

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, setting of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of key terms. This chapter is very important for this research, because this chapter is as the basic of this research.

A. Background of The Research

Learning is a process of individual behavior changing through interaction to the all situation around the individual environment. It can be also called as process of guidance to the objectives and doing through experiences, those are seeing, observing, and comprehending about something. It means that learning is something that people did in their activity and in we have all participated. When learning, people do many things like trying, researching, experiment, trial and error, and others as learning activity.

In learning activity, students do many activities to achieve the learning objectives for example mastering subject as preparation for the test, memorizing new vocabularies and categorizing them, doing assignment, developing material or skill that we mastered ever. Moreover, in learning language, students try to use language for purposeful communication and learning language involves learning how to use words, rules and knowledge about language and its use in order to

communicate with speaker of the language. From that definition, researcher can take statement that people need to learn language to express, create, and maintain social and interpersonal relationship in our daily activities. Learning language activity is to direct students to express their feeling and communicate the feeling, ideas, and thought by using of conventionalized sign, sounds, gestures, or marks having understood meaning (Brown, 1980: 5). It means that students use the language actively to communicate and interact with other both in speaking as well as writing.

Language that are most used by people in every country is English. In Indonesia, English roles as a compulsory foreign language that must be learned by students form elementary until senior high school. Besides that, mastering English for students is important, they can learn many knowledges and skills with English.

In learning English, some students perform more successfully than the others for some reasons; those are social, aptitude, affective, personality, biological, and cognitive. All of them can affect the foreign language acquisition capability of learners. Besides that, the important variables in language learning are age, sex, motivation, attitude, aptitude, personality, learning strategies, and learning style. Thus, some students perform different from the other in their learning process which decisive their English learning outcomes.

Hamalik stated there are several elements in learning process, such as: learning motivation, learning material, learning equipment/ aids, learning environment, and learning conditions. Therefore, students and teacher must

always create a good learning environment, challenging and exciting including to decide appropriate technique, strategy, or learning styles for processing learning materials. Learning styles are different methods of learning or understanding new information, the way a person takes in, understands, expresses, and remembers information. Thus, each learner has his own preferred ways in learning. It can be understood that learning styles influence the learning process which also influence students' learning outcomes.

Learning style can be used by students to learn language, including English. They can select learning style that is suitable for them to learn and practice English by themselves. So, the students will learn best if taught in a method or strategic appropriate for the students' learning style.

Each student has their own learning style. They use their learning style type to enhance their knowledge and skills in English learning process. They learn through seeing, hearing, or doing something. They do some learning activities in classroom which relate with their learning style, like making a group discussion, grouping for dialogue, and watching video or movie. In this case, students' learning style types help teachers to develop their classroom activity.

Learning style is one of the main factors that help determine how and how well the students learn a second language or foreign language which can influence their comprehension both in reading, writing, listening, and speaking. It means that learning styles has an important role in English skill. Felder and Silverman (1988) preferences Learning style is the characteristic difficulties in the process

of an individual's acquiring knowledge, holding and processing it. The matching learning style with the methods that are used to teach by teachers will increase their students' achievement especially in speaking skill.

Speaking is one of English language skills. If students want to speak English fluently they have to be able to pronounce correctly. It is also called productive skill because when people speak they produce the language. Definition of speaking based on Suharyati and Suryanto (2003) that the essence of speaking is a moving process from one source to another. It means that speaking as result of getting information through people's mind then they will perceive in words and keep in their mind and at the end of the processing is produced the words in orally, called speaking. To increase our skill in communicating in English, it is not enough in the classroom but practice outside of the classroom it will be influenced our speaking skill. It means that speaking is one of English language skill that has taught in school. It is not easy for students to speak in English fluently, because speaking is productive skill when students must be able to produce word to communicate with each other.

