

The Influence of English Learning Material and Learning Style on Students' Speaking Skill

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Received: January 3, 2024

Revised: January 26, 2024

Accepted: February 10, 2024

Abstract

This research aimed to find out the types of students' learning styles, to investigate the appropriateness of teaching material with students' learning styles and to find out the influence of teacher's learning material and students' learning styles to students' speaking skills. This research used Quantitative Descriptive. The data were obtained by using questionnaires, observation checklist and test. The subjects of this research were 30 students who studied in the Seventh Grade of SMP Pesantren IMMIM Makassar, selected by using a Random Sampling Technique. The findings of this research revealed that the types of students' learning styles were kinesthetic, (16 students 53%), auditory, (12 students 40%) and visual, (2 students 7%), As for the appropriateness of teaching material, it was not appropriate because the teacher used learning material for visual (4 items out of 7 items 57%), audio (3 items out of 6 items 50%), and kinesthetic (2 items out of 4 items 50%). Moreover, students' learning styles and teacher's learning material has significance influence toward speaking skill ($F_{test} 18.9 > F_{table} 3.09$). Students' learning styles has significance influence towards speaking skill ($T_{test} > T_{table} 2.343$) and teacher's learning material has no significance influence toward students' speaking skills ($T_{test} 0.808 < T_{table} 2.343$). Therefore, it can be concluded that the students' learning styles were mostly kinesthetic and auditory. The learning material used by the teacher was not appropriate because the teacher's learning material was mostly visual.

Keywords: Teaching Material, Learning Styles, Speaking Skills

Introduction

The learning styles of students were a significant element in influencing their acquisition of skills, particularly in the area of speaking abilities. Karmila (2018) discovered that learning style refers to an individual's innate preference for acquiring, processing, and retaining new knowledge and abilities. Pujiantini (2020) asserts that learning styles refer to customary methods and patterns of gaining knowledge, abilities, or attitudes through study or experience. Students can effectively master a skill by identifying their preferred learning method, particularly in the context of language acquisition, specifically speaking. Teachers are mandated to familiarize themselves with various learning styles and how to incorporate them into the classroom during the teaching and learning process. By employing certain learning styles that align with the development of speaking abilities, students can more easily acquire the necessary skills through the teacher's implementation of a learning style that suits the students' preferences.

Furthermore, educational material plays a crucial role in the process of acquiring knowledge. Teaching materials refer to the tools and materials that educators utilize to convey information and facilitate learning. Harsono (2017) defines teaching as any action undertaken by materials creators or teachers to assist language acquisition. Therefore, a teacher frequently devises activities. Therefore, every educator necessitates a variety of resources to utilize in order to aid

and bolster pupils' acquisition of knowledge. These resources significantly contribute to the accessibility of knowledge for learners and can motivate students to interact with knowledge in many ways, depending on their preferred learning style. Teaching content and learning style are interconnected. In this scenario, pupils possess varying aptitudes and personalities. They exhibit distinct motives, attitudes towards learning, and responses in class, as well as varying teaching techniques. Teachers should exercise greater caution in comprehending these distinctions, as this will provide students with increased opportunity to fulfill their learning requirements in line with their individual learning styles (Hasib et al., 2021a).

In this study, Violita (2014) selected a sample of 80 students from a population of 392 students in the Eleventh Grade of SMK Muhammadiyah Kutowinangun. According to the data in the table, with a sample size of 80 and a significance level of 5%, a product moment correlation coefficient (r_t) of 0.406 is considered to have a medium correlation, which is greater than 0.220. Additionally, the regression is found to be 16.4%. There is a moderate correlation between students' learning style and their learning achievement.

Students are unique people with distinct needs, interests, and cognitive processes. In the field of information processing, learning style refers to the categorization of how individuals receive and comprehend information. Ansyari & Rahmi (2016) assert that several student characteristics influence language acquisition, including motivation, age, learning style, personality, gender, strategy, metacognition, autonomy, trust, culture, and talent. The instructor or lecturer can use these variables to tailor their teaching material to match the students' learning style, so influencing their speaking ability. This approach encompasses the acquisition of information, skills, and attitudes, leading to successful outcomes.

