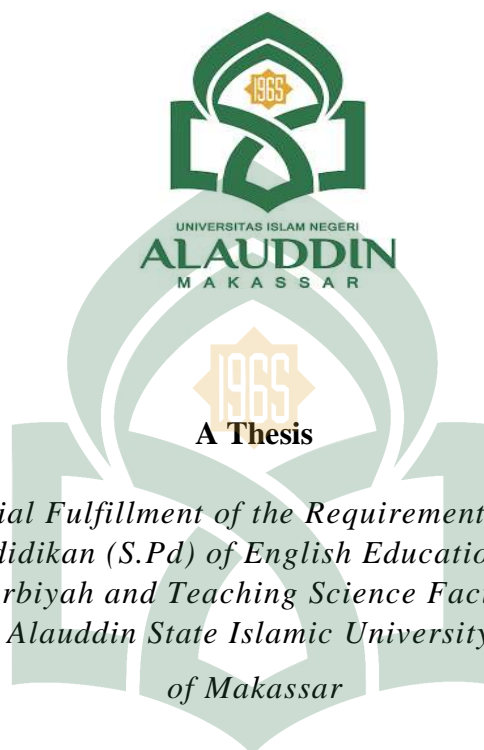


**A COMPARATIVE STUDY OF SPEECH PRODUCTION
BETWEEN AUDITORY AND VISUAL LEARNERS AT
THE SIXTH SEMESTER OF ENGLISH EDUCATION
DEPARTMENT OF ALAUDDIN STATE ISLAMIC
UNIVERSITY OF MAKASSAR**



*Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) of English Education Department
Tarbiyah and Teaching Science Faculty
Alauddin State Islamic University
of Makassar*

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2019**

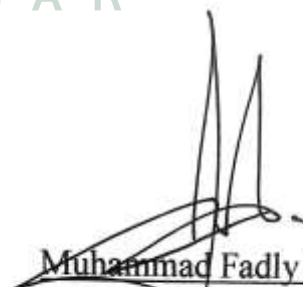
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14 November 2019
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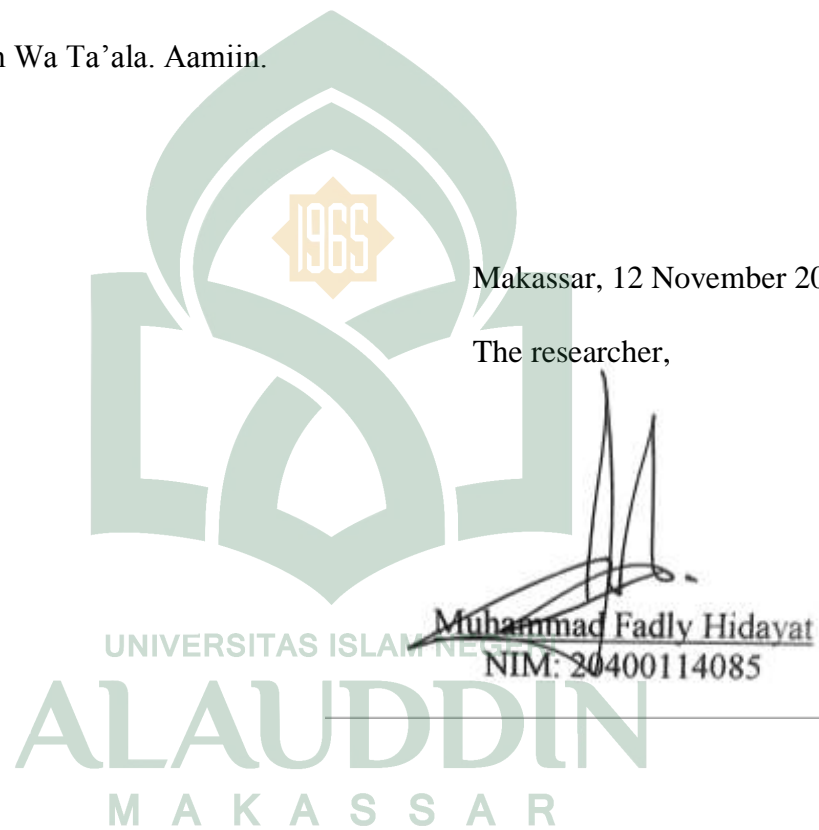
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Makassar, 12 November 2019

The researcher,



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ABSTRACT

Name : Muhammad Fadly Hidayat
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Department/faculty : English Education/Tarbiyah and Teaching Science
Title : A Comparative Study of Speech Production between Auditory and Visual Learners at Sixth Semester of English Education Department of Alauddin State Islamic University of Makassar.
Consultant I : Prof. Dr. Muhammad Yaumi, M. Hum., M. A.
Consultant II : Dr. Hj. Djuwairiah Ahmad, M. Pd. M. TESOL.

This research was aimed at finding out the comparative of speech production between learning style (auditory and visual styles) at the sixth semester of English Education Department. The problem statements of this research are “how is the speech production of auditory learners?” and “how is the speech production of visual learners?” and also “is there any significant difference of speech production between auditory learners and visual learners at the sixth semester of English Education Department of English Education Department of Alauddin State Islamic University of Makassar?”. The objectives of this research are “To find out the speech production of auditory learners” and “To find out whether there is any significant difference of speech production auditory and visual learners at the sixth semester of English Education Department of Alauddin State Islamic University of Makassar”

The researcher applied causal-comparative design. The population of this research was the students of sixth semester of English Education Department in academic years 2019/2020 at Alauddin State Islamic University of Makassar which consisted of 33 learners. The sample was taken by using purposive sampling technique which consisted of 20 students with 10 learners as auditory learners and 10 learners as visual learners.

The finding of the research showed that there was a significant difference between learners’ auditory learners and visual learners. The mean score of auditory learners’ test (620.90) in the test was higher than the mean score of visual learners’ test (561.00) in the test.

Based on the finding and discussion of the research, the researcher drew a conclusion that the comparing of auditory and visual learners in speech production was significant different between auditory learners and visual learners at the sixth semester of English Education Department of Alauddin State Islamic University of Makassar.

Keywords: auditory learners, visual learners, and speech production.

CHAPTER I

INTRODUCTION

A. Background

Education is one of the main aspects in a country which is very useful for survive to face the world. There are still some countries that are focusing to solve their problem in their own country such as economic problem, politic problem and also education problem and so on. One of the solutions for those problems are improving the human resources. The country who has human resources with high and good educational system can survive in the rivalry in this world. As we know that, there are some countries such as like German, England, France and America that have been developed countries because of the human resources who has a good educational system.

According to the constituent of Indonesia number 20/2013 about the National Education System chapter 1, article 1. Education is a conscious and planned effort to create a learning atmosphere and the learning process so that learners actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by him, society, nation and country.¹ According to the Constituent, the main activity in education is studying and also in Holy Qur'an Allah SWT said about the benefit of studying. There for the verse as follows;

¹ The Constituent of Indonesia About The National Education System Number 20 of 2013

وَلَوْ تَرَىٰ إِذِ الْمُرْمُونَ نَاكِسُوا رُءُوسِهِمْ عِنْدَ رَبِّهِمْ رَبَّنَا

۱

“If you could but see when the criminals are hanging their heads before their Lord, [saying], "Our Lord, we have seen and heard, so return us [to the world]; we will work righteousness. Indeed, we are [now] certain.”² (Q.S As-Sajdah : 12)

As the main aspects of the developing of human resources, studying need more attention for making the learners are easy to understand well about the lesson which is taught by the teacher or the lecturer. One of the ways to make it easier is by knowing the learning style of the learners. Felder said that every student in learning have different learning style characteristics and preferences in the way they receive and process information so the differences in characteristics greatly influence student learning outcomes.³ Adami, Affan and Hajidin stated that by knowing the learning style of the learners, it can make learners to understand the lesson easier and faster.⁴ Learners’ learning styles are important factors in determining how well the learners learn foreign language. Learning style is defined as the unique collection of individual skills and preferences that affect the learners’ way of perceiving, gathering, and processing information in their learning. DePorter classified the learning styles based on modality or the way of absorbing information into three, namely visual (absorbing information by

² Kementrian Agama RI, *Al-Qur’an Al-Karim*. (Jakarta: CV. Aneka Ilmu, 2012), p. 491.

³ Felder R. M, *Matters of Style* (Raleigh: Asee Prims, 1996), p. 115.

