THE CORRELATION BETWEEN LEARNING STYLE AND STUDENTS' SPEAKING ABILITY AT GRADE VIII SMP NEGERI 6 PANYABUNGAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan

as a Partial Fulfillment of the Requirement

for the Graduate Degree of Education (S.Pd) in English

Written by:

SULASTRI

Reg. Number 12 340 0116

ENGLISH EDUCATION DEPARMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2017

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2017

Term : Thesis
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Lamp : 7 (seven) Exemplars

Padangsidimpuan, 02th Juni 2017
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Dean Tarbiyah and Teacher Training
Faculty
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Padangsidimpuan

Assalamu 'alaikum wr.wb.

     After reading studying and giving advice for necessary revise on the thesis belong to **Sulastri**, entitled **"The Correlation between Learning Style and Students' Speaking Ability at Grade VIII SMP Negeri 6 Panyabungan"**, 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 Department of Tarbiyah and Teacher Training Faculty of IAIN Padangsidimpuan.

     Therefore, in a short time, we hope that the thesis will soon be examined in front of the Thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikum wr.wb.

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DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

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The title of the Thesis :"The Correlation between Learning Style and Students' Speaking Ability at Grade VIII SMP Negeri 6 Panyabungan"

      I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the other side except the guidance from advisors and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verses 2.

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Faculty : Tarbiyah and Teacher Training

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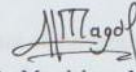
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                    AND STUDENTS' SPEAKING ABILITY AT GRADE
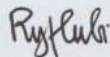   VIII SMP NEGERI 6 PANYABUNGAN**

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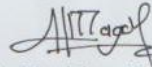
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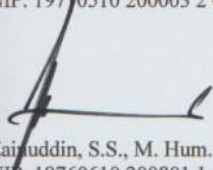
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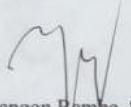
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IPK   : 3.19
Predicate   : Very Good

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LEGALIZATION

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Written By : SULASTRI
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The Thesis have been accepted as a partial fulfillment of the requirement for the Graduate Degree of Education (S.Pd) in English Program.

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ABSTRACT

This research discussed about the correlation between learning style and students' speaking ability at grade VIII SMP Negeri 6 Panyabungan. 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 when they study and also 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 learning style and students' speaking ability at grade VIII SMP Negeri 6 Panyabungan.

This research employed quantitative research and the method was correlation method. The population of this research was at grade VIII SMP Negeri 6 Panyabungan. Then, the sample of the research was 18 person from class VIII-1, 10 person class VIII-2, 10 person class VIII-3, 6 person class VIII-4, 6 person class VIII-5, and 5 person class VIII-6. Total of sample determine by Slovin formula with error level take 10% so, total of sample is 55 person. To collect the data, researcher used questionnaire for learning style and test to know students' speaking ability and then researcher collected the test by record. To analyze the data, the researcher used $t_{count.}$

Based on the result of the research, researcher showed the description of the data, and it found that the result calculating which was gotten the value of the correlation product moment r_{xy} between variable of X-1, X-2, X-3 and Y. So, visual learning style (X-1) was -0,635, auditory learning style (X-2) was 0,199, and kinesthetic learning style (X-3) was -0,156. It means there is correlation between learning style and students' speaking ability at grade VIII SMP Negeri 6 Panyabungan. The correlation is very low (0-20%). Next testing the significant with formula t_{count} in significant level 5% by looking t_{table} is 1,674. So, visual learning style (X-1) was (-3,902<1,674) or (t_{count}<t_{table}), auditory learning style (X-2) was (1,479<1,674) or (t_{count}<t_{table}), and kinesthetic learning style (X-3) was (1,122<1,674) or (t_{count}<t_{table}). It means there is no any significant correlation between learning style and students' speaking ability at grade VIII SMP Negeri 6 Panyabungan.

ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ لرَّحِيمِ

Praised to Allah swt., the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled "**The Correlation between Learning Style and Students' Speaking Ability at Grade VIII SMP Negeri 6 Panyabungan**". Besides, peace and greeting be upon to the prophet Muhammad saw. that has brought the human from **the darkness era into the lightness era.**

It is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mrs. Rayendriani Fahmei Lubis, M. Ag as my first advisor and Zainuddin, SS., M.Hum as my second advisor who has guided me to make a good thesis, who has been the great advisor for me and gave me many ideas and criticisms in writing this thesis.

2. Mr. Dr. H. Ibrahim Siregar, M.CL as the Rector of IAIN Padangsidimpuan.

3. Mrs. Hj. Zulhimma, S. Ag., M.Pd as the Dean of Tarbiyah and Teacher Training Faculty.

4. Mrs. Rayendriani Fahmei Lubis, M.Ag as the Chief of English Education Department who always support me and also all of her students in finishing the thesis and always be patient in facing our problem.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,   2017

Researcher

SULASTRI

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CHAPTER I

INTRODUCTION

A. Background of The Problem

As a universal language, English has a significant position in Indonesia, since it is learnt from elementary school to university level. It is the only foreign language, which is learnt as the compulsory subject by the Indonesian students. One of the goals of learning English is to enable learners to communicate in English both orally and in written form.

English is an international language. It is an important language, which is studied by students at schools, colleges and universities, so they can communicate by using English, it is used by many people in the word. They use it not only for trade association but also for the scientific terminologist. English has mushroomed in every part of the world and became a universal language because it is used by almost all countries, even in some countries have became the primary language or has became the standard language used in everyday life whether in government, social, and other formal institution. English is one of the most language in the word. It is also as a popular language. Actually, there are lot of people used it in their daily communication.

In Indonesia, English is a foreign language learnt at schools till university and it is being a compulsory subject in our educational system. The government has made a great effort to develop in order to reach the expected purpose trough national curriculum.

In learning English, students are expected to be able to achieve and to be familiar with the four language skills such as: listening, speaking, writing, and reading. Speaking is one of English subject, it is one of four skills. Speaking is an important language skill, with speaking we can understand what someone needs, with speaking we can give the explanation from what we read, listen or write. It also when we go to another place, of course the language we use different and we must to communicate with another people. So, if we can speak all the language so we easy to communicate with another people. Speaking in educational setting is one of the important skills beside 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. While the written English communication also has several aspects, but it absolutely has the same aims with the oral one, thus how to deliver an idea, thought, in the form of statement, information, to another language participant orally or written, but the speaking become the most important goal of English study.

In teaching learning English as the foreign language students cannot speak English well in expressing their idea. For that condition, there are some factors of difficulties. There are internal and external factors. Internal factors come from the student themselves. These concern with personality factors. External factors come

out from students. These concern with their environment, parents and teaching learning technique in their school. Teaching learning technique is the important factors to the success of learning for all aspects in Education.

In public speaking, such as giving speech in front of audience who knows English especially in formal situation of debating or international congress. The sufficient knowledge of English will be very helpful for the speaker to deliver his speech in front of public. Speaking is one tool to establish our viewpoint, we can learn from other experience. If we can understand speaking, we can gather together the people in the world and environment.

Learning is a consciously process that do by group of the person to get change of learning activity as a result of learning. This change means the process from unknown become know in learning process. It is can be know from their attitude, how to say something and personality. In learning to know about the learning style also is very important for somebody. Because, everybody different about learning style in learning process.

Students' problem at Grade VIII SMP Negeri 6 Panyabungan is about in learning language, many students are not understanding of their own way in learning, especially in SMP Negeri 6 Panyabungan. Based on information from one of the English teachers in SMP Negeri 6 Panyabungan, her name is Miss

Fitri.[1] She said,   students do not understand about learning style, in learning language many students are not understanding of their own way in learning when they study. It can be seen from their daily life. Whereas, knowing the style of learning is useful which also influences the learning outcome.

Learning styles are found to affect the students' learning behaviors. Students who have different learning style preferences would behave differently in the way they perceive, interact with, and respond to the learning environment. Since the learners differ in their preferences to the certain learning styles, it will be important for an educator to know the variations of students on the features of their learning styles because the information about students' learning style preference can help the teachers or lecturers become aware to the students' differences bring to the classroom. The researcher applies VAK model that divides learning style into visual (V), auditory (A) and kinesthetic (K).

She also said that students' speaking ability at grade VIII SMPN 6 Panyabungan is low. It can be seen from their daily life, they never speak English, even when they are having English subject, they are lazy to practice English. They still use their own language and the other students think that English is just as a foreign language. So that, they think English is not important for them to learn

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[1]Miss. Fitri, *Private Interview with one of the English Teachers of SMPN 6 Panyabungan on 27ᵗʰ March 2016.*

English especially speaking. In their speaking also there are students are lack of motivation for speaking, students are lack of speaking practice.[2]

Therefore, this study is conducted to investigate learning style used by the students and its correlation on the students' speaking ability. The researcher tries to find out the correlation between learning style and students' speaking ability.

