

The Effect of Teaching Techniques and Learning Styles to Improve Students' Speaking Skill

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Penelitian ini bertujuan, pertama, menganalisa pengaruh dari teknik role-play dan diskusi dalam kemampuan berbicara siswa. Kedua, menganalisa perbedaan berarti antara siswa-siswa yang memiliki gaya belajar holistik dengan siswa-siswa yang memiliki gaya belajar sequential berkaitan dengan kemampuan berbicara siswa. Ketiga, membahas interaksi antara teknik mengajar dan gaya belajar berkaitan dengan kemampuan berbicara siswa. Sasaran dari penelitian ini adalah dua kelas dari jurusan sastra Inggris, Universitas Pamulang (UNPAM). Instrument yang digunakan untuk mendapatkan data adalah tes berbicara dan daftar pertanyaan. Metode dari analisis data adalah kuantitatif menggunakan SPSS 20. Hasil dari penelitian ini menunjukkan, pertama, ada pengaruh penting dalam penggunaan teknik role-play dan diskusi dalam kaitannya dengan kemampuan berbicara siswa. Kedua, tidak ada perbedaan berarti antara siswa-siswa dengan gaya belajar holistik dan siswa-siswa dengan gaya belajar sequential yang berkaitan dengan kemampuan berbicara siswa. Ketiga, tidak ada interaksi antara teknik mengajar dan gaya belajar dalam hubungannya dengan kemampuan berbicara siswa.

Kata kunci: teknik pengajaran, tipe belajar, kemampuan berbicara siswa

This research aims, firstly, to analyze the significant effect of role-play and discussion techniques on the students' speaking skill. Secondly, to analyze the significant difference of the students who are holistic learners with those who are sequential learners regarding their speaking skill. Thirdly, to discuss the interaction regarding the teaching techniques and learning style concerning the students' speaking skill. The objects of the research were two classes of English department students, Universitas Pamulang (UNPAM). The instruments used were the speaking test and questionnaires. The method of the data analysis was quantitative using SPSS 20. The result of the research shows, firstly, there was a significant effect of the role-play technique and discussion on the students' speaking

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skill. Secondly, there was no significant difference concerning the students who are holistic learners with those who are sequential learners, regarding the speaking skill. Thirdly, there was no interaction between teaching techniques and learning styles in relation with students' speaking skill.

Keywords: *teaching techniques, learning styles, students' speaking skill.*

PENDAHULUAN

English is included in the curriculum as a subject at school. It means that Indonesia knows how important English is. For college students, English can be as a specter for students who try to look for a job. Nowadays, English skill is included as a requirement to pass the application and the interview. There is an interview in English. It means that speaking skill has to be mastered by the students. Nevertheless, students have not been aware on the importance of the speaking skill. Speaking skill is a productive skill. It takes more practices to encourage students to talk a lot to prepare them to use it in real life situation. It is hoped that the college students have mastered speaking skill to be implemented in their daily activities. That is why this research chooses role play and discussion as a teaching technique to improve students' speaking skill.

There are some problems the writer found as an underlying reason in conducting this research. First, the students felt insecure in speaking. They felt shy in expressing their own ideas. They were afraid to speak. Second, students had problems on the structure of English speaking, including grammar, the use of vocabulary, and the fluency of their pronunciation. Based on Bashir (2011) Language is a formal system of signs governed by grammatical rules of combination to communicate meaning. The speaker cannot communicate well if they hardly understand the structure of language.

The third problem is the teachers' teaching techniques were not effective to improve students' speaking ability. Fourth, the scoring scale used to measure the problems solving on students' competency in speaking skill was not appropriate. Speaking skill is hardly to be measured. Therefore, this research provides the scoring scale to measure students' performance in speaking covering grammar, vocabulary, pronunciation, coherence, and fluency as introduced by Harmer (2007). The detail scoring category is described by Brown (2004), which includes grammar, vocabulary, comprehension, fluency, pronunciation, and tasks.

This research focuses on the students' speaking skill, which is conducted by using two teaching techniques. The first technique is role play. Brown (2004) states that role playing is a popular pedagogical activity in communicative language-teaching classes as it is known that role-play encourages students to do some creative activities. The second is discussion technique which involves students' discussion

on the topic provided by the teacher. Harmer (2007) states that students can prepare presentation or discuss an issue and come to a group decision.