⁴ Zahratul Adami, M. Husin Affan and Hajidin, *Hubungan Antara Gaya Belajar Dengan Hasil Belajar Siswa Pada Kelas V SD Negeri 29 Banda Aceh* (Banda Aceh: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar, 2017), p 135.

vision), listening or audio (absorbing information by hearing), and kinesthetic (absorbing information by moving, touching or engaging in activities.⁵ In order to make students more easily to absorb or get the information or the knowledge which is informed by the speaker or the teacher to the students. Moreover, learning styles are very needed in the learning process as the tool to make the students be able to use their learning style well.

In teaching, understanding these individual differences is very important to the processing of learning because it makes learners easy to understand the lesson as we see in the previous explanation. The presenting of the lesson can be more effective. Moreover, by knowing their learning style, it will make the lecturer to use the method or approach in teaching because the teacher has known the learning style of each learner and knows what the learners like when they learn.

By knowing self-learning preferences will also help learners to plan their learning especially language learning such as, in choosing the appropriate activities and techniques as well as the approach to their learning in order to make their learning more meaningful and effective. Furthermore, learning style will also affect how learners act in a group, participate in classroom activities, related to others, solve problems, and as well as learn the language. Gunawan stated that research results showed that those who learnt by using their dominant learning style while doing the test would achieve a much higher value than when they learnt in ways that were not in line with their learning style.⁶

⁵ Bobbi DePorter dan Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*. (Bandung: Kaiffa, 2005), p. 110.

⁶ Adi W. Gunawan, *Genius Learning Strategy* (Jakarta: PT. Ikrar Mandiriabadi. 2004) p. 139.

In English Education Department of Alauddin State Islamic University of Makassar, there are four basic skills courses thought for several semesters. These four skills are reading, writing, listening and speaking. Each skill has almost interrelated between one skill to another skill, such as reading and writing, listening and speaking. For example Brown said that listening and speaking are almost closely interrelated.⁷ These four skill courses should be mastered by the students of English Education Department of Alauddin State Islamic University of Makassar. The students should take these four basic skills course from the first semester until the third semester because it becomes the compulsory subject.

Speaking is a subject should be thought in English Education Department of Alauddin State Islamic University of Makassar continuously. There are Speaking I, II, and III. In fact that speaking becomes the important act. The speaker speaks and gives the effect to the listener. The speaker gives the information and the listener absorbs it. Therefore, Brown said that listening and speaking are almost closely interrelated.⁸ In speaking the speaker delivers message to the listener, how they can give the information clearly, how they can transfer the idea, and opinion to the listener. According to Fauziati, speaking seems to be instrumental act.⁹

The researcher found that there are still some students of English Education Department of Alauddin State Islamic University of Makassar who has no good rate when they give a speech or just for speaking.

⁷ Brown, H. D, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2004) p. 28.

⁸ Ibid, p. 115

⁹ Fauziati, E, *Psycho Linguistics an Introduction*. (Surakarta: Era Pustaka Utama, 2013) p. 87.

According to Dom Barnard, there is a list of average speech rates for different activities as below:

Average speech rates:

- 1) Presentations: between 100 – 150 wpm for a comfortable pace
- 2) Conversational: between 120 – 150 wpm
- 3) Audio books: between 150 – 160 wpm, which is the upper range that people comfortably hear and vocalize word
- 4) Radio hosts and podcaster: between 150 – 160 wpm

To give these speech rates some context, if the speaking pace is 130 words per minute, you will finish reading an A4 page (Calibri, font size 11) in 4 minutes, 51 second.¹⁰

In learning speaking specially for the speaking skill, according to Yudha and Rudhyanto, skills are the ability of children to do various activities such as motor, language, social-emotional, cognitive, and affective (values moral).¹¹ It will make learners are interested to the lesson and also make them are enjoyable in studying process. Without knowing their style in learning, the lecturers will think that their learners have same ability in the speaking skill but actually not. The ability of learners in speaking can be known by looking their vocabularies that they produced. Every learner has learning style which it must be known by the lecturer. By knowing the all learning characteristics of learners, it will make the

¹⁰ Dom Barnard, *Virtual Speech* (London, United Kingdom: Virtualspeech, 2018) p 13

¹¹ M, Yudha Saputra & Rudiyanto. *Pembelajaran Kooperatif untuk Meningkatkan Kemampuan Anak TK*. Jakarta. Direktorat Pembinaan pendidikan Tenaga Pendidikan dan Ketenaga Perguruan Tinggi, Direktorat Jendral Pendidikan Tinggi, Departement Pendidikan Nasional, 2005

lecturer easy to apply the teaching technique or method in speaking class and also with knowing learners learning style, all learners can improve their ability in speaking because they have known what they have to do by their learning style.

Every learner has different learning style. There are learners dominant in auditory, in visual and in kinesthetic. The researcher thinks that there is any different of speech production between auditory learners and visual learners that influenced the speaking skill.

Based on the statement above, the researcher will try to compare the learners who use auditory and use visual to know which learners can produce many words by speech after getting some questions from the researcher.

B. Research Problems

Based on the background stated above, the problem statements of this research are:

1. How is the speech production of auditory learners at the sixth semester of English Education Department of Alauddin State Islamic University of Makassar?
2. How is the speech production of visual learners at the sixth semester of English Education Department of Alauddin State Islamic University of Makassar?
3. Is there any significant difference of speech production between auditory and visual learners at the sixth semester of English Education Department of Alauddin State Islamic University of Makassar?

C. Research Objective

Related to the problem statement above, the objectives of this research are:

1. To describe the speech production of auditory learners in English Education Department in Alauddin State Islamic University of Makassar.
2. To describe the speech production of visual learners in English Education Department in Alauddin State Islamic University of Makassar.
3. To examine whether there is any significant difference in speech production between auditory and visual learners at the sixth semester learners of English Education Department of Alauddin State Islamic University of Makassar

D. Research Significance

The results of this research are expected to give benefits as follows:

1. Theoretical significances

The researcher expects to add an empirical evidence to support the learning style theory of speaking performance.

2. Practical significance

a. The next researcher

The research expects that the next researcher will get more references that have been gained from the process of conducting this research. This research can give new information as reference about the speech production between auditory and visual learners.

b. The Lecturer and Teacher

The results of this study can be used to understand the diversity of learners in terms of learning styles and to understand the ability of students speaking

between auditory and visual learners. Moreover, this research can be used as a guideline for educators. Therefore, they can adapt the diversity of different learning style in order to achieve effective learning process.

c. The other researcher

This research can give new information as reference about the speech production between auditory and visual learners and also it is expected to be useful for the other researchers for their reference in their research.

E. Research Scope

The research on language learning style involves the participation of sixth semester learners of English Education Department in Tarbiyah and Teaching Faculty of Alauddin State Islamic University of Makassar. This research focuses on comparing auditory learners and visual learners in speech production especially for their words production in their speech.

F. Research Focus

There are some terms need to be explained in order to avoid misunderstanding on the side of the readers, namely:

1. Definition of Speech Production

In this research, speech production is the main aspect which is to be very important to be focused so that in this research, the researcher give the explanation of the speech production simply. Therefore, speech production in this research is the way of somebody to produce some words by using their mind firstly to string up the words and then all words is expressed by their oral.

2. Definition of Learning Style

Learning style may be defined in multiple ways, depending upon one's perspective. Here are few definitions of learning styles. Brown defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another.¹² MacKeracher stated that learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.¹³

Hasrul stated in his research that learning styles is a combination of how somebody get and then manage the information. Learning Styles not only about aspects when face the information, seeing, listening, writing, and saying but also information managing aspects sekunsial, analitic, global or left hemisphere and right hemisphere.¹⁴

Colin Rose and Malcolm J. Nicholl wrote in their book about a research in America which was conducted by Professor Ken and Rita Dunn from St. John University of Jamaica, New York and the programmer expert of Neuro-Linguistik such as like, Richard Bandler, John Glinder, and Michel Grinder have identified three learning style and the different communication;

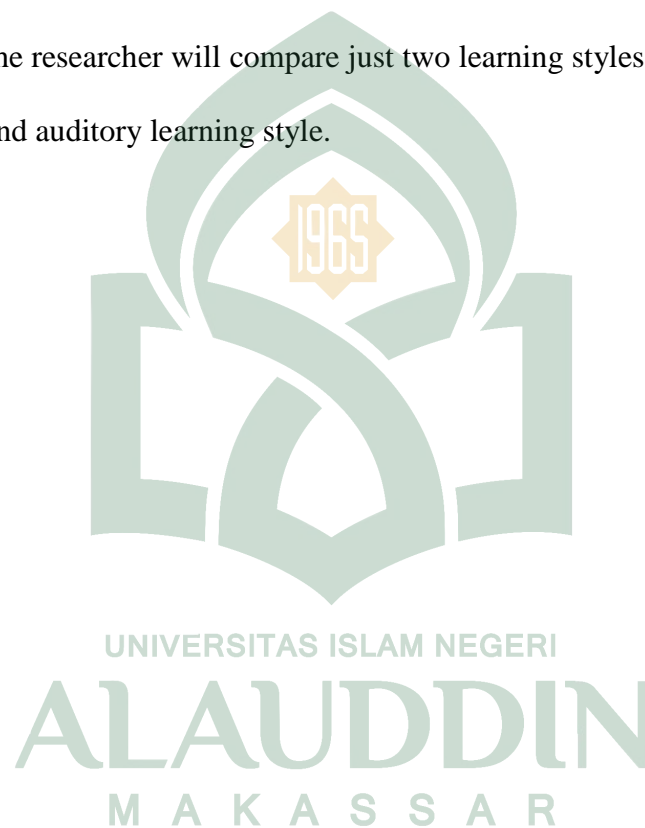
¹² Brown, H D, *Principles of Language Teaching and Learning*, (Fourth Edition: White Plains, NY :Longman, 2000). p 105.

