The Learning Styles of Students and Their Problems in Speaking English at the Second Grade of MAN Pangkep

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Abstract

This research was conducted to find out the students' learning style and their problems faced in speaking english based on their learning style. This research applied a qualitative research. The subject of this research were the students of XI MIA 2 of MAN Pangkep through purposive sampling technique. The data were obtained through questionnare, observation, and interview and analyzed based on procedures of data analysis identification, classification and analysis descriptive.

The result showed that: (1) there are some learning styles that students of XI MIA 2 have in MAN Pangkep, they are Visual, Auditory and Kinesthetic (VAK) learning style, Extrovert-Introvert learning style, and Global-Analytic Learning style. (2) the problems that students faced in speaking English based on their learning style are (a) visual learners need movement to illustrate things while speaking, and there is nothing to say. (b) Auditory learners have high anxiety, and distructed by some noise. (c) Kinesthetic learner need some movement when speak. (d) Extrovert learners were affected by mother tongue use. (e) Introvert learners were lack of self-confidence. and couldn't be active to speak in classroom. (f) Global learners could not remember the detail of the story, and had difficulties in expressing their idea if they are limited by some issues. (f) Analytical learners are distracted with some noise when speak, have problem with the grammatical use, and need more time to speak than others.

Keyword: Learning style, Speaking problem, VAK learning style, extrovert-introvert, global-analytic

INTRODUCTION

Learning style is one of the importat factors that influnce students' successfull in learning certain subject. By understanding students learning style, the teacher and even the students themselves can find an easiest way in learning. But in fact, most of students do not recognize their own learning styles and there were some difficulties that arise during learning process. In many cases, most of students are difficult in expressing their idea into words. Some of the students prefer to keep silent rather than being active in classroom. It is because of many factors and one of them is learning style which can influence students' ability in learning especially in speaking skill.

Speaking is one of the most important skill in English. If students want to speak English fluently, they have to be able to pronounce correctly. Speaking is productive skill in which students must be able to produce word to communicate with each other. In senior high school, English is learned as foreign language and it is included the four language skills. One of them is speaking and it is one of necessary skills as a fact that people cannot communicate unless it is preceded by speaking. In speaking activity, students certainly have different levels. Sometimes some of them have difficulties to comprehend the idea and paraphrase ideas into their own words. As the result, some students have problem when they are faced with English speaking activity in classroom.

The problems of the students in learning especially in speaking activities are affected by individual differences such as motivation, aptitude, personality, cognitive style, learning strategies and preferred learning style.

As Slameto (2010) argues that the factors which influence students' learning consist of internal and external factors. The examples of internal factors are the physical condition, skill, interest, intelligent, and learning style. Meanwhile, the examples of external factors are family, friends, school, environment and learning strategy. Deporter & Henarcki (1999) states that everyone has different learning style but each person is a unique. The different achievements of students are affected by individual differences such as motivation, aptitude, personality, cognitive style, learning strategies and preferred learning style. Learning style is one of dominant factor because learning style is influenced by our brain. It is the combination between brain domination of how people manage and deal with information and modality of the easiest way how people deal with information. (Ellis: 1996, Winardi, 2010)

The researcher was intended to reveal the students' learning style and their problems in speaking English at the second grade of MAN Pangkep. The findings of this research may be used to enrich the theory of learning styles, speaking problems and the relation of students' learning style and their problems in speaking English in learning.

LITERATURE REVIEW

There have been some previous research findings about the issues of students' learning style and speaking English in the field of education. In a relevant research carried out by Tuan and Mai (2015) carried out research on "Factors Affecting Student's Speaking Performance at Le Thanh Hien High School". The purpose of the study was to investigate the speaking problems of the students at Le Thanh Hien High school and the factors affecting their speaking. Based on the research findings, the results of the study indicate that the students faced many problems in speaking. Such as they spoke very little or not at all; they could not think of anything to say. It also showed that there were many factors affecting students speaking performance such as topical knowledge, listening ability, motivation to speak, and learning style.