Role-play can give significant effect on students' speaking ability. However, the students' activity will gain higher result in the process of learning itself. It can happen if the teacher uses variety of materials and media to get students' attention. This research also aims to know the interaction of students' learning style. It is known that each teaching technique is different in giving method to achieve the skill. Role-play technique is the technique which requires visual format, whereas, the discussion technique requires audio format. It is related to the other variable that the writer uses, learning style.

Role-play teaching technique is one of the techniques that can be used to measure the students' speaking skill. Previous research by Sumpana (2010) reveals that the use of role-play as a teaching technique is quite significant to improve students' speaking skill. Research by Aziz (2013) shows that the use of discussion technique can improve students' speaking skill. It happens because the teacher gives students lots of chance to speak and practice. He also states that the teacher has to be creative to select the topic for discussion and design the strategies that can make students relaxed and involved in joining all classroom activities.

Harmer (2007) puts the students on the small group or group work and increases the number of talking opportunities for individual student. This gives positive effect. It can be seen from the score after some treatments. Ozer (2005) does the same thing with some effects. First, it increases students' comfort, develops critical thinking and provides problem-solving skills. Kavaliauskiene and Kaminskiene (2014) give several activities to improve students' speaking skill by giving them some assignment: discussions, impromptu speaking, short talks, and PPPs (Power Point Presentations). It shows discussion and short-talk activities get the highest score, compared to impromptu speaking and PPPs. The research reveals that discussion activities can give a lot of encouragement for students to use the target language.

It can be concluded that discussion technique can be implemented in the classroom to improve students' speaking skill. It can be done by forming the students into groups. The discussion technique makes students think independently. It will be easy for them to express their own ideas or feeling. Speaking skill needs to be treated wisely with the use of media which support the learning process so that students have no difficulties in understanding or comprehending the instruction given by the teacher.

Richards and Renandya (2002) states that it is too often assumed that spoken language skill can be developed simply by assigning students general topics to discuss or by getting them to talk on certain subjects. They go on to say that a

teacher need to ask questions to students. It is because there are factors affecting on the students' speaking skills such as age or sociocultural factors.

With regard to learning styles, Herod (2004) explains that learning styles may be thought of as the way in which people take in information, select certain information for further processing, use meanings, values, skills, strategies to solve problems, make decisions, create new meanings, and change any or all of the process or structures described in the list. Graham (2001) reveal that learning styles give low positive interaction with the students' performance. Learning style slightly has a positive effect on the student performance, but it indicates the positive attitude in students' achievement in the course. However, Gokalp (2013) found significant differences between the result of the test on learning styles and students' academic score. Related to the characteristics of the students' learning styles (holistic and sequential learners) and the use of teaching techniques (role play and discussion techniques), both have correlation that could give positive interaction between teaching techniques and learning style.

From the abovementioned theory, the writer formulate the research questions as follows: (1) Is there significant effect of role play and discussion techniques on the students' speaking skill? (2) Is there significant difference of the students who are holistic learners with those who are sequential learners regarding their speaking skill? and (3) Is there interaction regarding the teaching techniques and learning style concerning the students' speaking skill?

METHOD

The design of the research by giving pretest and posttest for both group (experiment and comparison group). Bonate (2000) states that the pretest-posttest design is when subjects receive a treatment intervention prior to the measurement of the posttest and after completion of the pretest. The research used pre-test and post-test of speaking test to measure the students' speaking skill. The research was divided into the experiment and comparison groups. Role-play and discussion techniques were used as teaching techniques. One class was taught by role-play as the experiment group and the other class was taught by discussion technique as the comparison group. The description of the research design can be seen on the table below:

Table 1. Research design

Learning Styles	Experiment group X1¹	Comparison group X1²
X2 ¹	Pre-test 1	Pre-test 2
X2 ²	Post-test 1	Post-test 2

The details:

X1¹ : Role play teaching technique

- X1² : Discussion teaching technique
- X2¹ : Holistic learner
- X2² : Sequential learner
- Pre-test 1 : Pre-test for the experiment group
- Pre-test 2 : Pre-test for the comparison group
- Post-test 1 : Post-test for the experiment group
- Post-test 2 : Post-test for the comparison group

This research was conducted at English department, faculty of letter, *Universitas Pamulang*. The writer used probability sampling to get the sample, cluster sampling. The writer chose two classes of the second semester. Each class used different technique. One class used role-play technique or the writer called experiment group, and the other class used the discussion technique, called comparison group. The total students of both classes were 56. The writer randomly chose only 50 students as a sample to collect the data. The materials were based on the syllabus for speaking II course. Each group was taught by the same materials with different technique and media of study.

