

ABSTRACT

The correlation Between Auditory Learning Style'gradeand Students' Speaking Skill

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The main goal in learning is to comprehend, to understand to practice and to implement. It is aimed to get the optimal comprehension and understanding in learning. To get the aim and goal of learning, it depends on how learners have the ways in learning style. How a learner comprehend is the focus of the concept and method of learning style. Learning styles can be determined and defined as characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Three kinds of learning style are; 1) visual, 2) Auditory, and 3) kinesthetic. This study and research focus on auditory learning style only. The way how students learning by relying on their listening process is determined by Auditory learning style. learners prefer to listen the discussion, presentation and speech better than to read more. The most important of learning style which must be learned is Speaking skill because It has close relation with other skills. Those are listening, reading and writing. Therefore, this study wants to show the correlation between auditory learning style toward student's speaking skill. Based on the description and explanation above, a research problem in this study is "Is there significant correlation between auditory learning style and students' speaking skill". This present research study was conducted to investigate whether there is a significant correlation between the students' auditory learning style and their speaking skill or not. This study uses quantitative research and the researcher uses the correlation design. There are two variables investigated in this study, those are: the students' auditory learning style as independent variable and speaking skill as dependent variable. The population in this research is all the students of the eleventh grade of Madrasah Aliyah Al-mujtama' Madura which consist of 38 students. Because the population is less than 100 objects, so it is called by population research design. The instrument to be implemented to collect the data was questionnaire to get data variable X (Auditory learning style) and test for variable Y (speaking skill). This instrument was applied to know the students' score. Then, the data was analyzed by using the correlation analysis of spearman brown formula. The result shows that the value of ρ (or r_s) in this research is 0.965 with the significant 0.000. It means that there is significant correlation between students' Auditory learning style and speaking skill. So, the alternative hypothesis (H_a) in this research which stated that there is a significant correlation between the students' Auditory learning style and their speaking skill is accepted.

Keyword : auditory learning style, speaking

In this twenty first-century learners must master an English as international language because they will find English in every aspect of life, this condition force learners to understand well to face a competition, they must understand how to speak well, and they must understand what they listen to. Speaking and listening have close relation in second language acquisition. As an input skill, listening plays a important role in students' language developement. language acquisition is got mainly through receiving understandable input and listening ability is the critical part in achieving understandable language input. listening to spoken text is very useful for the development of speaking ability. In today'smass communication, it is of vital component that students are taught to listen effectively and critically.

Mean while, Zang (2009) said that students' listening skill have relationship with student's oral English and teachers can teach listening and audio-visual materials into oral English class sothat they have better teaching results, it means that listening influences speaking ability alot. By intensive listening, students will have good speaking performance. In speaking, learning style is detrmind as one of ways to get aim in speaking. Learning style affects how people try to message in classroom. Each of these styles shows ways of taking in and storing information. So, an auditory learner likes spoken information. From the three kinds of learning style, auditory learner has the main process in learning, the auditory learners show their behavior more in learning by listening the spoken information. it is believed that an auditory learners are the ones who often talk to themselves. They are very creative to talk loud and they themselves move their lip to make sound to talk. Reading and writing task are very complicated for them. It is better for them in talking to their classmate or tape recorder. They are good at hearing what has ben said by others.

Based on the statements above this study focus on auditory learning style toward the students' speaking skill in learning, how the correlation between students' auditory learning style and student's speaking skill. Someone who has ability in auditory learning style has main ability in speaking comprehension. The researcher try to analize auditory learning style toward student speaking skill at eleventh grade of Madrasah Aliyah Al-Mujtama' Madura because some of students attracted to listen well but they are not good at speaking and some of them are very good at speaking.

Models of learning styles have relation in literature review from previous corpus. According to Kolb (1984), learning refers to the process whereby knowledge is created through the experience transformation. There are some definitions of learning styles used by researchers to get aim of their studies. Bennet (1979:262) has told that learning styles as pattern performance and behaviour are constant parts. An educational experience is approached by individual of auditory learner. The pattern of behaviour contain characteristic of psycological cognitive and affective behaviour. Relativel suitable indicator of the way in condisering responding and assorting to learning area is a part of characteristic behaviour. The important structure, personality and neutral organization are very clear for them. Human expansion and the cultural experience of school and community and specially home are the crusial parts in making and molding the characteristic behaviour.