Hung (2014) in his study "Improving EFL Classroom Interaction by understanding students' learning styles " The study described that it is important for the teacher to understand students' learning style in order to help them improve their language competencies to the most. With a sufficient understanding of students' learning style preferences, teachers can use appropriate strategies and activities in language classes. The research study has proved the matching of teaching and learning styles and the classroom EFL interaction are positively correlated

Hassani (2012) conducted "The Relationship between Learning Style and Iranian Intermediate EFL Learners' Speaking Performance". The result of this research indicated that auditory learning style was the most preferred learning style, followed by kinesthetic learning style and visual learning style. The result also indicated that there was significant correlation between learning styles and speaking achievement.

Those example of previous study above different from this study. There were researchers only conducted students' problem in speaking activity and some of them correlated the relation between learning style and speaking achievement. However, in this study the researcher only focus on students' learning style, which focus on three dimensions. They are sensory style, social style and cognitive style dimensions and the problem faced by students in English speaking activity according to their learning style.

METHODOLOGY

A case study was used in this research. In analyzing collected data, the researcher applied the grounded theory. A grounded theory design is a systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an interaction about a substantive topic. The participant of the research was students of XI MIA 2 of MAN Pangkep which consist of 30 students. It was selected through purposive sampling. It was the class which has much problems in speaking activities rather than the other classes.

This research intended to find out the comprehensive description about learning styles applied by students and their problems faced in speaking English based on their learning style.

There are three major instruments in this research namely: Queestionnare, observation, and interview. To collect the dataa the researcher set some procedures such as delivered the students by questionnare, employed direct observation during the teaching and the learning process of MAN Pangkep, and interviewed some of the students

FINDINGS

Based on the questionnare, observations, and interviews result, the researcher found and categorizing concepts and phenomena related to learning styles, and the problems that students faced in speaking English based on their learning styles. Those are :
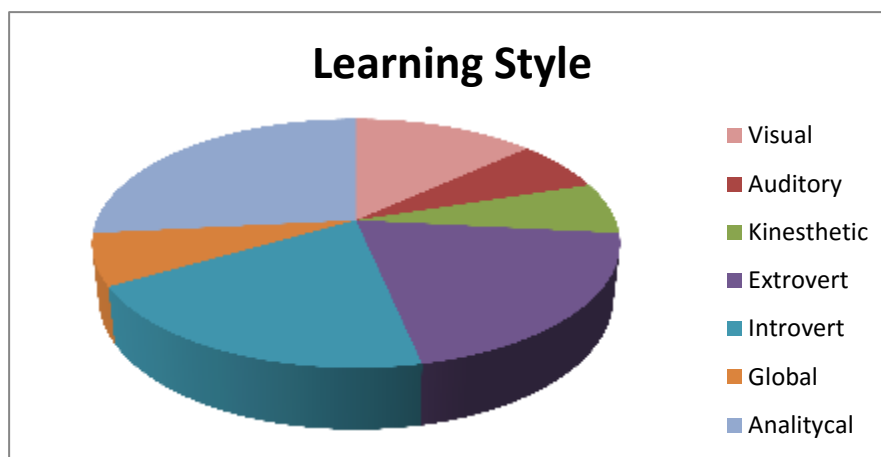
Learning styles

There were three dimension of learning styles applied by students to think, process information, demonstrate learning, and acquire knowledge and skill. Those were sensory style dimensions which consist of visual, auditory and kinesthetic (VAK learning style), social dimension style (extroverted and introverted), and cognitive style dimension (global and analytical).