Based on the above explanation, the researcher wants to conduct the research on the title: **THE CORRELATION BETWEEN LEARNING STYLE AND STUDENTS' SPEAKING ABILITY AT GRADE VIII SMP NEGERI 6 PANYABUNGAN**

B. **Identification of the Problem**

Based on above background of problem, the researcher has identified problem such as students do not understand about learning style, in learning language many students are not understanding of their own way in learning when they study. It can be seen from their daily life. Whereas, knowing the style of learning is useful which also influences the learning outcome.

Most of students say that English is difficult, it can be seen from their daily life, they never speak English, even when they are having English subject, they are lazy to practice English. In their speaking also there are students are lack of motivation for speaking, students are lack of speaking practice.

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[2] *Ibid.*

C. **Limitation of the Problem**

Based on the identification of the problem, the researcher limits the problem of the research on the correlation between learning style and students' speaking ability at grade VIII SMP 6 Panyabungan.

D. **Formulation of the Problem**

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

1. What is students' learning style in English class at grade VIII SMP Negeri 6 Panyabungan?

2. What extent is students' speaking ability at grade VIII SMP Negeri 6 Panyabungan?

3. Is there any significant correlation between students' learning style in English class and students' speaking ability at grade VIII SMP Negeri 6 Panyabungan?

E. **Purpose of the Study**

The purposes of this study are:

1. To know students' learning style in English class at grade VIII SMP Negeri 6 Panyabungan.

2. To know students' speaking ability at grade VIII SMP Negeri 6 Panyabungan.

3. To know whether there is or there is no any significant correlation between students' learning style in English class and students' speaking ability at grade VIII SMP Negeri 6 Panyabungan.

F. Significances of the Study

The study is expected to be useful for:

1. Headmaster, to give motivation English teachers to do the best in teaching.

2. English teachers, to improve their quality of teaching speaking.

3. Researchers, to do for their same topic of the research.

G. Definition of the Operational variables

1. Learning

Learning as a *process* that leads to *change*, which occurs as a result of *experience* and increases the potential for improved performance and future learning.[3] There are three critical components to this definition:

a) Learning is a *process*, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.

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[3] Susan A. Ambrose, *How Learning Works - 7 Research Based Principles for Smart Teaching* (USA: Jossey Bass, 2010), p.3.

b) Learning involves *change* in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act.

c) Learning is not something done *to* students, but rather something students themselves do. It is the direct result of how students interpret and respond to their *experiences*-conscious and unconscious, past and present.

Based on the above explanation that learning is a process of change of behaviour of human to be more adults, attitude, belief, mindset and learning also an activity to improve knowledge.

According to Wang that "learning style as an individual's prefer or habitual ways of processing the knowledge and transforming the knowledge into personal knowledge". It is an educational condition under which a student is most likely to learn. Thus, learning style is not really concerned with what the learners learn, but rather how they prefer to learn the materials. Furthermore, each person has his or her own best way to learn, governing how they prefer to receive and process the knowledge. Some learners may rely on visual image or presentation, others prefer

listening to the music while learning; still others may respond better to hands-on activities.[4]

According to Keefe that learning styles might be thought of as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment".[5] Where learning styles is the way in which each person begins to concentrate on, process, and retain new and difficult information.[6]

2. Speaking

According to David Nunan that speaking is the productive aural/oral skill that consists of producing systematic verbal utterances to convey meaning.[7] According to O'Grady that speaking is a productive language skill. Theoretically, it is a mental process. This means it is a psychological process by which a speaker puts a mental concept into some linguistic form.[8] Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking.

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[4] Wang L, *Variation in learning styles in a group of Chinese English as a foreign language learners* (International Education Journal), p. 409.

[5] H Douglas Brown, *Principle of Language Learning And Teaching*, (United States of America: Pearson Education Inc, 2007) p. 120.

[6] Rita Dun. Dkk, *Multiculturalism and Learning Style,* (London: United States of America, 1995), p.14.

[7] David Nunan, *Practical English Language Teaching,* (New York: Mc. Grown-Hill Companies Inc, 2003), p. 48.

[8] Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.95.

Henry Guntur Tarigan said speaking is the ability to pronounce sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitations we can say in speaking.[9]

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, purpose of the study, significances of the study, definition of the operational variable and thesis outline.

Chapter II, consists of theoretical description, review of related fainding, conceptual framework, hypothesis.

Chapter III, consists of research methodology, it described about time and place of research, research design, population and sample of research, instrument, technique of data collection, technique of data analysis.

Chapter IV, consists of description of the data, testing hypothesis, discussion of the research, and the threats of the research.

Chapter V, consists of conclusion and suggestion.

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[9]Henry Guntur Tarigan, *Speaking as a Language Skill ,* (Bandung: Angkasa, 1986), p. 15.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Learning styles

a. Definition of Learning Styles

Where learning style is the way in which each person begins to concentrate on, process, and retain new and difficult information.[1] Keefe said learning styles might be thought of as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact whit, and respond to the learning environment".[2]

Learning style is the way of students in absorbing and understanding the information or idea which they have got in learning process. In other side, it could be said that learning style is the preference way in learning. 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."[3]

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[1]Rita Dun. At All, *Multiculturalism and Learning style* (London: United States of America, 1995), p. 14.

[2]*Ibid*., p. 120.

[3]David Kolb, in Doris B. Matthews, *An Investigation of Learning Styles and Perceived Academic Achievement for High School Students*, Taylor and Francis Group, 69, 1996, p. 249.

In addition, learning style is students' way of thinking, processing and understanding information. Moreover, S. Nasution said that learning style is students' way to give reaction and use stimulus which they get in learning process.[4] So, from the definition above the researcher say that learning style is students' way of thinking, how students perceive, interact and how students aplication style in learning process.

Wang defines "learning style as an individual's preferred or habitual ways of processing the knowledge and transforming the knowledge into personal knowledge". It is an educational condition under which a student is most likely to learn. Thus, learning style is not really concerned with what the learners learn, but rather how they prefer to learn the materials. Furthermore, each person has his or her own best way to learn, governing how they prefer to receive and process the knowledge. Some learners may rely on visual image or presentation, others prefer listening to the music while learning; still others may respond better to hands-on activities.[5]

From the definition above, the researcher say that learning style is students' preference way to get, absorb and process the information about learning material in learning process. Learning style is only a term which

[4]Eric Jensen, *Teacher is Super & Super Teaching*, (Jakarta: PT Indeks, 2010), Cet. 4, p. 54.
[5]L. Wang, *Variation in learning styles in a group of Chinese English as a foreign language learners*, (International Education Journal, 2007), p. 409.

used to describe the attitudes and behaviours, which determine an individual's preferred way of learning. Every student has all types of learning style. It does not mean they use them at the same time. Each student has a dominant learning style or their preference style. They use different styles in different situation. Also, it is how students or somebody application styles in learning and many different styles in learning. So, learning styles is how we connected the concentrate in process learning.

b. The Types of Learning Styles

According to Joy M. 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.[6] Thus, types of learning styles are visual, auditory and kinesthetic learning styles.

1) Visual Learning Style

Visual style is connected whit seeing or sight used in teaching to help people understand.[7] Visual is related to sight or everything can see. According to Young, visual learning style refers to preference for

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[6] Joy M. Reid, *Understanding Learning Styles in the Second Language Classroom,* (New Jersey: Prentice Hall regents, 1998), p. 162.
[7] Oxford Learner's Pocket Dictionary (New York: 2008), p. 495.

learning for through vision and visual learners rely on their sight to take the information. They organize the knowledge in terms of spatial interrelationships among ideas and store it graphically. There are some characteristic of the students visual learning styles; they can memorize the material better when it is presented by using visual media such as power point presentation, videos, pictures, diagrams and graphs. Visual learners typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding.[8]

Furthermore, Myra Pollack stated that students learn best by seeing and they will find the information when it is explained by the aids of textbook, charts, pictures, course outlines and graphics. Visual learners like to keep their eyes on their teacher by sitting in front of the class and watching the teacher closely.