Teaching speaking is a very important part of second language learning. It is because the goal of teaching speaking is to improve students in communicative skill. As a result, the teacher must be innovative to create good atmosphere in speaking class, because in speaking class students are expected to communicate in second language clearly and efficiently. Sometimes, to speak clearly and efficiently is hard for students. However, there are several factors, such as students usually do not talk in English, but using their own language or mother

tongue use. Besides, some of them are afraid of having mistakes when they speak English in the class. As it is a matter of fact know that there are a lot of activities in speaking class, such as role play, reporting, story telling, small group discussion, debate and so on.

Based on the explanation above, the researcher assumes that the learning style is the way of students in absorbing and understanding the information or idea which they have got in learning process and the researcher used speaking as one of the skill of English which has been taught in school. For this assumption, the researcher is interested to do research. By doing this research, the researcher expected that this research with the title “ *Students’ Learning Style in Speaking Skill at the eight grade of SMPN 3 Rambah Hilir*”.

B. Setting of The Problem

Based on the statement background of the research above, the researcher could conclude that the problem of the students. The researcher want know students learning style in speaking skill.

C. Limitation of The Problem

Based on the observation above, there were many schools in Rokan Hulu regency, and because of limited time and opportunity. The researcher focuses on students’ learning style in speaking skill of students at the eight grade of SMPN 3 Rambah Hilir.

D. Formulation of The Problem

Formulation of the research were as following :

“What are the students’ learning style in speaking skill at the eight grade of SMPN 3 Rambah Hilir ?”

E. “Purpose of The Research

To know the students’ learning style in speaking skill at the eight grade of SMPN 3 Rambah Hilir

1. Significant of The research

The significance of this research is aimed for the students, the teacher and the researcher. Those are can be stated as follows :

1. For the students : By understanding learning style in speaking can make students easy to study English speaking language subject.
2. For the teacher : the research hopefully can give information to the teachers about models of learning style in speaking skill that make students easy to study.
3. For the researcher : the researcher know the kinds of learning style in speaking skill and also it will be useful as a references for the next researcher who wants to conduct research about students’ learning style.

2. The Definition of Key Terms

In order to give clear definition and guidance for the readers to understand the whole study, the definitions of the key terms were given here:

1. *Learning style* : Rebecca (2003) states that learning style is one of the main factors that help determine how and how well the students learn a second language or foreign language which can influence their comprehension both in reading, writing, listening and speaking.
2. *Speaking*: According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuss about the first review of related theories, where the researcher puts the opinions from the experts about the related theories of the research. Second is review of related findings, the third is conceptual framework that used researcher as literature review. The researcher puts some experts' theories related to the title of this research to support the strength of this research.

A. Review of Related Theories

A.1. Learning Style in English Learning

A.1.1 Definition of learning style

Learning style is important role in the process of language learning. The processing of learning is the basic important for the learner, because the goal of learning will achieve maximum if the process of learning is maximum or if the process of learning is lower motivation automatically the goal's of learning unachieved.

According to Dunn and Griggs (2000), learning style is the beginning way of students to focus on, process, absorb, and remember new and difficult information in which it is derived from biological and developmental characteristics.

De porter and Hernacki (1999) state that students' learning style is the combination of how students absorb, manage, and process information. Nasution (2008) states that students' learning style is students' way in receiving information in learning activity.

Keefe (1991) describes learning style as both a student characteristic and an instructional strategy. As a student characteristic, learning style is an indicator of how a student learns and likes to learn. Each learner has distinct and consistent preferred ways of perception, organization and retention. These learning styles are characteristic, cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment .

According to Kaplan and Kies, the learning style is an inborn characteristic which does not easily change during the lifetime, but can change and be developed during the life of the individual through the experiences. This affects the individual while walking, lying, sitting, speaking, playing and writing. Actions are made according to these characteristics.

From the definition above, it can be concluded that students' learning style is a term used to describe the students' beginning way to receive any information. It also refers to the students' easiest, fastest, and preferred way to receive and understand any information in learning activity. It is possible for every student to have the combination of learning styles, but every student usually have a dominant learning style or their own preference style.