To know students learning style preference the observer calculated total scale that students chose for each question. Each learning style comprises with four questions. Each question has 5 scale response (0,1,2,3,4). For example, if the students choose scale 2 for question umber 1, scale 3 for question number 2, and scale 0 for question number 3, scale 4 for question number 4. It means that the total score 11. However, there are seven learning style in this study, so after scoring each learning style, the observer will know the students learning style. The highest score students abstained from this scoring learning style, it become their learning style. And the students learning syle in XI MIA 2 at MAN Pangkep can be seen in the table below:

Table. 1.1 students learning style of XIMIA 2

Learning style	Number of students
Visual	4
Auditory	2
Kinesthetic	2
Extrovert	6
Introvert	6
Global	2
Analytical	8

From the result of questionnaire above the observer found that among 30 students involved in this study, 13,3% students were visual, 6,7% students were auditory and kinesthetic. In term of personality, 20% students were extrovert and introvert. In term of receiving information model, there were 6,7% global learner and 26,7% was analytical learner. It indicated that analytical learning style is the most dominant that students preferred in learning at class IX MIA 2. It can be seen in this figure 1 below

From figure 1, the dominant learning style is analytical with eight students (26,7%), followed by extrovert and introvert with six students (20%), visual with four students (13,3%) and audio, kinesthetic and global has same percentage with two students (6,7%).

Based on data in figure 1 shows the highest percentage in figure 1 is analytical learning style; it means that the most dominant learning style used by the students is analytical with 8 students.

Problems in Speaking English Based on Students' Learning Style

Need movement to illustrate things

Some of students in XI MIA 2 were the visual and kinesthetic learner. visual learner difficult to express her/ his idea when the student was asked by the teacher to retold her / his story in front of the class, visual learner need movement to illustrate thing so that they can understand.

Visual learner 1   *: do you know the greenhouse?*

Visual learner 2   *: what is it?*

Visual learner 1   *: greenhouse, hmm.... (rolling her eyes as sign that she is thinking)*

Visual learner 2   *: can you describe to me the shape of greenhouse?*

Visual learner 1   *: (moving her hand to illustrate greenhouse and give amazed expression) it is amazing!*

As same as visual learner, kinesthetic learners was also need movement during learning process, it also make them easy to speak in front of the class. They need to read their notes first and try to speak by themselves and move their hands as a sign for the way of story.

I   : *In what situation you feel comfortable when learning in classroom?*

MA   : *I always feel comfortable, moreover the teacher is very kind, we are not too stiff when learning and I can make some movement, so it is good for me.*

I   : *In what situationn you feel disctruct in learning, especially when you were asked to speak?*

PM   : *If the teacher is too serious, and if I can't make some movement. In that situation I can not think better and I couldn't speak*

Say nothing

Another problem that visual learner faced when speaking is there is nothing to say. It is because visual learner need to make notes firs before speak and because of lack of vocabulary. Visual learner would be distracted in speaking English if they are asked to speak spontaneously without giving them chance to write a note first, there is nothing to say. Besides, visual learner also said that she was difficult to convey her idea because of lack of vocabulary.

Distracted by some noise

Most of auditory learner of XI MIA 2 are disturbed by some noise, they tend to close their ears by using their hand to avoid the noise in order to get more concentration. In addition, based on interview session, another auditory learner admitted that they feel better to learn in classroom if the environment is calm.

S   : *... and he scratch.. scratching? Scratching? (repeating the word with hesitation)*

T   : *scratching! Scratched! (explain the pronounciation by repeating the word)*

S   : *Excuse me maam, it's too noise. I can not think!*

T   : *be quite please class! Firdaus!! (giving him death glare) mm.. go on*

S   : *And he scratched his leg until it is bled*

I   *:In what situation you feel comfortable when learning in the classroom?*

MR   *: if the environment is calm. There is no noisy, that situation I feel better to learn*

As same as auditory learner, analytic learners are also distructed by some noise when they are speking English. Analytical learner preferring to study alone without interruption.

I   *: In what situation you will distracted when learning?*

YR   *: If my friend keep talked to me. In that situation i can not focus to learn.*

Anxiety

Anxiety is also one of the problems that auditory learners faced during speaking activity was because of anxiety of the students, they could not get any concentration and sometimes they forget the words that they want to say.

