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

(A Thesis)

By
SULASTRI

MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017

ABSTRACT

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

SULASTRI
trilastri3@gmail.com
Magister of English Education
Lampung University

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

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

By:
SULASTRI

A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree

MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017

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

Student's Name : Sulastri

Student's Number : **1423042066**

Study Program : **Master in English Language Teaching**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor   Co-Advisor

Hery Yufrizal, M.A., Ph.D.   **Dr. Muhammad Sukirlan, M.A.**
NIP 19600719 198511 1 001   NIP 19641212 199003 1 003

The Chairperson of
The Department of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

ADMITTED BY

1. Examination Committee

    Chairperson   :   **Hery Yufrizal, M.A., Ph.D.**   ....

    Secretary   :   **Dr. Muhammad Sukirlan, M.A.**   ....

    Examiners   : I.   **Dr. Flora, M.Pd.**   ....

    II. **Prof. Dr. Patuan Raja, M.Pd.**   ....

2. The Dean of Teacher Training and Education Faculty

    Dr. Muhammad Fuad, M.Hum.
    NIP 19590722 198603 1 003

3. Director of Postgraduate Program

    Prof. Dr. Sudjarwo, M.S.
    NIP 19530528 198103 1 002

4. Graduated on : **February 16ᵗʰ, 2017**

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul "Designing Speaking Tasks Based On Students' Learning Style By Focusing On Their Quantity And Quality Of Interaction For Non English Department Students", adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiatisme

2. Hal intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung

Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar lampung, 16 February 2017
Yang membuat pernyataan,

Sulastri
NPM 1423042066

CURRICULUM VITAE

The researcher's complete name is Sulastri, but her friends call her Lastri. She was born in Bandar Lampung, February $3^{rd,}$ 1988. She is the only daughter of lovely couple from Bapak Sudar and Ibu Samsiati. She has two brothers; Dani Prasetyo and Diono. She also has one sister in law namely Megawati.

She started her study from Kindergarten at TK Kartika 11-26 Bandar Lampung in 1993 and graduated in 1994. In the same year, she joined Elementary school at SDN 8 Gedong Air Bandar Lampung and graduated in 2000. She pursued her study at SMPN 10 B. Lampung and graduated in 2003. Then, she continued at SMK PGRI 2 Bandar Lampung and graduated in 2006. In that year, she was accepted as the college students of Lampung University at English Education Program of Teacher Training and Education Faculty. In March 2011 she graduated from S1 English Education of Lampung University.

Since May 2011 she worked in SD Al- Azhar 1 Bandar Lampung as a class teacher. In the same time she was also accepted as an English facilitator in some courses. Then in December 2011 she joined as an English facilitator in A2L Prasetya Mandiri Institution. In 2012 she worked in Darmajaya Language Center as an English facilitator. She works there until now. In September 2014, she was registered as a student of the 2nd batch of Master of English Education at Lampung University.

DEDICATION

I would proudly dedicate this thesis to:

❈ My beloved father and mother; Sudar and Syamsiati
❈ My best brothers and sister in law; Dani Prasetio, Diono and Megawati
❈ My precious nieces and nephews
❈ My beloved best friends
❈ My future children
❈ My fabulous friends of the 2nd batch of Master of English Education
❈ My almamater University of Lampung

MOTTO

"The future belongs to those who believe in the beauty of their dreams".

(Eleanor Roosevelt)

ACKNOWLEDGEMENT

Alhamdulilah, praise is always to **THE ALMIGHTY ALLAH SWT** for the gracious mercy and tremendous blessing that always guides the researcher along her life. She believes that by the blessing and the grace of Allah SWT, she is able to accomplish this thesis, entitled "Designing Speaking Tasks Based on Students' learning Style for Non English Language Teaching Students" as one of the prerequisites to finish the S2 degree at Language and Art Department at Teacher Training and Education Faculty, University of Lampung. The researcher's invocation is also addressed to Prophet Muhammad SAW and his family.

She would like to express her sincere and great appreciation to all people and institution that without any support, motivation, and assistance, this thesis would never be complied. Her acknowledgement and gratitude go to Hery Yufrizal, M.A., Ph.D., as the first advisor and Dr. Muhammad. Sukirlan, M.A., as the second advisor who have given their suggestions, scientific knowledge, invaluable guidance, unlimited patience, and encouragement to the researcher during the completion of this thesis. Her thankfulness is also dedicated to Dr. Flora, M.Pd., as the first examiner and Prof. Dr. Patuan Raja, M.Pd., as the second examiner for patiently giving much support, input, help, and correction to improve this thesis better.

