

**AN ANALYSIS OF STUDENTS' LEARNING STYLE IN  
SPEAKING SKILL AT THE SECOND SEMESTER OF MADRASAH  
ALYIAH MATHLA'UL ANWAR LABUHAN RATU BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2016/2017**

**A Thesis**

**Submitted as Partial Fulfillment of the Requirements for S1-Degree**



**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG**

**2017**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG**

**2017**

## **ABSTRACT**

### **An Analysis of Students' Learning Style in Speaking Skill at the Second Semester of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the Academic Year of 2016/2017**

**By : Ayu Nurul Izzati**

In learning English, there are four skills needed to master by students. They are listening, speaking, reading and writing. Speaking is the skill that the learners will be judged upon most in real-life situation. Learning style is a student's consistent way of responding and using stimuli in the context of learning. By knowing kinds of learning style teacher can increase students' learning style in speaking. This research was about An Analysis of Students' Learning Style in Speaking Skill At The Second Semester of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the academic year of 2016/2017. The objective of this research was to know students' learning style in speaking skill.

In this research, the researcher used qualitative research method. The researcher used purposive sampling technique to determine the sample. The researcher choose class X as sample which consisted of 20 students. In collecting the data, the researcher used three kinds of instruments, they were: observation, interview, and questionnaire. The researcher used three major phases of data analysis, they were: data reduction, data display and conclusion drawing or verification.

From the analysis, the researcher found that students had different learning style as various perceptive learning. 85% students good attitude and used assimilating (watching and thinking before speaking), 70% used left brain, 60% used kinaesthetic and tolerance ambiguity, 40% used value.

Key words: learning style, speaking, survey research



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SKILL AT THE SECOND SEMESTER OF MADRASAH ALIYAH  
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## DECLARATION

I hereby certify that this thesis with the title : An Analysis of Students' Learning Style in Speaking Skill at the second semester of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged text.



Bandar Lampung, August 2017

Declared by,

Ayu Nurul Izzati

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Lilik Junaidi and Mrs. Septuria who always love me and wish for my success. Thanks for all the motivation and pray.
2. My beloved brother and sister, Giantama Putra Riadi, Wahyu Jatmiko Riadi, Trinanda Prakoso, Kartika Rahmanda, M. Sidik Pamungkas who always pray, support and give motivate to me.
3. My beloved grandmother, uncle, aunty, sister in law who have motivated and prayed for me.
4. My beloved lecturers and almamater, UIN Raden Intan Lampung.



## MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ  
عَنْهُ مَسْئُولًا ۝ ٣٦

36. And do not follow that of which you have not the knowledge; surely the hearing and the sight and the heart, all of these, shall be questioned about that.<sup>1</sup> (Al-Isra' ayat 36)



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<sup>1</sup> The presidency of Islamic Research. *The Holy Qur'an English Translation of the Meanings and Commentary*. Al Madinah, Al- Munawarah. King Fahd Holy Qur'an Printing Complex

## **CURRICULUM VITAE**

The researcher's name is Ayu Nurul Izzati. She was born in Bandar Lampung, on May 4<sup>th</sup>1995. She is the Fifth of six children of Mr. Lilik Junaidi and Mrs. Septuria. She has four brothers named Giantama Putra Riadi, Wahyu Jatmiko Riadi, Trinanda Prakoso, M.Sidik Pamungkas and has one sister named Kartika Rahmanda.

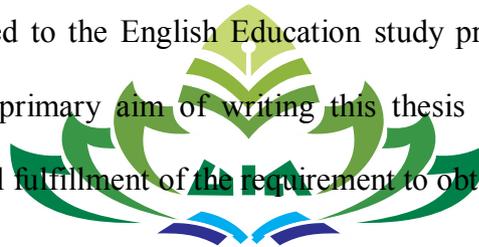


The researcher started her formal study in Kindergarden of TK Kartika II-26 and finished 2001 and then she continued her school at Elementary school of SDN 2 Gedong Air and finished in 2007. After that she continued her school in Junior High School of SMP Tamansiswa and finished in 2010. Then she also continued her school in Senior High School of SMA Negeri 16 Bandar Lampung and finished in 2013. Then she continued he study at the State University of Islamic Studies (UIN) of Raden Intan Lampung in 2013 in Tarbiyah and Teacher Training Faculty in English Education Study Program.

## ACKNOWLEDGEMENT

First of all, praise be to Allah, the most Merciful, the most Beneficent, for His blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutations be upon the great messenger prophet Muhammad S.A.W.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.



The researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairman of English Education Study Program of UIN Raden Intan Lampung.
3. Sofnidah Ifrianti, M.Pd, the first advisor for her guidance and help to finish this thesis.
4. Dewi Kurniawati, M.Pd, the second advisor who has spent countless hours to correct this thesis for its betterment.
5. Oviria, S.Pd, the principal Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Raya Bandar Lampung, Eni Sumartini S.Pd, the English teacher for

giving the contribution while the writer was conducting the research at the school, all the teachers and staffs who have helped the writer in collecting the data.

6. All lecturers of the English Education Study Program of UIN Raden Intan Lampung who have taught the writer since the first year of her study of UIN Raden Intan Lampung.
7. My beloved friends (Katamichi), Suprihatin, Marchiana Dwi Lestari, Devi Lufita, Hasri Wahyu Ningsih, Melsa Dwi Cahyani, Siti Rizki Amallia, Ayu Ria Windahari, Riska Desri Kartini who always give support, love, pray, and always accompany me.
8. All friends of the English Department of UIN Raden Intan Lampung, especially beloved friends in class E

Finally, none is perfect and neither is the final project. Any corrections, comments, and criticism for the betterment of this final project are always open-heartedly welcome

Bandar Lampung, August 2017

The writer,

Ayu Nurul Izzati

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## CHAPTER I INTRODUCTION

### A. Background of Problem

Language is a tool for communication. Language is very important in human life that is needed for real communication among people. We communicate with others, to express ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The use of language is an activity which takes place within the confines of our community.



Language is social construct as much as it is a mental ability.<sup>2</sup> It is important for students to be just as aware of this in foreign or second language as they are in their own. Learning English as a foreign language is not the same as learning a mother tongue were the students have much time to use it in daily life. Learning is acquiring or getting of knowledge of a subject of a skill by study, experience, or instruction.<sup>3</sup> It means that learning is activity that done by students to get experience and instruction to help us understanding everything that we wonder to know.

There are two factors that influence students' learning, namely internal and external factors. Internal factor is the factors which come from students them

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<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge University Press:2002), p. 25

<sup>3</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco: Person Longman: 2007), p.7

selves. Meanwhile, external factor is the factor which is outside of students.<sup>4</sup>The examples of internal factors are the physical condition, skill, interest, intelligent and learning style. Brown in Golakjani defines of learning style as the manner in which individuals perceive and process information in learning situations.<sup>5</sup>It means that learning style is characterized by the degree to which the learner emphasizes abstractness over concreteness in processing information.

Learning style is one of dominant factor because learning style is influenced by our brain.<sup>6</sup> It means that the dominant factor that influences students' learning is learning style. It factor that determines the success of learning is to know and understand that every individual has unique style of learning. Using learning style for learning is relatively new approach in education. This approach is one that educators have only recently start to recognize. The matching learning style with the methods that are used to teach by teachers will increase their students' achievement especially in speaking.

Speaking is one of the four basic skills in learning foreign language besides listening, reading and writing. It has been taught since the elementary school, however it is not easy for students to communicate in english. They have to think

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<sup>4</sup>Slameto, *Belajar dan Faktor- Faktor Yang Mempengaruhinya* (Jakarta : Rineka Cipta, 2010), p.54

<sup>5</sup>Abbas Pourhossein Golakjani, *Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching* (Journal of Studies in Education : ISSN 216-6952 2012, Vol, 2 No. 1 ) p.105

<sup>6</sup>Ir. Akhir Winardi, *Optimizing The Potential of Children Through Understanding Learning Styles*, (<http://ideguru.wordpress.com/2010/04/13/mengoptimalkan-potensi-anak-melaluipemahaman-gaya-belajar/>. Accessed on June 13, 2012)

more often when speaking English. Cameron state that speaking is the active use of language to express meaning so that other people can make sense of them.<sup>7</sup> It means that speaking an interactive process of constructing meaning that involves producing and processing information.

Learning style can help the students to easy in speaking. Learning style assessments can help to identify personal preferences as well as potential strengths and weaknesses in how learners deal with content and approach learning style.<sup>8</sup> However, students may be inaccurate in their responses to assessment items, and teachers must be careful to avoid labeling students based on assessment results, as this would be counterproductive to a theory designed to encourage and support diversity.

Based on preliminary research in the school. The researcher found some problems faced by the students of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the academic year of 2016/2017. There are various factors that might have been the cause of the failure in learning speaking. The students' have different learning style. Students got difficulty when they study speaking. Most of the students still got difficulties in expressing their opinion, feelings or experiences orally. They really had a problem with their speaking skill. It

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<sup>7</sup>Lynee Cameron, *Teaching Language to Young Learner*, ( Cambridge University Press:2001) p.40

<sup>8</sup>Mary Wilson, *Students' Learning Style Preferences and Teachers' Instructional Strategies: Correlation Between Matched Style and Academic Achievement*. (Liberty University: 2012) Vol.22, Number 1 p.40

automatically influences their achievement in English. While, the researcher found the students difficult to speaking English. Some students does not like speaking and the teacher does not give interesting explanation activities or example that make students active to practice the speaking. The students does not know of their learning style in learning speaking.

Henderson and Milstein states that many students have impact about how they learn and how their learning patterns differed from those of their classmates. Therefore, this showed that it is crucial that students be made aware of their learning styles and in order to make the learning process more meaningful and effective, teachers must also cater their teaching styles to the needs of the students so that the optimum result from the teaching could be achieved.<sup>9</sup> Besides that, to make sure that the curriculum fits the learners, we need to know the learners and this means that we have to know how they access, process and express information and their learning and thinking styles

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness.<sup>10</sup> Consider the various ways in which it is possible to

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<sup>9</sup>Henderson, N., & Milstein, M. M. *Resiliency in schools: Making it happen for students and teachers.* (Corwin-volume discounts:2003) p. 23

<sup>10</sup>Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice* (Cambridge University Press:2008) p.21

asksomeone the time, and the different social meanings that are communicated bydifferences.