A.1.2. The Concept of Learning Style

Learning style is the way a person prefers to learn. Sometimes, this person enjoys with her or his way in learning. She or he feels comfortable in absorbing the information with her or his own way. According to Hilliard (2001), learning styles are the characteristic ways in which an individual acquires, perceives, and

processes information. Learning style is the way in which each learner begins to concentrate on, process, absorb, and retain new and difficult information (Dunn and Dunn, 1999) .

Although the students have the combination of learning styles, they usually have a dominant learning style or their own preference style. Others usually find that they use different styles in different circumstances. It does not matter if we sometimes use different styles in different circumstances. It is just the matter of preference of the way in learning or absorbing the information. Hilliard (2001) states that there are no right or wrong, or good or bad learning styles, just preferred styles.

Peoples ability in understanding and absorbing information is definitely different from each other. Some are fast, some are moderate, and some are slow. Therefore, they have to use different learning styles according to their easiest way to understand the same information or lesson. According to Cheng & Banyah (1998) These people's different learning styles are their specific way in learning. People's specific ways in learning are affected by subject matter, context, age, prior knowledge, gender, motivation, and ethnicity.

Different learning styles indicate individuals' fastest and best way to absorb and comprehend 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 be able to learn easily, communicate easily, and get maximum result in learning.

A.1.3.Types and Characteristic of Learning Style

Learning style refers to students' way of getting information which is learner prefer to. Commonly some one's learning style come from personality variable; include cognitive structure, psychologist, social culture background, and education experience. To set a definite category of learning styles is impossible, there are many different classifications.

According to Joy M Reid there are three types of perceptual learning style. Those types are :

1. Visual

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

Reid (1999) states that students with visual learning style like to learn by seeing and observing things. It includes seeing and observing books, pictures, diagrams, demonstrations, display, handouts, films, flip-chart, etc. Visual learner more focus on their ability in looking, means concrete things are should be able to show with the learner in understanding information process. Visual learners need high motivation to see and get the information visually before understanding something. Visual learner will absorb the lesson through picture descriptions because they have high sensitivity in memorizing color and they have good understanding in art. Abdurrahman says (2005) that visual learners have some characteristics are: always neat performance, speak quickly, detail, appearance is important, good analytics thinking, easier to memorize what is shown than heard. Fast reader and diligent, prefer to make scratch without meaning when speaking

and hearing, short answer is preferred, presenting is preferred and easier to memorize if supported by pictures.

According to De Porter & Hernacki (1999), visual students are also neat and disciplinary. They have neat handwriting and they usually learn with orderly books and pens. This type of students cannot bear if their room is in chaos with things. They also usually give attention to their appearance both in and outside school. Meanwhile Reid (2005) states that visual students usually have problem in remembering verbal instruction. They usually forget to convey verbal message and also feel hard to choose words when they to reveal something. Therefore visual students prefer to demonstrate something than to present it. Mostly, students with visual learning style understand well about position, shape, numeral, and color. These students remember thing visually. These students can exactly remember a picture of an object although the position of it is changed.

2. Auditory

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

Auditory Learning Style, Reid (2005) said that students 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 students of students also have problem with visual works. They are hard to read small characters and easily tired to read. Auditory learners have ability in reserving the information through hearing, they need someone

instruction to do something and able to imagine something better after listening the information According to Abdurrahman (2005) the characteristics of auditory learners are: uncomforted with noisy situation, move the lips when read and spoke, pleasant to speak loudly and listen, able to repeat and imitate, prefer to the music than art, learn what they listened and discussed, feel hard to write and hardly to write and easily to tell story, and fluent speaker.

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

3. Kinesthetic.

Learn by physical activity and direct involvement. We prefer to move, touch, feel, and experience by ourselves.