Furthermore, there exist study findings conducted by earlier researchers pertaining to this subject matter. Roy (2019) and Hasib et al. (2021b) discovered a correlation between students' learning styles and their speaking ability. The three primary learning styles are visual, auditory, and kinesthetic. Meanwhile, the components of speaking ability include pronunciation, grammar, fluency, and vocabulary. There is a notable association between the learning styles of pupils and their capacity to communicate. In this scenario, students acquire knowledge through several modalities, with certain students being visual learners, while others have auditory or kinesthetic learning preferences. In order to effectively instruct the students, the lecturer must possess knowledge of their students' individual learning preferences. Lecturers should demonstrate greater creativity in delivering lessons and employ suitable methods, techniques, media, and strategies in the classroom, taking into account the diverse learning styles of students. In relation to the aforementioned outcome, skill acquisition may be attained when the learning material aligns closely with the students' learning style.

Astri & Wahab (2018) discovered that the students' reading comprehension significantly improved after utilizing the instructional material. All visual learners had a 100% improvement in their English reading comprehension skills after being provided with the material. All auditory learners see a 100% improvement in their English reading comprehension skills when provided with educational materials. Similarly, all responders who were visual-auditory learners reported a 100 percent gain. However, only 80% of those who are exclusively kinesthetic learners show improvement after being provided with training tools. According to the data collected by researchers at SMP Pesantren IMMIM Makassar, students faced challenges in speaking due to a lack of confidence in expressing themselves during the learning process. As a result, their speaking abilities were deficient. It is crucial in this context because students exhibited lower levels of engagement when speaking or performing individually, but they displayed confidence when learning and speaking in groups, such as when participating in group presentations through videos created at home or engaging in group role-playing activities, such as dramas. In addition, teaching materials also have a significant impact

on enhancing students' speaking abilities, including the instructional approaches implemented by the teacher throughout class. The used approach is the Differentiated Learning Strategy, which fosters increased student engagement in the learning process. This issue may arise due to the instructional materials offered by the teacher, which may not align with the students' preferred learning method, hence impacting their proficiency in speaking. Consequently, the researcher devised the study inquiries in order to ascertain: What are the different learning styles of seventh-grade students at SMP Pesantren IMMIM Makassar? 2) Determine if the learning material used by instructors is suitable for the learning styles of seventh-grade students at SMP Pesantren IMMIM Makassar. The study examines the speaking proficiency of seventh-grade students at SMP Pesantren IMMIM Makassar in relation to their learning materials and learning style.

Methods

Creswell & Poth (2018) state that descriptive qualitative research seeks to offer a very precise depiction of current practices, teaching methods employed by learners, and the physical environment of classrooms at a specific time and location. Qualitative research is most appropriate for investigating research issues characterized by unknown factors and the need for exploration. Descriptive qualitative research is the identification and characterization of the conditions around an event.

The selection of a particular technique is determined by the characteristics of the subject matter and the theoretical foundations that support the research goals. The approach employed in this study was Descriptive Quantitative Research, which focused on examining the relationship between students' learning styles, teachers' learning materials, and learners' speaking abilities. In quantitative research, Creswell (2012) identifies three designs: experimental, correlational, and survey.

The research employed a survey methodology, utilizing the technique of Multiple Linear Regression Analysis. The variables in this study include a dependent variable, specifically student speaking performance (Y), and two independent factors, namely students' learning styles (X1) and teacher's learning material (X2). The link between these variables is represented by the constellation model in this research.

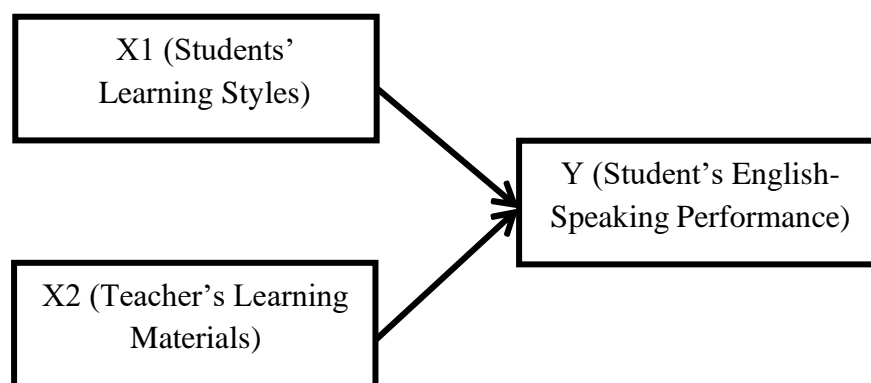


Figure 1. Research Design

The population for this study consisted of seventh-grade students at SMP Pesantren IMMIM Makassar for the academic year 2023/2024. These students were enrolled in the Kurikulum Merdeka program in Makassar. There were a total of 120 pupils in four different classes. The overall population was 120 pupils, with each class comprising 30 kids.