Based on the previous research about learning style that was conducted by Golakjani with the title Visual, Auditory, Kinaesthetic Learning Style and Their Impacts on English Language Teaching. In this research, learning style is to find the best ways for both students to learn efficiently and teachers efficiently. Learning style can be helpful and beneficial to the student by aiding them in becoming more focused on an attentive learner, which ultimately will increase educational success.<sup>11</sup> While, Yuliani in her thesis *An Analysis Students Learning Style and Learning Strategies in Speaking*, learning style and strategies are part of one personality and every one is different.<sup>12</sup> Students will be learn best and they have a great deal to control over how well they learn through their learning style.

Based on the background and previous research above, learning style is the way of students in absorving and understanding the information or idea which they have got in learning process and the researcher used speaking as one of the skill of English which has been taught in this school year of the second semester, and then the students in this school has given many books and vocabulary to improve their ability in uderstanding a speaking. That is why the researcher wants to conduct a research on the thesis “ An Analysis of Students’ Learning Style in Speaking Skill

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<sup>11</sup>Abbas Pourhossein Golakjani, *Op. Cit*p.471

<sup>12</sup>Hajar Yuliani, *Unpublished thesis : An Analysis Students’ VAK Learning Style and Learning Strategies in English Speaking of Second Grade at SMA Unggula Sdoharjo* , (IAIN Sunan Ampel : 2012) p.6

At The Second Semester of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the academic year of 2016/2017”.

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

1. The students were difficult learning speaking.
2. The students did not know of their learning style in learning speaking.

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

Based on the background and identification explained above, the researcher focused to know learning styles in learning speaking of students at Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the academic year of 2016/ 2017

### **D. Formulation of the Problems**

Based on the identification and the limitation of the problem above, the researcher formulate the problem as follows: What are the learning style of students in speaking skill at the second semester of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the academic year of 2016/ 2017?

### **E. Objective of the Research**

The objective of this research is : To identify the learning styles of students in speaking skill at the second semester of the students of Madrasah Aliyah

Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the academic year of 2016/2017.

### **F. Use of research**

The results of this research are expected to give theoretical and practical contributions.

1. Theoretically, the research source information on the students' learning style in speaking skill and the research results are expected to contribute to the development of education, especially in students' learning style in speaking skill.
2. Practically
  - a. Researcher : The researcher know the kinds of learning style in speaking skill and also it will be usefull as a references for the next researcher who wants to conduct research about students' learning style.
  - b. Teacher : Give information for English teacher about models of learning style in speaking skill that make students easy to study.
  - c. Students : By understanding learning style in speaking skill can make students easy to study English speaking language subject.

### **G. Scope of the Research**

The scope of the research as follows:

1. Subject of the Research

The subject of the research was the students of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the academic year of 2016/2017.

2. Object of the Research

The object of the research was the students' learning style in speaking skill.

3. Place of the research

The research was conducted Madrasah Aliyah Mathla'ul Anwar on Jl. Untung Suropati gg. Famili 1 Labuhan Ratu Bandar Lampung.

4. Time of the Research

The research was conducted at the second semester in the academic year of 2016/2017



## CHAPTER II THE FRAME OF THEORIES

### A. Concept of Learning

Learning is an activity for getting knowledge, skill, and experience about subject learning which needs the practice to improve the understanding of it. It can be seen that learning can be defined as changes in behavior. According to Kimble in Brown, learning is acquiring of knowledge of a subject or a skill by study, experience, or instructions. It is relatively permanent change in a behavioral tendency and the result of reinforced practice.<sup>13</sup> It means that learning that not only transfers knowledge, but also more than that.



Moreover, Wilson and Peterson state that learning is a process of active construction that learning is a social phenomenon, as well as an individual experience: and that learner differences are resources, not obstacles.<sup>14</sup> It means that learning is an active process that done by students' individual experience in the social community.

It can be concluded, that learning is a process for getting knowledge, subject or else from the study, experience and instruction. By this process, students are acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. It means that learning will give influence to the students, the more

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<sup>13</sup> H. Douglas Brown, *Loc. Cit.*

<sup>14</sup> Suzanne M. Wilson, Penelope L. Peterson, , *Theories of Learning and Teaching What Do They Mean for Educators?* (Washington DC: NEA, 2006), p.1

students learn it makes more open possibilities to change their mindset and attitude in their behavior.

### **B. Concept of Learning Style**

Learning style is a student's consistent way of responding to and using stimuli in the context of learning. Keefe in Sabatova defines learning styles as the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to the learning environment.<sup>15</sup> It means that learning styles are manner in which individuals perceive and process information in learning situation.

Stewart and Felicetti in Sabatova states learning style is educational conditional conditions under which a students is most likely to learn.<sup>16</sup> It means that learning styles are not really concerned with what learners learn, but rather how they prefer to learn. Learning styles can be defined, classified, and identified in many different way. Generally, they are overall patterns that provide direction to learning and teaching. Learning style can also be described as a set of factors, behaviors, and attitudes that facilitate learning for an individual in a given situation. Styles influence how students learn, how teachers teach, and how the two interact.

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<sup>15</sup> Bc.Jarmila Sabatova, *Unpublished Thesis: Learning Style in ELT*, (Masaryk University Brno:2008) p.18

<sup>16</sup> *Loc.Cit*

Each person is born with certain tendencies toward particular styles, but these biological or inherited characteristics are influenced by culture, personal experiences, maturity level, and development. Style can be considered a “contextual” variable or construct because what the learner brings to the learning experience is as much a part of the context as are the important features of the experience itself.

The concept of style will be first put forward by cognitive psychologists. According to Brown defines style as a term that refers to consistent and rather enduring tendencies or preferences within an individual. Therefore, style are those general characteristics of intellectual functioning (and personality type, as well) that especially pertain to one as an individual, that differentiate one from someone else.<sup>17</sup> It means that style make a another person better .

Each learner has distinct and consistent preferred ways of perception, organization and retention. These learning styles are characteristic cognitive, affective, and physiological behaviors that serve as pretty good indicators of how learners perceive, interact with, and respond to the learning environment. Students learn differently from each other and it has been determined that brain structure influences language structure acquisition. It has also been shown that different

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<sup>17</sup>H. Douglas Brown, *Principles of Language Learning and Teaching* (San Fransisco:2002) p.112

hemispheres of the brain contain different perception avenues. Some researchers claim that several types of cells present in some brains are not present in others.

In education, it has been agreed that learning styles play an important role in the process of language learning. Research has indicated the stability and capability of development of learning style. With this realization of the importance of learning style to language learning, much research has been done in this field. Moreover, different researches have their own understandings of learning style, which leads to different definitions of learning style.



### **C. Concept of Speaking**

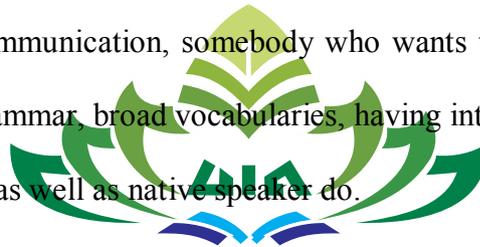
Speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Speaking is one of four abilities, which has an important role in daily life, even as a main ability in communication among human beings. Lucia states that speaking is a productive skill.<sup>18</sup> Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning.

Thornbury states that speaking is so much a part of daily life that we take it for granted. Natural and integral are speaking that we forget how we once struggled

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<sup>18</sup> Lucia Caryl Aguilera, *Productive Language Skills Learning and Teaching : Speaking and Writing* (Journal : Publicaciones Didacticas:2012) p. 163

to achieve this ability until that is we have to learn how to do it all over again in a foreign language.<sup>19</sup> Therefore speaking can mean verbal communication between people. When they are engaged in talking to each other, it is sure that there are doing communication. There is certain generalization that people make about the majority of communicative events and these have particular relevance for the learning and teaching process. It is clear that they should be careful in choosing words and style in communication, somebody who wants to speak english well; she/he has to know grammar, broad vocabularies, having interaction with listeners and can speak english as well as native speaker do.



According to Chaney in Kayi, Speaking is process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.<sup>20</sup> Speaking is the skill that the learners will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation.

Based on the theories above, the researcher concluded that speaking is a form communication to extend a certain aim from person or persons to others. Speaking

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<sup>19</sup> Scoot Thornbury, *How to Teach Speaking*, (Longman, England:2015), p.1

<sup>20</sup> Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, *The Internet TESL Journal*. accessed on March,4,2017, p. 1

is also one of important learning to improve the students' skill by practicing for communication verbally. The students must be active to communicate by using English so that they can improve their speaking skill very well.

#### **D. Concept of Learning Speaking**

Learning is define an process that brings together cognitive, emotional, and environmental influences for the purpose of making changes is one's knowledge, skill, values, and worldviews.<sup>21</sup> Learning also refers to a relatively permanent change in behavior as a result of practice or experience. It means that learning is students' process to get knowledge not only from the teacher but also from their own practice or experience. Learning can increase students' cognitive, affective and psychomotor aspects. It also brings a change in students' behavior after they learn something.

According to Turk, speaking is the direct route from one mind to another and it is the way we usually choose when we want to ask questions or give explanation.<sup>22</sup> It means that speaking is someone process to interact with others. It purpose to get information, ask question, and share everything. In speaking, the students learn how to organize the idea, express the language in spoken form with good pronunciation and stressing.

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<sup>21</sup> Denise E. Murray and MaryAnn Christison, *What English Language Teacher Need to Know*, (New York:Routledge:2011), p.140

<sup>22</sup>Christopher Turk, *Effective Speaking Communicating in Speech*, (France: Spon Press: 2003), p.9

Based on both of these explanations, it can be concluded that learning speaking is students' process to get knowledge through interact with other student to exchange information, express ideas or feelings by using a good pronunciation.