Kinesthetic Learning Style, Reid (2005) stated that in kinesthetic style, students have orientation to do trial-error activity. They are brave to take a risk. In answering question, they prefer to just answer than to read the instruction before. They also learn through manipulation. These students have orientation to physic and movement. They cannot still for a long time. Kinesthetic learner is learning activity through moving process, work and touch. Learner in this type has

a unique way to learn they always move, sense activity and touch. Kinesthetic learner has special characteristics, such as: speak slowly, uncomfortable with noisy situation; touching is a symbol to ask the attention, early grow by big muscle, memorizing something by moved and looked, use body language and unable to sit nicely in long time. Worley (2011:21) stated that kinesthetic learner need to be actively or moving situation, acts in their situation that have meaning for the learner in their processing of learning. This statement assumes that kinesthetic learner will be better in absorbing their information if they do or practice through their body or part of body.

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.

When they are reading the book, usually they point toward words that they read. Usually they also understand and comprehend lesson easily by rewriting the material that they learn. They also give response to physical attention and touch people to get their attention. 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.

A.1.4. The Advantages of Learning Styles in Teaching

Learning styles have an important role in the learning process for three vital reasons. First of all, naturally, everyone is different from one another; therefore, people's learning styles will vary. Therefore the more teachers know

about their students' learning styles, the more effectively they can plan for learning programs, learning activities which match those style preferences. Secondly, learning styles offer the opportunity for teachers to teach by using a wide range of methods in an effective way. Using just one traditional method without due consideration create a monotonous learning environment, so not every learner will enjoy the lesson. Thirdly, we can manage many things in not only education but also communication if we really recognize the groups we are calling with.

It is the fact that the teachers may not know every detail; however, being aware of our students' learning styles, psychological qualities and motivational differences will help teachers regulate their lessons appropriately, effectively and according to "ideal" the conditions as stated by (Mc Carthy, 1982; Felder, Silverman, 1988; Coffield et al., 2004). Moreover, Ellis (1989) asserts that when teachers are aware of their learners' learning styles, they may help their learners efficiently by increasing the students' amount of learning as a result of identifying their learners' strengths and weaknesses. In addition, Ellis states that if students' learning styles are in harmony with teachers' teaching styles, the result will possibly be a higher rate of success in learning. According to Reid (1995), matching learning styles with teaching styles gives all learners equal opportunity in the classroom and in turn it may provide learners with a feeling that their opinions are taken into account. Furthermore, Smith and Associates (1990) confirms that an increased in learners' level of awareness regarding their learning styles will contribute positively to their knowledge of how to learn.

Therefore, it is very important for teachers to know and understand the potential benefits of learning styles and their students learning styles. Not only educational researchers but also language teachers should develop an awareness of learners' preferences. It is actually necessary to identify learning styles when preparing effective lessons and designing language teaching programs. It helps teachers to be more flexible in their teaching and to use a wider range of classroom methodologies or activities.

A.2. English Speaking Skill

Speaking is the process of building and sharing meaning with verbal and non-verbal symbols, in a variety of contexts, Chaney in Kayi (2006). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving

Speaking is such fundamental human behavior which consists of producing systematic verbal utterances to convey meaning. It is an essential means of communication learned in early childhood and developed during adolescence by many kinds of social factors. It is an interactive process of constructing meaning that involves producing, receiving and processing. Speaking as interaction and social based activity. All these perspective see speaking as an integral part of people's daily activity.

According to Chastain in Yossi (2004:6), speaking is a productive skill since it produces ideas, messages, and suggestions and we need to practice it. To

increase our skill in communicating in English, it is not enough in the classroom but practice outside of the classroom it will be influenced our speaking skill.

Having speaking ability is an important thing in the process of language a large percentage of the world's language learners study English in order to develop proficiency in speaking. By speaking, people can socialize each other. They can ask and help something to other people, they can response someone's statements, they can express their feeling or opinion and exchange information, and soon. Therefore, mastering speaking abilities is very important.

