THE CORRELATION STUDY BETWEEN STUDENTS' LEARNING STYLES AND SPEAKING ABILITY

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A R T I C L E   I N F O

Abstract. The study aims to examine whether there is any important association between learning style and students' Speaking ability. In this study, a sample of 42 students from the English Education Program at Universitas Teknokrat Indonesia was selected using a quantitative survey method. The sample was chosen based on relevant criteria, and data was collected via questionnaires. The data was then analyzed using SPSS Windows 21 to ensure valid and objective results. The investigation yields a least score of 70, a greatest score of 90, and an average score of 85, and the results of this study were 0.755. The findings suggest a positive relationship between the use of diverse learning styles and speaking abilities among the students. The results highlight the importance of adapting teaching methods to accommodate individual learning preferences to optimize language learning outcomes. Additionally, validity and reliability tests of the questionnaire ensure its effectiveness in measuring the intended constructs, providing a reliable tool for further research in this field.

INTRODUCTION

The student success in learning particular subjects can be influenced by learning style, which is a highly significant component in education. By assessing each student's unique talents, teachers can get a sense of their learning preferences and help both students and teachers identify the most convenient learning method (Pratama et al., 2024). One element of education that significantly influences a person's ability to incomplete the learning process is their learning style. Students can also use their learning style to consistently address and process information or learning materials that they have acquired during learning activities. Different people have varying capacities for taking in, comprehending, and retaining study material; some are normal, quick, or sluggish (Putra, 2021). They occasionally have to search for other methods of comprehending information or content that are equivalent to learning. The inclination of each student's learning style also affects how well they learn. To fully understand the material being studied, a teacher must, of course, be aware of each student's chosen learning style (Citrawan et al., 2024).

A person's learning style is determined by how they interpret and process the information they encounter during educational activities. The idea of learning style, which relates to the condition or choice of learning, is one facet of learning style. Furthermore, learning styles

are general ways, like visual, auditory, or kinesthetic, that are frequently employed when learning a new language or other disciplines, according to Aprina (2023). According to Cahyani & Suastra (2024), learning styles are divided into three categories based on modality: kinesthetic learning styles (more sensitive to movement and touch), auditory learning styles (more sensitive to hearing), and visual learning styles (more sensitive to sight). Every individual has a different learning style, but one is unquestionably more prevalent than the others. Everybody has a favored method of learning that makes learning simpler for them. Additionally, every individual who is aware of their own learning style will be able to use learning tactics that will help them learn (Burhanuddin et al., 2023).

Speaking is especially important when studying English because it improves understanding of the course materials (Asraf, 2021). Students must initially concentrate on proper pronunciation as a basis for fluency in order to speak effectively in English. English is a vital subject in education as a foreign language, covering the fundamental abilities of speaking, listening, reading, and writing. Speaking is crucial for efficient communication. Nonetheless, college students frequently differ in their speaking ability. Some people may have trouble putting their ideas into words and turning them into coherent speech, which can make it difficult for them to participate in speaking exercises. Motivation, aptitude, personality, learning tactics, and individual learning styles are some of the aspects that frequently impact these challenges (Suhardita et al., 2024). While external determinants include effects from classmates, family, academic settings, and the larger environment, internal factors include physical abilities, IQ, talents, hobbies, and preferred learning methods (Marlina & Sholehun, 2021). To overcome speaking challenges and become fluent in English, these aspects must be addressed.

In this study, speaking is defined as the ability of undergraduate students to express themselves orally in a clear, fluent, and appropriate manner within a meaningful context. This entails employing proper pronunciation, grammar, and vocabulary, as well as following the pragmatic and discourse principles of spoken language for both transactional and interactional reasons. Speaking starts with drilling and practicing predetermined sentences and modeling them, and it progresses to interacting with people in contexts that call for impromptu reactions. Therefore, in addition to learning the language, fluent speakers also need to know what to say in certain situations.

Burns (2019) pointed out that capable English requires three central competencies: information on talk and dialect, communication procedures, and fundamental talking abilities. Information in English is fundamental for us to communicate well in this world wide world (Rao, 2019). Three English aptitudes (reading, writing, and listening) considers talking to be the foremost vital language in the world to memorize how to communicate in English (Nunan, 2019) & Parmawati (2018). With ideal speaking abilities, understudies can learn how to precise their thoughts and feel the learning benefits that make learning more significant (Asnita & Khair, 2020).

In any case, speaking is not as simple because it sounds and is more than fair to say words (Supina, 2018). Sahara et al. (2021) characterized dialect as the transmission of sounds and words for communicating with others and for the verbal trade of thoughts and data. Verbal communication moreover incorporates contemplations and data. Fundamental talking aptitudes incorporate the capacity to arrange dialect (e.g., building on past articulations, checking comprehension, redressing communication shortages, and giving criticism), and

when dialect shortages happen incorporates the ability to communicate with It moreover implies the capacity to control dialect forms (Mutaat, 2022).