### **E.The Difference of Learning Style and Learning Strategies**

According to Reid that a distinction between learning styles and learning strategies by focusing in what way they are distinct from each other. She refers to learning styles as internally based characteristics, often not perceived or consciously used by learners, for the intake and comprehension of new information. While learning strategies are define as external skills, often used consciously by students to improve their learning.<sup>23</sup> It means that we can infer from these two definitions is that since learning styles are internally based characteristics, they explain a learner's preference to a learning situation. They are relatively stable and not likely to change over time

Providing a wide range of definitions of learning strategies proposed by experts in the field does not solve the problem of understanding what learning strategies because learning strategies have usually been confused with learning styles. This view is also supported by Oxford who states that some learner characteristics such as learning styles and personality traits are difficult to change. Learners abandoned their own learning styles and they adjusted themselves according to the teaching

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<sup>23</sup>Selime Tabanlıoğlu, *The Relationship Between Learning Styles and Language Learning Strategies of Pre-Intermediate Eap Students*, (Middle East Technical University:2013), p.22

style they were exposed to.<sup>24</sup>The learning strategies, on the other hand, are said to be ‘external skills’, which indicates they are more problem oriented and conscious. This also implies that they are more liable to change over time and depending on the task and materials used in the learning environment. Oxford claims that learning strategies are easier to teach and modify through strategy training.<sup>25</sup> It means learning style and strategies have correlation and influence by each other. Students, who understand their learning style, will find certain strategies in learning certain subject and use it in effective way. It helps them to improve their achievement.



## **F. Various Perspective of Learning Style**

Each person has preferred way of learning that is determined by their cultural and educational background and personalities. The students learning style determine by the students themselves.

### **1. Information Personalities**

It distinguishes between the way learners sense, think, solve problems, and remember information. Kolb's in Putintseva, Learning Style includes<sup>26</sup> :

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<sup>24</sup>Oxford, R. L. *Language Learning Strategies: What Every Teacher Should Know*. (Boston: Heinle and Heinle:1990), p.23

<sup>25</sup>*Ibid.*,

<sup>26</sup>Tatyana Putintseva. *The Importance of Learning Style in EFL/ ESL*. (<http://iteslj.org/Articles/Putintseva-LearningStyles.html>, accessed on March, 4, 2017), p.1

**a. Diverging (feeling and watching)**

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



**b. Assimilating (watching and thinking)**

The Assimilating learning preference is for a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanation rather than practical opportunity. They excel at understanding wideranging information and organizing it in a clear logical format. They are less focused on people and more interested in ideas. People with this style are more attracted to theories than practice. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think.

**c. Converging (doing and thinking)**

People with a Converging learning style use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with

people. They can solve problems and make decisions. A Converging learning style enables specialist and technology abilities. People with a Converging style like to experiment with new ideas, to simulate, and to work with practical applications.

#### **d. Accommodating (doing and feeling)**

The Accommodating learning style is 'hands-on', and relies on intuition rather than logic. These people use other people's analyses, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on 'good instinct' rather than logical analysis. Also, they tend to rely on others for information. This learning style is prevalent and useful in roles requiring action and initiative. People with this learning style prefer to work in teams to complete tasks. They set targets and actively work in the field trying different ways to achieve an objective.

## **2. Personality Patterns**

Personality is defined as an inborn temperament and features arising in different situations and a combination of the characteristics of a person which separate him/her from other people. According to Hogan, personality is most evident in and consequential for social interaction because people are social animals and it is during interaction that human nature is primarily expressed<sup>27</sup>. Personality is the unique features of every human being, exhibition of characteristic adaptations,

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<sup>27</sup>Robert Hogan, Joyce Hogan, and Brent W. Robert, *Personality Measurement and Employment Decision Question and Answer* (University of Tulsa: 1996) Vol.51, No.5, p.470

unique identifications towards life and a set of cultural differences. As can be understood from the definitions, personality is discussed in terms of specific traits and factors.

Personality patterns focus on attention, emotion, and values. Understanding these differences allows predicting the way learners react and feel about different situations. The Myers-Briggs Type Indicator and the Keirsey Temperament Sorter are two of the most well-known personality pattern evaluations. They are classified according to their preference for:<sup>28</sup>

1. Introversion is interest flowing mainly to the inner world of concepts and ideas
2. Extroversion is interest flowing mainly to the outer world of actions, objects, and persons
3. Sensing is tending to perceive immediate, real, practical facts of experience and life
4. Intuition is tending to perceive possibilities, relationships, and meanings of experiences
5. Thinking is tending to make judgments or decisions objectively and impersonally
6. Feeling is tending to make judgments subjectively and personally
7. Judging is tending to act in a planned and decisive way

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<sup>28</sup> Tatyana Putintseva, *Op.Cit*, p. 3

Generally speaking, it is very hard to come to an agreement on definitions of concepts that are directly related to human beings. When it comes to define learning, which is innate in human nature, it is even harder to come up with one universally accepted definition. However, there are common points in the statements trying to define human learning.

Learning involves some changes in behavior that result from experience and that endures over time. Lafrancois in Nurettin restricts the definition by claiming that we can talk about learning if a relatively permanent change is not the result of fatigue, maturation, drugs, or physical injury.<sup>29</sup> From these different perspectives we could deduce that learning is a relatively permanent change in human behavior that happens over time as a result of natural experience that people go through.

### **3. Perceptual Learning Style**

Perceptual Learning is most comfortable. Learning styles are not dichotomous (black or white, present or absent). Learning styles generally operate on a continuum or on multiple, intersecting continua.<sup>30</sup> For example, a person might be more extraverted than introverted or more closure-oriented than open or equally

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<sup>29</sup>Nurettin Ibrahimoglu1, Ihsan Unaldi2, *et.al*, *The Relationship Between Personality Traits And Learning Styles: A Cluster Analysis*, Turkey, ISSN: 2186-845X ISSN: 2186-8441 Print Vol. 2 No. 3, July 2013 p.95

<sup>30</sup> Rebecca L, *Language Learning Styles and Strategies: an overview*, (Oxford: Gala, 2003) p. 3

visual, auditory and kinesthetic. One of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching.

There are different learning styles. There of the most popular ones are visual, auditory, and kinaesthetic in which students take in information. VAK or modality theory, one or two of these receiving styles is normally dominant. This dominant style defines the best way for a person to learn new information by filtering what is to be learned. This style may not always to be the same for some tasks. The learner may prefer one style of learning for one task, and a combination of others for a different task.



There are some system that are usually used by students in learning certain subject based on their learning style. The identification as follow <sup>31</sup>:

1. Visual Learner

- a) Visual learners often have poor auditory skills and weak verbal abilities.
- b) Visual learners often have difficulty blending sounds and discriminating short vowel sound.
- c) Visual learners are often poor spellers.
- d) Visual learners easily remember information presented in pictures, charts, or diagrams.

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<sup>31</sup>Simon Cassidy, *Learning Style: An Overview of Theories, Models, and Measure*, (University of Salford: 2004) Vol.4, No.4 p.2

- e) Visual learners often pay close attention to the body language of others (Facial expressions, eyes, stance, etc.) be aware of your body language and use it to emphasize important points you wish to make during class.
  - f) They often do not remember information given orally without being able to see it. They memorize using visual clues.
  - g) Visual learners may tune out spoken direction.
  - h) Visual learning style use books on tapes.
2. Auditory Learners is a phrase used to describe students who tend to retain information more thoroughly when the information is reinforced through sound: <sup>32</sup>
- a) Auditory learners have strong language skills, which include a well-developed vocabulary and appreciation for words.
  - b) Auditory learners can remember quite accurately details of information they hear during conversations or lectures. (Don't be annoyed if the students aren't taking notes from your lectures).
  - c) Strong language skills often lead to strong oral communication skills. They are usually talented at giving speeches, oral reports and articulating the ideas.
  - d) Auditory learners may find learning a foreign language to be relatively easy. They also may have musical talents.

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<sup>32</sup>*Ibid*, p.3

- e) Auditory learners tend to have poor visual skills, so graphs, maps, and charts may present a challenge to the auditory learner. They do best with oral directions and assignments.
- f) Auditory learners often reverse words, for example: from, for, form and was, saw.
- g) Auditory learners tend to have poor handwriting and small motor skills.
- h) Story-telling.
- i) Solving difficult problems.
- j) Working in groups
- k) Participating in class discussions
- l) Remember most easily if saying something repeatedly.



3. Kinesthetic learners is learning style requires that you manipulate or touch material to learn. Kinesthetic techniques are used in combination with visual and/or auditory study techniques, producing multi-sensory learning.
- a) Kinesthetic learners need to take notes and highlight important information. They are using their small muscles to remember information.
  - b) Kinesthetic learners work well with their hands. They may be good at art, sculpting, and working with various tools, learning in lab situations or learning by computer.
  - c) Kinesthetic learners often wiggle, tap their feet or move their legs when they sit. Many were called hyperactive as children

#### 4. Social Interaction

Curry in Sidek states social-interaction is one of the learning style models considers varies strategies adopt by individuals to suit their specific environment and social context.<sup>33</sup> Their theory revolves around three dimensions which are students attitudes toward learning, their view of teachers and peers and their reactions to classroom procedures.

This looks at likely attitudes, habits, and strategies learners will take toward their work and how they engage with their peers when they learn. The Reichmann-Grasha model, for instance, focuses on student attitudes toward learning, classroom activities, teachers, and peers. This model identified as follow:

- a. Avoidant students tend to be at the lower end of the grade distribution. They organize their work poorly, and take little responsibility for their learning.
- b. Participative students are characterized as willing to accept responsibility for self-learning and relate well to their peers.
- c. Competitive students are described as suspicious of their peers leading to competition for rewards and recognition.
- d. Collaborative students enjoy working in harmony with their peers.
- e. Dependent students typically become frustrated when facing new challenges not directly addressed in the classroom.

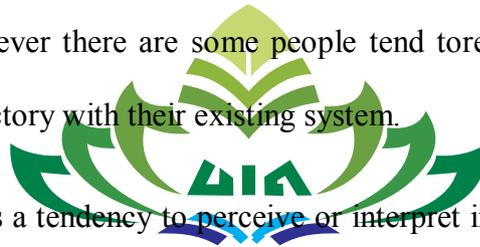
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<sup>33</sup>Hamidah Jaafar Sidek, *Op.Cit.*, p.58

- f. Independent students, as the name implies, prefer to work alone and require little direction from the teacher.

### **5.Ambiguity Tolerance**

The degree to which you are cognitively willing to tolerate ideas and propositions that run counter to your belief and structure of knowledge. Some people are, for example relatively open minded in accepting ideologies and facts that contradict their own views, however there are some people tend to reject the ideologies or ideas that are contradictory with their existing system.



Ambiguity tolerance is a tendency to perceive or interpret information marked by vague, incomplete, fragmented, multiple, probable, unstructured, uncertain, inconsistent, contrary, contradictory, or unclear meanings as actual or potential sources of psychological discomfort or threat.<sup>34</sup> Ambiguity tolerance has been considered inseparable from language learning, especially second or foreign language learning. It is a significant predictor of one's second language acquisition. Learn more effectively when opportunities for experiment and risk as well as interaction are present.

