

ABSTRACT

DESIGNING SPEAKING TASKS BASED ON STUDENTS' LEARNING STYLE BY FOCUSING ON THEIR QUANTITY AND QUALITY OF INTERACTION FOR NON ENGLISH DEPARTMENT STUDENTS

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The purposes of this study is to find out whether there is a significant difference among task design based on students' learning style in terms of quantity and quality of speaking, and to find out whether there is a difference of students' quantity and quality in speaking among students with different learning style and the speaking task. This research was quasi experimental research. One group repeated measures design has been carried out in this research. Sample of the research was 16 students from Darmajaya Language Center who were determined by using questionnaire consisted of students with their learning style.

The result of analysis shows that there is a significant difference among tasks design based on students' learning style in terms of students' speaking quantity, but there is no significant difference among tasks on the quality of students' speaking. It can be seen from the F count for students' speaking quality which cannot be categorized into significant category since p is not < 0.05 . Although there is no difference of students' quantity and quality in speaking among students with different learning style and the speaking task, the researcher found that there is relative different of students' quantity and quality in speaking among students with different learning style and the speaking task. It can be seen from the fluctuation when they do the interaction.

Willing's classifications of learning style which categorized students into concrete, communicative, authority and analytical learner are compatible to language learning context. Furthermore students will learn more easily and get better understanding when they are taught by using speaking task design which is based on their learning style.

Keywords: Willing Categories of Learning style, Quantity and Quality of Students' Speaking