There are many facets to speaking: grammar, pronunciation, fluency, etc. Regarding the basic ability to speak Tamar (2021) it states that capacity alludes to the capacity to handle discourse rapidly (e.g., pauses, speaking rate, discourse markers, formulaic language) to improve fluency. Hypothesized verbal capability measures point to utilize a fundamental unique concept called cognitive verbal capability. The speakers' efficiency in planning and coding a language (Bielak, 2022). English communication in the classroom, especially among students, needs to be improved to increase oral fluency (Phan et al., 2022).

Nazara (2011) noted that many students prioritize verbal fluency over reading and writing skills, emphasizing its importance in communication. However, achieving fluency in speaking requires time and effort, as language learners often operate outside structured classroom environments and must adapt to naturally speaking conditions to effectively express themselves (Kumar et al., 2022). According to Burnkart (2018), speaking is the most critical language skill, and proficiency in English is often measured by one's ability to communicate orally. Widiati & Cahyono (2006) further explained that modern second or foreign language education programs focus on developing English-speaking proficiency as a key metric of success. Additionally, Jaya et al. (2022) emphasized that speaking proficiency is influenced by a learner's vocabulary size, depth, and retrieval speed, highlighting the essential connection between vocabulary and effective communication.

Hashemnejad et al. (2014) mentioned that if students cannot master and learn more vocabulary, they will face more difficulty in the language learning either in speaking, listening, or reading. Nikijuluw (2020) also added that to be a fluent English learner, they need to master its vocabulary. If they have it, they can express their ideas, write in their own words, listen and understand what other people speak easily. Specifically, to be a fluent speaker, it is necessary to have both a lot of practice and a sufficient amount of vocabulary (Kumar et al., 2022).

With sufficient vocabulary items, the speaker is able to communicate and understand the written expression (Suwidiariathi, 2023). Therefore, teachers need to link the new vocabulary to the context or class environment in order to make it easier to understand and remember the meaning of it. This is supported by Khairoes & Taufina (2019) arguing that learning vocabulary through context helps the student bridge the gap between the students' real-life exposure to vocabulary and the learning environment of the class. Otherwise, if the teacher sill use vocabulary based handbooks without the media, students will be bored and lazy to learn new words, thereby many students fail to master English because their vocabulary is still lacking Bacha et al. (2021), then they will not able to communicate fluently in consecutive sentences as well (Lengari, 2022).

Not only vocabulary, the teacher also needs to teach the other aspects in speaking as having a good vocabulary does not guarantee the students have the same level of other aspect ability. This is in line with Ratnawati (2020) who found that students whose great mastery of vocabulary still have some difficulties in grammar and spelling. According to Jaya et al. (2022), students often stop engaging in English-speaking activities once their classes end, reverting to their mother tongue or local dialect when communicating with friends and

family. Additionally, learners face challenges in developing their speaking skills due to a fear of making mistakes and feelings of shyness when speaking in class.

Students should focus on the key traits of effective speaking activities to achieve the desired level of fluency in their speech. To foster this fluency, it is essential to implement various methods and techniques tailored to the students' needs (Kumar et al., 2022). Handayani (2019) research identifies several strategies teachers can use to enhance students' speaking skills, including role-playing, drilling, outdoor activities, direct strategies, and providing motivation. Students' learning processes, teaching methods, and their interactions are influenced by diverse learning styles (Widana et al., 2023). Each learner has a unique and consistent way of perceiving, organizing, and retaining information. Learning styles can be defined and categorized as a set of variables, behaviors, and attitudes that enhance learning in various contexts. These styles reflect how learners perceive their environment, communicate, and respond to different situations. Therefore, educators should consider these learning styles and strategies when designing and selectinglearning materials to optimize student achievement (Albeta et al., 2021).

Additionally, Hosseini & Mehraein (2022) emphasize that recognizing and reflecting on individual differences helps learners identify their strengths and weaknesses, promoting autonomy in learning. Learning styles are generally categorized into three types: visual (learning through vision), auditory (learning through hearing), and kinesthetic (learning through movement, touch, and action). Difficulties in language learning for students are largely because teachers focus on teaching English skills, reading, speaking, and writing, regardless of student characteristics. Moreover, teachers do not know how to use proper teaching methods in the classroom. Teachers need to know students' learning styles to bring materials closer to them. It helps teachers to choose the appropriate method for their English subject. Basic speaking ability is an important skill in language learning.