Learners with different levels of ambiguity tolerance vary in some of their abilities. Ehrman and Oxford found that learners with sensing types of personalities manifested abilities in language learning because of their relatively

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<sup>34</sup>Haishan Li & Qingshun H, *Ambiguity Tolerance and Perceptual Learning Styles of Chinese EFL Learners*, *Journal : English Language Teaching*; (Published by Canadian Center of Science and Education Vol. 9, No. 6; 2016 ISSN 1916-4742 E-ISSN 1916-4750 ) p.213

low tolerance of ambiguity and their dislike of guessing.<sup>35</sup> For instance, students who are more tolerant are more willing to take risks or more independent. A learner with a relatively higher level of ambiguity tolerance is more willing to be a multilingual speaker.

## 6. Right / left hemispheres

The human brain is a complex organ responsible for intelligence, senses, movement, and behavior.<sup>36</sup> The halves of the brain is the right and the left brain perform different functions and communicate information with each other through a band of nerves that connect them. The right side of the brain controls most of the movement and functions of the left side of the body and the left side of the brain controls most of the movements and functions of the right side of the body. Left and right brain dominance is a potentially significant issue in developing a theory of second language acquisition.

The left-brain/right-brain distinction also provides a simple basis for questioning teaching methods and for helping students learn. Again, whether each hemisphere is responsible for a certain type of thinking and learning is not the point. The point is that people naturally think and learn in different ways. The left hemisphere is associated with logical analytic thought with mathematical and linear processing;

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<sup>35</sup> *Loc. Cit*

<sup>36</sup> Julie A. Daymut, *Right Brain vs. Left Brain – What's the Difference*, (<http://www.superduperinc.com/products/view.aspx?pid=BKCD407> , accessed on Feb10,2017)

meanwhile right hemispheres perceives and remember visual, tactile and auditory images. It indicates as follow:

- a. Right hemispheres : learn more effectively toward auditory, impulsive, interactive learning
- b. Left hemispheres : learn more effectively toward visual, analytic, reflective.

There are a lot of type and characteristic of learning style, and each person is difference from another. There are a lot of ways how person's get easy and more enjoyable to deal with information in learning English language subject.

#### **G. Concept of Analysis Students' Learning Style in Speaking skill**

Learning-styles concept is embraced in a number of current educational psychology textbooks. For instance, Omrod in Pashler states, some cognitive styles and dispositions do seem to influence how and what students learn. Some students seem to learn better when information is presented through words (verbal learners), whereas others seem to learn better when it's presented through pictures (visual learners)<sup>37</sup>.

Learning style may sometimes have effected from their reflection about their learning and at other times it will have come together in their good learning experiences with their awful ones. The levels of students' think in learning also

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<sup>37</sup>Harold Pashler, *et.al.*, *Learning Style Concept and Evidence Psychological Science the Public Interest*, ( Los Angles:2009) Vol 9- Num 3 p.106

influenced by their learning styles. For school level the cognitive ability is related to their achievement in their academic performance.

Learning style usually included analyzing language, seeing it, hearing it or using it in communication to do something real. Some activities that focus on the speaking. It means learning style can be help the student easy in speaking. The commercial activity related to learning styles is largely centered around the publishing and selling of measurement devices to help teachers assess individual learning styles; typically, although not always, these devices classify the learner into different style categories. Learning style is the way in which each learner begins to concentrate on, process, absorb, and retain new and difficult information. The interaction of these elements occurs differently in everyone.<sup>38</sup>

Therefore, in this research is necessary to determine what is most likely to trigger each student's concentration, how to maintain it, and how to respond to his or her natural processing style to produce long term memory and retention. From the explanation above, the writer analyzed student's learning style in speaking skill.

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<sup>38</sup>*Ibid.*, p.107

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher used qualitative research. Qualitative research is a concerned with developing explanations of social phenomena.<sup>39</sup> Understanding the research environment and all its political, social, psychological, economic and cultural dynamics is vital to producing rich, useful, valid findings.

According to Cresswell in Satori, Qualitative Research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problem.<sup>40</sup> The researcher builds a complex, holistic picture, analyzes words, reports detailed view of informants, and conducts the study in natural setting.

A qualitative research designed that produce of his research has contributed in the theory. Qualitative researchers focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. This is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process.<sup>41</sup> Qualitative research is usually not preemptive. Whatever the study and whatever the method, the indications of form, quantity, and scope must be obtained from the question,

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<sup>39</sup>Beverley Hancock, Elizabeth Ockleford, Kate Windridge, *An Introduction Qualitative Research*, (NIHR RDS EM :2009) p.7

<sup>40</sup> Djaman Satori dan Aan Komariah, *Metodologi Penelitian Kualitatif*, (Bandung : Alfabeta : 2014 ) p. 24

<sup>41</sup>Marguerite G. Lodico, *et.al, Methods in Educational Research from Theory to Practice*, (San Fransisco:2006) p.264

from the chosen method, from the selected topic and goals, and also, in an ongoing process, from the data.

By this qualitative research, the researcher focused on conduct to describe of student learning style in learning speaking. By this way, the researcher hopes that this research was reveal this matter clearly for the sake of learning speaking improvement in the classroom.

## **B. Research Subject**

In this research the researcher used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.<sup>42</sup> According to Marguerite *et.al*, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.<sup>43</sup> It means in this research, researcher will choose the subject according to the need and purpose of the research.

The researcher used tenth grade as a subject of the research , it consist of 20 students , 10 females and 10 males, because in this class has the lowest score in English study expecially in speaking skill. Many students did not know of their

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<sup>42</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta : Rineka Cipta,2002),p.127

<sup>43</sup>Marguerite G. Lodico, *et.al,Methods in Educational Research: from Theory to Practice*,(San Francisco: Jasley-Bass, 2006), p.162

learning style in learning speaking beside they are don't confident to speak in English. The students' speaking skill score can be seen in the following table :

**Table 1**  
**The Students Speaking Score at the Second Semester of Madrasah Aliyah**  
**Mathla'ul Anwar Labuhan Ratu Bandar Lampung**  
**in the Academic Year of 2016/2017**

No	Score	The Number of Students				
		X	XI	XII	Total	Percentage
1	<70	10	5	8	23	27%
2	≥70	10	20	32	62	73%
Total		20	25	40	85	100%

*Source: Document of Students' score for English Test of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the academic year of 2016/2017*

From the data above, it can be see that students at the school have various achievement. The class that has low achievement is X and the class that has high achievement is XII. The researcher used class X as a sample of this research, because of X has the low average score. In short, the subject of this research was students in class X which of 20 students.

### **C.Data Collecting Technique**

#### **1. Observation**

Observation is complex process, a process that composed of variety of biological processes and psychological processes.<sup>44</sup> Sarwono states that observation is systematically recording the events, behavioral, objects in view and other thing

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<sup>44</sup>Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta:2012), p.203

that need into support in the research.<sup>45</sup> Based on the theories above, observation is process monitoring, see the phenomena in subject place.

In this technique of collecting data, The researcher observation to recognize how the condition of class what technique of speaking activities that teacher use to teach English speaking and focus on the entire process of students learning style in speaking skill. Therefore the researcher did not teach the students directly to find the data.

## 2. Interview



Interview is kind of verbal communication, which aims to obtain information. Interview is collection tool information by asking a number of questions orally to be answered orally also. The main characteristic of interview is direct face to face contact between interviewer and interviewee.<sup>46</sup> According to Lodico there are three types of interview, they are: structured interview, semi structured interview and non structured interview and non structured interview.<sup>47</sup> Interview is a conversation for gathering information. A research interview involves an interviewer who coordinates the process of the conversation and ask question, an interviewee who responds to those questions. In this research, the researcher giveinterview to teacher about teaching speaking in class and students learning

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<sup>45</sup>Jonathan Sarwono, *Metode Penelitian Kuantitatif & Kualitatif* (Yogyakarta: Graha Ilmu:2006), p.224

<sup>46</sup>S. Margono, *Metodologi Penelitian Pendidikan* (Jakarta:Rineka Cipta:2007), p.165

<sup>47</sup>Marguerite G. Lodico, *Op.Cit*, p.123

style in speaking skill. Interview used to support the observation and questionnaire.

### **3.Questionnaire**

Questionnaire is a list of questions used by writer to get data from the students directly through a process of communication or ask questions. Questionnaire is a group or sequence of questions designed to obtain information on a subject from respondent.<sup>48</sup> Sugiono declared that questionnaire is the data collecting technique that conducted by giving a set of questions or written statements to the respondent to answer.<sup>49</sup>



Based on theories above, the researcher conclude that questionnaire is datacollecting technique that using set of written question to answer in writing also. The researcher give questionnaire the students in order to know the futheropinion and the researcher find out the students' learning style in the class.

### **D. Research Instrument**

These are the fact finding strategies. They are the tools for data collection, include observation, interview, questionnaire. Essentially the researcher must ensure that the instrument chosen is valid and reliable. Research instrument is tool of facilities which use by the researcher in collecting data in order to make the research easier

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<sup>48</sup>Statistic Canada, *Survey Methods and Practices* (Canada:2010) p. 3

<sup>49</sup>Sugiyono, *Op.Cit.*, p.199

and get better result, in the meaning more complete and sytematic so it would be easy to analyze.<sup>50</sup>

It is mean to collect the data, some instruments are needed. In thisresearch the researcher uses observation, interview and questionnaire are needed tocollect the data about students' learning style.

### 1. Observation

Observation used when the research describe the situation of teaching and learning process to know students learning style in the class.



<b>Components of Observation</b>	<b>No item</b>	<b>Total Items</b>
To know process of students' learning style in speaking skill	1,2,3,4,5,6	6

### 2. Interview

Interview used as data collecting techniqes and if researchers want to find a problem that must be examined and if researcher want to know the depth of the respondetns with the least number of respondents. The researcher give a interview to teacher about teaching speaking in class and learning style in speaking skill.