The overall population generally conforms to the established criteria. Subsequently, the researcher choose to select Seventh Grade as the sample group, specifically targeting 7D classrooms. The selected class satisfies the minimal sample size criterion in quantitative

research. According to Kelinger and Lee (2000), a minimum of 30 samples is required for quantitative research. Thus, the defined target was more accurately reflective of the population. The population size consisted of 30 pupils.

Results and Discussion

The Types of Students' Learning Styles

In the seventh grade of SMP Pesantren IMMIM Makassar, the predominant learning style among students was kinesthetic, with 16 out of 30 students. The visual learning style was the next most common, with 12 out of 30 students. In contrast, the auditory learning style was the least common, with only 2 out of 30 students. This differs from Karmila's (2018) research, which found that students at Darul Ulum Islamic boarding school had a variety of learning styles, including auditory, tactile, kinesthetic, and visual. The predominant learning mode among the majority of pupils was auditory. The second preferred learning type was the tactile and kinesthetic learning approach. The most recent preferred learning style was the visual learning approach. The pupils' learning style preference was demonstrated by the findings of the questionnaire.

Table 1. Types of Students' Learning Styles

Learning Style	Number of Students	Percentage
Kinesthetic	16	53%
Auditory	12	40%
Visual	2	7%

Learning style pertains to the specific manner in which pupils have a preference for acquiring knowledge. According to Wong & Nunan (2011), a person's learning style is often influenced by several factors, such as their cognitive and psychological traits, socio-cultural background, and educational history. It is crucial to ascertain the range of student learning styles upon their admission to an educational institution where they will reside. This will enhance the facilitation of students' learning and teachers' instruction during the educational process. Comprehending one's learning type is crucial for students to excel academically and achieve favorable educational results. This facilitates the seamless and accurate application of acquired knowledge by pupils, as stated by Kolb (2005).

It is crucial to ascertain the range of student learning styles upon their admission to an educational institution where they will reside. This will facilitate the acquisition of knowledge for students and enhance the instructional experience for educators during the learning process. Comprehending one's learning type is crucial for students to excel academically and achieve favorable educational results. This facilitates the seamless and accurate application of acquired knowledge by pupils, as stated in Kolb's (2005) work.

Every person possesses inherent uniqueness from the moment of their birth and further develops through the accumulation of life events. It is indisputable that individuals acquire knowledge through the senses, encompassing visual, auditory, and kinesthetic modalities. Each individual possesses unique learning abilities or learning styles. Understanding our learning styles enhances our ability to confidently and effectively acquire specific skills and grasp complex concepts in various aspects of life. Perception, namely the process of deriving meaning from the environment, is one of the variables that impact students' learning. Perception is initiated by the five senses: auditory, visual, gustatory, olfactory, and tactile. Within the realm of education, the word "learning style" pertains especially to the modes of perception known as vision, hearing, and kinesthetics. The visual learning style pertains to the processing of information via the use of visual stimuli and mental imagery. Auditory learning style pertains to the process of acquiring knowledge via the senses of hearing and speech. Kinesthetic learning methods pertain to both gross and fine motor movements.

Furthermore, Putri (2019) demonstrated in her research that the majority of students had a preference for the Auditory Learning Style, indicating that their preferred learning style was auditory. The study also demonstrated that the eleventh-grade students at SMA Somba Opu had a very proficient learning style, as evidenced by a mean score of 79. Meanwhile, the average score of pupils' English proficiency was 79, indicating a high level of success. Moreover, there was a weak association seen between students' learning style and their academic performance. The investigation revealed a correlation coefficient of 0.334, which falls within the range of 0.20-0.399. This value is considered to indicate a modest level of correlation. The data suggests a weak link between students' learning style and their accomplishment in English class among the Eleventh Grade Students of SMA Somba Opu during the Academic Year 2018/2019.

In a study conducted by Sutiah (2019), it was found that the questionnaire-based quantitative data revealed Visual learning style to be the predominant language learning style utilized. Furthermore, the study indicated that the visual learning style exhibited the highest level of achievement. It can be inferred that students' language learning style significantly impacts their level of achievement. The learning style accounts for approximately 69.698 or 67.5% of students' English learning achievement, with the remaining 32.5% being attributed to other factors. The data was acquired through documentation that examined how students' language learning techniques influenced their English success, depending on their semester value. It has been demonstrated that each student possesses their own distinct learning styles. According to Kolb (2005), every individual is inherently unique and their learning is enhanced by their life experiences. Undoubtedly, it is a fact that individuals acquire knowledge through the many sensory modalities, including visual perception, auditory perception, and kinesthetic perception. Each individual possesses unique learning abilities or learning styles.

