dengan membaca buku bahasa Inggris.				✓	

7.	Gambar-gambar yang ada pada buku paket bahasa Inggris sangat membantu Saya dalam mengingat dan memahami pelajaran.			✓	
8.	Saya senang memperhatikan ilustrasi gambar atau warna yang terdapat dalam buku paket bahasa Inggris.			✓	
9.	Saya sering lupa dengan apa yang di sampaikan oleh guru apabila Saya tidak mencatatnya.			✓	
10.	Saya selalu ingin terlihat rapi dan teratur dalam segala hal.	✓			
11.	Saya mudah menerima informasi yang di sampaikan secara langsung oleh guru.			✓	
12.	Saya lebih senang mendengarkan penjelasan materi bahasa Inggris melalui video pembelajaran.	✓			✓
13.	Ketika sedang membaca materi bahasa Inggris, Saya sering membaca dengan keras daripada membaca dalam hati.		✓		✓
14.	Saya selalu berbicara dengan lancar dan tidak gugup ketika bersama orang lain.		✓		
15.	Pada saat liburan sekolah Saya lebih senang mendengarkan musik daripada membaca buku.		✓		
16.	Saya lebih mudah mengingat hafalan pelajaran dengan cara mendengarkan penjelasan guru.				✓
17.	Saya senang menyanyikan lagu-lagu ketika sedang belajar.	✓			
18.	Saya lebih mudah menghafal lagu di bandingkan dengan menghafal materi di buku.	✓			
19.	Saya senang mendengarkan penjelasan orang lain sebab membantu Saya dalam memahami materi pelajaran.		✓		

20.	Saya lebih mudah mengingat apa yang di sampaikan orang lain dengan cara mendengar di bandingkan dengan apa yang Saya lihat.			✓		
21.	Saya menyenangi belajar langsung praktek daripada belajar hanya mendengarkan penjelasan guru secara online.			✓		
22.	Ketika belajar, tangan Saya tidak bisa diam memainkan pulpen atau benda-benda lain yang ada di dekat Saya.		✓			
23.	Saya mudah menghafal materi dengan cara berjalan-jalan sambil mempraktikkan secara langsung.		✓	✓		
24.	Saya dapat memahami pelajaran melalui bantuan penjelasan dari teman pada saat kerja kelompok dengan cara melihat gerakan tubuh atau fisik.	✓		✓		
25.	Ketika sedang bercerita kepada orang lain tangan Saya tidak bisa diam dan ikut bergerak.		✓			
26.	Ketika di tanyak oleh orang lain dengan cekatan, Saya sering menjawab dengan isyarat tubuh seperti halnya mengangguk.	✓		✓		
27.	Belajar sambil mempraktikkan secara langsung di rumah membuat Saya lebih mudah memahami materi pelajaran.		✓			
28.	Berbicara secara berdekatan akan membuat Saya lebih mudah memahami topik yang di bicarakan.		✓			
29.	Ketika di berikan tugas praktik di rum.ah Saya langsung mengerjakannya.			✓	✓	
30.	Ketika teman Saya mengajak berbicara Saya menanggapinya dengan antusias.			✓		

### Transkrip of Speaking Test

Dialogue 1: About to invite to something (AAS & AJ).

A : Are you busy tomorrow night?

B : I don't think so. I don't have any plans yet.

A : Do you want to come to my place? I would like to invite you to have dinner with me.

B : Oh, tomorrow a special day for you?

A : No, not a particular one.

B : Then, yes. I'll help you cook tomorrow.

A : Okay, I'll pick you up at 6. Is that okay with you?

B : Okay.

Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
AAS	10	5	13	10	14	52
AJ	15	15	17	15	15	77



Dialogue 2: About daily activities (AMT & CN).

A : Yes. I would like an iced coffe, please

B : I like to have a green tea latte

A : What do you want to eat, Olla?

B : I think I will have the steak with fries and mixed vegetables.

A : Me too.

Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
CMT	16	15	17	15	15	78
CN	15	10	14	12	12	58

Dialogue 3 : About daily activities (NAME MUN).

A : Good morning.

B : Hi, how may I help you?

A : I was looking for a book but I cannot find it.

B : Have you checked the database?

A : I did. The book is available. But, it was not on the shelf.

B : Let Me help you to find the book.

Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
NA	18	16	18	17	18	87
MUN	5	5	12	10	12	44

Dialogue 10 : About daily activities (DP&KG).

A : What time is it now?

B : It's half past seven.

A : Look! This you are.

B : I'm sorry, I was late.

A : Why were you late?

B : I was trapped in traffic jam.

Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
DP	19	16	17	18	19	89
EG	14	14	14	13	13	68



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN  
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Lamp : -  
Perihal : Pengesahan Judul dan Penunjukan  
Pembimbing Skripsi

23 November 2022

Yth.

1. Dr. Eka Sustri Harida, M. Pd (Pembimbing I)
2. Sri Minda, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:


Nama : Nurmala Sinta Lubis  
NIM : 19 203 00060  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : The Correlation Between Students' Learning Styles And Speaking Ability Of The Grade X SMA negeri 1 Batangtoru.

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui  
an. Dekan  
Wakil Dekan Bidang Akademik

Ketua Program Studi  
Tadris Bahasa Inggris

  
Dr. Lis Yulianti Syafrida, S.Psi.,M.A  
NIP 19801224 200604 2 001

  
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UNIVERSITAS ISLAM NEGERI  
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Nomor : B - 505y /Un.28/E 1/TL.00.9/09/2023  
Lampiran : -  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

22 September 2023

Yth. Kepala SMA Negeri 1 Batangtoru

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nurmala Sinta Lubis  
NIM : 1920300060  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Sei Meranti, Baganbatu, RIAU

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Students' Learning Styles And Speaking Ability Of The Grade X SMA Negeri 1 Batangtoru".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Dekan Bidang Akademik



Dr. H. Yuliaati Syafrida Siregar, S.Psi, M.A  
NIP. 19801224 200604 2 001



PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN

**SMA NEGERI 1 BATANGTORU**

Jl. Sibolga Aek Pining Batangtoru Tapanuli Selatan Telp. ☎ 0634-370271,  
E-mail. [smansabatangtoru@gmail.com](mailto:smansabatangtoru@gmail.com) Website : [sman1batangtoru.sch.id](http://sman1batangtoru.sch.id)

: 420/250/SMAN.01/X/2023  
: 1 Lembar  
: Surat Balasan Permohonan Izin  
Penelitian Penyelesaian Skripsi

Kepada Yth,  
Dekan UIN SYAHADA

Di\_

Tempat

Dengan Hormat,

Berdasarkan surat permohonan dari Universitas Muhammadiyah Tapanuli Selatan No: B-5054/Un.28/E.1/TL.00.9/09/2023. Perihal permohonan izin penelitian untuk penulisan Skripsi jenjang pendidikan: S1 UIN SYAHADA dengan "The Correlation Between Students' Learning Styles And Speaking Ability Of The Grade X SMA Negeri 1 Batangtoru ", Maka dengan ini kami menerima:

Nama : Nurmala Sinta Lubis  
NIM : 1920300060  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Tadris Bahasa Inggris  
Alamat : Sei Meranti, Baganbatu, RIAU

Untuk melakukan Penelitian di SMA Negeri 1 Batangtoru.

Demikianlah surat balasan ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih.