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<sup>50</sup> Suharsimi Arikunto, *Op.Cit.* p. 160

**Table 3**  
**Specification of Interview of the teacher**

Components of Interview	No item	Total Items
To know process of students' learning style in speaking skill	1,2,3,4,5,6	6

### 3.Questionnaire

The type of researcher used closed-ended questions. Closed-ended questions are often good for **surveys**, because you get higher response rates when users don't have to type so much. Also, answers to closed-ended questions can easily be analyze statistically, which is what you usually want to do with survey data. In this questionnaire, the researcher make questionnaire from Cohen. It is about learning style questionnaire. The guiding of the questionnaire can describe as follows :

**Table 4**  
**Specification of Questionnaire**

No	Component	Indicator	No item	Total item
1	To know students learning style in speaking	Students' learning style in speaking by information personalities	1,2,3,4	4
		Students' learning style in speaking by personality patterns	5,6,7	3
		Students' learning style in speaking by perceptual learning style	8,9,10	3
		Students' learning style in speaking by social interaction	11,12	2
		Students' learning style in speaking by	13	1

		tolarence ambiguity		
		Students' learning style in speaking by right/ left hemispheres	14,15	2

## E. Research Prosedure

In this research, the researcher use the procedure of the research as follows:

- a. Finding the subject the research. The researcher determine the class which become the subject of the research. The subject of this researchwas the students at second semester of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the academic year of 2016/2017. While the sample is students of tenth grade.
- b. The researcher was observation students learning style in speaking skill in the class.
- c. The teacher interview the teacher
- d. The researcher give the questionnaire to the students.
- e. The researcher, analyze the data and made the report

## F. Validity of Data

In qualitative research, data can be categorized good data if the data arevalid. To get validity of data, Creswell classified the validity of datainto eight strategies.

Those are:

1. Triangulate different data sources of information by examining evidence fromthe sources and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative finding

through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.

3. Use rich, thick description to convey the findings.
4. Clarify the bias means the researcher brings to the study.
5. Also present negative or discrepant information that runs counter to the themes.
6. Spend prolonged time in the field.
7. Use peer debriefing to enhance the accuracy of the account.
8. Use an external auditor to review the entire project.<sup>51</sup>



In this research, the researcher used triangulation technique. Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior. Thus, triangulation technique means the researcher used two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin stated that there are four techniques in triangulation. Those are source triangulation of data, investigator triangulation, theories triangulation, methodological triangulation.

#### 1. Data Triangulation

Reserchers gain their data from different groups, locations and times.

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<sup>51</sup>J. W. Cresswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, (United States : 2014) p. 191

## 2. Investigator triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

## 3. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory.

## 4. Methodological triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Methodological triangulation is using the same method on different occasions or different methods on the same object of study. Thus, methodological triangulation is making different method to get validity of data.<sup>52</sup>

From those types of triangulation, the researcher used methodological triangulation to get validity of data. Besides, the researcher collects the data by using interview guide which is supported by questionnaire and the researcher also used observation

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<sup>52</sup>Denzin and Lincoln, *Handbook of Qualitative Research*, (Yogyakarta : Pustaka pelajar; 2009 ) p. 16

which can give evidence if the participants are people that is proper to be used as subject of research.

## **G. Data Analysis**

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. Data analysis is conducted to create understanding of the data and to enable the researcher to present the result of this research to the readers. Sugiyono states that data analysis is the process of systematically searching and arranging in the interview script, field notes and other material that you accumulate to increase your own standing of them to enable you to present what you discover with others.<sup>53</sup> According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.<sup>54</sup> These are clear explanation about data analysis process of this research:

### **1. Data Reduction**

Data reduction is the activity to select the data that is suitable with the focus of the problem. According to Milles, data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions.<sup>55</sup> Sugiyono states data reduction is summarizing, choose the important things, focusing to important things, searching theme and

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<sup>53</sup>Sugiyono, *Op. Cit.*, p. 246

<sup>54</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks : Sage Publications, 1994), p.12.

<sup>55</sup>*Ibid*, p.10

that patterns.<sup>56</sup> The reduce data will provide a clearer and facilitate researcher to conduct further data collection and look it up if necessary.

From the theories above, it can be conclude that data reduction is searching the theme to more focus in important thing. In this case, the researcher will select the data derived from observation on learning style process, interview to the teacher and then give questionnaire to the students.

## 2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. Data display is an organized, compress assembly of information that permits conclusion drawing and action.<sup>57</sup> Sugiyono states presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood. Data presentation can be done in the form of brief, descriptions, charts, relations between categories, flowchart etc.<sup>58</sup>

The researcher conclude that data display is visual format that presents information by using table, narrative form, chart, etc. In the research , data will be analyze through descriptive qualitative method to find learning style the students in speaking skill.

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<sup>56</sup>Sugiyono, *Op. Cit.*, p.247

<sup>57</sup>Matthew B. Miles and A. Michael Huberman, *Op. Cit.*, p.11

<sup>58</sup>Sugiyono, *Op. Cit.*, p.341

### 3. Conclusion Drawing/ Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Miles and Huberman explains that verification may be as brief as a fleeting second thought crossing the analysis mind during writing with short excursion back to the field notes or it may be through and elaborate with lengthy argumentation and review among colleagues to develop.<sup>59</sup> In another word formulation of the problem in beginning is tentative that maybe able to answer in this conclusion.



In this step, the researcher can be concluded that there are three steps in reporting the result of a qualitative research. First, it is data reduction. It is to find out the key points of the research. Second, after get the key points of the research, it describes in in the form narrative in order to be meaningful and be more easily understood. The last is conclusion drawing. In this step, the researcher make a conclusion about the research after analyzing all of the data.

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<sup>59</sup>Matthew B. Miles and A. Michael Huberman,*Loc. Cit*

## CHAPTER IV RESULT AND DISCUSSION

### A. General Description of Place of Research

#### 1. Brief History of MA Mathla'ul Anwar Labuhan Ratu Bandar Lampung

Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung on Jl. Untung Suropati gg. Famili 1 Labuhan Ratu Bandar Lampung. The activities of teaching learning process are done in the morning. The classes begin at the 07.30 A.M in the morning and finish at 13.45 A.M. The total number of teachers who teaches in there are 15 teachers, and the total number of the students are 85 students.

The Identity of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung:

Name	: Madrasah Aliyah Mathlaul Anwar
NPSN/NSS	: 10648357 / 131218710002
Address	: Jl. Untung Suropati gg. Famili 1 Labuhan Ratu Raya Bandar Lampung
Pos code	: 35372
The Building	: 2004
Building Status	: Yayasan/ Swasta
Wide	: 1.500 m <sup>2</sup>

## 2. Condition of Teacher and Facilities at Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung

Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung has owned things as show the table below:

**Table 5**  
**Data of Teacher at Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung**

No	Name of the Teacher	Expertise
1	Oviria,S.Pd	Headmaster
2	Dra.Listiati	Vice Headmaster
3	Suryadi,A.Md	Staff Administration
4	Fahmi Davidsha.W,S.Pd	Staff Administration
5	Ledi Dianah,SE	Religion
6	Sismawati,S.Pd.I	Religion
7	Yulinda Rama Fitri,S.Pd	Staff Library
8	Dede Ance Meisianty,	Organization
9	Desrizal,S.Pd	Mathematic
10	Eni Sumartini,S.Pd	English Language
11	Puji Juniarmi,S.Pd	Indonesia Language
12	Paryanti,S.Pd	Aracabic Language
13	Herniyati,S.PdI	IPS
14	Hj.Mislina,S.Pd	Geograpy
15	Dinda Andriani,S.Pd	Art
16	Hari Nashori,S.Sos.I	BK
17	Herlinawati,S.Ag	History
18	Riska Weny,S.Pd	Lampung Language
19	Ihwanuddin,S.PdI	Religion

**Table 6**

No	Kinds of Room	Total Number
1	Headmaster Room	1 ( one ) unit
2	Teacher Room	1 ( one ) unit
3	Teaching Learning Room	3 ( three ) unit
4	Staff Administration	1 ( one ) unit
5	Library Room	1 ( one ) unit



### **B. Research Prosedure**

The research did the research through observation, interview and questionnaire to know students' learning style in speaking. The researcher found out some result of the research in the process of learning speaking in Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Labuhan Ratu Bandar Lampung.

The researcher conducted the researcher from May 16<sup>th</sup> 2017 to 19<sup>th</sup> 2017, the researcher observed students' learning style in speaking skill in the class. Then, the interview with teacher about teaching learning process and know students' learning style in speaking. After then, the researcher given the questionnaire to the student to know students' learning style in speaking skill.

### C. Report of Observation

The researcher employed an observation to support data (see appendices 3) on May 16, 2017 at 08.30-10.30 a.m. The observation to know learning style in speaking skill. In the session the researcher observation the students in the class. The teacher had prepared material about narative text. The teacher started the class and checked the students' condition and attendance. Then, the teacher given the students' make a story about maling kundang. The students listen about the story.



After that, the teacher divided the student to 4 grub consists 5-6 students for discussion about story in Indonesia. The students made a story and speaking one by one in front of class. In speaking, they had different learning style in speaking. There were shy , before speaking they were written the text and then spoke with notes, spoke with music, etc. And the researcher prepared the observation chekclist. The explanation analysis of know process students' learning style in speaking skill can be shown as follows :

**Table 7**  
**Observation Sheet**

No	Indicator	Sub Indicator	Yes	No	Explanation
1.	To know students' learning style in speaking by information personalities	a. Diverging (Feeling and watching) b. Assimilating (Watching and thingking) c. Converging (Doing and thingking)	√	-	Almost all the students when spoke English in front of class made a note and thingking

		d. Accommodating (Doing and feeling)		-	before spoke English
2.	To know students' learning style in speaking by personality patterns	a. Attention b. Emotion c. Values	√	- -	The students always value each students when speaking in front of class
3.	To know students' learning style in speaking by perceptual learning style	a. Visual b. Auditory c. Kinesthetic	√ √ √		Each students had style , but almost the student need a simulation thing to speaking English in class
4.	To know students' learning style in speaking by social interaction	a. Attitude b. Habit	√ -		The students had good attitude when spoke English in class
5.	To know students' learning style in speaking by tolarence ambiguity	Incomplete meaning		√	Sometime, many students often incomplete meaning to spoke English in class
6.	To know students' learning style in	a. Right brain	√		Right and left

	speaking by right/ left hemispheres	b. Left brain	√		brain very influence to spoke English. In class, the students dominant to left brain
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Based on the explanation, the researcher concluded many different students learning style have used students. In information personalities, the students made a assimilating which the students watching and thinking when the spoke English. In personalities patterns, the students more to values each students when spoke English in front of class. In perceptual learning style, the students made a kinaesthetic learning style to spoke English. In social interaction, the students had good attitude and had bad habitual when spoke English. In tolerance ambiguity, the students learn more effectively when opportunities for experiment and risk as well as interaction are present. In right/left hemispheres, can increase to spoke English, the student dominant to left brain.