Understanding our learning styles enhances our ability to proficiently acquire specific abilities and comprehend complex concepts in various aspects of life. Perception is a significant determinant in the learning process of pupils, as it pertains to how they derive significance from their surroundings. Perception originates from the five senses: auditory, visual, gustatory, olfactory, and tactile. Within the realm of education, the concept of learning style pertains primarily to the sensory modalities of vision, hearing, and kinesthetics. The visual learning style pertains to the processing of information via the use of visual stimuli and mental imagery. Auditory learning style pertains to the process of acquiring knowledge through the sense of hearing and vocalizing information. Kinesthetic learning methods pertain to both gross and fine motor movements.

The Appropriateness Teacher's Teaching Material with the Students' Learning Style

Teachers employ several instructional techniques and approaches to accommodate the auditory, visual, and kinesthetic learning preferences of students. These methods are tailored to meet the individual learning requirements of each student. Some examples include: For students with an auditory learning style, the instructor presents the information verbally in a concise and organized manner. The teacher also encourages students to engage in listening activities such as tales, dialogues, or audio recordings that are relevant to the subject matter (Hasanah & Hamsah, 2018). In addition, educators employ group discussions or question and answer sessions to enhance comprehension of instructional content. To cater to visual learners, the instructor employs visual aids like PowerPoint slides and whiteboards to enhance the information. Additionally, students are encouraged to take notes while the subject is being presented. For kinesthetic learners, the instructor engages students in physical activities that are directly connected to the subject matter, such as simulations, experiments, or role-playing. Additionally, the teacher incorporates movements or gestures that enhance the presentation of the material during the lesson, thereby facilitating the student's learning experience in the classroom.

Table 2. Appropriateness of Teaching Material with Students' Learning Styles

Learning Style	Number of Appropriate Items	Total Items	Percentage of Appropriateness
Visual	4	7	57%
Auditory	3	6	50%
Kinesthetic	2	4	50%

Teaching and learning materials provide inherent worth and exert distinct effects on individuals, even when not employed in an educational setting. For instance, observing a photograph or artwork has the potential to elicit diverse recollections and sentiments, as well as stimulate ingenuity in an individual. Applying the aforementioned concept to the teaching process implies that the use of teaching and learning materials should aim to guide the response, largely triggered by these resources, towards the attainment of the predetermined aims and objectives of teaching. Visual teaching and learning materials are generally prioritized in the teaching process among the above groups of resources. The rationales for this are the benefits that particularly manifest themselves during their pragmatic use in education, specifically: Textbooks are readily available, cover a wide range of topics, often provide a comprehensive overview of the curriculum, and are easy to use.

Furthermore, scientific evidence has demonstrated that visual information is preserved in memory for a significantly longer duration compared to information conveyed by oral or written means. Additionally, students tend to engage in visualization regardless of their preferred learning technique. There are many visual teaching and learning tools utilized in the teaching process, thus it is important to distinguish and categorize them.

Educational resources come in a variety of forms and are thus organized and grouped in several ways. The cone of experience developed by Edgar Dale is a straightforward method for classifying TLMs. He conducted experiments with several TLMs and classified them based on the sort of experiences the learner gains, progressing from tangible to abstract. Teaching materials, as defined by Pannen et al. (2023), are organized learning resources utilized by instructors and students during the educational process. Teaching materials play a crucial role in the process of acquiring knowledge. According to Mulyasa, teaching material refers to materials that convey educational content, encompassing both specific and general information, which may be utilized to enhance the learning process. Consequently, instructional materials should have crucial learning signals that effectively facilitate the learning process. According to the aforementioned study, teaching materials encompass various types of content (such as information, tools, and text) that include learning materials, methods, limitations, and systematic and engaging evaluation approaches. These materials are aligned with the curriculum to ensure the attainment of desired objectives, specifically the acquisition of competencies by students.

According to Pangabea's (2018) research, certain elements were identified as influencing students' speaking performance. The majority of teachers said that the students' speaking proficiency was influenced by their understanding of the issue. Subsequently, the two crucial criteria highlighted were aptitude for attentive listening and the drive to engage in verbal communication. In addition, the teachers' comments during speaking exercises was found to have an impact on the students' speaking performance. Ultimately, confidence was deemed to be a determining element in students' academic achievement. Overall, the analysis revealed that the pupils had several challenges in the speaking session. Additionally, other circumstances had a role in their success and failure when it came to executing speaking responsibilities. The overall instruction and acquisition of speaking skills at SMK Bukit Cahaya are in need of enhancement.