¹³ MacKeracher, D, *Making Sense of Adult Learning*,(Second Edition: Canada:University of Toronto Press Incorporated, 2004). p 71.

¹⁴ Hasrul, *Pemahaman Tentang Gaya Belajar* (Makassar: Universitas Negeri Makassar), 2009. p 29

- a. Visual. Learning by looking something. They like look picture or diagram. They like performances, modeling or watching video.
- b. Auditory. Learning by listening something. They like listening VCD, speech, discussion, debate, and verbal instruction.
- c. Kinesthetic. Learning by physic activity. They like handling, astiring, touching, feeling the atmosphere.¹⁵

As for the researcher will compare just two learning styles. They are visual learning style and auditory learning style.



¹⁵ Colin Rose Malcolm J. Nichol, *Cara Belajar Abad XXI* (Terj. Ahimsa Dedy;Bandung: Nuansa, 2012). p 130-131.

CHAPTER II

REVIEW OF RELATED

A. Literature Review

The activity of this research has been conducted by some researchers in some universities in Indonesia. The researcher has reviewed some findings that strengthen this research and motivate the researcher to do this research.

Jhon Francis Houde had conducted his research in Massachusetts Institute of Technology in Duke University about *Sensorimotor Adaptation in Speech Production.*” His thesis focused on the investigated of the sensorimotor adaptation (SA) in speech production: how speakers alter their speech production to compensate for distortions of their normal auditory feedback. Two studies were connected that exhibit the existence and properties of speech SA and demonstrate its potential for examining phonetic structure in speech production. The investigation showed how speech SA can be used examining phonetic structure in speech production. Farida had conducted her research in The Syarif Hidayatullah State Islamic University about “*The Relationship between Learners’ Learning Style and Their Achievement in Listening Skill.*” She limited her research only for learners’ listening.

Astrini had conducted her research that focused on the comparing the learning style between male students and female students of the tenth grade students of SMK Nu Ma’arif Kudus in Academic Year 2013/2014. Her research was done in The Department of English Education Faculty of Teacher Training and education University of Muria Kudus. The title of her research was “*Male and*

Female Students' Learning Styles in Learning English of Tenth Grade Students of SMK NU MA'ARIF Kudus in Academic Year 2013/2014". The result of her study was every learner had different learning style and learnt based on their learning style.¹

Amin had conducted research focusing on *The Correlation Between Learning Style and Number of words in Sixth Grade of SD SD Negeri Percobaan 4 Wates Kulon Progo academic year 2012/2013*. He found that (1) There is a positive and significant relationship between learning style and the achievement of learning style 2012/2013. (2) The closeness of the relationship between learning styles and the achievement of 5th grade students of SD Negeri Percobaan 4 Wates Kulon Progo academic year 2012/2013 was 22.1%.²

From the previous findings above, the researcher assumed that the research above only focused on correlation and relation between learning styles. For the researcher it was not enough for preparing students to face the global era where the students would compete with other country. From the statement the researcher analyzed speech production between learners' learning style especially for auditory and visual learners because by knowing the best speaker between those learning styles. The students and the teachers could work together for creating good public speaker. That's way, the researcher wanted to know which one is

¹ Astrini Kemuningtyas, *Male and Female Learners' Learning Style in e Learning English of Tenth Grade Learners of SMK NU Ma' Arif Kudus in Academic Year 2013/2014*; Skripsi Jurusan Pendidikan Bahasa Inggris, Universitas Muria Kudus, Kudus, (Kudus: Perpustakaan Fakultas Keguruan dan Pendidikan, Universitas Muria Kudus, 2014), p. 10.

² Amin Pujiarti, "*Hubungan Antara Gaya Belajar Dengan Prestasi Belajar Siswa Kelas V SD Negeri Percobaan 4 Wates Kulon Progo Tahun Ajaran 2012/2013*"; Skripsi Jurusan Pendidikan Prasekolah dan Sekolah Dasar Universitas Negeri Yogyakarta (Yogyakarta, Perpustakaan Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta, 2013), p. 822.

better in speech production between auditory learners and visual learners in State Islamic University of Alauddin Makassar specially for sixth semester of English Education Department

B. Some Pertinent Ideas

It is important for learners to know the way, they used to learn. It is related to their interacting with processing information and acquiring knowledge in learning process and it will affect learners learning outcomes.

Maria and Kingsley stated that people's ability in understanding and absorbing information was definitely different from each other. Some were fast, some were moderate, and some were slow. Therefore, they have to use different learning styles according to their easiest way to understand the same information or lesson. These people's different learning styles were their specific way in learning. People's specific ways in learning were affected by subject matter, context, age, prior knowledge, gender, motivation, and ethnicity.³ Different learning styles indicate individuals' fastest and best way to absorb and comprehend the information from the outside. Understanding learning style is a key to develop individuals' ability in their work, school, and environment. By understanding it, they are able to learn easily, communicate easily, and get maximum result in learning.

From definition above we can know every learners has different learning styles that make the researcher is interested to know the ability of learners in speech production.

³ Joy M. Reid, *Understanding Learning Styles in the Second Language Classroom* (New Jersey: Prentice-Hall, Inc., 1998), p. 80.

1. The Definition of Learning Style

Learning style is the way of learners in absorbing and understanding the information or idea which they have got in learning process. In other side, it can be said that learning style the preference way in learning.

DePorter and Hernacki stated that learners' learning style is the combination of how learners absorb, manage, and process information.⁴ Moreover, Nasution said that learners' learning style is learner ways in receiving information learning activity.⁵

Based on the theories above, it can be concluded that learning style is learners' preference way to get, absorb and process the information about learning material in learning process. They will enjoy and feel comfortable in absorbing the information with their own way.

2. Types of Learning Style.

According to Suparman in Pengaruh Gaya Belajar dan Sikap Siswa pada Pelajaran Matematika Terhadap Kemampuan Berpikir Kritis Mtematika, He stated that as generally the learnig styles are there parts, they are;⁶

a. Auditory Style

This learning style is usually referred to as the listener's learning style. Kids who have this learning style generally maximizes the use of the listener's

⁴ Bobbi DePorter and Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, Translated from *Quantum Learning: Unleashing the Genius in You* by Alwiyah Abdurrahman, (Bandung: Penerbit Kaifa, 1999), 4th Edition, p. 110.

⁵ Nasution, *Berbagai Pendekatan dalam Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2008), 11th Edition, p. 93.

⁶ Abdul Karim, *Pengaruh Gaya Belajar dan Sikap Siswa pada Pelajaran Matematika Terhadap Kemampuan Berpikir Kritis Matematika*, (Jakarta: Studi Pendidikan Matematika, 2014), p 190-191

senses (ear) in the process of capturing and absorbing information with interest voice and words. The characteristics auditory learning style:

- Talk to yourself while working.
- Looks neat.
- Easily disturbed by noise.
- Learn by listening and remembering what was discussed from what was seen.

b. Visual Style

This learning style relies heavily on the sense of sight (eye) in process learning. Children who belong to the visual learning style are interested in colors, life forms and image. They were very enthusiastic about the simple block and puzzle game.

The characteristics of visual learning styles are;

- Neat and orderly. Very concerned about appearance.
- Speak quickly
- Always plan something that is very long-term in nature well.
- Very thorough
- Liking details of something.

c. Kinesthetic Style

Learning style like this are usually referred to as movers learning styles. This matter caused because children with this learning style always use and utilize limbs in the learning process or in business understand something. Children of

this type are happy with everything relating to body movements and crawling, walking. The ability to walk faster.

The characteristics of kinesthetic learning style.

- Speak slowly
- Respond to physical attention.
- Touching people to get something
- Standing very close when talking to a person, or approaching a person who is talking to him.
- Always physically oriented and moves a lot.