Speaking is one of the language skill aspects in learning language. Speaking as a process of communication, the process of changing thought or feeling becomes utterance or fully meaning utterance. Speaking is an activity which is interact with other people, has the special meaning and repetition process supported by simple structural, clear and easier to understand. Speaking is one of a form of human behavior in utilizing physical factor, neurologist, semantics and linguistic extensively. Definition of speaking based on Suharyati and Suryanto (2003) that the esence of speaking is a moving process from one source to another. It means that speaking as result of getting information through people's mind then they will perceive in words and keep in their mind and at the end of the processing is produced the words in orally, called speaking.

From those explanations above, speaking is such fundamental human behavior which consists of producing systematic verbal utterances to convey meaning. By speaking, people can socialize each other. They can ask and help

something to other people, they can response someone's statements, they can express their feeling or opinion and exchange information, and soon.

A.2.1 The Teaching of Speaking

It is not easy to teach speaking in the classroom. We must know the background our students, how the capabilities are in English speaking, and what technique that appropriate in teaching speaking. The primary aim of teaching speaking is not only to have students knows the rules of language but also to make them able to use language appropriately in the social context. In the teaching speaking, the teacher has to develop the students' speaking ability by giving many chances to the students to practice.

there are seven factors that have to be followed by teachers in order to create a good speaking classroom. They are listening to what the students say, taking seriously what they say, encouraging them to talk with each other, accepting their questions and comments, allowing them to speak and think for themselves, encouraging them to find out what they know and what to know, praising and respecting the language of each student.

A.2.3 Characteristic of successful speaking

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the

words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

Thornbury (2005) declares that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

And the last characteristic is vocabulary. Vocabulary is the extreme aspects that support speaking activity. It deals with the right and appropriate words.

A.2.4 Type of Speaking

Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language, as follow:

a. Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, new broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

b. Dialogue

It is different with monologue; Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say.

Like Nunan, according to Harmer (2007:343) finally, we might make difference between speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

B. Review of Related Findings

There were some similar research which were intended to explain about analysis of Students' learning style in speaking skill. first, A P, Gilakjani (2016), conducted research with title: *Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching*, in this research he explained

There were three main learning styles; visual, auditory, and kinaesthetic. He stated that Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learned by listening to lectures and reading. Kinesthetic learners learned by doing. Students would prefer one, two, or three learning styles. Because of these different learning styles, it was important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes.

The second research was done by Apriliani (2016) with the title *AN ANALYSIS OF STUDENTS' LEARNING STYLE IN LEARNING ENGLISH AT SENIOR HIGH SCHOOL 12 MUKOMUKO*. He found out learning style. She explained that Learning style is one of the main factors that help how the students learn because the success of teaching-learning process was not only determined by how the teachers teach but also most importantly and principally was determined by how the students learn. In this research, the researcher used questionnaire and observation as instruments to collecting the data.

The third research was conducted Arjulayana (2018) with title: *Indonesian Students' Learning Style in English Speaking Skill*, the research was designed as a descriptive qualitative study. It was intended to obtain information on This research could be given understanding about three kinds of learning style which was able to use as a unique technique in teaching English speaking skill and the research findings show that English speaking skill could be learned by all various learner regarding with their learning style. Gay, Mills and Arasian (2006,

p. 55) say “qualitative methodology allows researcher to focus on perceptions, behaviors and experiences.”

Fourth, Mahdi Moenikia (2010) conducted research with title: *The role of learning styles in second language learning among distance education students*. He stated that Findings of present study showed that students with different learning styles in four skills (listening, writing, structure, and reading) differed from each other. As there were students having different learning styles in the classroom setting, second language learning programs should be designed in such a way as to cater to the different styles. Designing learning experiences according to learning styles contributes to fulfilling the objectives.