There were two variables: dependent variable (students' speaking skill) and independent variable (teaching techniques and learning style). Role-play and discussion were used as teaching techniques and holistic and sequential were used as learning style. The writer used two kinds of instruments: speaking test and questionnaires. Speaking test was the instrument that the writer used to get score from the students' speaking performance. It was used for pre-test and post-test. Scoring rubric of speaking test was used to measure the students' speaking skill. Questionnaires were given to know the students' learning style. It aimed to know which students who were holistic learners and which students who were sequential learners. The result of the treatment was analyzed by SPSS version 20 using one-way ANOVA to know whether the variances of both groups were considered homogenous or not and used two-way ANOVA to know the effect of both techniques, the different of learning style, and the interaction between teaching techniques and learning style of the students' speaking skill.

FINDINGS AND DISCUSSION

Table 2. Data findings experiment and comparison group

Number of Students	Holistic learner	Sequential learner
25	14	11
25	13	12

Homogeneity test was done to know the equality of variances. It was to know whether the two classes were equal. From pre-test and post-test scores of speaking skill are described on the tables below;

Table 3. Test of homogeneity of variances for pre-test

Speakingskill			
Levene Statistic	df1	df2	Sig.
2.147	1	48	.149

Table 4. Test of homogeneity of variances for post-test

Speakingskill			
Levene Statistic	df1	df2	Sig.
.764	1	48	.386

The data are shown on Lavene's test. The hypotheses are:

H_0 : The population is equal

H_1 : The population is not equal

Table 3 and 4 showed that both test; pre-test and post-test are higher than $\alpha = 0.05$. P-value of pre-test is $0.149 > \alpha = 0.05$ and P-value of post-test is $0.386 > \alpha = 0.05$. Related to the result of the data above it can be inferred that the result of homogeneity test is H_0 is accepted. It means that the test between pre-test and post-test on both groups are equal.

A. The significant effect of role-play and discussion techniques on the students' speaking skill

- a. The significant effect of role-play technique on the students' speaking ability

Table 5. Paired Samples Test

Pair 1	Paired Differences				T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower			

Posttest - Pretest	4.240	1.715	.343	3.532	4.948	12.364	24	.000
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RQ 1(a): Is there significant effect of role-play technique on the students' speaking ability?

Hypotheses are:

H_0 : There is no significant effect between means score of pre-test and post-test of role-play technique on students' speaking ability

H_1 : There is significant effect between means score of pre-test and post-test of role-play technique on students' speaking ability

$H_0: \mu_{Pre} = \mu_{Post}$

$H_1: \mu_{Pre} < \mu_{Post}$

Based on table 5, it can be seen on sig(2-tailed) is lower than $\alpha = 0.05$ and if $t_{observed}$ is higher than $t_{\alpha(0.05)} = df 24 = n - 1$ meaning that there is significant effect of the use of role-play technique on students' speaking ability. The data also can be seen on the table above which showed that p-value is $0.000 < \alpha = 0.05$ and $t_{observed} = 12.364 > t_{\alpha(0.05)} = 1.711$. It means that H_1 was accepted. It can be answered that there was significant effect of the use of role-play on students' speaking skill.

- b. The significant effect of discussion technique on the students' speaking ability

Table 6
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest - Pretest	3.680	1.887	.377	2.901	4.459	9.752	24	.000

RQ 1(b): Is there significant effect of discussion technique on the students' speaking ability?

Hypotheses are:

H_0 : There is no significant effect between means score of pre-test and post-test of discussion technique on students' speaking ability

H_1 : There is significant effect between means score of pre-test and post-test of discussion technique on students' speaking ability

$H_0: \mu_{Pre} = \mu_{Post}$

$H_1: \mu_{Pre} < \mu_{Post}$

The table 6 above showed that p-value is $0.000 < \alpha = 0.05$ and $t_{observed} = 9.752 > t_{\alpha(0.05)} = 1.711$. It can be concluded that H_1 was accepted. It can be interpreted that there was significant effect of the use of role-play on students' speaking skill.

B. The significant difference between students who are holistic and those who are sequential learners in relation with their speaking skill.