According to the research which was done in USA by Prof. Ken and Rita Dunn, and some programming Neuro-linguists there are three types of learning style. Those types are:

a. Visual. Learn by seeing something. We prefer to see pictures and diagrams. We prefer to see exhibition, modeling, or watching video.

b. Auditory. Learn by hearing something. We prefer to listen to audio cassette, cassette-lecturing, discussion, debate, and verbal instruction.

c. Kinesthetic Learn by physical activity and direct involvement.

We prefer to move, touch, feel, and experience by ourselves

Furthermore, students' behavior with one of those types of learning style is explained as follows:

According to Joy M. Reid, there are three learning styles. Learners learn in many ways, visual, auditory, kinesthetic learning style. Some learners learn primarily with their eyes as visual learners or with their ears as auditory

learners and some learners prefer to learn by experience and practice as kinesthetic learners.⁷ Thus, types of the styles.

a. Visual learning style

Learners with visual learning style like to learn by seeing and observing things⁸. It includes seeing and observing books, pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. Visual learners are also neat and disciplinary.⁹ They have neat handwriting and they usually learn with orderly books and pens. This type of learners cannot bear if their room is in chaos with things. They also usually give attention to their appearance both in and outside school. Visual learners usually have problem in remembering verbal instruction.¹⁰ They usually forget to convey verbal message and also feel hard to choose speeches when they want to reveal something. Therefore visual learners prefer to demonstrate something than to present it. Mostly, learners with visual learning style understand well about position, shape, numeral, and color. These learners remember thing visually. These learners can exactly remember a picture of an object although the position of it is changed.

b. Auditory Learning Style

Learners with auditory style prefer to learn by hearing and listening. They are easy to understand and comprehend lesson or information by listening to the lectures, discussions, or recording. Therefore, they will fell disturbed when there is noise around them. This type of learners also have problem with visual

⁷ Joy M. Reid (1998), *op.cit.*, p. 162.

⁸ Joy M. Reid (1998), *op.cit.*, p. 162.

⁹ Bobbi DePorter and Mike Hernacki (1999), *op. cit.*, p. 116.

¹⁰ Bobbi DePorter and Mike Hernacki (1999), *loc.cit.*

works.¹¹ They are hard to read small characters and easily tired to read. They are also usually wrong to read. Moreover, they have sensitivity through music.¹² They can repeat an imitate tone, rhythm, and sound of voice. These learners also like to listen to music. Usually, these learners prefer to spend their holiday by listening to music than to play with their friends. They also can remember lyric easily. Furthermore, this type of learners likes oral reports. They like to speak, discuss, and explain things. They prefer to get oral test or assignment than to get written test or assignment. In discussing activity, they are usually become vocalist and they usually master the conversation.

c. Kinesthetic

In kinesthetic style, students have orientation to do trial-error activity. They are brave to take a risk.¹³ In answering question, they prefer to just answer than to read the instruction before. They also learn practically and learn through manipulation. These students always have orientation to physic and movement.¹⁴ They cannot stand still for a long time. Because of that these students need more time to do anything. In class, these students prefer to learn by playing games that incite themselves. In explaining information or talking, they usually gesticulate. Mostly, the students with kinesthetic learning style Learning through physical activity.¹⁵ When they are reading a book, usually

¹¹ Bobbi DePorter and Mike Hernacki (1999), *op.cit.*, p. 118.

¹² *Ibid.*

¹³ Gavin Reid, *Learning Style and Inclusion* (London: Paul Chapman Publishing, 2005), p. 121

¹⁴ Blue Wooldridge, *Increasing the Effectiveness of University/College Instruction; Integrating the Results of Learning Style Research into Course Design and Delivery in Ronald R. Sims and Serbrenia J. Sims* (ed.), *The Importance of Learning Styles* (Westport: Greenwood Press, 1995), p. 53.

¹⁵ Joy M. Reid (1998), *op.cit.*, p. 163.

they point toward words that they read. Usually they also understand and comprehend lesson easily by rewriting the material that they have learnt. They also give response to physical attention and touch people to get their attention.¹⁶ Because of that, to get people's attention they usually touch and stand near the people whom they talk to. Moreover, these students are also sensitive to the people's expression.

3. The Definition of Speech Production

Speech production is a process of someone to produce articulation by speaker's focusing on a target concept and ending with initiation articulation. As the researcher know that speech production has relation with the speech rate and the words per minute. According to Dom Bernard, the speed at which you talk has a huge influence on how the audience perceives you and your speech.¹⁷ To conclude the speech production of each learning style that will be looked for by comparing the learning styles which are auditory and visual.

C. Theoretical Framework

In this research, there are two variables; they are learners' learning style as dependent variable and learners' speech production as independent variable. To support the research, the researcher explains those two variables as follow.

Speaking is an important for every learner who studies English language. English language teaching-learning, speaking is important because speaking skill becomes one four basic skills that have to be mastered by learners in English Education Department. Even, in some examination speaking skill always becomes

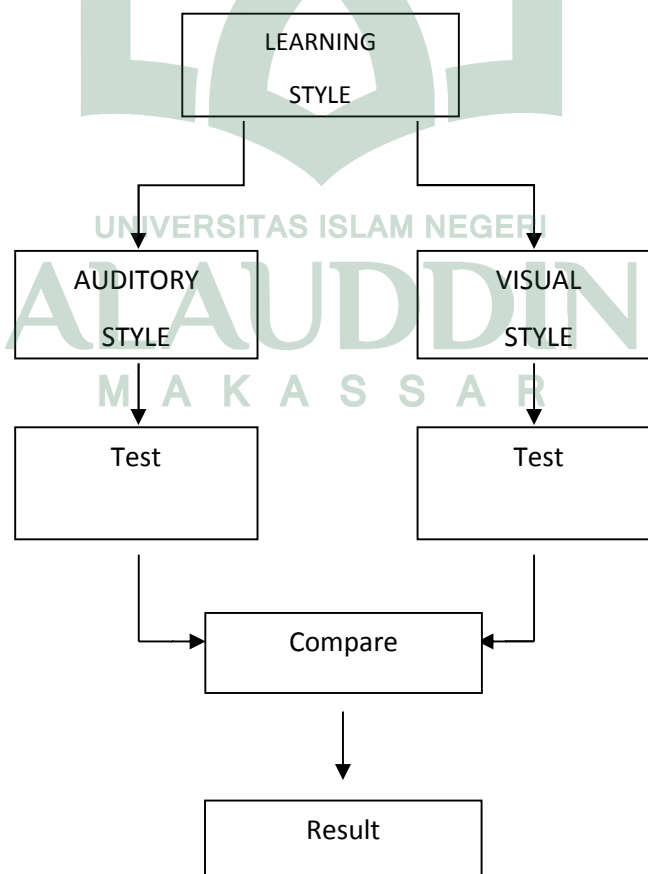
¹⁶ Bobbi DePorter and Mike Hernacki (1999), op.cit., p. 118.

¹⁷ Dom Barnard, *Virtual Speech* London (United Kingdom: Virtualspeech Ltd, 2018),p 11

the one of the skill which is really needed even in daily life because speaking skill will become the tools of them when they communicate with other people. By having the ability in speaking will make learners are ready to interact with others.

Understanding learning style of the learners is really needed for the learners because it can help them to get maximum knowledge in the subject because a good understanding. Conversely, a bad understanding and ineffective using of learning style leads a low knowledge. Based on the theory, it is believed that there is significant difference between learners' learning style, auditory and visual in speech production.

The theoretical framework underlying in this research is given in the following diagram;



In this research, the researcher compared the learning styles specially auditory learners and visual learners by giving some questions where by the question the learners spoken about what they known related to the questions. Afterwards, the researcher would find the data that would compare in this research.

D. Hypotesis

Based on the theories have been elucidated above, it can be propose a hypothesis.

The statistical hypotesis is formulated as follows

H_0 = there is no difference between learners' learning style auditory and visual in speech production at Sixth semester learners of English Education Department in Alauddin State Islamic University of Makassar.

H_1 = there is a difference between learners' learning style auditory and visual in speech production at Sixth semester learners of English Education Department in Alauddin State Islamic University of Makassar.

The research hypothesis is formulated as follows

- 1) There is any influence of auditory learners toward speech production at Sixth semester learners of English Education Department in Alauddin State Islamic University of Makassar.
- 2) There is any influence of visual learners toward speech production at Sixth semester learners of English Education Department in Alauddin State Islamic University of Makassar
- 3) There is any difference towards speech production between auditory learners and visual learners.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The researcher used causal-comparative design in collecting the data. Gay stated that, the basic casual comparative design involved selecting two (or more) groups differing on some independent variable and then comparing them on some dependent variable.²¹

This research included the causal comparative research process, which was the descriptive statistics most commonly used in causal comparative studies were a mean and standard deviation, the inferential statistics are T test, and interpreting the findings in a causal comparative study requires considerable caution.²²

In this research, the researcher tried to compare two kinds of learning style which were auditory and visual learning style in their speech production.