METHODOLOGY

Design of The Study

There are two variable in this research. Those variables are *the auditory learning style's level* as dependent variable and *speaking skill* as independent variable. In this research, the instrument that was used are questionnaire, and test. To know whether there is correlation between students' auditory learning style and speaking skill which automatically investigates the degree of their correlation, the researcher used spearman brown formula.

Research Subjects

The researcher collected the data about students' auditory learning style by giving the questionnaire which contains statements about auditory learning style which is stated in review of related literature. The population in this research is all students in the eleventh grade of Madrasah Aliyah Al-mujtama' Plakpak Pegantenan Pamekasan Madura.

Research Instruments

Research instrument is an instrument which is used to collect data. Research instrument is a tool that is used by researcher to collect data. There are two instruments that were used by researcher. They are questionnaire and test.

1. Questionnaire

Questionnaire is a technic to collect data by giving some questions to respondents as the aim of the researcher. It is used to get the data of variable x (students' auditory learning style) by using closed questioner which is served as some questions to choose one answering by giving marks (x) or check list. There are two kinds of questionnaire namely opened questionnaire and closed questionnaire. The opened questionnaire is questionnaire that contains questions which hope the respondents to write their answer in explanation. While, the closed questionnaire is questionnaire that contains questions that hope answer by choosing one of alternative answer which is served. Because closed questionnaire is used to get interval data, so the researcher used closed questionnaire.

2. Test

Test is instrument to collect the data by giving some question or exercise to measure knowledge, intelligence, ability or skill. The test is used by the researcher to get the data of variable y (students' speaking comprehension). The researcher tested the students by giving speaking comprehension to get score.

Data Collection Procedure

First, the researcher asked The Head Master of Madrasah Aliyah Al-mujtama' for permission to conduct research by giving the recommendation letter from the leader of UNISMA. The second, researcher consulted and explained to English teacher about the research that would be done. After that the researcher conducted the research as the time which was discussed by the English teacher by giving the questionnaire about auditory learning style to get data of variable x to the population (students of the eleventh grade) and the last, the researcher tested the population by giving examination of speaking comprehension to get data of variable y.

RESEARCH FINDINGS

After clarifying the result of questionnaire and test, the researcher analyzes both the result of questionnaire and test. Then, the researcher correlated them by using spearman brown formula in SPSS Virsion 20.

Descriptive Statistics

	Mean	Std. Deviation	N
X	34.00	4.943	38
Y	78.74	16.111	38

Based on the table above the mean of variable X (auditory learning style) is 34.00 and the mean of variable Y (speaking skill) is 78.74. The standard deviation of variable X (auditory learning style) is 4.943 with the number of respondent is 38 students and the standard deviation of variable Y (speaking skill) is 16.111 with the number of respondent is 38 students.

The Correlation by Spearman Brown

			Auditory	Speaking
Spearman's rho	Auditory	correalation coefficient	1.000	.965
		Sig. (2-tailed)		.000
		N	38	38
	Speaking	correalation coefficient	.965	1.000
		Sig. (2-tailed)	.000	
		N	38	38

After analyzing the data above, the researcher can state that the value of ρ (or r_s) in this research is 0.965 with the significant 0.00, if the value of significant under 0.05, it means there is significant correlation between two variables and the result of correlation coefficient shows that the correlation between two variable is very strong. After comparing the value of ρ (or r_s) is 0.965 with r table of spearman brown correlation the researcher can conclude that alternative hypothesis is confirmed.

The finding support the theory Zang (2009) said that the ability of listening and oral Englis have a very close correlation to get beeter result for teacher in teaching. To get better result, teacher must bring listening and audio visual material in teaching oral English. Auditory learning style deals with listening closely. It means that auditory learning style effects speaking ability alot. A valid instrument will determine the result of students ability in oral English, beaty (1986), itmeans that auditory learning style effects speaking ability alot. As clark (2008) stated that auditory learners are very active in talking because they often talk to themselves. Their lip sand move automatically to read out loud. Their difficulties are task of reading and writing. The score of their speaking is over everage of other students and even better than than other students. The score also prove that auditory learners have good result in speaking. As Nunan (1991: 39) defined that one of the most crusial parts of learning second or foreign language is mastering the art of speaking because the main goal of learning language is to communicate and to talk. So, it will be said that they are success in learning language if they can speak and communicate well.based on the score of speaking testing, it can be known that the population of this research have good skill in speaking English. They are aware that speaking English is very important to their daily life so that they straight to speak English as well. This finding support the theory of Nunan also.