I   *: what problems that you usually faced when speak english in classroom?*

AR   *: sometimes i feel nervous. And also if my friends are too noise, i can't express what I want to say because of them. It should be calm, so that I can speak better.*

Mother tongue use

The problem that faced by the extroverted learners of XI MIA 2 is difficult to pronounce the words correctly, it is because they are affected by mother tongue use.

I   *: what are the difficulties that you faced in speaking English in classroom?*

F   *: i don't know how to pronounce it because it different with its written, it's not like Indonesian language which its written are same with its pronunciation.*

Fail to be active to speak in classroom

Unlike extrovert, introvert learner do not like to be all bubbly and energetic all the time. Introvert students will focus to his or herself. Generally introvert students feels that he or she seems to be alone, and when they have problems, they like to solve the problem by themselves rather than share with the other people.

I   : *Are you active in class or quite one?*

AA   : *I'm a quite person*

I   : *If there anything that you don not understand, do you ask a question or not?*

AA   : *Sometimes i asked, but I preffer to be quite rather than ask.*

Lack of self-confidence

The problem that faced by introvert learners of XI MIA 2 also when they are asked by the teacher to speak in front of the class, they were lack of self-confidence which is they cannot looked their friend while talked.

Teacher   : *Don't be shy! It's ok if you make a mistake. Go on!*

S   : *(look at the teacher and start to speak)*

Teacher   : *Don't looked at me! Facing your riends!*

S   : *Please maam*

Teacher   : *Ok, that's ok. But, don't covered your face!*

Fail to remember the detail of the story

Some of students in XI MIA 2 are difficult in remembering information that they got. Most of them are global learners. Global learners tend to be bored by memorizing facts and prefer to relate learning to personal experience. When a global learner presented the story in front of the class, he begin his story with explaining the main point of the story. A global learner gave a brief explanation about the story. That is why a global learner did not need time too much to speak because he made a simple explanation and they tend to hate to give a long explanation because they could not remember the detail of the story.

Difficult in expressing idea if they are limited by some issue

Global learners also get difficult in expressing their ide if they are limited by some issue. A global learner need to freedom in making story. Based on the observation when the teacher asked the students to describe a famous person, a global learner seemed did not motivate and interested to do it. He said that it was difficult to do. Global learner asked the tacher whether he could change the topic or not.

T   : *Now, look for an information of a famous person. but remember, you are not allowed to be same with your friends. then decribe him/her in front of the class!*

S   : *Execuse me Maam, if you don't mind is it ok if don't look for a famous person? I don't know how to say something about them. Is it ok if I tell about my own experience?*

Need more time to speak

Analytic learner needs more time than the other students because of their long explanation. Analytic learner cannot be asked to speak rapidly because they need to think. It is because they need to remember the fact and the information that he or she already made.

I   : *Is there any difficulties that you faced during speaking activity?*

AK   : *The difficulties, when i was asked to speak in front of the class. it is ok as long as i was not asked to speak rapidly. Because if that so, i could not think.*

Grammatical error

Analytic learner needs more time than the other students because of their long explanation. Even though analytical learners provide the detail information, they had problem in arrange their grammar correctly when they speak. Therefore, it overly frustrate them.

S   : *She beautiful, i like she smile and mmmm... and i like she,...*

Teacher   : *Her. The object and the pronoun of 'she' is her*

S   : *oh, ya. Her. I like her because she smart.*

Teacher   : *She is smart. Mm, go on!*

Discussion

Students' learning style
This study explored the students learning styles and their problem in speaking English. The finding showed that students learn with many styles, some students preferred learn in sensory style dimension such as visual, auditory and kinesthetic, some are social style dimension (extroverted and introverted), and the other is cognitive style dimension (global and analytic).