The appreciation is also given to Dra. Betty Magdalena, M.M., as the head of Darmajaya Language Center for giving the researcher a chance and time to conduct the research. The researcher's appreciation is also given to all lecturers and staff of Darmajaya Language Center for their cooperation so that the researcher could conduct the research well. For all second level students of Darmajaya Language Center in Holiday session the researcher would say also thank for participating in this research.

Her great indebtedness is also dedicated to her beloved hero and father, Sudar, and her mother, Syamsiati. It is truly undoubted that loves, cares,

Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. Finally, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

<div align="right">

Bandar Lampung, 16 February 2017

The Researcher,

Sulastri

</div>

CONTENTS

Page

I. INTRODUCTION

II. FRAME OF THEORIES

III. RESEARCH METHODS

IV. RESULTS AND DISCUSSIONS

V. CONCLUSIONS AND SUGESTIONS

TABLES

APPENDIXES

LIST OF FIGURES

I.   INTRODUCTION

This chapter presents a background to the study followed by the purpose and the significance of the study. The, research questions are stated and the limitations to the study are presented along with the definitions of terms.

1.1 Background of the Problem

English is one of the international languages that is used by many people all over the world in many aspects of human life such as technology, economy, social, and politics that is why mastering this language is very important. Speaking skills in English is the solution to face the globalization era where English is used as a means of communication of people over the world and it is one of the International languages. It means that if we do not have the ability to speak English, we might find difficulties in following the progress in science and technology. Welty and Welty (1976: 47) argue that speaking is the main skill in communication, to be able to communicate students must be able to speak. Among the four language skills, speaking is viewed to be at the heart of second language learning, Egan (1999) in Kosar and Bedir (2014).

As Brown (2000) in Kosar and Bedir (2014) states that the successful oral communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings forth the significance of developing speaking skill, indicating competent language learners. That is why speaking English is one of the language skill that is important to be taught in the class.

Speaking is a speech production that becomes a part of our daily activity, Thornburry (2005:8) in Akhyak and Indramawan (2013). Meanwhile Brown, (1994) in Murad (2009) said that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. 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. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why and in what ways to produce language (sociolinguistic competence), Cunningham (1999) in Murad (2009).

Speaking is a skill, just like swimming, driving a car, or playing ping-pong, it means that we need more practice to be able to mastery it. Too often in the traditional classroom, the learning of English has been relegated to linguistic knowledge only, e.g. knowledge of vocabulary and grammar rules, with little or

no attention paid to practicing language skills. While according Paultson and Brunder (1975) the objective of the language teaching is the production of the speaker's competence to communicate in the target language. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner's interaction as the key to teaching language for communication because "communication derives essentially from interaction" Rivers (1987) in Rahimy, R and Safarpour, S (2012). It means that the Indonesian students learning English are expected to be able to communicate fluently and accurately based on the social context.

Although speaking has been included in the educational plan for English teaching in colleges and universities in the past years, unfortunately the percentage of time devoted to activities in which students can communicate with each other in English remains small in the whole class, and this is one of reason why does student get difficulty in mastering speaking English.

Another reason is the facts that there are only few members of the adult society who knows English, and the schools do not have the English native or near native-speakers. All these conditions make English more difficult for the students. English as a foreign language (EFL) is taught as a lesson in guidance schools and high schools in our country. Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

As a teacher, we have a responsibility to prepare the students as much as possible to be able to speak English in the real world outside the classroom and the testing room. To begin it we can analyze the way of our student's learn and it can be started by analyzing their preference in learning. Further there are considerable individual differences in language learning such as gender, age, social status, motivation, attitude, aptitude, culture, etc.; what works for one learner might not work for another.

Meanwhile none of the methods and techniques has proved that they can work all the time, in all classes, with all students. As a result, it might be appropriate to comply with Grenfell and Harris' statement (1999) in Tabanlioglu, S. (2003) that *"Methodology alone can never be a solution to language learning. Rather it is an aid and suggestion"*. Having reached this conclusion some other people in the field changed the focus from the language teaching methodology to the language learner and the variables that affect language learning. This shift of the focal point has led to an increase in the number of studies carried out regarding learner characteristics and foreign or second language learning.

Every person is unique individual and born with differences, including differences in the way they learn something. The differences among learners in the way they learn have been confirmed by many researchers in education field. This idea is further supported when teachers notice that learners vary enormously in the speed and manner with which they process and use those information and ideas

(Coffield et al., 2004). Some people move at a steady pace, able to grasp and comprehend new pieces of information they receive sequentially, while others move in leaps and jumps, slow at first, but eventually get the whole things brought together in their mind and are able to keep up with the others. This purposes us a strong belief that learners have individual preference or style of learning, which enable them to cope with tasks at hand in a manner that is different, but not necessarily more or less effective from others.