In short, the result of this research can be stated that There is correlation of auditory learning style in the eleventh grade of Madrasah Aliyah Al-Mujtama' Madura toward students' speaking skill.

The hypothesis testing is the most important step in conducting a research. To find out whether this study accept or reject the hypothesis. Based on the data analysis above, we know that the value of ρ (or r_s) is 0.965.

Based on the table VIII researcher interpreted that the value of ρ (or r_s) between X (auditory learning style) and Y (speaking skill) variables was grouped into very strong correlation.

Because the value of p (or r_s) is 0.965 with the level of significant $0.00 < 0.01$. So, the hypothesis (H_a) is accepted. The hypothesis stated that "There is a correlation between students' auditory learning style at the eleventh grade of Madrasah Aliyah Al-mujtama' Madura to their speaking skill."

DISCUSSION

A research problem in this research is 'Is there any correlation of auditory learning style in the eleventh grade of Madrasah Aliyah Al-Mujtama' toward students' speaking skill' by alternative hypothesis 'there is correlation of auditory learning style in the eleventh grade of Madrasah Aliyah Al-Mujtama' toward students' speaking skill'. Here are the answering as the discussion of this research:

- a. There is very strong correlation of auditory learning style in the eleventh grade of Madrasah Aliyah Al-Mujtama' toward students' speaking skill.
- b. Based on the hypothesis testing above we know that the hypothesis is accepted. So it shows that auditory learning style influences students' speaking skill'

In other words, students' auditory learning style guarantee their good score in speaking skill. The result of this research will be different if it is applied in other sample, it is depended on the condition of sample.

Conclusion

Regarding to all explanation in chapter I to chapter V, the researcher concludes the finding of this study. The conclusion is presented referring to the problem of the study, purpose, and the hypothesis which had been discussed in the previous chapters. The researcher concludes that the students' Auditory learning style at Madrasah Aliyah Al-mujtama' Madura have correlation toward their speaking skill. From the result of data analysis that the researcher analyzes, it shows that there is very strong correlation between variable X (students' Auditory learning style) and variable Y (speaking skill), it is proven after knowing the result of data analysis and comparing it with the table of interpretation " r " spearman brown. The result shows that the the value of p (or r_s) is 0.965 with the level of significant $0.00 < 0.01$. So, the alternative hypothesis (H_a) in this research is accepted.

PEDAGOGICAL IMPLICATIONS

The prominent pedagogical implication of this study correspond with what Czech famous psychologist and university professor Jiří said that Learning is a process in whose consequence a man changes own set of knowledge about natural and human environments. He changes his behavior way, activities and personal characteristics, and he also changes a picture of himself.) It means that learning is process how individual change the behavior until they get the permanent character. It also becomes character in their daily activity. While, to communicate, the learners must be able to make sure that their partners can understand easily. Speaking skill must be emphasized by teacher to get great result because the main purpose of learning language is to speak, one will understand what we mean when they understand what we speak. On the contrary we will understand what one mean what we have good ability in listening to what they speak. Speaking skill must be mastered for those who are active in every life aim. Auditory learners tends to respond what teacher says and they will speak loud automatically. So, Teachers should be more flexible toward teaching, and they should consider students' attitudes, interests, and abilities encouraging them to use their listening and express themselves critically and creatively. Because auditory learners is rejected and there is no correlation toward speaking skill, so the teacher must have flexible method to make students speak English, learning method will determine the result of students' speaking skill.

Recommendations for Further Research

The present study only focused on the correlation between auditory learning style and speaking skill. Therefore, the researcher suggests the next researchers correlate Auditory learning style with other skill such as listening and reading, etc. And also, the researcher suggests future researchers to use bigger and more representative sample to reach reliable result as well as more complete data and discussion.

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