This research using the dimension of learning style by Rebecca L Oxford. Oxford (2003) devided learning style into some dimension. Some students of XI MIA 2 preferred learn in visual because they remember something better when they write it down during lectures. That statement become the most option chosen by the participants in the visual learning style preference. Ramli (2013) analyzed of students English learning style in bilingual class said that some students preferred learn in visual because they remember something better when they write it down or students take detailed notes during lectures. Besides, Perles (2012) state that visual learners often enjoy reading, and may be especially talented at remembering the proper spelling of words.

In auditory learning style preference statements, students like listen music while they learn and they learn by listen lecture rather than read. Beside that from interview with some of auditory learner, at home they more like study while listen music because can help them to find new idea. Kinsella (1995) said that one of the characteristics of audio learning style is they would rather listen an expert of a subject than read article or textbook, remember names and lyrics of popular song after hearing them once or only few times.

The observer also found students with kinesthetic because when they learn, they love walk around the class and they get nervous when they sit too long. According to Kinsella (1995) the kinesthetic learner tend to be coordinated at sport, focus well during 'hands on' project and activities, like variety in classroom activities, and enjoy opportunities to work collaboratively with a partner or small group on a task. That statement was similar with the interview result of kinesthetic learner at XI MIA 2 who said that he enjoy the class if he could make any movement i classroom.

Another learning styles that preferred by students of XI MIA 2 are extroverted and introverted. students with extrovert learning style were indicated from the statement such as students easily make conversation if they meet with new people, they get energy when they interact with lot of people, they are easy to approach strangers and they learn better when they work or study with others. All of those items have high percentage chosen by the students. Introvert students like individual activities, or when they in large group, they tend to keep silent and listen and they also understand something well before they try it.

Global students easy to see overall plan or big picture and when they tell an old story, they tend to forget lots of specific detailed and they prefer short and simple answers rather than long explanations. Analytical students need to specific example to understand fully the material, or when they try to tell a joke , they remember details but forget the punch line.

Problems in Speaking English Based on Students' Learning Style

Since it is the basic for communication, speaking skill is the most essential skill and it is also considered as the most difficult skill (Oradee, 2012). Speaking skill recognized as critical for functioning in an English language context, both by teachers and by learners.

Visual learner had problems such as they could not convey their idea because *there is nothing to say*. According to Ur (2006) state that one of the difficulties in English speaking activity is there is nothing to say. It is because lack of vocabulary. Based on the data finding of XI MIA 2, beside they lack of vocabulary, they need to make notes before speak. In interview session most of visual learner said that they need made concept or notes first in order to help them speak in front of classroom. In the other side, based on the interview, the researcher found that visual learners talk their information to someone that they need to illustrate something by moving their hand. They have easy way remembering information or ideas when they read it, write it and make a point or list. The explanation above in a line with Vako (2012) state that visual learner often do not remember information given orally without being able to see it or make note. They need to pay attention on their friend's nonverbal communication. That statement also supported by Elizabeth (2012) said that visual learner often paid close attention to the body language others (facial expression, eyes, stance, etc).

Auditory learners admitted that they feel better to learn in classroom if the environment is calm. According to Dunn and Dunn (1981) factors influence students learning style in class divided with two external and internal factors. External factors such as environment, teacher, and sociological. Internal factors such as emotional, and physiological. Based on the finding at XI MIA 2, some of auditory learners got distracted when learning especially when speaking if the environment of the class was too noise, they could not get any concentration and sometimes they forget the words that they want to say. Besides, most problems that auditory learner faced during speaking activity was because of anxiety of the students. Sometimes they kept nervous and simply shy when they were asked to speak in fron of the class.

Kinesthetic Learners tend to need touch some paper, fold it, and also make a note while listening their friend's story. The researcher also found how kinesthetic learner prefer for retelling story in front of the class, they need to read their notes first and try to speak by themselves and move their hands as a sign for the way of story.