Stephen James Minton stated, "Essentially, visual learners learn best from what they can see."[9] They can respond and remember best the learning materials through eyes. Similarly, agalover and law asserted that visual learners rely on what they see in writing form.[10]

[8]Yong, F.L., *A Study on Cultural Values, Perceptual Learning Styles, and Attitudes Toward Oracy Skills of Malaysian Tertiary Students,* (European Journal of Social Sciences, Vol. 13, 2010), p. 481.
[9]Stephen James Minton, *Using Psychology in the Classroom,* (London: SAGE Publication, 2012), p. 58
[10]Derek Glover and Sue Law, *Improving Learning Professional Practice in Secondary Schools,* (Jakarta: PT. Grasindo, 2002), p. 92.

Moreover, Porter and Hernacki were covering the characteristics of visual learners. Visual learners are tidy and order, talk active, good planner and manager, detail and attentive, good performing in appearance and presentation, good speller, good in remembering what the see, good in memorizing using visual association, not easy to be disturbed by noisy, bad in memorizing verbal instructions, good in reading speed and diligent, good in learning by reading than listening to someone, need whole vision and objective, good in taking notes during in phone cell, easy to forget sending a verbal message to others, always give short answer for each question, prefer doing demonstration to speech, prefer art than music, good in knowing what need to be said but difficult to choose the diction, and easy to lost their concentration when they want to get focus.[11]

The researcher say that visual learning style is students' preference way to acquiring, using, thinking of knowledge on visual sense. Visual learners tend to talk active, reader speed and diligent and tidy. Thus, they learn best by seeing and tend to less in verbal things.

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[11]Bobby De Porter and Mike Hernacki, *Quantum Learning Habituate of Comfortable Learning and fun,* (Bandung: Kaifa PT. Mizan Pustaka, 2005), Cet. IX, p. 116.

2) Auditory Learning Style

        Auditory learning is a learning style in which a person learns through listening. Based on Myra Pollack and David Miller, auditory learners learn best through hearing, this type of students can remember the detail of conversations and they also have strong language skills. Auditory learner should be given opportunity to recite the main points of a book or teachers statement and let them say out loud the meaning of the illustrations and main subject headings and recite any new vocabulary words. It can be helpful for them to comprehend the material of the subject matters.

        Deborah Daiek and Nancy 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.[12] Abbas Pourhossean Gilakjani pointed

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[12]Deborah Daiek and Nancy Anter, *Critical Reading for College and Beyond*, (New York: McGrawHill, 2004), p. 12-13.

out, "auditory learners discover information through listening and interpreting information by the means of pitch, emphasis and speed."[13]

Auditory learning style preferences are the result from processing auditory learners' brain to receive and to process the knowledge. There is proverb said that to be fond of learning is to be near the knowledge. But to be near the knowledge, auditory learners involve in teaching learning process through their sense of hearing and their brain.[14]

In the same way, Derek Glover and Sue Law mentioned that auditory learners rely on material presentation that delivered by oral or spoken. Meanwhile, in Psikologi Pendidikan (Dalam Perspektif Baru) stated that a learner who has verbal learning style or auditory learning style, they will get much information, knowledge and idea by hearing words and explanations.[15]

Here are the characteristics of auditory learner, elaborated by Bobby De Porter and Mike Hernacki, they pointed that auditory learners talking to own self when working, getting easy to be disturbed by noise, making lips move when they are reading a book, prefer

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[13]Abbas Pourhossein Gilakjani, *Visual, Auditory, Kinesthetic Learning Styles and their Impacts on English Language Teaching,* (Journal of Studies in Education, Vol. 2, No. 1, 2012), p. 106.
[14]Susan Shreen, *Self Access,* (Oxford University Press, 1989), p. 5.
[15]Sudarwan Danim and Khairil, *Psychology of Education (in new perspective),* (Bandung: Alfabeta, 2010), p. 116.

reading loud and listen , feeling difficult to write, but great in telling story, speaking in the good rhythm, used to be a fluent speaker, listening to music rather than art, learning by listening and remembering what they discussed rather than seeing, speaking, discuss and telling story completely, having a job problem which commit to visualization, spelling loudly rather than to write, making a joke than to read comic.[16]

According 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.

3) Kinesthetic Learning Style

Kinesthetic Learning Style is the way people absorb information through physical, likely they use their body or sense of touch to learn and understand the world around them. Joy M Reid stated, "Kinesthetic learning: experiential learning, that is total physical involvement with a learning situation."[17]

Also, Bobby De Porter and Mike Hernacki claimed the characteristic of kinesthetic learners are speaking slowly, responding

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[16]Bobby De Porter and Mike Hernacki, *Quantum Learning……*, p. 118.
[17]Joy M Reid, *The learning style preferences of ESL Students,* (TESOL QUARTELY, Vol. 21, No. 1, 1987), p. 89.

to physical gesture, touching people for getting their attention, standing closer when talking with someone else, orienting to physics and much made moving, learning through manipulation and practice, memorizing by walking while seeing, using fingers to point when reading, using body language intensively, never staying quietly for long time, bad to remember geography, excluding if they have ever visited the place, using much action verbs, reading book which oriented to the plot, having untidy characteristics, tending to do everything, playing games much.[18]

Further, H. Douglas Brown asserted, "Kinesthetic learners will show a preference for demonstrations and physical activity involving bodily movement."[19] Additionally, kinesthetic learners usually called haptic (Greek for "moving and doing). This type of learners learns best by doing. They will catch the idea easily when it is explained by the instructional aids of skits and role-play. Kinesthetic learners will move or go around along the learning and teaching process. Thus, the teacher should provide them to do the movement in class for it also can enhance their memorizing information.

In addition, stated by Deborah Daiek and Nancy Anter, " kinesthetic learning is preferred learning by touching and doing;

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[18]Bobby De Porter and Mike Hernacki, *Quantum Learning……* p. 118-120.
[19]H. Douglas Brown, *Principles of Language Learning and Teaching 5th Edition,* (San Fransisco: Longman, 2007), p. 129.

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.[20]

The researcher say that kinesthetic learning style is students' preference way to acquiring knowledge by moving or using their physical body movement and demonstration.

2. Speaking Ability

a. Definition of Speaking Ability

There are many theories have pointed out by many linguistics about the results of speaking, the writer tries to make some of them. Henry Guntur Tarigan says "speaking is the ability to pronounce sound articulation of words to express, to declare and to deliver the idea, feeling

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[20]Deborah Daiek and Nancy Anter. *Critical Reading……*

or sense, as a large of these limitations we can say in speaking'.[21] Houghton Miffhin Company Says, "Speaking is the utterance of intelligible speech, speech production is the utterance, vocalization, the uses of uttered sound for auditory commutation, speech is also the exchange words they were perfectly comfortable together without speech".[22] Then, Nurhady says, "Speaking is conveying our idea and verbal message actively."[23] 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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[21]Henry Guntur Tarigan, *Speaking as a........* p. 15.
[22]Houghton Miffin Dictionar. *Dictionary of the English Language*, (American: The American Heritage, 2003), (http:// www. Dic. Die. Net/ speaking) accesed at 18 April 2016
[23]Tim Pengembang Ilmu Pengetahuan. *Ilmu dan Aplikasi Pendidikan*, (Jakarta : PT. Impereal Bhakti Utama,2007). p.125.

b. Kinds of Classroom Speaking Performance

Speaking is an ability that is also required to be mastered by the students during the learning process in the classroom, and it is divided into several performances.[24] The kinds of oral productions that students are expected to carry out in the classroom.

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitative of this kind as carried out not for the purposes of meaningful interaction, but for focusing on particular elements of language forms.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.

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[24]H. Douglas Brown, *Language Assessment Principle and Classroom Activities,* (America:Longman,2004), p.141-142

3) Responsive

A good deal of students' speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic.

4) Interactive

The differences between responsive and interactive speaking is in the length and complexity of the interactions, which sometimes includes multiple exchange and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of maintaining social relationship.

5) Extensive (Monologue)

Finally, students' at intermediate to advanced levels are called on to give extended monologues in the forms of oral reports, summaries, or perhaps short speeches. Here the register in more formal and deliberative. These monologues can be planned or impromptu.

c. **Principles for Designing Speaking Techniques**

According to H. Douglas Brown, there are many principles in designing speaking technique. He describe as follow:

1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to massage-based focus on interaction, meaning, and fluency.
2) Provide intrinsically motivating techniques.
3) Encourage the use of authentic language in meaningful contexts.