B. Research Variable

The variable of this research were independent variable (X variable) which were auditory learners and visual learners and dependent variable of this research was speech production (Y variable).

C. Population and Sample

According to Arikunto, the population was the whole of research subject, whereas sample was the part of the population.²³ The research population was

²¹ Mills, G.E., Airasian, P. & Gay, L.R. (2012). *op.cit.*, p. 234

²² Mills, G.E., Airasian, P. & Gay, L.R. 2012. *Educational Research: Competencies for Analysis and application*. (New Jersey: Library of congress Cataloging-in- Publication Data 10th Edition.p

²³ Arikunto Suharsimi, *Prosedur Penelitian (Suatu Pendekatan Praktik)*, (Jakarta: Rineka Cipta 2006), p 173.

the learners of State Islamic University of Alauddin Makassar in the sixth semester learners which was in PBI 1 & 2. The researcher choosed PBI 1 & 2 that consisted of 33 learners. The researcher choosed PBI 1 & 2 learners because the learners of English Education Department 1 & 2 was very easy to get the meeting with them.

Purposive sampling was used to decide the sample. Based on the sampling technique, the researcher found 10 learners as the auditory learners and 10 learners as the visual learners. The researcher gave test²⁴ to the samples for knowing their learning style.

D. Research Instrument

Sugiyono said that research instrument was a tool which was used to measure the nature or social phenomenon in the research.²⁵ In the research, the researcher used test for collecting the data. The test would be made to make researcher was easy to collect the data and the test had three questions that should be answered by samples by formulating all answer becoming a speech so the data which was taken from the sample which was the words that they produced by giving a speech or answering the question from the researcher.

D. Data Colection Procedure

The procedure of collecting the research data was begun from 10 March-10 April 2019. The step to get statistical data were begun from determined the kind of materials of the test till the analized the data finding. For more detailed information , the explanation as follow:

²⁴Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran* (Jakarta: Kharwasma Putra Utama 2016), p 130-131

²⁵ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung : Alfabeta 2016), p 148.

- 1) The research determined the questions of test that the learners used in the first, second, and third speech.
- 2) Conceptualize the test speech for all samples.
- 3) The researcher gave three topics for the all samples of the research for answered and then the researcher asked the sample to speak maximum two minutes for each question than explaining what they wanted to say about the topics. The topics which were given to all samples were same and those were commonly topics. For knowing the amount of the words that were produced by the samples, the researcher recorded the speech of every sample.
- 4) The researcher counted all words that had been produced by all samples using application which was developed by Dom Barnard namely Average Speaking Rate and Word per minutes.²⁶

E. Data Analysis Technique

In analysing the data, the researcher used descriptive statistic and inferential statistic using SPSS. To analyzed data using SPSS, the researcher used several steps as follows:

- 1) The researcher collected the data and ensured that the data had been obtained was normally distributed using Kolmogorov Smirnov's normality test was used using a significance level of 0,05 ,if the number was significant (sig.)< 0,05, the data was not normally distributed, if the

²⁶ Dom Barnard, *Virtual Speech*. (London, United Kingdom: Virtualspeech Ltd 2018. (n.d)

number was significant (sig.) $0,05 > 0,05$ then the data was normally distributed.

- 2) The researcher used T test in SPSS to determine the result of the comparison between visual learners and auditory learners.



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This study was runned by the researcher which involved 20 learners of sixth semester of English Education Department academic year 2018/2019 at Alauddin State Islamic University of Makassar, 10 learners are Auditory learners and 10 Visual Learners. And this study was carried out for one month. The researcher conducted speaking test which was done one by one. Therefor the test which consisted three questions for all samples (Auditory learners and Visual learners).

Therefor, the result of the study was. The highest score for auditory learner was 722, the average was 621 and the lowest score was 486. While the highest score for visual learner was 630, the average was 561, the lowest score was 380. This was apparent that the score in auditory was almost double than those in visual.a

According to the data, the researcher showed the frequency table that contained three columns of summary measures as follows;

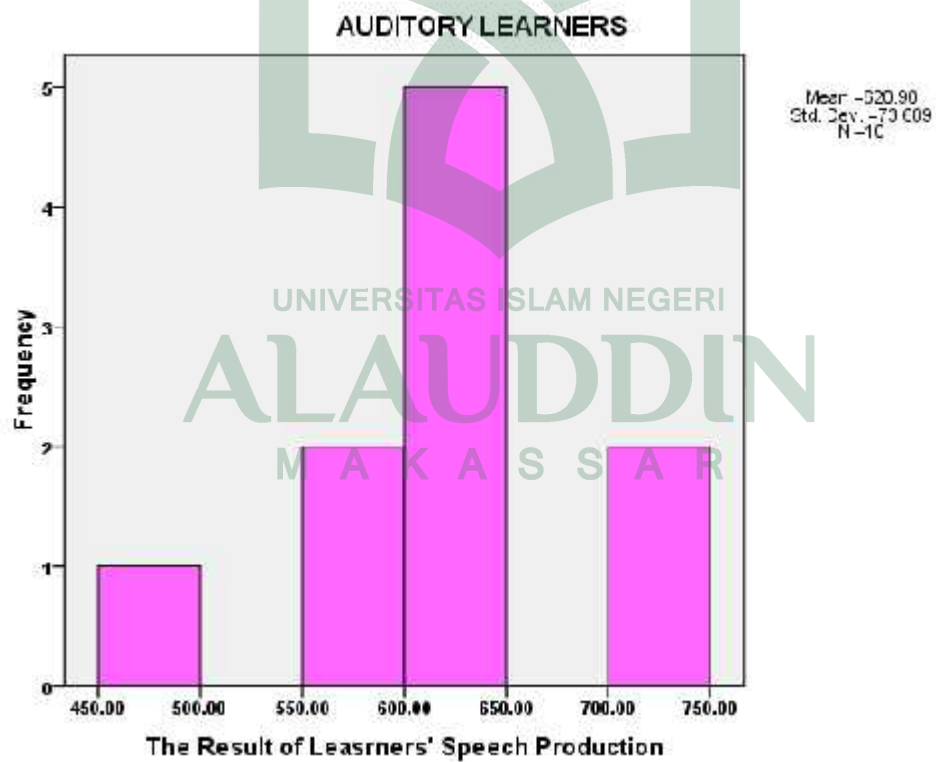
- 1) Valid percent column displays the percentage of score in the data that had been collected from the Auditory Learners and the Visual Learners.
- 2) The out of the total number of missing samples.
- 3) Cumulative percent column was the total percentage of the sample that has been accounted for up to row.

Table 1.1. Frequency table

Case Processing Summary

Auditory learners	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
	10	100.0%	0	.0%	10	100.0%