The last, research was conducted Lumin Christy Sario (2019) with title : **THE IMPLICATIONS OF LEARNING STYLE ON THE DESIGN OF ENGLISH LANGUAGE TEACHING MATERIALS IN THE TERTIARY LEVEL**. in this research, the researcher concluded that Visual Learners dominate the English 16.1 population of the freshman students in the second semester of the Academic Year 2015-2016. A learner with Visual learning style had preference for seen or observed objects including pictures, diagrams, paradigms, demonstrations, displays, handouts, films, flip-charts. S/he is the type of learner who can be best able to perform a task after reading instructions or watching someone else do it first. Finally, the use of new technological gadgets that will be the main device for learning and also the use of the traditional chalkboard and textbook cannot be underestimated. The use of technological materials for

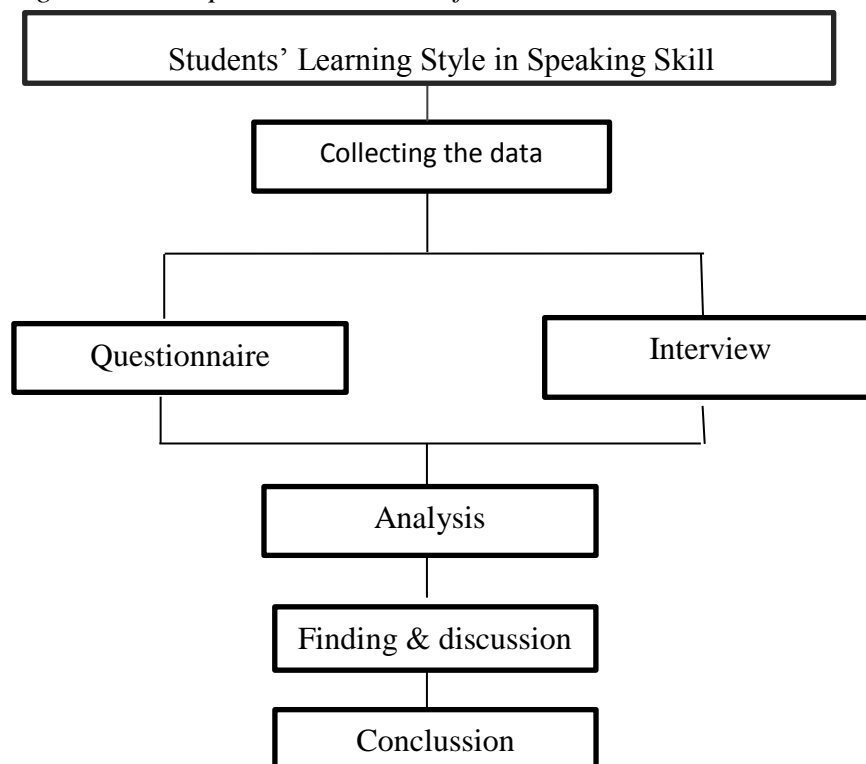
studying was helping students in their creativity in the use of different gadgets and applications in many ways.

Based on the findings of the research above, the researcher finds the similar and difference with the related finding above. So, the similar and different is the researcher's interesting to conducted this research.

C. Conceptual of Framework

The conceptual framework is a concept that Reading use planning the research. It is used to make a conceptual distinction and organized ideas. The researcher conducted to research base on this conceptual framework.

Figure 1. conceptual Framework of the Research



From the figure above, the researcher tried to explain the outline of this research by taking the questionnaire and interview to find out the Students' Learning Style in Speaking Skill at the Eighth Grade of SMPN 3 Rambah Hilir.

CHAPTER III

RESEARCH METODOLOGY

This chapter explains about the research methodology. It consist of research design, setting of the research, instrumentation, procedure of the research, technique of collecting the data, and technique of analyzing the data. In the setting of the research, describe about the population, and the sample.