4) Provide appropriate feedback and correction
5) Capitalize on the natural link between speaking and listening.
6) Give students' opportunities to initiate oral communication.
7) Encourage the development of speaking strategies. Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as:
   a) Asking for clarification (*What?).*
   b) Asking someone to repeat something (*Hub? Excuse me?).*
   c) Using fillers (*Ud, I mean, well)* in order to gain time process
   d) Using conversation maintenance cues (*Up,bob, Right, Yeah, Okay, Hm).*
   e) Getting someone's attention (*Hey, Say, So).*
   f) Using paraphrases for structure one can't produce
   g) Appealing for assistance from the interlocutor (to get a word or phrase, for example).
   h) Using formulaic expressions (at survive stage) (*How much does _____ cost? How do you get to the _____?*
   i) Using mime and nonverbal expression to convey meaning.[25]

David Nunan also describes the principles' for teaching speaking as follow:

1) Be aware of the differences between second language and foreign language learning contexts
2) Give students practice with both fluency and accuracy
3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk
4) Plan speaking tasks that involve negotiation for meaning
5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.[26]

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[25]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy.* (United Stated of America: Longman,1998), p. 275-276

[26]David Nunan. *Practical English Language Teaching* (New York : Mc Graw-Hill Companies, 2003, p. 54.

So that, there many principles that must be attended in designing speaking technique, as mentioned by H. Douglas brown to make speaking technique are suitable in learning process.

d. The Evaluation of Speaking

1. Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.[27] For example a French person speaking English is described as having a French accent. Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.[28] According to Arthur Hughes The Accent can be identified looks like this:

a. Pronunciation frequently unintelligible

b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition

c. "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

d. Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding.

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[27]Nirmala Sari, *An Introduction to Linguistic,* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

[28] Victoria Neufeldt, *Webster New World College Dictionary-3 rd*, (New York: Simon & Schuster Inc, 1995), p. 7.

e. No conspicuous mispronunciations, but would not be taken for a native speaker

f. Native pronunciation, with no trace of foreign accent.[29]

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 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.[30] According to Arthur Hughes grammar can be identified looks like this:

a. Grammar almost entirely inaccurate phrases.

b. Constant errors showing of very few major patterns and frequently preventing communication

c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

d. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.

[29]Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

[30] Victoria Neufeldt, Webster New.......... p. 286.

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e. Few errors, with no pattern of failure.

f. No more than two errors during the interview[31]

3. Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc. Vocabulary is more that a list of target language of 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.[32] According to Arthur Hughes vocabulary can be identified looks like this:

a. Vocabulary inadequate for even the simplest conversation

b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family).

c. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics

d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.

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[31]Arthur Hughes, *Testing for...........* p. 111
[32] David Nunan, *Practical English…......* p.258.

e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.[33]

4. Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. "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".[34] According to Arthur Hughes fluency can be indentified looks like this:

a. Speech is no halting and fragmentary that conversation is virtually impossible

b. Speech is very slow and uneven except for short or routine sentences

c. Speech is frequently hesitant and jerky: sentence may be left uncompleted

d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

[33]Arthur Hughes, *Testing for*........... p. 111
[34]H. Douglas Brown, *Teaching by Principles………* p. 268-270.

e. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

f. Speech on all professional and general topics as effortless and smooth as a native speaker's.[35]

5. Comprehension

Hornby states that: "Comprehension is the mind's act or power of understanding".[36] Comprehension is the capacity for understanding ideas, fact, etc.[37] According to Arthur Hughes Comprehension can be identified looks like this:

a. Understands too little for the simplest types of conversation

b. Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.

c. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing

d. Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.

e. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

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[35]Arthur Hughes, *Testing for...........* p. 112

[36]A.S Hornby, *Advanced Learners Dictionary Current English*, (London: Oxford University, 1974), p. 174.

[37]Victoria Neufeltd, *Webster New World* ………p. 286.

f. Understand everything in both formal and colloquial speech to be expected of an educated native speaker.[38]

B. Review of Related Findings

Talking about related findings, the researcher found some researchers have done by other person. The first, Santy Widya Pratiwi, had done research about "the correlation between learning style and students' reading comprehension at the fourth semester students of English Education Study Program" The result showed that t-value (0.14) was lower than t-table (2.080). it can be concluded that the Null Hypothesis (Ho) "there is no significant correlation between learning style and students' reading comprehension on the fourth semester students of English Education Study Program of FKIP UNTAN Pontianak.[39]

The Second, Nur Hawa Nst entitled "the correlation between visual language learning style and students' speaking ability at grade X Mas Nu Sibuhuan Padanglawas" the concluding of her research is after getting the result of research, concluded that the visual language learning style was less by getting mean score were 58,29. Then, students' speaking ability was enough by getting mean score were 69,03. Based on the result calculating which was gotten the value of the correlation product moment r_{xy} between variable of X and Y were

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[38]Arthur Hughes, *Testing for...........* p. 112
[39]Santy Widya Pratiwi, *the correlation between learning style and students' reading comprehension at the fourth semester students of English Education Study Program,*(Pontianak:FKIP UNTAN,2011)

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0.47 next testing the significant with formula t_{count} were 5,47 in taraf significant 5% by looking t_{count} was 2.04 and taraf significant 1% was 2,76. The hyphotesis is this research was received because $t_{count} > t_{table.}$ It means there is a significant correlation between visual language learning style and student' speaking ability at grade X MAS NU Sibuhuan Padanglawas.[40]

The last, Dede Nurul Faridah entitled "The Correlation between Students' Learning Style and Their Achievement in Listening Skill at the First Grade of the SMA N 01 Pamijahan Bogor". Based on the data analysis, it was found that the obtained $\chi 2 = 0.310$ is smaller than the $\chi 2$ table with significance level $0.05 = 5.591$ $(0.310 < 5.591)$. It means that null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. From the research finding, it can be concluded that there is no significant correlation between students' learning style and their achievement in listening skill. It means that students' learning style is not a dominant factor that affects listening achievement.[41]

Hence, this research made by researcher to complete the researches above. Therefore, researcher wanted to solve speaking problems in correlation between learning style at grade VIII SMP Negeri 6 Panyabungan.

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[40] Nur Hawa Nst, *The correlation between visual language learning style and students' speaking ability at grade X Mas Nu Sibuhuan Padanglawas,* Thesis (Padangsidimpuan:IAIN, 2015).
[41]Dede Nurul Faridah, *The Correlation between Students' Learning Style and Their Achievement in Listening Skill at the First Grade of the SMA N 01 Pamijahan Bogor,* Thesis (Jakarta: Syarif Hidayatullah State Islamic University, 2014).

C. Conceptual Framework of Correlation

Based on theoretical description before, it has been explained that learning is a process of change of behaviour of human to be more adults, 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 style preferences would behave differently in the way they perceive, interact with, and respond to the learning environment.

Speaking is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. In education, speaking is one of very important skills. 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 writer concludes that two variables of this research are learning style as independent variable (X) and speaking ability as dependent variable (Y). The relation of variables may be seen on figure below:

Learning Style	⟶	Speaking ability
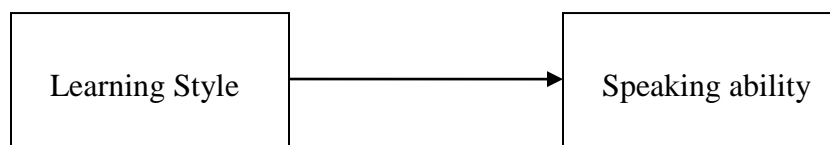
D. Hypothesis

The hypothesis is an idea suggestion answer to the problem or a case which is its fact will be proved by getting the result of the study. The hypothesis is an important component in this research problem. Hypothesis is one element of research. Based on the theoretical description and conceptual framework that has been presented. Hypothesis is the solving predicting or the answer which is derived.

Correlating to this above concept, so the researcher formulates the hypothesis in this research that:

a) There is correlation between visual learning style with students' speaking ability

b) There is correlation between auditory learning style with students' speaking ability

c) There is correlation between kinesthetic learning style with students' speaking ability

BAB III

METHODOLOGY OF THE RESEARCH

A. Time and Place of the Research

The location of the research had been done at SMP Negeri 6 Panyabungan. This school is located at complex STAIM Panyabungan, and the time of this research was from 20 April 2016 to 16 May 2017.

B. Kinds of Research

The kind of this research is a quantitative research. Quantitative approach was based on the collection and analysis of numeral data; it was usually obtained from questionnaires, test, checklist, and other formal paper and pencil instruments.[1] Collecting and analyzing the data are necessary to answer the question in the research.

As has been noted in the previous chapter, the researcher wanted to describe a correlation between the X and Y variables. X variable is learning style (dependent variable) and Y variable is students' speaking ability (independent variable).

It is the same as Sudarwan Danim's statement that descriptive research is to describe the phenomenon or individual characteristic, situation or certain group accurately.[2] Based the explanation, the researcher concludes that

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[1]L.R Gay and Peter Airasian, *Educational Research,* (America: Library of Congress Catalonging, 2000), p. 12.