Histogram 1.1. Frequency histogram



Auditory_learners Stem-and-Leaf Plot

Frequency Stem & Leaf

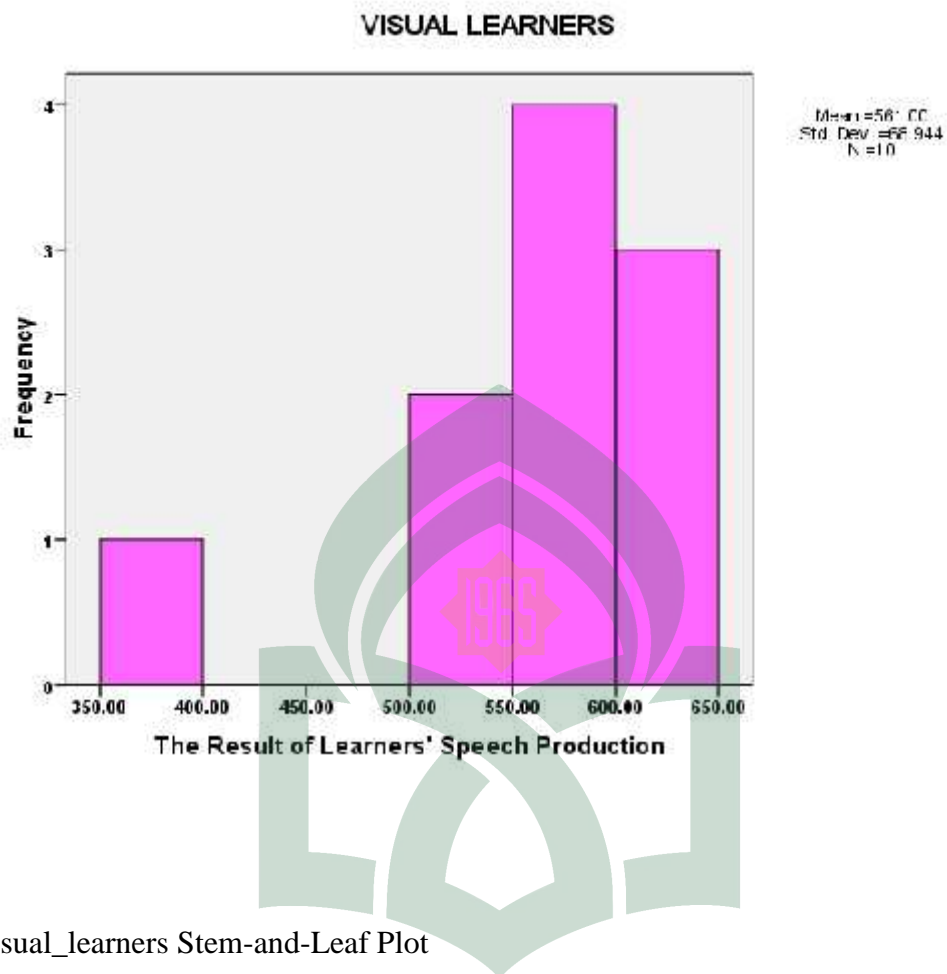
1.00 4 . 8
 2.00 5 . 77
 5.00 6 . 11134
 2.00 7 . 24

Stem width: 100.00
 Each leaf: 1 case(s)

Table 1.2. Frequency table

Case Processing Summary

Visual learners	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
	10	100.0%	0	.0%	10	100.0%



Visual_learners Stem-and-Leaf Plot

Frequency Stem & Leaf
 1.00 Extremes (= <386)
 2.00 5 . 34
 4.00 5 . 6777
 3.00 6 . 113

Stem width: 100.00
 Each leaf: 1 case(s)

The statistics table and the graphs showed the valid values, those things allowed for easy comparison of missing versus nonmissing data.

In analyzing the score, the researcher used one-sample T test in SPSS, whether the mean of a single variable differs from a specified constant and for compare the results of a class to a national norm.

Before conducting further data processing, the research prerequisites are tested, namely normality test. Normality test is useful to overcome whether the research that will be carried out is normally distributed or not. In conducting the normality test, Kolmogorov Smirnov's normality test and Shapiro Wilk are used using a significance level of 0,05 ,if the number is significant (sig.) < 0,05, the data is not normally distributed, if the number is significant (sig.) $0,05 > 0,05$ then the data is normally distributed. Following the result of the normality test obtained

Table 1.3. Test of normality:

Auditory Learners

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
MAKASSAR

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
	.182	10	.200 [*]	.944	10	.601

a. Lilliefors Significance Correction

Table 1.4 Test of Normality

Visual Learners

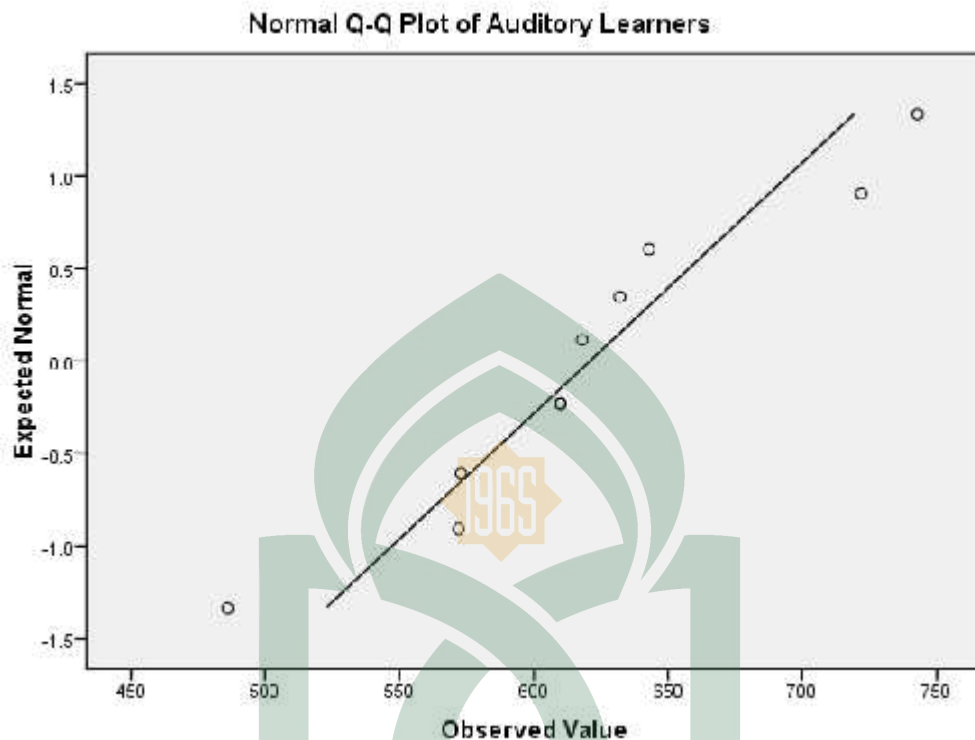
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
kelas_visual	.253	10	.069	.790	10	.011

a. Lilliefors Significouldce Correction

Based on table 1.2, showed that the significouldt value in the Kolmogorov-Smirnov column are ,200 for auditory learners and ,069 for visual learners. The significouldt value is higher than 0,05 (sig> 0,05) so it could be concluded that the number of the learners words result at sixth semester students of PBI 3-4 aare normally distributed. Following this the distribution of the result in Auditory could be seen in Distribution.

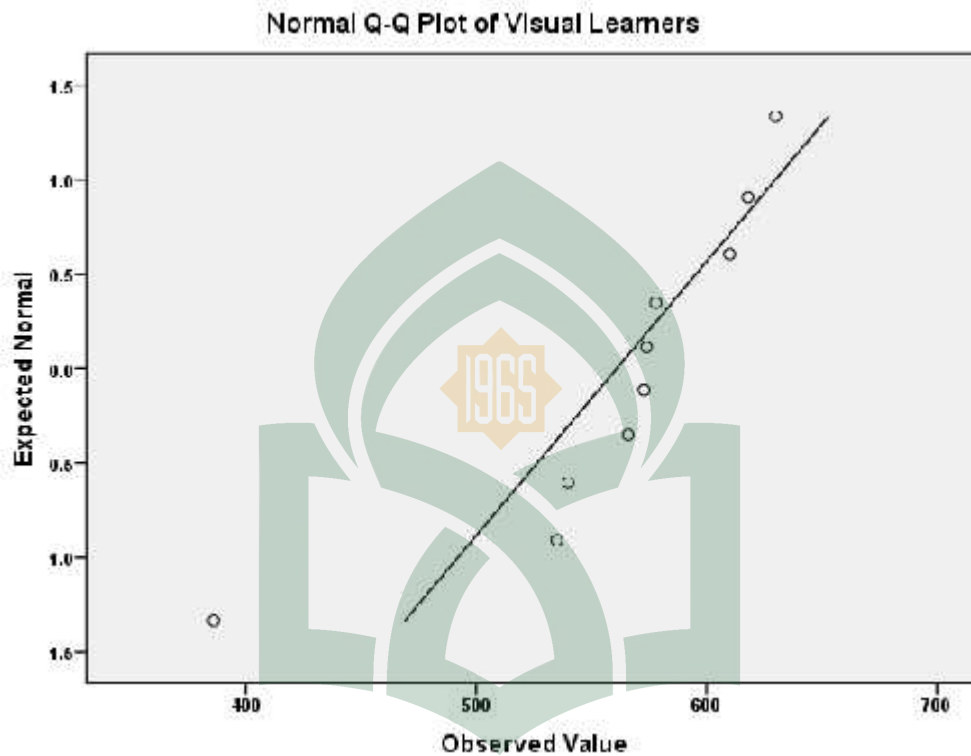
Chart 1. 1. Normal distribution charts of the number of words in auditory learners.



Based on distribution chart 1.1, that is normal distribution graph the result of test in auditory learners shows some points and linear line, the point represents the data, where the more points that are on the graph, the more varied the data obtained from the result of the students' test. While the line describes the normal curve line, the data could be stated to be normally distributed if the points are parallel to the normal curve line or the distance between these points with normal curve lines is close each other. This means that the farther the points from the normal curve line the data could be stated to be not normally distributed. In the graph in chart 1.1, it could be seen that the points are close to the normal curve

line, so that the data from learners' test in auditory learners could be concluded to be normally distributed.