Table 7. Tests of between-subjects effects

Dependent Variable: SpeakingSkill

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	38.941 ^a	3	12.980	.682	.567
Intercept	299652.336	1	299652.336	15752.098	.000
TeachingTechniques	8.863	1	8.863	.466	.498
LearningStyle	22.845	1	22.845	1.201	.279
TeachingTechniques * LearningStyle	9.808	1	9.808	.516	.476
Error	875.059	46	19.023		
Total	303556.000	50			
Corrected Total	914.000	49			

a. R Squared = .043 (Adjusted R Squared = -.020)

RQ 2 : Is there significant difference between students who are holistic and those who are sequential learners in relation with their speaking skill?

The hypotheses are:

H_0 : There is no significant difference between students who is holistic learner and those who is sequential learner in relation with their speaking skill

H_1 : There is significant difference between students who is holistic learner and those who is sequential learner in relation with their speaking skill

$H_0: \mu_{holistic} = \mu_{sequential}$

$H_1: \mu_{holistic} \neq \mu_{sequential}$

The table 7 showed that $F_{\text{statistic}} = 1.201 < F_{\alpha(0.05)} = 4.08$ and p-value (sig) = 0.279 $> \alpha = 0.05$. It means that do not reject H_0 hypotheses. It can be concluded that there was no significant difference between students who are holistic and those who are sequential learners in relation with their speaking skill.

C. The significant interaction between teaching techniques and learning style in relation with students' speaking skill.

Table 8. Tests of between-subjects effects

Dependent Variable: SpeakingSkill

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	38.941 ^a	3	12.980	.682	.567
Intercept	299652.336	1	299652.336	15752.098	.000
TeachingTechniques	8.863	1	8.863	.466	.498
LearningStyle	22.845	1	22.845	1.201	.279
TeachingTechniques * LearningStyle	9.808	1	9.808	.516	.476
Error	875.059	46	19.023		
Total	303556.000	50			
Corrected Total	914.000	49			

a. R Squared = .043 (Adjusted R Squared = -.020)

The hypotheses are:

H_0 : There is no significant interaction between teaching techniques and learning style in relation with student's speaking skill

H_1 : There is significant interaction between teaching techniques and learning style in relation with student's speaking skill

H_0 : $\mu_{\text{role-play and discussion techniques}} = \mu_{\text{sequential and holistic}}$

H_1 : $\mu_{\text{role-play and discussion techniques}} \neq \mu_{\text{sequential and holistic}}$

It can be seen on table 8, $F_{\text{statistic}} = 0.516 < F_{\alpha(0.05)} = 4.08$ and p-value (sig) = 0.476 $> \alpha = 0.05$. It can be inferred that H_0 was accepted. It means that there was no significant interaction between teaching technique and learning style in relation with students' speaking skill.

Table 9. Learning style

Descriptive Statistics
Dependent Variable: SpeakingSkill

TeachingTechniques	Learning Style	Mean	Std. Deviation	N
Roleplay	Holistic	78.43	4.988	14
	Sequential	76.18	4.070	11
	Total	77.44	4.655	25
Discussion	Holistic	78.38	4.388	13
	Sequential	77.92	3.753	12
	Total	78.16	4.017	25
Total	Holistic	78.41	4.618	27
	Sequential	77.09	3.919	23
	Total	77.80	4.319	50

It can be seen on Table 8 that the mean of learning style there was slightly difference. It means that there was not much interaction between teaching techniques and learning styles.

CONCLUSION

From the data findings above, it can be concluded that, first, there was significant effect of role play and discussion techniques on the students' speaking ability. The variety of techniques used in teaching especially teaching languages is one of the ways to increase, to motivate, and to know the students' skill to be improved because speaking skill is one of the productive skills which is needed for communication. That is why kinds of techniques are needed to be implemented in the class to encourage the students to be more productive in producing kinds of expression in English. Role-play and discussion are one of the techniques that can be used to improve the students' speaking skill. Regarding the second hypotheses, the writer found that there was no significant difference of the students who are holistic learners with those who are sequential learners. There were some factors which can be a reason to this finding. Third, there was no significant interaction between teaching techniques (role play and discussion) and the students' learning styles (holistic and sequential learners) in relation to the students' speaking skill. However, this gap can be influenced by several factors such as the materials provided and the variety of media use to encourage the students more active in the process of learning.

It is hoped that this research can be one of the references for other writers to investigate more deeply related to the techniques the writer used. The variety of materials on the investigation of the teaching techniques' effect on the students' speaking skill can be highly found. The materials and practices also will show much difference of the learners who are holistic and the learners who are sequential learning by using different teaching techniques. The writer hopes that this research can contribute to the teaching practices.

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