[2]Sudarwan denim, menjadi peneliti kualitatif, (bandung: Pustaka Setia.2002), p. 41

descriptive method is a kind of research method which is used to describe the systematic of situation or area, interest which is observed.

C. **Population and Sample**

   1. **Population**

      Population is very needed in a research. Population is the total number of the subject in conducting the research. Population is all the field that the researcher takes in conducting the research of course needs the population. According to Gray that a population can be defined as the total number of possible units or elements that are included in the study.[3]

      Based on the previous quotation, the population is taken from all students at grade VIII SMP Negeri 6 Panyabungan. There are 121 students, specifically it is shown in the table below:

Table 1
The Population of grade VIII SMP Negeri 6 Panyabungan

No	Class	Number of students
1.	VIII 1	20
2.	VIII 2	21
3.	VIII 3	20
4.	VIII 4	20
5.	VIII 5	20

[3]Gray, D. E., *Doing Research in the Real World*. (London: SAGE Publications Ltd, 2004) P. 146.

6.	VIII 6	20
Total of students		121

From the above table, it can be seen that the population of the research is 121 students.

2. Sample

Sample is sub group taken from a population. Gay stated that sample comprises the individuals, items, or events selected from a larger group referred to as a population and the purpose of sampling is to gain information about the population by using sample.[4] In another word sample is part or presentation of the population. In this research, researcher used simple random sampling as the sampling strategies. Technique simple random sampling is a technique the most simple. The sample take according to random, without attention about level in the population, every element of population have opportunity is same and know selected as subject. Total of sample determine by Slovin formula with error level take 10% so, total of sample is 55.[5]

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[4] L.R. Gay and Peter Airasian, *Educational Research*, ……p. 121.
[5] Juliansyah Noor*, Metodologi Penelitian* (Jakarta: Kencana Prenada Media Group, 2011), hlm. 151.

Technique taking the sample by using Slovin formula:

$$n = \frac{N}{1 + (N \times e^2)}$$

Where:

n = number of element / member of the sample

N = number of element / member of the population

e = error level

(Note: according to general used 1% or 0,01, 5% or 0,05, and 10% or 0,1). Can choose by researcher.[6]

An unknown number of the population at grade VIII SMP Negeri 6 Panyabungan are N= 121 students and error level take 10%. Based on the above formula is obtained a sample as follows:

$$n = \frac{N}{1+(N \times e^2)} = \frac{121}{1+(121 \times 0,1^2)} = 54,75$$

Rounded up to be 55 students, so n = 55 respondents.

Based on the above formula obtained 55 samples. So, in this research the sample takes class VIII-1 take 18 person, class VIII-2 take 10 person, class VIII-3 take 10 person, class VIII-4 take 6 person, class VIII-5 take 6 person, and class VIII-6 take 5 person. The population is 121, So the used

[6] *Ibid,.* p. 158

sample in this research was 55 students at grade VIII SMP Negeri 6 Panyabungan. Next, total of sample 55 take according to random. It can be seen from the table follow:

Table 2

The Sample of the Research

No.	Class	Total
1.	VIII-1	18
2.	VIII-2	10
3.	VIII-3	10
4.	VIII-4	6
5.	VIII-5	6
6.	VIII-6	5
Total		55

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:

1. Test

Test is the treatment that used to measure knowledge, intelligence, and ability or skills of someone or groups. The total number of sample is 55

students so, researcher take 23 person for boys and 32 person for girls. Every class researcher take according to random. Researcher used speaking test, This test is given to know the students' ability in speaking English, the researcher give about time to students after they accept a script of short talk from researcher. The time given ten minutes to read for performance, that is form consisted of one topic which asked students to speak related to certain topic which was given to them. Test in speaking is given based on rubric speaking. So, in this research, the students will perform an oral presentation. " 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".[7] 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 researcher used the indicators speaking as follows:

Table 3
Indicator of Speaking

No.	The indicators of speaking	Score
1.	Accent:	0-5
	a. Pronunciation frequently unintelligible	0
	b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	1
	c. "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
	d. Marked "Foreign Accent" and occasional	3

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[7] Cyril J.Weir Communicative Language Testing, (UK:PRENTICE Hall.1990),p. 75

		mispronunciations, which do not interfere with understanding.	
		e. No conspicuous mispronunciations, but would not be taken for a native speaker.	4
		f. Native pronunciation, with no trace of foreign accent.	5
2.	Grammar :		0-5
		a. Grammar almost entirely inaccurate phrases.	0
		b. Constant errors showing of very few major patterns and frequently preventing communication	1
		c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	2
		d. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.	3
		e. Few errors, with no pattern of failure.	4
		f. No more than two errors during the interview.	5
3.	Vocabulary:		0-5
		a. Vocabulary inadequate for even the simplest conversation	0
		b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family).	1
		c. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics	2
		d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.	3
		e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	4
		f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.	5
4.	Fluency:		0-5
		a. Speech is no halting and fragmentary that conversation is virtually impossible	0
		b. Speech is very slow and uneven except for short or routine sentences	1
		c. Speech is frequently hesitant and jerky: sentence may be left uncompleted	2
		d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	3

	e. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.	4
	f. Speech on all professional and general topics as effortless and smooth as a native speaker's.	5
5.	Comprehension:	0-5
	a. Understands too little for the simplest types of conversation	0
	b. Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.	1
	c. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing	2
	d. Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.	3
	e. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	4
	f. Understand everything in both formal and colloquial speech to be expected of an educated native speaker.[8]	5
	Maximal Score	25

2. Questionnaires

For learning style the researcher give 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 finding will be used.

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[8] Arthur Hughes, Testing for…. p. 111-112

The questionnaire in this instrument is used liker scale which the given answers are: sangat setuju (strongly agree), setuju (agree), kadang-kadang (sometimes), tidak setuju (disagree), and sangat tidak setuju (strongly disagree). Likert scale is used to measure attitude, opinion and perception from people or group about social phenomena.[9]

Each of given answers has score as follows:

a. For given answer "strongly agree" has 5 score

b. For given answer "agree" has 4 score

c. For given answer "sometimes" has 3 score

d. For given answer "disagree" has 2 score

e. For given answer "strongly disagree" has 1 score

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 devided into two based on the direction.[10] 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:

[9]Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitaif, Kualitatif dan R&D, (Bandung:CV Alfa Beta, 2009), p. 134.

[10] Wage M. Vagias, "Likert-type scale response anchors" (http://www.clemson.edu/centers-institutes/tourism/documents/sample-scales.pdf. accessed at Juni 22th 2015 retrieved on 09:30 pm).

Table 4

Likert Scale

No.	Symbol	Explanation	Favorable score	Unfavorable score
1.	SS	Sangat setuju (strongly agree)	5	1
2.	S	Setuju (agree)	4	2
3.	KD	Kadang-kadang (sometimes)	3	3
4.	TS	Tidak setuju (Disagree)	2	4
5.	STS	Sangat tidak setuju (strongly disagree)	1	5

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

Table 5

The Indicator of Learning Style

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

E. Techniques of Data Collection

Collecting data is very important in conducting a research because it has the important function in a research. Collecting data is this research is trough 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:

a) Giving questionnaires

The researcher uses questionnaire to collect the data. In this part, the researcher will given the questionnaire to students, and asks them to answer directly. Then, the researcher collected all questionnaires as they have finished to be answered.

b) Giving test

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

a. The researcher given a script of short talk for students.

b. The researcher given chance or time for students to read it first.

c. The researcher asked students to prepare themselves to be tested

d. The researcher given score for each performance of students.

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

F. Techniques of Data Analysis

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 got the means score of the learning style on the students' speaking ability to test the hypothesis by using formula:[11]

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N\sum x^2 - (\sum X)^2\}\{(N\sum Y^2 - (\sum Y)^2\}}}$$

Where :

r_{xy} = pearson

X = the sum of scores in X - distribution

Y = the sum of scores in Y − distribution

XY= the sum of the product paired X and Y scores

X^2 = the sum of squared in X - distribution

Y^2 = the sum of squared in Y - distribution

N = the number paired X and Y scores

Based on the test the significant of the variables researcher uses the formula:[12]

[11] H. Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya,* (Padang:November 2003), p. 137.
[12] Iqbal Hasan, *Analysis Data Penelitian dengan Statistik, (Jakarta: PT Bumi Aksara, 2004),* p. 96.