Chart 1.2 Normal distribution charts of the number of words in visual learners



Based on Distribution chart 1.2, that was normal distribution graph the result of the number of words in visual learners shows some points and linear line, the point represents the data, where the more points that were on the graph, the more varied the data obtained from the result of the students' test. While the line describes the normal curve line, the data could be stated to be normally distributed if the points were parallel to the normal curve line or the distance between these points with normal curve lines was close each other. This means that the farther the points from the normal curve line the data could be stated to be not normally distributed. In the graph in chart 1.1, it could be seen that the points are close to

the normal curve line, so that the data from students' test in auditory learners could be conclude to be normally distributed.

After showed the normal distribution charts of the number of words and visual learners, the researcher had determined the mean and standard deviation by SPSS. The result could be seen from the histogram below:

Table 1.5. One-sample statistics.

	N	Mean	Std. Deviation	Std. Error Mean
Audirory	10	6.2090E2	73.68921	23.30257
Visual	10	5.6100E2	68.94442	21.80214

Furthermore, one-sample T test were facilitated and analyzed by using SPSS that finally achieved result in following description.

Table 1.6. One-sample Ttest.

One-Sample Test

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Audirory	26.645	9	.000	620.90000	568.1859	673.6141
Visual	25.731	9	.000	561.00000	511.6801	610.3199

The table 1.4. Indicated that value of sig. (2-tailed) was 0,000. It means the sig. (2-tailed) < 0,05 ,then according to one sample T Test, it could be concluded that H_0 was rejected and H_a was accepted, which means there was a difference between the average learning outcomes auditory learners and visual learners.

B. Discussion

The learning styles of somebody had some kinds and those were influenced by some factors. The way of somebody to get the information, managing, and applying in the real action, social life. Moreover, every person has their own characteristics in studying but there were also had same characteristics. In fact, learning styles are influenced to what they got. In the real life, there were some people easy in inform something and there were also people were difficult in inform something. The learning style was based on the way of someone to absorb information, process and refine as generally or the way of someone in studying.²⁶ Learning style was is a method that was owned by individuals to get information which in principle learning style was an integral part of the active learning cycle.

Auditory learning style was one of the learning styles which had by the learners and it was influencing speaking of the learners. The result of this research showed that auditory learning style had correlation with speaking where the mean score of the auditory learners was 620.9. The score of the auditory learners had average speech rates in presentation rates where they could produce word between 100-150 wpm for a comfortable pace. Auditory learning style more emphasis on the listener's sense. Learning through listening to something can be done by listening to audio tapes, lecturers, discussions, debates, and teaching (command) verbal.²⁷

Learners with auditory learning style were easier to digest, process, and convey information by listening directly. They tend to learn or receive

²⁶ Ula

²⁷ Ula, *Revolusi Belajar: Optimalisasi Kecerdasan Majemuk*, (Jakarta: Ar Ruzz Media 2013. .

information by listening or using verbal. Learners with auditory learning style had strength in their ability to listen.

With an auditory learning style, learning and processing information with good listening skill in an effort to achieve good learning achievement as well. The theory above supported the result of this research that auditory learning style had good value in speech.

Visual Learning style was one of learning style that had been in learners which influenced speech of the s learners. The result of this research shown that there were positive correlation between visual learning style and speaking. The mean score of visual learning style in their speech were 561 word where the researcher said that the visual learning style also had good value in speaking same with the auditory learning style the average speech rates in presentation rates where they could produce word between 100-150 wpm for a comfortable pace.

Visual learning style was one of learning styles of learners which was basically more stressful on how a learners was easier to learn the subject matter through seeing, staring at, or observing the object of learning. It aimed to help learners focused on understand the material learned. Focused on object learned was very important so learners could understand the material. Kartono said that the attention was a common reaction of organisms and awareness which causes activity, concentration, and power to increase limitation of awareness of one object.²⁸

Visual learning style helped learners in focusing in attention and concentration on the materil learned through seeing, looking at, and observing the object learned. While reading it, helped learners focused attention and concentration on the study material so learners would more easily understand the

²⁸ Kartono, *Psikologi Umum*, (Bandung. Mandar Maju:1996) p 111

material. This was supported by Ahmad and Supriyono opinions which stated that the visual type will quickly learn the material presented in a special way.²⁹ In other words, it was easier to study material lessons that can be seen with tool his eye sight.

Visual learning style made learners learning through seeing, watching, observing. More specific, Ula stated that visual learning style was learning with see something, either through picture or diagram, show, demonstration or video.³⁰

The theories above supported this research that visual learning style was one of learning style that had been in learners which influenced speech of the learners. The result of this research shown that there were positive influence between visual learning style and speaking. The mean score of visual learning style in their speech were 561 word where the researcher said that the visual learning style had good value in speaking same with the auditory learning style the average speech rates in presentation rates where they could produce word between 100-150 wpm for a comfortable pace.

Therefore, the difference between auditory and visual learners had positive significant where the result showed that the number of learners' words in auditory learners is higher than learners' words in visual learners. The analysis of the mean score gap between auditory learners and visual learners in the test were different. The mean score auditory learners was 620.9 and 561 for visual learners. The explanation of the gap between two tests showed that the number of words in auditory learners better than the number of words in visual learners.

The alternative hypothesis of this research would be accepted if the sig. (2-tailed) < 0.05. While, if the t-test the sig. (2-tailed) > 0.05 it means the alternative

²⁹ Ahmadi and Supriyono, *Psikologi Belajar Edisi Revisi*, (Jakarta: PT. Rineka Cipta 2004), p 84

³⁰ Ula, *Revolusi Belajar: Optimalisasi Kecerdasan Majemuk*, (Jakarta: Ar Ruzz Media 2013. .

hypothesis would be rejected. The result of the data analysis was the sig. (2-tailed) (0.0) was smaller than value (0.05).

Based on the result, the H_a was accepted. In other words, which means there is a significant difference between the average word outcomes auditory learners and visual learners, the auditory learners are better than the visual learners.

In conclusion, based on the result of number of words in visual learners and auditory learners, the researcher could conclude that auditory learners becomes the more appropriate one for the good speakers in speech production for students of sixth semester students of PBI 3-4 in Alauddin State Islamic University of Makassar.

Supporting research results, were carried out by Santi Melfita. According to her research result with title *Pengaruh Strategi Pembelajaran dan Gaya Belajar Terhadap Hasil Belajar Bahasa Inggris di SMA Negeri 4 Banda Aceh*. Her research that aimed to know whether English learning outcomes of students with a tendency towards visual learning styles were higher than learning outcomes of student learning styles with trends in auditory learning styles and student learning outcomes with tendencies of kinesthetic learning styles. The result of her research was students with a tendency towards auditory learning styles had higher English learning outcomes compared to students with a tendency towards visual learning styles and students with a tendency towards kinesthetic learning styles.³¹ It is also in line with Arylien, Uda and Josua stated in their research (*Pengaruh Gaya Belajar Visual, Auditorial, dan Kinestetik terhadap*

³¹ Santi Melfita, *Pengaruh Strategi Pembelajaran dan Gaya Belajar Terhadap Hasil Belajar Bahasa Inggris di SMA Negeri 4 Banda Aceh*, (Medan: Unimed 2009), p. 141.

Prestasi Belajar Siswa SMK Negeri 5 Kupang) that there was significant influence toward learning styles.³²



³² Aryline Ludji Bire, Uda Geradus, Josua Bire, *Gaya Belajar Visual, Auditorial, dan Kinestetik terhadap Prestasi Belajar Siswa SMK Negeri 5 Kupang* (Kupang: Universitas Negeri Yogyakarta, 2014)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As it has been explained in the previous chapters, students' learning style is the one of the factor that affects students' ability in any subjects and skills such as in listening, writing, speaking, and also reading. It is really important for the students to understand their own learning style well in order to make them to find the easy way for improving thier ability specially for speaking so that they can get maximum result or best ability in learning procces specially for speaking.

Based on the number of words of all the samples some conclusions can be drawn as follows:

1. The conclusion of this study showed that the number of words in auditory learners is higher than of words in visual learners. The analysis of the mean score gap between the visual learners and visual learners in the test was different. The mean score of the auditory learners was 620,9 and 561 visual learners. It means the gap of the students' score of the auditory learners and visual learners was 60. The explanation of the gap between two learning styles showed that the number of words in auditory learners better than the learners' in visual learners.
2. The auditory learners is better than visual learners in speaking specially for the sixth semester students of Alauddin state Islamic university of Makassar.