Speaking ability is important in university study. The ability to specify oneself verbally, fluently, coherently, and meaning arranged in a meaningful context is useful for both events and communication. The aim is to use vocabulary, grammar, correct pronunciation, and to learn the practical and discourse rules of spoken language. Stories begin with group sentences and practice repeating patterns. It also means interacting with others in situations of voluntary participation. Hosseini & Mehraein (2022) highlight the importance of recognizing and reflecting on learners' individual differences, as this awareness empowers them to identify their strengths and weaknesses, fostering autonomy in learning. Learning styles can be categorized into three main types: visual (learning through seeing), auditory (learning through hearing), and kinesthetic (learning through movement and hands-on activities). While every student possesses all three learning styles, one tends to be more dominant, shaping how they best absorb information. By understanding these unique characteristics and preferences, instructors can effectively tailor their teaching strategies and methods to enhance the learning experience for each student.

Drawing from the statements above, the researcher conducted a study titled *"The Correlation Study Between Students' Learning Styles and Speaking Ability at Universitas Teknokrat Indonesia"* to investigate whether learning styles significantly influence the speaking ability of students. The study aimed to determine the extent of this contribution, utilizing a correlational research design.

METHOD

This study was conducted with 42 students from the Department of English Education and Literature, Universitas Teknokrat Indonesia. Data collection was carried out by distributing questionnaires. Based on the results of the second semester, the results of the students were summarized. The researcher then used her SPSS for Windows version 21 to run a reliability test before completing the questionnaire. The results have appeared in the table below

Table 1. Reliability Statistic of Questionnaire

Cronbach's Alpha	N of Items
.960	15

Table 1, appears the unwavering quality measurements of the survey with Cronbach's alpha of 0.960, showing tall unwavering quality. There are 15 questions. The survey utilized a Likert scale, within the extent of Strongly Agree (SA), Agree (A), Disagree (N), Strongly Disagree (SD), and where each item has a value ranging from 4 to 1.

Table 2. The Likert scale ranges

Statement	Point
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

A higher value on this scale indicates that the subject is using more learning styles, and a lower value indicates that the is using fewer learning styles.

Table 3. Descriptive Statistics of Students' Speaking Grades

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking_Grade	42	70	90	85.48	7.055
Valid N (Listwise)	42				

From this table, we can conclude that the highest score for speaking is 90 and the lowest score is 70. The speaking average is 85. As mentioned above, the purpose of this study was to find an association between student learning styles and speaking ability, as evidenced by speaking performance.

RESULTS AND DISCUSSION

The purpose of this study is to examine the relationship between learning style and speaking ability, which is reflected in speaking performance. This study was conducted at the undergraduate level. There were 15 questions in total. The findings are presented in the information and tables below. This topic reflects the statement of the correlation between

learning styles and speaking abilities. The table below provides a simple summary of the result.

Table 4. Result of Questionnaire

No	Statement	N	Mean
1.	I can keep in mind most of the data that I have listened to in an address or course discourse without taking notes.	42	3.37
2.	I add many original ideas during class discussions.	42	3.22
3.	I move my hands when I speak.	42	3.37
4.	I make a picture of new words in my mind.	42	3.33
5.	Talking about a subject with someone else helps me better understand my ideas.	42	3.41
6.	I practice using new grammar forms when I talk.	42	3.33
7.	I meet new individuals effortlessly by hopping into the discussion	42	3.11
8.	I remember things better if I discuss them without loud.	42	3.26
9.	I will keep talking by looking at the ct such as pictures and notes.	42	3.15
10.	When I converse with somebody I more often than not play with things that I touch, such as a pen.	42	3.11
11.	I keep in mind data that I have examined in course with an accomplice or a little bunch.	42	3.30
12.	When learning new content in a target language, I carefully distinguish between sounds, grammatical forms, words and phrases.	42	3.00
13.	When I'm talking to someone, I usually use my fingers to illustrate something, such as the name of a place or thing, to explain what I mean.	42	3.19
14.	I need verbal instructions about my work.	42	3.22
15.	When I can't think of a particular word, I utilize my hands a part and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig".	42	3.22
	Mean		**3.24**

There are fifteen statements in the table with an average of 3.24. The highest average is Q5*"Talking about a subject with someone else helps me better understand my own ideas"* This appears that many students used learning styles. The results of the study show that students who have a speaking partner are better able to control or understand their thoughts. They also learn English by remembering what they hear in English (Q1). This can be done whether or not students speak English in formal situations (Q3).

Table 5. Correlation Between Learning Style and Speaking Grade

		Speaking Grade	Learning Styles
Speaking Grade	Pearson Correlation	1	.755**
	Sig. (2-tailed) N		.000
	N	42	42
Learning Styles	Pearson Correlation	.755**	1
	Sig. (2-tailed) N	.000	
	N	42	42

Based on the above data, we can see that the more learning styles students use, the better their speaking performance. The relationship between the two variables can be seen with a Pearson correlation value of 0.755. This means that the relationship is positive. Learning styles and speaking ability can be assessed from a student's speaking performance. This result is acceptable as it is expected that any combination of learning styles will lead to better learning outcomes. It is also because each language learning style has its own advantages in supporting both the linguistic and content aspects of the student's learning process.