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

Where:

t = score t

r = score coefficient

n = total sample

In addition to know the criteria of the score

Table 6

Criteria score interpretation

No.	Percentage	Criteria
1.	0% − 20%	Very low
2.	21% − 40%	Low
3.	41% − 60%	Enough
4.	61% − 80%	High
5.	81%− 100%	Very high

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 learning style to students' speaking ability at grade VIII SMP Negeri 6 Panyabungan. 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. Learning style

Based on the result of the research, there are 20 items of questionnaires for learning style as X variable. The researcher got the score from each items of questionnaires. The result of the learning style, as seen in the table in the appendix 4.

Based on the questionnaires result, after calculating students learning style score there are 37 students who has visual learning style, 14 students who has auditory learning style and 4 students who has kinesthetic learning style. It had been applied into table follows:

Table 7
Score learning style

No.	Learning style	F	%
1.	Visual learning style	37	67,27
2.	Auditory learning style	14	25,45
3.	Kinesthetic learning style	4	7,27
Total		**55**	**100%**

Based on the table above, as known that 67,27% from 37 students has visual learning style, 25,45% from 14 students has auditory learning style, and 7,27% from 4 students has kinesthetic learning style. It can be concluded that most of the students has high visual learning style.

After applying the instrument of the research, the researcher found that the students' score in variable X as shown in appendix 11. Based on the computed of the frequency distribution of the in learning style, it had been applied into table frequency distribution follows:

Table 8

The score variable distribution frequency of learning style

a. Visual learning style

No.	Class Interval	Mid point	Frequency	Percentages
1.	15-17	16	1	1,81%
2.	18-20	19	8	14,54%
3.	21-23	22	12	21,81%
4.	24-26	25	13	23,63%
5.	27-29	28	15	27,27%
6.	30-32	31	6	10,90%
Total			55	**100%**

From the above table, it had been known that the variable revelation for learning style indicate that respondent students' there were interval 15-17 for 1 student (1,81%), interval 18-20 for 8 students (14,54%), interval 21-23 for 12 students (21,81%), interval 24-26 for 13 students (23,63%), interval 27-29 for 15 students (27,27%), and interval 30-32 for 6 students (10,90%).

Based on table above, it can be drawn at histogram as below:
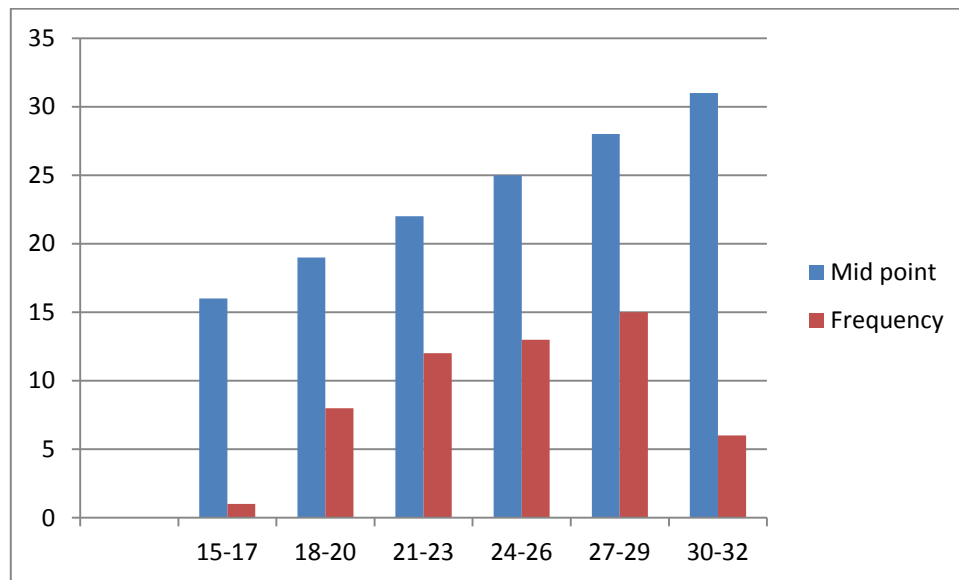
Figure 1

Histogram of Variable for Visual Learning Style (X-1)

b. Auditory learning style

No.	Class Interval	Mid point	Frequency	Percentages
1.	13-15	14	1	1,81%
2.	16-18	17	7	12,72%
3.	19-21	20	10	18,18%
4.	22-24	23	19	34,54%
5.	25-27	26	13	23,63%
6.	28-30	29	4	7,27%
7.	31-33	32	1	1,81%
Total			55	**100%**

From the above table, it had been known that the variable revelation

for learning style indicate that respondent students' there were interval 13-15

for 1 student (1,81%), interval 16-18 for 7 students (12,72%), interval 19-21

for 10 students (18,18%), interval 22-24 for 19 student (34,54%), interval
25-27 for 13 students (23,63%), interval 28-30 for 4 students (7,27%), and
interval 31-33 for 1 student (1,81%).

Based on table above, it can be drawn at histogram as below:

Figure 1

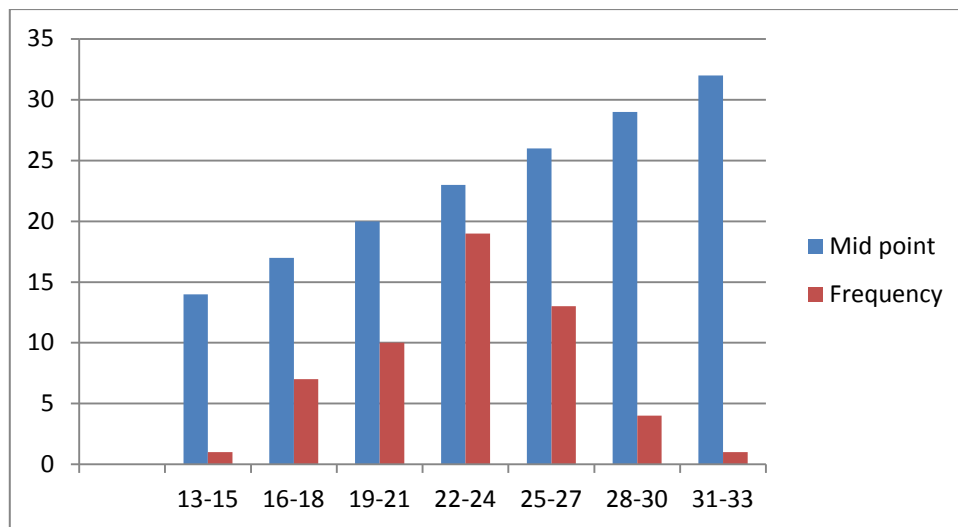**Histogram of Variable for Auditory Learning Style (X-2)**

c. Kinesthetic learning style

No.	Class Interval	Mid point	Frequency	Percentages
1.	13-14	13,5	1	1,81%
2.	15-16	15,5	10	18,18%
3.	17-18	17,5	9	16,36%
4.	19-20	19,5	15	27,27%
5.	21-22	21,5	12	21,81%
6.	23-24	23,5	5	9,09%
7.	25-26	25,5	2	3,63%
8.	27-28	27,5	1	1,81%
Total			55	**100%**

From the above table, it had been known that the variable revelation for learning style indicate that respondent students' there were interval 24 for 1 student (25%), interval 25 for 1 student1 (25%), interval 26 for 1 student (25%), and interval 27 for 1 student (25%).

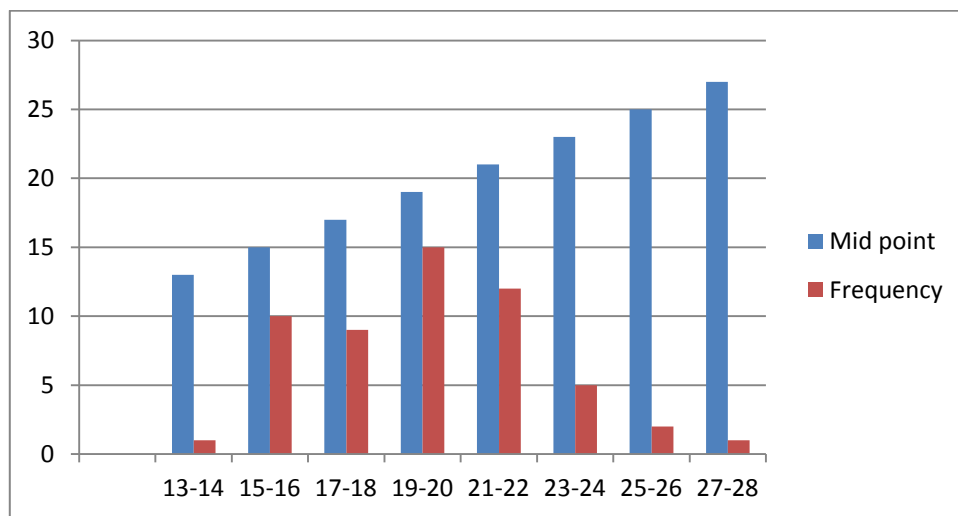Based on table above, it can be drawn at histogram as below:

Figure 1

Histogram of Variable for Kinesthetic Learning Style (X-3)

Based on the result of analyzing the respondents' answer by using questionnaire, the researcher calculated the result of variable learning style was described on the table below:

Table 9

The resume of students' score in learning style

No.	Item	Visual	Auditory	Kinesthetic
1	The highest score	32	33	27
2	The lowest score	15	13	13
3	Range	17	20	14
4	Mean	24,34	22,83	19,5
5	Median	25	23	23,75
6	Modus	24,83	22,8	22

From the table and data appendix, it had been known that the highest score was 32 (V), 33 (A), 27 (K). Lowest score was 15 (V), 13 (A), 13 (K). Range was 17 (V), 20 (A), 14 (K). Mean score was 24,34 (V), 22,83 (A). 19,5 (K). Median score was 25 (V), 23 (A), 23,75 (K). Modus score was 24,83(V), 22,8 (A), 22 (K).