A. Research Design

The design of this research is descriptive qualitative with the direct interview, and questionnaire. Descriptive method is a method used to examine the status of human groups, an object, a condition, the thoughts, and the events that will occur (Sugiyono, 2015). Qualitative descriptive study is one of the types of research design. The purpose of descriptive qualitative research was to find out the result of data analysis that would we want. The title of this research is “Students’ Learning Style in Speaking Skill at the Eighth Grade of SMPN 3 Rambah Hilir”.

B. Setting of the Research

This research is conducting at SMPN 3 RAMBAH HILIR. It is located at Jl. Poros DU SKPD Desa Rambah Muda, subdistrict of Rokan Hulu Regency.

1. Population

population is a set or collection of all elements processing one or more attribute to interest, Arikunto (2010:173). The population of this research was all of students at the second years students of SMPN 03 Rambah Hilir. The population of this research was 115 students.

2. Sample

Sample is part of amount and characteristics of the population. According to Sugiyono (2015) the sample is part of the number and has characteristics of the population.. The researcher use the random sample. if the research subject less than 100 is better to take all of it. Thus, it is regarded as a population research. If the research can take 10-15% or 20-25% from the population (Arikunto, 2010:134). Because of the population of this research were more than 100 students, so the researcher took 20% of the population .

The researcher taken only 23 students from all of students at second year in SMPN 3 Rambah Hilir.

C. Instrumentation

Research instrument are the ways to collect, examine investigate problems with the goal of solving a problem. According to Sugiyono (2005), state that the instrument was a tool or a research facility used by researcher to collect data in order to work more easily processed. This instrument the researcher used interview and observation and questioner. The procedure were the follows:

1. Interview

According to Sugiyono (2005), stated that interview is a meeting of two person to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. The researcher interview teacher about the students learning style in speaking in the class. The researchers asked some question to teacher of SMPN 3 Rambah Hilir.

2. Questionnaire

Questionnaire is to be attention center, it was the problem which should be solved.. According to sugiyono (2005), stated that questionnaire is data collection techniques that done by giving a set of question or students perceptions numbers to the respondents to answer.

The researcher gives questionnaire for 23 students at second years in SMPN 3 Rambah Hilir. The questionnaires consist of 15 question for students to assess learning style in speaking skill. This questionnaire on this research uses learning style questionnaire, adopted by Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi.

Table 1. Questionnaire sheet

No	Dimension	Indicator	Sub Indicator	No Item
	Students learning style in speaking skill	To know students' learning style by perceptual learning style	A. Visual	1,3,8,9,12
			B. Auditory	2,6,7,10,15
			C. Kinesthetic	4,5,11,13,14
TOTAL ITEM				15

D. Technique of Collecting the Data

The technique collecting data employed in this study and the individual instruments used to gather the data. According to Sugiyono (2015) data collection

techniques are the most strategies step in the study, because the purpose of the study was to get the data. In qualitative research, data collection approach includes in-depth interview, document analysis, and observation. Data of this research came from observation, interviews, and questionnaire, which was gathered through several techniques of data collection. The purpose of collecting data was to find the data and to get information about the research.

In this research, the researcher use the procedure of collecting data were as in the following :

- a. Finding the subject the research. The researcher determine the class which become the subject the research.
- b. The researcher interview the teacher
- c. The researcher give questionnaire to the students
- d. The researcher analyze the data and made the report

E. Technique of Analyzing the Data

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. Data analysis is conduct to create understanding of the data and enable the researcher to present the result of this research to the reader.

To know the students' learning style in speaking skill, researcher used a questionnaire based indicator learning style in speaking skill by D. Cohen, Rebecca L. Oxford, and Julie C. Chi. To know the score answered, the researcher using the Guttman scale. The researcher saw for score of statement and then the score change is percentage. To measure students' learning style in

speaking skill, the researcher used the following table of learning style category. To know the students' learning style in speaking skill, researcher used the interview to the teacher . From this technique, the researcher was able to describe students' learning style at the eight grade at the SMPN 3 Rambah Hilir.