3. The speech which was given all samples still had been low because the amount of the words that all sample producing was not fulfil the characteristic to have one characteristic as a speaker.

B. Suggestions

Several suggestions are provided which hopefully might be beneficial for teachers and other researchers or even readers to pay much attention in. They are as follows:

1. Learners in English Education Department have to always practice their speaking so they will be easy or fluent in producing words and also by practicing the learners get good accuracy in speaking. The teacher should give tricks or techniques to increase the students ability specially in speaking class. As we know that the ability in speaking or the accuracy or another aspects will influence the students ability in some cases such as like teaching, in teaching the teacher must have ability in controlling their speaking so that the students will feel enjoy with the lesson which is shared. To sum up, as the candidate of teacher the students of English Education Department especially for the Six Semester Learners for always practicing and elevate their skill in speaking because it will very important for their future as a teacher.
2. The finding revealed that learners performed better on the auditory learners than the visual learners test. The teacher could know the better learning style in speaking by recognize the learning style of the learners.

Moreover, lecturer specially for speaking class must care with this case so the lecturer can make or apply a method of teaching or technique which appropriate for both learning style so they can be easy to improve their skill in speaking skill.

3. The teacher or lecturer should give tricks or techniques to the learners for getting the best speaking in the speaking class.
4. This study has its own limitation. Therefore, further studies and investigation on this subject with diverse selection of participants will bring out more detail and applicable data for the improvement on students ability specially speaking skill in future.



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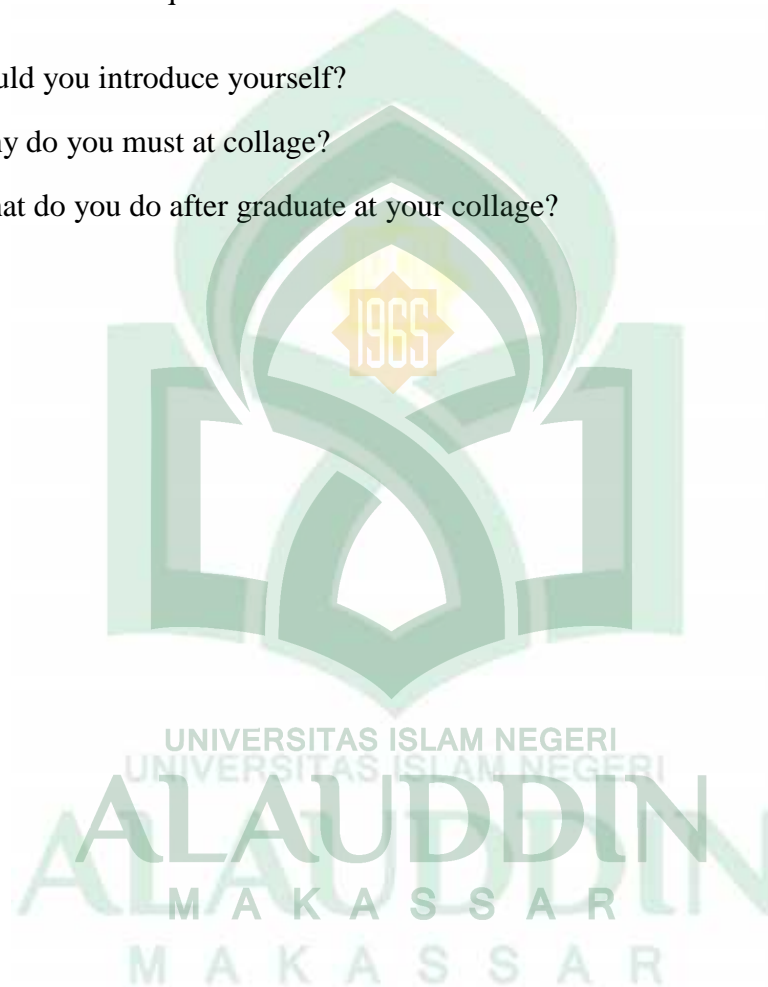
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APPENDIX I

In collecting the data the researcher gave some questions for all samples so that the data that would be counted was ready. The questions for auditory learners and visual learners are simple questions for making the samples was easily to give a speech. There for the questions as follows:

1. Could you introduce yourself?
2. Why do you must at collage?
3. What do you do after graduate at your collage?



APPENDIX II

The Row Score of the Auditory Learners

NAME	Score of Words for 1 st Question	Score of Words for 2 nd Question	Score of Words for 3 rd Question	Score
N.N.A	222	245	250	722
U.U	198	184	197	572
K.H	185	229	230	572
A.S.S.A	116	149	171	486
F	200	210	200	610
N.H	245	250	248	743
D.S.U	212	250	248	743
N.H.S	200	207	203	610
A	199	203	216	618
M.A	190	188	195	573
Total				6.249

APPENDIX III

The Row Score of Visual Learners

NAME	Score of Words for 1 st Question	AmountOF WordsFor 2 nd Question	AmountOF Wordsfor 1 rd Question	Score
N.L	124	128	134	386
D	176	211	179	566
A.P.N	152	162	202	535
E.Y	189	164	221	574
A	178	180	182	540
M.F	200	207	203	610
N.A	220	200	210	630
S	190	188	195	573
N.Q	180	191	207	578
M.A	190	188	195	573
Total				5.565

APPENDIX IV

The Mean Score of Audioty Learners and Visual Learners

A. Auditory Learners

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{6249}{10}$$

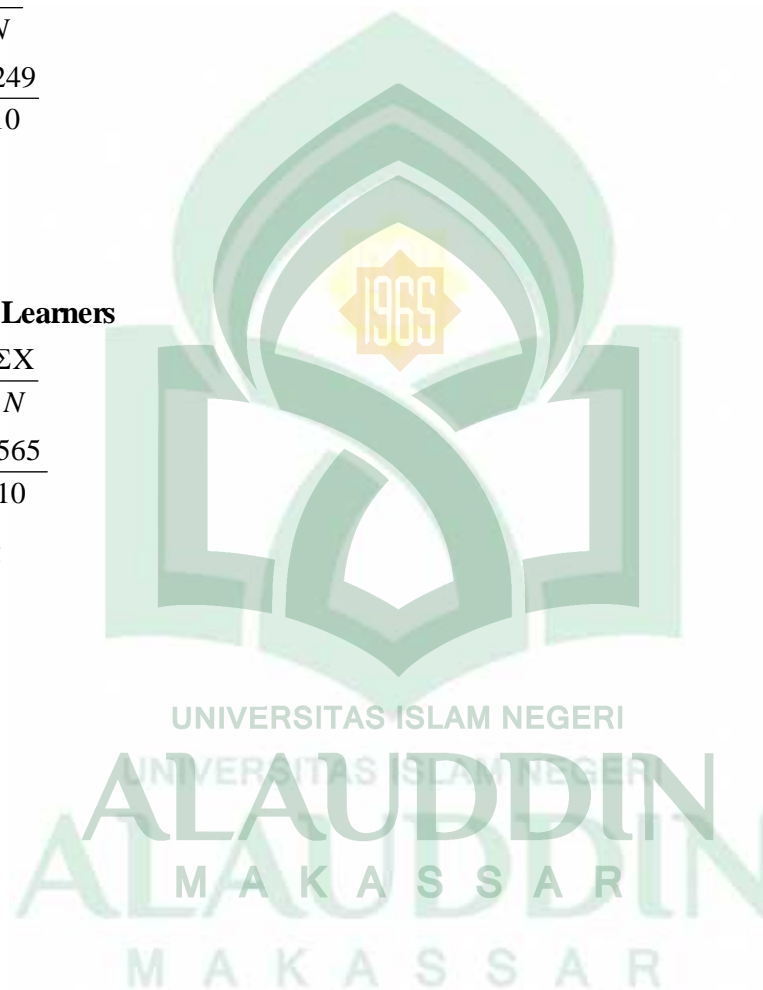
$$\bar{X} = 624.9$$

B. Visual Learners

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{5565}{10}$$

$$\bar{X} = 556.5$$



APPENDIX V

Documentation





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Muhammad Fadly Hidayat was born in Kalosi on 28th Juny 1996. He is the first child of his parents, Muchlis Nurum and Farida Jamudi. He has three brothers, Muhammad Aditya, Muhammad Fahrul Ilham and Al Fian Resky Mutha. The researcher, he started his education in MIN Salubarani, Tana Toraja in 2004 and graduated in 2009. He continued his junior and senior high school at MTsN Gandangbatu Sillanan and SMKN 1 Enrekang in 2009-2014. After finished her school time she accepted at Alauddin State Islamic Univercity of Makassar in English Education Department, Tarbiyah and Teaching Science Faculty.



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