Extrovert learners of XI MIA 2 preferred to study in group rather than learn alone and when they were asked to speak in front of the class they feel confident to do it. It is because an extrovert learner more talkative in classroom. According to Cook (1991) extrovert learners tend to be sociable and more likely to join groups, more inclined to engage in conversation both inside and outside the classroom. This statement similar

with the result of finding that researcher found in XI MIA 2. It is because an extrovert learner more talkative in classroom. The extroverts are easy going, optimistic, and like to laugh (Wakamoto : 2000). In line with that statement, Lestari, Suha and Suhartono (2013) states that students whom relatively active in class, they speak English without hesitation. However, even though the extrovert learners are the active one in class room there was still difficult that they faced during speaking activity. For example, the researcher found that extrovert student still got wrong pronunciation when they were speaking. Based on the observation and interview result, the researcher conclude that the extrovert students difficult in producing correct pronunciation because of they still affected by their mother tounge use.

Introvert learners are lack of self-confidence such as feeling shy, nervous and afraid in making mistakes. Suliman (2014) stated that introvert students feel shy and unwilling to be an active in English class. They tend to avoid the interaction during language learning process in the classroom because their fear to join the activity which involving many people. It means the introverts are not ready with the bad impression from other people. Besides, Gurler (2015) stated that speaking is the exclusive place for effective communication and self-confidence is the facilitator to start the speaking activity. Therefore, speaking needs a high level of self-confidence. Unfortunately, the introverts have a problem in their self-confidence. When conducting speaking they can produce well-formed sentences. They also have good pronunciation but low speech rates. However, on the introverts' mind is their skill is not as good as the others. They think that the others students can speak better than them. The second problem is low participation in the class. Related to the problem shy nature and low self-confidence, the introverts will have low participation during speaking activities in the class. They tend to become the passive one. Ur (1996) stated that when practicing the speaking activity in the class, every student does not get the same chance to speak. The students with low self-confidence will find the difficulty to get a chance to speak.

Global learners of XI MIA 2 are difficult to expressing their idea if they are limited by some issue. According to Dunn (1990) stated that global learner tend to bored by memorizing fatcs and prefer to relate learning to personal experience, stories and anecdotes. Based on the data finding of XI MIA 2, the global learners tend to forget or couldn't remember the detail of the story. This statement was shown by global learner when he asked to make a story about famous person.

Analytic learners had somme difficculties such as when they asked to speak in English, such as they distracted with some noise when speak, have problem with the grammar, they need more time to speak and also they could not speak if they asked to speak rapidly because of limited by time. Those findings in line with Dunn and Dunn's statement (1981) that analytical learners requires orderly, quite surroundings, they tend to work on one task to completion, preferring to study alone for long time without interruption. It is similar with the finding that researcher found in XI MIA 2, they has some problems when they asked to speak in English, such as they distracted

with some noisy when speak, have problem with the grammar, they need more time to speak and also they could not speak if they asked to speak rapidly because of limited by time.

CONCLUSION

Based on the research findings and the researchers finally concludes that:

1. There are three dimensions of learning style that students of XI MIA 2 have:
   a. Sensory style dimension (visual, auditory and kinesthetic)
   b. Social style dimension (extrovert and introvert)
   c. Cognitive style dimension (global and analytic)

2. Students of XI MIA 2 at MAN Pangkep have some problems in speaking Eglish based on their learning styles such as:
   a. Visual learner   : Need movement to illustrate things and there is nothing tosay
   b. Auditory learner : distracted by noise and feel anxiety
   c. Kinesthetic learner : need movement to speak
   d. Extrovet learner : affected by mother tounge use
   e. Introvert learner : could't be active in classroom and lack of self-confidence
   a. Global learner   : tend to forget the detail of story and difficult in expressing idea if limited by some issue
   f. Analytic learner : distracted by noise and need more time to speak

SUGGESTIONS

1. By understanding their learning style and the problems that related to their learning style, students are expected to be able to find strategies that deal with their learning style in order to improve their ability in speaking English.

2. It is expected that the teachers are more aware of students' learning style in order to create a learning environment in which students feel comfortable and provoked to learn especially in English speaking activity.

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