#### **D. Reportof Interview**

To support the data, the researcher had employed an interview to the teacher to know process teaching and learning speaking and to know student learning class in class. There were five questions that researcher asked to the teacher (see

appendix 4-5). The interview was conducted with the teacher in the teacher's room.

### E. Report of Questionnaire

The researcher also employed questionnaire to collect the data. The researcher given the questionnaire on 18 May, 2017. The questionnaire consisted of fifteen questions (see appendix 2). The questionnaire were to know students learning style in speaking skill. The questionnaire was give to the whole students in class X that consisted of 20 students. From the result of questionnaire, the researcher can conclude that the students' learning style in speaking skill by using information personalities, personality patterns, perceptual learning style, social interaction, tolerance ambiguity, and right/ left hemispheres. The questionnaire was distributed to the students by taking fifteen minutes of the students' study time in the classroom. Here were the students' answers of questionnaire. (See appendix 6)

**Table 8**  
**Questionnaire Result**

No.	Question	Answer	Total Answer
1.	Apakah anda lebih suka belajar speaking dengan berkelompok atau membuat grup belajar speaking?	Yes	13
		No	7

The data above showed that 13 students or 65% students prefer made groups when study English because the students had ideas and focussed if study English with their friends and 7 students or 35% students prefer do by their ownself when study English because they were think more focussed

if study with personal. The solution, the teacher must understand learning style the students, between the students prefer study with groups and the students prefer study with their ownself. When study English the teacher sometime made groups and sometime study with personal.

No.	Question	Answer	Total Answer
2	Apakah anda lebih baik berbicara bahasa Inggris dengan cara menuliskan di kertas atau buku lalu berbicara di depan kelas?	Yes	17
		No	3

The data above showed that 17 students or 85% students prefer to write the material because they were shy and forget if spoke English without text and 3 students or 15% students not written the material because the students more enjoy if spoke English without text. The solution, the teacher must exercise the students to speak English in front of the class.

No.	Question	Answer	Total Answer
3	Apakah anda berbicara bahasa Inggris dengan menggunakan insting atau logika anda	Yes	12
		No	8

The data above showed that 12 students or 60% students made a logical when spoke English because the students must speak with fact and 8 students or 40% not made a logical because the students more spoke with instinct. The solution, the teacher must know situation the students if spoke English in front of the class.

No.	Question	Answer	Total Answer
4	Apakah anda ketika speaking di depan kelas harus menggunakan feeling untuk mengucapkannya?	Yes	10
		No	10

The data above showed that 10 students or 50% students must spoke english used their feeling because with the feeling the students more enjoyable to spoke English and 10 students or 50% students not used it because the students still wary made a feeling to do. The solution, the teacher must know condition the students when spoke English in front of the class.

No.	Question	Answer	Total Answer
5	Apakah anda gugup saat berbicara bahasa Inggris dikelas?	Yes	7
		No	13

The data above showed that 7 students or 35% students nervous when spoke English because the student still shy when spoke English in front of class and 13 students or 65% students didn't nervous when spoke English because the students more enjoy and brave to spoke English in front of class. The solution, the teacher must train the students who still shy to spoke English.

No.	Question	Answer	Total Answer
6	Apakah anda ketika disuruh bercerita bahasa Inggris didepan kelas, anda lebih suka berbicara	Yes	5

	sesuai fakta atau pengalaman hidup anda?	No	15
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The data above showed that 5 students or 25% students spoke English appropriate fact because the students get ideas to spoke depend on fact and 15 students or 75% students didn't spoke English depend on fact because the students spoke English with their imagination. The solution, the teacher must give the examples to spoke English with fact and without fact so that the students understood about that.

No.	Question	Answer	Total Answer
7	Apakah anda lebih suka belajar speaking dengan cara otodidak atau sendiri?	Yes	8
		No	12

The data above showed that 8 students or 40% students spoke English with personal (otodidak) because with the personal they more focussed to study English especially study speaking and 12 students or 60% students not spoke English with personal (otodidak) because with personal made the students didn't have ideas to study English. The solution, the teacher must know the students like in study English.

No.	Question	Answer	Total Answer
8	Apakah anda lebih suka menonton tv atau vidio ketika belajar speaking?	Yes	6
		No	12

The data above showed that 6 students or 30% students liked spoke English with watching TV or video because the students give the inspiration if watching TV when study and 12 students or 70%

studentsunliked spoke English with watching TV or video because the students didn't focussed when study with watching TV. The solution, the teacher must know students learning style with visual or not.

No.	Question	Answer	Total Answer
9	Apakah anda lebih mudah berfikir dalam berbicara bahasa Inggris dengan suara?	Yes	10
		No	10

The data above showed that 10 students or 50% better spoke English with audio because with the audio made a student focussed to think English and 10students 50% students not better spoke English with audio because didn't focussed to think if made audio. The solusion, the teacher must know students learning style with audio or not to study English especially spoke English.

No.	Question	Answer	Total Answer
10	Apakah anda lebih bisa mengingat sesuatu yang akan dikatakan dengan benda tiruan?	Yes	12
		No	8

The data above showed that 12 students or 60% liked spoke English with kinaesthetic because with the clone objects the students more easy to remember about material to spoke English and 8 students or 40% unliked spokewith kinaesthetic because the students difficult to remember material with clone objects. The solution, the teacher must know students learning style with kinaesthetic or not to spoke English.

No.	Question	Answer	Total Answer
11	Apakah anda lebih suka belajar bahasa Inggris terutama speaking di luar kelas (outdoor)	Yes	17
		No	3

The data above showed that 17 students or 85% students liked study English in outdoor because in outdoor help the students found ideas and enjoy to study English especially spoke English and 3 students or 15% liked study English in indoor because the students liked clarity if study English in class (indoor). The solution, the teacher must know students learning style when study English in outdoor or indoor.

No.	Question	Answer	Total Answer
12	Apakah dengan cara banyak teman, anda lebih bisa belajar bahasa Inggris?	Yes	13
		No	7

The data above showed that 13 students or 65% students study English with many friends because with the friend had more ideas and easy to study English and 7 students or 35% students not study English with many friends because they think with friend can offend focussed to study English. The solution, the teacher must know students learning style when the students had friends or didn't have friends.

No.	Question	Answer	Total Answer
13	Apakah anda dapat mengerti belajar speaking dengan cara ingin tau dan bertanya?	Yes	12
		No	8

The data showed that 12 students or 60% students understood study English with ask the teacher because with ask the teacher can help the students difficulties to study English and 8 students or 40% students not understood study English with ask the teacher because the students shy if ask the teacher so, the students more study with otodidak didn't ask to teacher. The solution, the teacher must pay attention the students to study English in class.

No.	Question	Answer	Total Answer
14	Apakah anda lebih suka mendengarkan musik atau radio daripada membaca?	Yes	12
		No	8

The data showed that 12 students or 60% liked listen the music better than reading because the students more easy and focussed to study and 8 students or 40% students unliked listen the music better than reading because they think not focussed to study if listen the music. The solution, the teacher must know students learning style in listen music or reading.

No.	Question	Answer	Total Answer
15	Apakah anda lebih mengingat pembelajaran ketika bersama teman-teman?	Yes	14
		No	6

The data showed that 14 students or 70% students more remember study English with friends because the students give more ideas with the friend and 6 students or 30% students not more remember study English with friends because can make the students not focussed to study English. The solution, the teacher must know the students learning style with the friends or didn't friends.

Based on the questionnaire filled by the students, the researcher could describe as follow:



Based on the sub indicator of information personalities (diverging, assimilating, converging, accomodating) that showed from number one until four, many of students answer 65% diverging, 85% assimilating, 60% converging, and 50% accomodating. It means that students were information personalities by assimilating (watching and thingking before speaking).

Based on the sub indicator of personality patterns ( attention, emotion,and values) that showed from number five until seven, many of students answer 35% attention, 25% emotion, and 40% values. It means that students were personality patterns by values ( speaking English as otodidac or personal)

Based on the sub indicator of perceptual learning style (visual, auditory, kinaesthetic) that showed from number eighth until ten, many students answer 30%

visual, 50% auditory, 60% kinaesthetic. It means that students were perceptual learning by kinaesthetic.

Based on the sub indicator of social interaction (attitude and habit) that showed from number eleven and twelve, many students answer 85 % student make a attitude and 15% students make a habit. It means that students were social intraction by attitude the students.

Based on the sub indicator of tolerance ambiguity (incomplete meaning) that showed number thirteen, many students answer 60%. It means that students not ambiguity to spoke English in class.

Based on the sub indicator of right/left hemispheres that showed form fourteen and fifteen, many students answer 60% right brain and 70% left brain. It means that students were right/ left hemispheres by left brain.

From the result of questionnaire, researcher desribed students learning style in speaking there are : 85% students good attitude and assimilating (watching and thingking before speaking), 70% used left brain, 60% used kinaesthetic and tolerance ambiguity, 40 % used value.

## **CHAPTER V CONCLUSION AND SUGGESTION**

After collecting the data and analyzing the result of the research, the Researcher drew some conclusions and suggestions

### **A. Conclusion**

In this chapter the researcher would like to give conclusion and suggestion from this study. The conclusion is:

Students' learning style on second grade at Madrasah Ahyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung had different learning style as various perceptive learning. Information personalities the students more dominant to assimilating. Then, personalities patterns the students more dominant to value. Perceptual learning style the students more dominant is kinaesthetic learning style. In sosial interaction the students dominant to good attitude. Tolerance ambiguty the students had incomplete meaning to study. And then, right/left hemispheres the students more dominant is left brain.

### **B. Suggestion**

The researcher gives some suggestion in this study. The suggestion is:

1. For the Students:

Hopefully by knowing their learning styles students are able to improve their ability in English speaking

2. For the English Teacher:

The guidance from the teacher to the students is needed to help them recognition and develop their learning style. The teacher is also suggested to give more motivation to the students to study English more and English teacher pay attention in students learning style.

3. For the Other Researcher:

To develop the research with new innovation and hopefully the result of the research could be a reference.