2. Speaking ability

After the data collecting from the research for Y variable namely speaking ability that used test speaking to get the result of speaking ability. So that, the result of the speaking ability, as seen in the table in the appendix 5.

After applying the instrument of the research, the researcher found the students' score in variable Y as shown in appendix 12. Based on the computed of the frequency distribution of the in speaking ability, it had been applied into table frequency distribution follows:

Table 10

The score variable distribution frequency of speaking ability

No.	Interval	Mid point	Frequency	Percentages
1.	40-46	43	2	3.63%
2.	47-53	50	3	5.45%
3.	54-60	57	8	14.54%
4.	61-67	64	2	3.63%
5.	68-74	71	18	32.72%
6.	75-81	78	17	30.90%
7.	82-88	85	5	9.09%
Total			**55**	**100%**

From the above table, it had been known that variable revelation for speaking ability indicate that respondent students' there were interval 40-46 for 2 students (3.63%), interval 47-53 for 3 students (5.45%), interval 54-60 for 8 students (14.54%), interval 61-67 for 2 students (3.63%), interval 68-74 for 18 students (32.72%), interval 75-81 for 17 students (30.90%), and interval 82-88 for 5 students (9.09%).

Based on the table above, it can be drawn at Histogram as below:
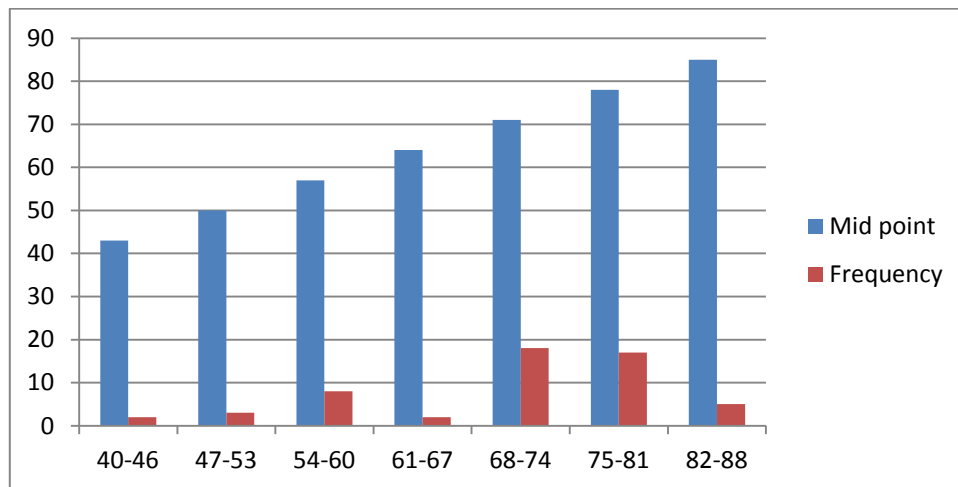
Figure 2
Histogram of variable for speaking ability

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 11

The resume of students' score for speaking ability

The highest score	88
The lowest score	40
Range	48
Mean	69.98
Median	16.75
Modus	62.65

From the table and data appendix, it had been known that the highest score was 88, lowest score was 40, range was 48, mean score 69.98, median score was 16.75, and modus score was 62.65.

B. 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).

The analysis of the data can be seen in appendix 10 based on the data, it was gotten each of score variable which is used to do calculate by applying product moment formula.

This is the calculation of r_{xy} :

a) Visual learning style with speaking ability

$\sum N$: 55

$\sum X$: 1367

$\sum Y$: 3832

$\sum X^2$: 34753

$\sum Y^2$: 273120

$\sum XY$: 95104

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N\sum X^2 - (\sum X)^2\}\{(N\sum Y^2 - (\sum Y)^2\}}}$$

$$\frac{55\,(95104) - (1367)(3832)}{\sqrt{\{55 \; x \; 34753 - (1367)^2\}\{55 \; x \; 273120 - (3832)^2\}}}$$

$$r_{xy} = \frac{5230720 - 5238344}{\sqrt{(1911415 - 1868689).(15021600 - 14684224)}}$$

$$r_{xy} = \frac{-7624}{\sqrt{(42726).(337376)}}$$

$$r_{xy} = \frac{-7624}{\sqrt{14414726976}}$$

$$r_{xy} = \frac{-7624}{12006}$$

$$= -0,635$$

The result of "r" Product Moment, calculation shows that the value of r_{xy} it is -0,635 related to the value of r table. To find the value of r table should be related to the total sample (N), there are the total sample is 55 in 5% significant level is 0,266. So, the score of r_{xy} is -0,635. The correlation is negative correlation. It means that null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. So, there is correlation between visual learning style and students speaking ability at grade VIII SMP Negeri 6 Panyabungan.

Auditory learning style with speaking ability

$\sum$N   : 55

$\sum$X   : 1260

$\sum$Y   : 3832

$\sum$X^2 : 29646

$\sum$Y^2 : 273120
$\sum$XY   : 87792

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N\sum X^2 - (\sum X)^2\}\{(N\sum Y^2 - (\sum Y)^2\}}}$$

$$\frac{55\,(87792) - (1260)(3832)}{\sqrt{\{55\ x\ 29646 - (1260)^2\}\{55\ x\ 273120 - (3832)^2\}}}$$

$$r_{xy} = \frac{4828560 - 4828320}{\sqrt{(1630530 - 1587600).(15021600 - 14684224)}}$$

$$r_{xy} = \frac{240}{\sqrt{(42930).(337376)}}$$

$$r_{xy} = \frac{240}{\sqrt{14483551680}}$$

$$r_{xy} = \frac{240}{1203}$$

$$= 0,199$$

The result of "r" Product Moment, calculation shows that the value of r_{xy} it is 0,199 related to the value of r table. To find the value of r table should be related to the total sample (N), there are the total sample is 55 in 5% significant level is 0,266. So, the score of r_{xy} 0,199. The correlation is positive correlation. It means that null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. So, there is correlation between auditory learning style and students speaking ability at grade VIII SMP Negeri 6 Panyabungan.

Kinesthetic learning style with speaking ability

$\sum N$: 55

$\sum X$: 1073

$\sum Y$: 3832

$\sum X^2$: 21415

$\sum Y^2$: 273120

$\sum XY$: 74732

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N\sum X^2 - (\sum X)^2\}\{(N\sum Y^2 - (\sum Y)^2\}}}$$

$$\frac{55(74732) - (1073)(3832)}{\sqrt{\{55 x\, 21415 - (1073)^2\}\{55\, x\, 273120 - (3832)^2\}}}$$

$$r_{xy} = \frac{4110260 - 4111736}{\sqrt{(1177825 - 1151329).(15021600 - 14684224)}}$$

$$r_{xy} = \frac{-1476}{\sqrt{(26496).(337376)}}$$

$$r_{xy} = \frac{-1476}{\sqrt{8939114496}}$$

$$r_{xy} = \frac{-1476}{9454}$$

$$= -0{,}156$$

The result of "r" Product Moment, calculation shows that the value of r_{xy} it is -0,156 related to the value of r table. To find the value of r table should be related to the total sample (N), there are the total sample is 55 in 5% significant level is 0,266. So, the score of r_{xy} is -0,156. The correlation is negative correlation. It means that null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. So, there is correlation between kinesthetic learning style and students speaking ability at grade VIII SMP Negeri 6 Panyabungan.