As said in the discussion, individual differences in learning capacities highlight how crucial it is to recognize and meet a range of learning demands. Adaptive teaching strategies are necessary to provide equitable possibilities for comprehension and retention since students' process information differently and at varying speeds. By classifying learning styles into visual, auditory, and kinesthetic modalities, Brown Douglas and Suci Kurnia P. give teachers a framework for customizing instruction according to students' preferred senses. Kinesthetic learners flourish through practical experiences, auditory learners do best with spoken explanations, and visual learners gain from pictures and diagrams. Teachers can establish more inclusive and productive learning environments by coordinating their teaching strategies with these media.

The importance of comprehending and meeting a range of learning demands is highlighted by the discussion's observation of the variability in individual learning capacities. Because different students receive information in various ways and at varying speeds, adaptive teaching strategies are necessary to guarantee equal opportunities for understanding and retention. Brown Douglas and Suci Kurnia P. divide learning styles into three categories: kinesthetic, auditory, and visual. This framework allows teachers to modify their lessons according to students' preferred senses. Diagrams and pictures help visual learners, spoken explanations help auditory learners, and hands-on activities help kinesthetic learners. By coordinating instructional strategies with various modalities, teachers may establish more productive and inclusive classrooms.

A crucial component of language instruction is speaking skills, especially when learning English as a second or foreign language. Grammar, vocabulary, pronunciation, and conformity to pragmatic and discourse norms are all components of effective speaking. (Burns, 2019) highlights three essential skills needed for successful speaking: basic speaking abilities, communication techniques, and language form understanding. The ability to

communicate ideas clearly, modify language usage for various situations, and communicate effectively in everyday situations all depend on these skills.

The purpose of this study was to investigate how undergraduate students' speaking abilities and learning preferences relate to one another. The findings show that using a variety of learning styles and having better speaking skills are positively correlated (Pearson correlation value = 0.755). According to Indrawan Sanny et al. (2020), a correlation of 0.755 indicates a strong correlation. According to the results, students who use a variety of learning techniques—like talking about topics with their friends (Q5) or retaining English phrases they hear (Q1)—perform better while speaking. The impact of learning methodologies on students' speaking proficiency is further demonstrated by the average speaking score of 85, which ranges from 70 to 90.

The significance of understanding individual learning styles is supported by Hosseini and Mehraein (2022), who highlight that recognizing these differences helps learners identify their strengths and weaknesses, fostering autonomy. Knowing each learner's unique learning style is crucial since it enables them to identify their advantages and disadvantages, promoting self-reliance. Each of the three learning styles—visual, auditory, and kinesthetic—has a distinct function in the educational process. Combining these approaches enhances content understanding and language proficiency. According to the study, speaking performance is improved by incorporating various learning approaches. This confirms past findings that communication skills can be enhanced through the use of individualized education strategies. Teachers should establish a learning environment that employs a variety of techniques in order to improve student learning. Students can enhance their speaking skills when they are aware of their preferred learning style and employ appropriate strategies. Both educators and learners can effectively improve their english peaking abilities by putting these concepts into practice.

The results of this study align closely with previous research, emphasizing the importance of understanding and addressing individual learning styles to improve language acquisition, particularly in speaking skills. Earlier studies have also highlighted that recognizing students' strengths and weaknesses through their preferred learning styles (visual, auditory, kinesthetic) not only helps enhance learning but also fosters greater learner autonomy. This finding supports the argument that a mix of these learning styles contributes significantly to both linguistic and content knowledge, which in turn improves communication abilities

CONCLUSION
This study aims to see if there was a significant association between the use of learning styles and students' speaking ability. The results showed that language learning style was positively correlated with speaking ability, as indicated by speaking grade. In other words, the more students adopt that learning style, the better the quality of learning. Conversely, when students use less effective learning styles, they perform poorly. The result of the study may have educational implications for teachers who pay attention to their student's learning styles. It is also important for students to identify the language learning style that best suits their learning style and to be able to use as many learning styles as possible to continuously improve their English learning outcomes. Researchers who may conduct research in the same field in the future are expected to involve more participants to validate their findings. It is also important for other researchers to examine the extent to which each language learning style affects students' ability to speak.

Based on these findings, it is recommended that teachers integrate multiple learning styles into their teaching strategies to accommodate diverse learners. Schools and institutions should also provide training or workshops for educators on how to identify and apply learning styles effectively in the classroom. Additionally, students should be encouraged to explore different learning approaches to enhance their speaking skills and overall language proficiency.

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