# APPENDICES

## Appendix 1

### Specification of Observation To know process of students' learning style in speaking skill

No	Indicator	Sub Indicator	No item
1.	To know students' learning style in speaking by information personalities	 a. Diverging (Feeling and watching) b. Assimilating (Watching and thinking) c. Converging (Doing and thinking) d. Accommodating (Doing and feeling)	1
2.	To know students' learning style in speaking by personality patterns	a. Attention b. Emotion c. Values	2
3.	To know students' learning style in speaking by perceptual learning style	a. Visual b. Auditory c. Kinesthetic	3
4.	To know students' learning style in speaking by social interaction	a. Attitude b. Habit	4
5.	To know students' learning style in speaking by tolerance ambiguity	Incomplete meaning	5
6.	To know students' learning style in speaking by right/left hemispheres	a. Right brain b. Left brain	6

## Appendix 2

### Specification of Questionnaire

No	Dimension	Indicator	Sub indicator	No item
1	To know students learning style in speaking	Students' learning style in speaking by information personalities	a. Diverging (Feeling and watching) b. Assimilating (Watching and thinking) c. Converging (Doing and thinking) d. Accommodating (Doing and feeling)	1 2 3 4
		Students' learning style in speaking by personality patterns	a. Attention b. Emotion c. Values	5 6 7
		Students' learning style in speaking by perceptual learning style	a. Visual b. Auditory c. Kinesthetic	8 9 10
		Students' learning style in speaking by social interaction	a. Attitude b. Habit	11 12
		Students' learning style in speaking by tolerance ambiguity	Incomplete meaning	13
		Students' learning style in speaking by right/ left hemispheres	a. Right brain b. Left brain	14 15

### Appendix 3

### OBSERVATION SHEET

**Observer** : Ayu Nurul Izzati  
**Subject** : The student of tenth grade  
**Day/date** : Monday, May 16<sup>th</sup> 2017  
**Time** : 08.30-10.30 a.m  
**Place** : MA Mathla'ul Anwar Labuhan Ratu Bandar Lampung

#### To know the process of students' learning style in speaking skill

#### Observation Sheet

No	Indicator	Sub Indicator	Yes	No	Explanation
1.	To know students' learning style in speaking by information personalities	e. Diverging (Feeling and watching) f. Assimilating (Watching and thinking) g. Converging (Doing and thinking) h. Accommodating (Doing and feeling)	   √	-  -  -	Almost all the students when spoke English in front of class made a note and thinking before spoke English
2.	To know students' learning style in speaking by personality patterns	b. Attention b. Emotion c. Values	  √	- -	The students always value each students when speaking in front of class
3.	To know students' learning style in speaking by perceptual learning style	d. Visual e. Auditory f. Kinesthetic	√ √ √		Each students had style , but almost the student need a simulation thing to speaking

					English in class
4.	To know students' learning style in speaking by social interaction	c. Attitude d. Habit	√ -		The students had good attitude when spoke English in class
5.	To know students' learning style in speaking by tolerance ambiguity	Incomplete meaning 		√	Sometime, many students often incomplete meaning to spoke English in class
6.	To know students' learning style in speaking by right/left hemispheres	a. Right brain b. Left brain	√ √		Right and left brain very influence to spoke English. In class, the students dominant to left brain

## Appendix 4

### The Interview Guide Lines to the English Teacher

**Interviewer** : Ayu Nurul Izzati  
**Interviewee** : Eni Sumartini, S.Pd  
**Day/date** : Wednesday, May 17<sup>th</sup> 2017  
**Time** : 10.00 a.m  
**Place** : Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung

1. Do you have difficulty to teach English?
2. Do you have problem in teaching speaking in the school? What are they?
3. How is the students' ability in speaking?
4. Can you explain your experience in teaching English, especially in teaching speaking?
5. Do you know students learning style in speaking?

## Appendix 5

### The Result in Interview to the English Teacher

**Interviewer** : Ayu Nurul Izzati

**Interviewee** : Eni Sumartini, S.Pd

**Day/date** : Thursday/May, 17<sup>th</sup>2017

**Time** : 10.00 a.m

**Place** : Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung

NO.	QUESTION	ANSWER	CONCLUSION
1.	Do you have difficulty to teach English?	Yes, to teach English in this school is very difficult, because the student low motivation to studing, especially English	The student needs motivation to awaken their enthusiasm in study English.
2.	Do you have problem in teaching speaking in the school? What are they?	Yes, I have. They felt bored in English teaching and they are shy if I ask them to speak English.	The students have problems in speaking, because the students feel bore and shy to speak up.
3.	How is students ability in speaking skill	Our students can't speak English. So, the speaking ability is still low	The teacher never uses another technique in teaching learning process in the classroom.
4.	Can you explain your experience in teaching English, especially in teaching speaking?	In this school the students are shy to speak and they are afraid if I ask them to speak. So, it is difficult to teach them.	The teacher said that she hard to teach his students. Because almost of his students shy to speak English.
5.	Do you know students learning style in speaking?	In the class many students make own learning style , there are	The teacher said that each student have different learning style in speaking skill

		like audio learners, visual learners, kinaesthetic learner etc. And each students have different learning style not same of the students .	
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## Appendix 6

### QUESTIONNAIRE

NAME :

CLASS :

#### Petunjuk pengisian :

- I. Bacalah pertanyaan-pertanyaan dibawah ini dan berikan respon yang sesuai dengan cara anda belajar Bahasa Inggris di kelas. Kuesioner ini disusun untuk mengetahui cara anda belajar bahasa Inggris khususnya di speaking English. Kuesioner ini tidak berpengaruh terhadap nilai Bahasa Inggris anda, maka jangan ragu untuk menjawab setiap pertanyaan yang diberikan.
- II. Saya mengharapkan anda kiranya berkenan memberikan jawaban atas pertanyaan dibawah ini secara jujur dan benar dengan memberikan tanda silang pada salah satu huruf A atau B.
  1. Apakah anda lebih suka belajar speaking dengan berkelompok atau membuat grub belajar speaking?
    - a. Ya
    - b. Tidak
  2. Apakah anda lebih baik berbicara bahasa Inggris dengan cara menuliskan di kertas atau buku lalu berbicara didepan kelas?
    - a. Ya
    - b. Tidak
  3. Apakah anda berbicara bahasa Inggris dengan menggunakan insting atau logika anda
    - a. Ya
    - b. Tidak
  4. Apakah anda ketika speaking di depan kelas harus mengguakan feeling untuk mengucapkannya?
    - a. Ya
    - b. Tidak

5. Apakah anda gugup saat berbicara bahasa Inggris dikelas?
  - a. Ya
  - b. Tidak
6. Apakah anda ketika disuruh bercerita bahasa Inggris didepan kelas, anda lebih suka berbicara sesuai fakta atau pengalaman hidup anda?
  - a. Ya
  - b. Tidak
7. Apakah anda lebih suka belajar speaking dengan cara otodidak atau sendiri?
  - a. Ya
  - b. Tidak
8. Apakah anda lebih suka menonton tv atau video ketika belajar speaking?
  - a. Ya
  - b. Tidak
9. Apakah anda lebih mudah berfikir dalam berbicara bahasa Inggris dengan suara?
  - a. Ya
  - b. Tidak
10. Apakah anda lebih bisa mengingat sesuatu yang akan dikatakan dengan benda tiruan?
  - a. Ya
  - b. Tidak
11. Apakah anda lebih suka belajar bahasa Inggris terutama speaking di luar kelas (outdoor)
  - a. Ya
  - b. Tidak
12. Apakah dengan cara banyak teman, anda lebih bisa belajar bahasa Inggris?
  - a. Ya
  - b. Tidak
13. Apakah anda dapat mengerti belajar speaking dengan cara ingin tau dan bertanya?
  - a. Ya
  - b. Tidak
14. Apakah anda lebih suka mendengarkan musik atau radio daripada membaca?
  - a. Ya
  - b. Tidak
15. Apakah anda lebih mengingat pembelajaran ketika bersama teman-teman?
  - a. Ya
  - b. Tidak

## Appendix 7

### Daftar Nilai Speaking Siswa/Siswi Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung

Guru : Eni Sumartini, S.Pd

Kelas : X

No	Nama	KKM	Nilai	Predikat
1	Abas Saputra	70	80	Lulus
2	Ari Alfiah	70	75	Lulus
3	Diki Setiawan	70	78	Lulus
4	Marlena	70	69	Tidak lulus
5	Masnona	70	65	Tidak lulus
6	M. Rozi Anwar	70	68	Tidak lulus
7	M. Rusydi Alghazali	70	60	Tidak lulus
8	Susi Susanti	70	82	Lulus
9	Willy Basa Rofian	70	60	Tidak lulus
10	Dicky Saputra	70	75	Lulus
11	Fahrurozi	70	60	Tidak lulus
12	Rindi Sari	70	63	Tidak lulus
13	Dicki Mahendra	70	62	Tidak lulus
14	Nizar	70	68	Tidak lulus
15	Fatimah	70	80	Lulus
16	Sinta Billa	70	80	Lulus
17	Sobirin Adinda	70	60	Tidak lulus
18	Bayu Jalur Suseno	70	78	Lulus
19	Rio Saputra	70	70	Lulus
20	Reza Renaldi	70	70	Lulus
<b>Jumlah lulus</b>				<b>10 siswa</b>
<b>Jumlah tidak lulus</b>				<b>10 siswa</b>
<b>Jumlah keseluruhan kelas X</b>				<b>20 siswa</b>

**Daftar Nilai Speaking Siswa/Siswi Madrasah Aliyah Mathla'ul Anwar  
Labuhan Ratu Bandar Lampung**

Guru : Eni Sumartini, S.Pd

Kelas : XI

No	Nama	KKM	Nilai	Predikat
1	Ahmad Miftahudin	70	70	Lulus
2	Periyanto	70	68	Tidak lulus
3	Romi Sanjaya	70	60	Tidak lulus
4	M. Maulana Abie Yusuf	70	70	Lulus
5	Dedi Saputra	70	72	Lulus
6	Rama Sindi	70	73	Lulus
7	Dandi	70	70	Lulus
8	Khusnul Khotimah	70	70	Lulus
9	Intan Puspita Sari	70	70	Lulus
10	Yuni Fatimah	70	75	Lulus
11	Nur'aini	70	75	Lulus
12	Desi Kurnia Sari	70	75	Lulus
13	Sulastri	70	73	Lulus
14	Nia Ayu Ningsih	70	75	Lulus
15	M. Afif Ridho	70	70	Lulus
16	Devi Malasari	70	70	Lulus
17	Edi Saputra	70	65	Tidak Lulus
18	Walhidayah	70	70	Lulus
19	Ricky Adi Saputra	70	60	Tidak lulus
20	Marlena	70	75	Lulus
21	Jaunaidi	70	60	Tidak lulus
22	Aji Pangestu	70	70	Lulus
23	Putri Indah Sari	70	70	Lulus
24	Nikel Ogian Andalan	70	70	Lulus
25	Reki Persari	70	70	Lulus
<b>Jumlah lulus</b>				<b>20 siswa</b>