According to Krashen (1982), one of the key factors that determines the success or failure of language acquisition is likely to be the learner's emotional state. Research conducted over the past decade has established a connection between several emotional factors and effectiveness in acquiring a second language. However, the majority of these studies focused on three specific categories: motivation, self-confidence, and anxiety.

The Influence of Learning Styles and Learning Material on Students' Speaking Skills

The research was done using a sample of 30 students from a population of 120. The conclusion of the research is based on descriptive statistical data. The researcher's conclusion on the learning styles at SMP Pesantren IMMIM Makassar is that the variable X (Learning Styles) may be categorized into three types: Visual, Auditory, and Kinesthetic. The percentage breakdown for the different learning styles is as follows: Visual - 7%, Auditory - 40%, and Kinesthetic - 53%. Conversely, the students' speaking score was categorized into accuracy and fluency based on the variable Y (Speaking Score).

Table 3. Influence of Learning Styles and Learning Material on Students' Speaking Skills

Factor	F-test Value	T-test Value	Significance
Learning Styles	18.9	> 2.343	Significant
Teacher's Learning Material	-	< 2.343	Not Significant

Regarding accuracy, there were 8 students who achieved a score of 9-10, which falls under the category of exceptional. Additionally, 21 students achieved a score of 7-8, which is classified as very good. Lastly, one student achieved a score of 5-6, which is classed as good. The calculated correlation coefficient for simple linear regression in the table is 0.089, which is within the range of 0.000 to 0.05. Based on the Simple Interpretation, the researcher observed a 1% association between students' learning methods and their speaking score. The researcher observed a positive association between students' learning approaches (Variable X) and speaking scores (Variable Y). The association between the factors was endorsed by several specialists. According to Phantharakphong (2012), there are connections between four learning styles and their potential use in teaching management to effectively cater to students' English learning styles in a comprehensive and innovative manner. Regarding performance, high-achieving students reported obtaining high scores in the Kinesthetic learning style. They attributed their success to the belief that engaging in practical exercises and activities facilitated their comprehension of the subject matter, rather than relying solely on memorization. Furthermore, actively participating in class activities can serve as a means of honing all four essential English language abilities (listening, speaking, reading, and writing), potentially resulting in improved performance and higher scores in English proficiency.

Learning techniques and instructional materials play a significant effect in students' speaking ability. The learning styles of students, such as auditory, visual, and kinesthetic, might impact their cognitive processing and enhance their comprehension of the subject. Teaching materials are correlated with the learning patterns of students and can enhance their oral communication abilities. Through comprehension of students' learning preferences and utilization of suitable instructional resources, educators may provide an educational setting that fosters students' oral proficiency. Teachers must strategically arrange their instruction and take into account the varied learning preferences of pupils in order to optimize their speaking abilities. By employing a suitable blend of learning modalities and suitable instructional resources, it is anticipated that students can enhance their oral communication abilities.

Conclusion

According to the Findings and Discussion, the conclusions might be summarized as follows: (1) The research findings indicated that 16 pupils, accounting for 50% of the total, possessed

kinesthetic learning styles. There were 4 students (48%) with an auditory learning style and 2 students (2%) with a visual learning style. Thus, it can be inferred that the predominant learning styles among Seventh Grade students at Junior boarding school IMMIM Makassar are kinesthetic and auditory. This conclusion is based on observations that students allocate time for physical exercise and other physical activities, show a preference for exercise over reading, and frequently employ body language as a means of communication. Meanwhile, auditory learning styles indicate that students have a preference for engaging in discussions and attentively listening to arguments from both sides. On the other hand, the least common learning style among students is visual learning, as they tend to favor reading over listening to storytelling. Additionally, the learning material used by teachers was found to be mostly suitable for visual learners, which was not appropriate considering the students' diverse learning styles. The student mostly exhibited kinesthetic learning styles. Additionally, both the student's learning styles and the teacher's learning materials significantly influenced their speaking abilities, as seen by an F-test value of 18.9, which surpasses the critical F-table value of 3.09. The learning styles of students have a significant impact on their speaking skills, as evidenced by the T-test value ($T_{test} > T_{table} 2.343$). This indicates that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. However, the learning material provided by teachers does not have a significant impact on the development of speaking abilities ($T_{test} 0.808 < T_{table} 2.343$).

Acknowledgment

This paper was fully supported by the Library Centre of Universitas Muhammadiyah Makassar, Indonesia.

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