There the contribution of variable X to variable Y as drawn bellow:

KP = the score of determine coefficients correlation

r = the score of the coefficients correlation

KP   = r^2x 100%

a. Visual learning style with students' speaking ability

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

$= (-0,635)^2 \times 100\%$

$= -0,403225 \times 100\%$

$= -40,3225\%$

Based on the counting above, it was meant that the contribution of visual learning style toward speaking ability was -40,3225%. So, the remainder it was -40,3225% determined by other variables.

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

$$T_{count} = r\sqrt{\frac{n-2}{1-r^2}} = -0,635\sqrt{\frac{55-2}{1-(-0,635)^2}}$$

$$= -0,635\sqrt{\frac{53}{1-(-0,403225)}}$$

$$= -0,635\sqrt{\frac{53}{1403225}}$$

$$= \frac{-0,635(7280)}{11845} = \frac{-46228}{11845} = -3,902$$

Based on the testing the significant of calculation, the researcher found that t_{count} = -3,902 and dk = n-2 = 55-2 = 53, on 5% significant level 1,674. So, t_{count} lower than t_{table} or = -3,902 < 1,674. It meant that there is no any significantly correlation between visual learning style and students' speaking ability at grade VIII SMP Negeri 6 Panyabungan.

b. Auditory learning style with students' speaking ability

KP $= r^2 x\ 100\%$

$= (0,199)^2 x\ 100\%$

$= 0,039601\ x\ 100\%$

$= 3,9601\%$

Based on the counting above, it was meant that the contribution of auditory learning style toward speaking ability was 3,9601%. So, the remainder it was 3,9601% determined by other variables.

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

$$T_{count} = r\ \sqrt{\frac{n-2}{1-r^2}}\ = 0,199\ \sqrt{\frac{55-2}{1-(0,199)^2}}$$

$$= 0,199\ \sqrt{\frac{53}{1-(0,039601)}}$$

$$= 0{,}199 \sqrt{\frac{53}{0{,}960399}}$$

$$= \frac{0{,}199(7280)}{0{,}979} = \frac{1448}{0{,}979} = 1{,}479$$

Based on the testing the significant of calculation, the researcher found that $t_{count} = 1{,}479$ and dk = n-2 = 55-2 = 53, on 5% significant level 1,674. So, t_{count} lower than t_{table} or = 1,479<1,674. It meant that there is no any significantly correlation between auditory learning style and students' speaking ability at grade VIII SMP Negeri 6 Panyabungan.

c. Kinesthetic learning style with students' speaking ability

KP $= r^2 x$ 100%

      $= (-0{,}156)^2 x$ 100%

      =-0,024336x 100%

      = -2,4336%

Based on the counting above, it was meant that the contribution of kinesthetic learning style toward speaking ability was -2,4336%. So, the remainder it was -2,4336% determined by other variables.

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

$$\text{T}_{\text{count}} = r \sqrt{\frac{n-2}{1-r^2}} \quad = \text{-0,156} \sqrt{\frac{55-3}{1-(-0,156)^2}}$$

$$= \text{-0,156} \sqrt{\frac{53}{1-(-0,024336)}}$$

$$= -0,156 \sqrt{\frac{53}{1024336}}$$

$$= \frac{-0,156(7280)}{101209} = \frac{113568}{101209} = 1,122$$

Based on the testing the significant of calculation, the researcher found that t_{count} = 1,122 and dk = n-2 = 55-2 = 53, on 5% significant level 1,674. So, t_{count} lower than t_{table} or = 1,122< 1,674. It meant that there is no any significantly correlation between auditory learning style and students' speaking ability at grade VIII SMP Negeri 6 Panyabungan.

C. 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.[1] 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.[2] So, from the definition above the researcher say that learning style is

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[1] Rita Dunn.Dkk,Multiculturalism and learning style. London: United States of America 1995).p.14

[2] Eric Jensen, *Teacher is Super & Super Teaching*, (Jakarta: PT Indeks, 2010), Cet. 4, p. 54.

students' way of thinking, how students perceive, interact and how students aplication 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.[3] Also speaking ability is the students ability in expressing their ideas orally which is represented by the scores of speaking.

After analyzing the collecting data, it was gotten that the correlation between learning style to students' speaking ability at grade VIII SMPN 6 Panyabungan are significant correlation. Based on related finding, Nur Hawa Nst entitled "the correlation between visual language learning style and students' speaking ability at grade X Mas Nu Sibuhuan Padanglawas". The concluding of her research is after getting the result of research, concluded that the visual language learning style was less by getting mean score were 58,29. Then, students' speaking ability was enough by getting mean score were 69,03. Based on the result calculating which was gotten the value of the correlation product moment r_{xy} between variable of X and Y were 0.47 next testing the significant with formula t_{count} were 5,47 in taraf significant 5% by looking t_{count} was 2.04 and taraf significant 1% was 2,76. The hyphotesis is this research was received because $t_{count} > t_{table.}$ It means there is a significant correlation between visual

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[3] J.michael O.M.Alley, Authentic Assesment for English Language Learners, (USA:Addison-Wesley Publishing Company, 1996)p. 59.

language learning style and student' speaking ability at grade X MAS NU Sibuhuan Padanglawas.

Based on the calculation of product moment formula, total of the sample is 55 respondents. So, the result of product moment in significant level 5% by looking r_{table} is 0,266. Calculation shows that the value visual learning style and students' speaking ability it is -0,635. Auditory learning style and students' speaking ability it is 0,199. Then, kinesthetic learning style and students' speaking ability it is -0,156. Next testing the significant with formula t_{count} in significant level 5% by looking t_{table} is 1,674. So, visual learning style was -3,902, auditory learning style was 1,479, and kinesthetic learning style was 1,122. It means there is no a significant correlation between learning style and students' speaking ability at grade VIII SMP Negeri 6 Panyabungan. Because $(r_o<r_{table})$ and $(t_{count}<t_{table})$.

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 VIII SMP Negeri 6 Panyabungan.

D. 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 when answering the questionnaire

4. The researcher didn't know how serious the students were in speaking test for record

5. Test time was limited

6. Students were not in good concentration.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This chapter is the correlation between learning style and students' speaking ability at grade VIII SMP Negeri 6 Panyabungan. Based on the result of data analysis that has described in the previous chapter, the researcher concluded as follows:

1. The learning style was less by getting mean score were visual learning style was 24,34, auditory learning style was 22,83, and kinesthetic learning style was 23,75.

2. Students' speaking ability was enough by getting mean score were 69.98

3. Based on the result calculating which was gotten the value of the correlation product moment r_{xy} between variable of X-1, X-2, X-3 and Y there are:

   a) Visual learning style (X-1) was the score of r_{xy} is -0,635. The correlation is negative correlation. It means that null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. So, there is correlation between visual learning style and students speaking ability at grade VIII SMP Negeri 6 Panyabungan. The correlation between visual learning style to students' speaking ability is 0–20 % with

criteria is very low. Based on the counting that the contribution of visual learning style toward speaking ability was -40,3225%.

b) Auditory learning style (X-2) was the score of r_{xy} is 0,199. The correlation is positive correlation. It means that null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. So, there is correlation between auditory learning style and students speaking ability at grade VIII SMP Negeri 6 Panyabungan. The correlation between auditory learning style to students' speaking ability is 0–20 % with criteria is very low. Based on the counting that the contribution of auditory learning style toward speaking ability was 3,9601%.

c) Kinesthetic learning style (X-3) was the score of r_{xy} is -0,156. The correlation is negative correlation. It means that null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. So, there is correlation between kinesthetic learning style and students speaking ability at grade VIII SMP Negeri 6 Panyabungan. The correlation between kinesthetic learning style to students' speaking ability is 0–20 % with criteria is very low. Based on the counting that the contribution of kinesthetic learning style toward speaking ability was -2,4336%.

4. Next testing the significant with formula t_{count} in significant level 5% by looking t_{table} is 1,674. So, visual learning style (X-1) was the score of t_{count} is lower than t_{table} (-3,902<1,674) or (t_{count}<t_{table}), auditory learning style (X-2) was the score of t_{count} is lower than t_{table} (1,479<1,674) or (t_{count}<t_{table}), and kinesthetic learning style (X-3) was the score of t_{count} is lower than t_{table} (1,122<1,674) or (t_{count}<t_{table}). It means there is no a significant correlation between learning style and students' speaking ability at grade VIII SMP Negeri 6 Panyabungan.

B. Suggestion

Based on the above conclusion, the researcher suggested to:

1. The headmaster of SMP Negeri 6 Panyabungan, 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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