<b>Jumlah tidak lulus</b>	<b>5 siswa</b>
<b>Jumlah keseluruhan kelas XI</b>	<b>25 siswa</b>

**Daftar Nilai Speaking Siswa/Siswi Madrasah Aliyah Mathla'ul Anwar  
Labuhan Ratu Bandar Lampung**

Guru : Eni Sumartini, S.Pd

Kelas : XII

No	Nama	KKM	Nilai	Predikat
1	Ahmad Rizky Ardiansyah	70	65	Tidak lulus
2	Ai Septiani	70	70	Lulus
3	Persa Ardiansyah	70	60	Tidak lulus
4	Azi Ariansyah	70	60	Tidak lulus
5	Asiyah	70	73	Lulus
6	Ade Yudha Prasetya	70	60	Tidak lulus
7	Chandra Saputra	70	70	Lulus
8	Dede Ilham	70	70	Lulus
9	Deta Marsil	70	70	Lulus
10	Hafifi	70	73	Lulus
11	Haris Pebriyanto	70	73	Lulus
12	Heti Susanti	70	75	Lulus
13	Inang Wahyu Adi Priyono	70	70	Lulus
14	Habib Hasrul Romadhon	70	70	Lulus
15	Junita	70	70	Lulus
16	Komalasari	70	70	Lulus
17	Lilis Antika Sari	70	70	Lulus
18	Mei Landari	70	75	Lulus
19	Melita Handayani	70	75	Lulus
20	Muhammad Ali Yusuf	70	75	Lulus
21	Muhamad Fahruroji	70	60	Tidak lulus
22	Muhamad Yusuf	70	60	Tidak lulus
23	Febri Aripatama	70	75	Lulus

24	Rapiah	70	75	Lulus
25	Rahmat Parizal	70	80	Lulus
26	Rinda Astika	70	80	Lulus
27	Reza Bela Kurniawan	70	70	Lulus
28	Riska Indriyanti	70	85	Lulus
29	Rizki Alfi Nugraha	70	60	Tidak lulus
30	Rohilawati	70	70	Lulus
31	Santi Sarwati	70	70	Lulus
32	Septian Krismunandar	70	70	Lulus
33	Siti Kuriyah	70	73	Lulus
34	Siti Rofiqoh	70	73	Lulus
35	Siti Surohtul Ngaini	70	75	Lulus
36	Soleha	70	75	Lulus
37	Supiyah	70	60	Tidak lulus
38	Susanti	70	70	Lulus
39	Terimakasih Agustin	70	70	Lulus
40	Wini Antika	70	70	Lulus
<b>Jumlah lulus</b>				<b>32 siswa</b>
<b>Jumlah tidak lulus</b>				<b>8 siswa</b>
<b>Jumlah keseluruhan kelas XII</b>				<b>40 siswa</b>

## Speaking Score Tenth Grade

Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung

No	Name	Score
1	Abas Saputra	80
2	Ari Alfiah	75
3	Diki Setiawan	78
4	Marlena	69
5	Masnona	65
6	M. Rozi Anwar	68
7	M. Rusydi Alghazali	60
8	Susi Susanti	82
9	Willy Basa Rofian	60
10	Dicky Saputra	75
11	Fahrurozi	60
12	Rindi Sari	63
13	Dicki Mahendra	62
14	Nizar	68
15	Fatimah	80
16	Sinta Billa	80
17	Sobirin Adinda	60
18	Bayu Jalur Suseno	78
19	Rio Saputra	70
20	Reza Renaldi	70

## Speaking Score Eleventh Grade

Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung

No	Name	Score
1	Ahmad Miftahudin	70
2	Periyanto	68
3	Romi Sanjaya	60
4	M. Maulana Abie Yusuf	70
5	Dedi Saputra	72
6	Rama Sindi	73
7	Dandi	70
8	Khusnul Khotimah	70
9	Intan Puspita Sari	70
10	Yuni Fatimah	75
11	Nur'aini	75
12	Desi Kurnia Sari	75
13	Sulastri	73
14	Nia Ayu Ningsih	75
15	M. Afif Ridho	70
16	Devi Malasari	70
17	Edi Saputra	65
18	Walhidayah	70
19	Ricky Adi Saputra	60
20	Marlena	75
21	Jaunaidi	60
22	Aji Pangestu	70
23	Putri Indah Sari	70
24	Nikel Ogian Andalan	70
25	Reki Persari	70

## Speaking Score Twelfth Grade

Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung

No	Name	Score
1	Ahmad Rizky Ardiansyah	65
2	Ai Septiani	70
3	Persa Ardiansyah	60
4	Azi Ariansyah	60
5	Asiyah	73
6	Ade Yudha Prasetya	60
7	Chandra Saputra	70
8	Dede Ilham	70
9	Deta Marsil	70
10	Hafifi	73
11	Haris Pebriyanto	73
12	Heti Susanti	75
13	Inang Wahyu Adi Priyono	70
14	Habib Hasrul Romadhon	70
15	Junita	70
16	Komalasari	70
17	Lilis Antika Sari	70
18	Mei Landari	75
19	Melita Handayani	75
20	Muhammad Ali Yusuf	75
21	Muhamad Fahruroji	60
22	Muhamad Yusuf	60
23	Febri Aripatama	75
24	Rapiah	75
25	Rahmat Parizal	80
26	Rinda Astika	80
27	Reza Bela Kurniawan	70
28	Riska Indriyanti	85
29	Rizki Alfi Nugraha	60
30	Rohilawati	70

31	Santi Sarwati	70
32	Septian Krismunandar	70
33	Siti Kuriyah	73
34	Siti Rofiqoh	73
35	Siti Surohtul Ngaini	75
36	Soleha	75
37	Supiyah	60
38	Susanti	70
39	Terimakasih Agustin	70
40	Wini Antika	70



## SILABUS PEMBELAJARAN

Nama Sekolah : Madrasah Aliyah Mathla'ul Anwar 1 Labuhan Ratu

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / 2

Standar Kompetensi : 9. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian
Berbicara 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara	<i>use expression of happiness</i>  <i>Answer these questions orally.</i>  1. What do you usually say when you are	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air,	Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu	Secara berpasangan berlatih menggunakan tindakan dan responnya.	Menggunakan tindak tutur berterima kasih Merespon tindak tutur berterima kasih Menggunakan tindak tutur memuji Merespon tindak tutur	Tugas  Performans

	<p>akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</p>	<p>pleased or happy?  2. What do you usually say when you want to attract someone's attention?  3. Do you have different expressions when showing your happiness in front of your friends and</p>	<p>menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>memimpin)  Orientasi ke masa depan (punya perspektif untuk masa depan)</p>		<p>memuji  Menggunakan tindak tutur mengucapkan selamat  Merespon tindak tutur mengucapkan selamat</p>	
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		<p>elderly people? If yes, what are the expressions?</p> <p>4. One of your friends had an accident. What do you say to show your sympathy?</p> <p>5. Your brother has a problem. He looks sad. What will you say to show your affection?</p>					
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	<p>9.2 Mengungkap-kkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari</p>	<p><i>use expressions of sympathy and showing affection;</i></p> <ol style="list-style-type: none"> <li>1. It's really great. I'm so happy.</li> <li>2. I'm delighted to hear that.</li> <li>3. It gives me a great pleasure.</li> <li>4. What a nice news. It makes me happy.</li> </ol>	<p>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan)</p>	<p>Bermain peran secara berkelompok</p>	<p>Menggunakan tindak tutur menyatakan rasa terkejut Merespon tindak tutur menyatakan rasa terkejut Menggunakan tindak tutur menyatakan rasa tak percaya Merespon tindak tutur menyatakan rasa tak percaya Menggunakan tindak tutur menerima undangan</p>	<p>Tugas kelompok  Performans</p>
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	<p>dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p>	<p>5. I'm really sorry to hear that! 6. Oh that's awful . What a shame. 7. Are you fine? 8. Oh dear. I know how it feels. 9. Pleas e accep t my condo len- ces ! 10. What a terribl e situati</p>					
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		on for you.					
10 Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari	<i>perform a monologue of narrative texts.</i>  Blind Listening  A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted His salt. When he returned home, his father told him that if he had helped the miners to	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan)	Menyampaikan iklan lisan secara berpasangan di depan kelas. Menceritakan kembali iklan yang dilihat atau didengarnya	Memberi pengumuman lisan Menyampaikan undangan lisan Melakukan monolog untuk mengiklankan sesuatu Menggunakan bahasa lisan	Tugas  Performans

		<p>dig, they would have bought his salt.</p> <p>The man next went to a house where a wedding was taking place. There he dug a huge hole. This made the people angry and they chased him away. When he returned home, his father told him that if he had beaten a drum and</p>					
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		<p>danced instead, the people there would have bought salt from him.</p> <p>Then, he went to a village where there happened to be a fire. Rushing to the place, he started drumming and dancing, only to be thrown out by the people. His father told him that he should have</p>					
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		<p>poured water on the fire instead, if he wanted to sell salt there.</p> <p>In the next place he went to, a couple were fighting with each other. The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should have tried to settle the quarrel, in</p>					
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		<p>which case they would have bought salt from him.</p> <p>In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls</p>					
	<p>10.2 Mengungkap-kan makna dalam teks monolog sederhana dengan</p>	<p><i>perform a monologue of narrative texts.</i></p>	<p>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin</p>	<p>Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad,</p>	<p>Berdiskusi secara berkelompok untuk membuat sebuah berita/deskripsi/ naratif</p>	<p>Menggunakan kalimat <i>simple present</i> dalam mendeskripsikan benda atau orang Melakukan monolog untuk</p>	<p>Tugas Performans</p>

	<p>menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>		<p>tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan)</p>	<p>secara sambung menyambung</p>	<p>menyampaikan sebuah berita Melakukan monolog untuk menyampaikan sebuah deskripsi Bercerita secara lisan Menjadi reporter Menjadi <i>toryteller</i></p>	
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Mengetahui,  
Kepala Sekolah

Oviria, S.Pd