Considering that every person has his or her own individual way of gathering and processing information, which means ways of learning and solving problems in day-to-day situations. These personal cognitive abilities, acquired in the course of a long socialization process are called ''learning styles'' (Reynolds, 1997) as citied in Barmeyer (2005). A learning style can be defined as the individual, natural and preferred way of a person to treat information and feelings in a certain (learning-) situation which will influence his decisions and behaviors. Each culture trains and molds those within its system for what it considers the most appropriate methods of problem solving, as Geert Hofstede (1986) explains:

> [y] Our cognitive development is determined by the demands of the environment in which we grew up: a person will be good at doing things that are important to him/her and that (s) he has occasion to do often. Cognitive abilities are rooted in the total patterns of a society, Hofstede, (1986) in Barmeyer (2005).

According Willing (1988) as cited in Batang (2014), learning style is inherent and pervasive and it is a blend of cognitive, affective, and behavioral elements, Ehrman and Oxford (1988) in Batang (2014). He stressed that an individual's learning style is an intrinsic and innate behavior that individual has in him which is influenced by several factors in their life that has caused them to have a particular learning style or preferences.

Various researchers have attempted to provide ways in which learning styles can take effect in the classroom. Two such scholars are Dunn and Dunn (1978) in Gilakjani (2012). Dunn and Dunn write that "learners are affected by their: (1) immediate environment (sound, light, temperature, and design); (2) own emotionality (motivation, persistence, responsibility, and need for structure or flexibility); (3) sociological needs (self, pair, peers, team, adult, or varied); and (4) physical needs (perceptual strengths, intake, time, and mobility)" (Dunn & Dunn, 1978). They claim that students not only can identify their preferred learning styles, but that students also score higher on tests, have better attitudes, and are more efficient if they are taught in ways to which they can more easily relate. Therefore, it is to the educator's advantage to teach and test students in their preferred styles (Dunn & Dunn, 1978) in Gilakjani (2012).

Every person has a consistent way of responding to and using stimuli in the context of learning which is created by the individual's psychological make- up and socio cultural background, Claxton and Ralston (1978) in Hyland (2008). Therefore, learning process and learning experience each individual has will be

modified differently, which in turn, bring about dissimilar learning achievement. Learning styles have been one of the many kinds of individual differences that affect learning besides other important variable such as beliefs, affective state age, aptitude, motivation and personality Ellis (2005) in Xu Wen ((2011)

Witkin (1973) also suggest that learning style is an important factor in several areas including learners' academic achievement, how learners learn and teachers teach, and learner- teacher interaction. Dissimilarity of the ways learners is essential that teacher should recognize the learning style differences among their learners and teach in a manner in which all learning styles are considered, if possible. It is in line with Reid (1987) in Vaezi (2015) who said that a mismatch between teachers' and learners' preferences can cause "learning failure, frustration and demotivation. Therefore, it can be beneficial to determine the teachers' teaching style preferences and the way they are matched to the students' learning styles and the pattern of its effects on student's achievement in the classroom

Although learning styles inevitably differ among students in the classroom, Dunn and Dunn (1978) in Gilakjani (2012) say that teachers should try to make changes in their classroom that will be beneficial to every learning style. Some of these changes include room redesign, the development of small-group techniques, and the development of classroom activity packages. The kind of task type which is given by the teacher is also included into class room activity packages. If teachers

can give students a kind of task that is relevant to their learning styles, the performances are usually better. When the learners' learning styles are matched congenial with the instructional styles, their motivation, performances, and attainments will be enhanced, Brown (1994) in Jhaish (2010)

Speaking task is an activity that requires learners to participate in a non-threatening environment, emphasis is on meaning, to arrive at an outcome but the outcome is not that important, involvement in the process of learning is more important. Task is not a substitute for a good topic but it increases motivation and involvement. It provides a framework for the classroom activities.

There are several researchers who have done a research in learning style field; Windu (2009), in his research found that there is a significant interaction between the writing learning models of individual and group work learning models and the students learning style towards their writing English Achievement. Meanwhile, Nonetis'ah (2009) who also focuses on her research in students' learning style found that there is a significant difference in English skill among students with concrete learning style with students who have learning style communicative orientation instruction, analytical and students with a mixture of style. Claxon and Murrell (1987:52) in Ho. B (1999) in their research also found that students who were taught in ways that matched with their learning style obtained higher reading scores and viewed their educational experience more positively.

Meanwhile Bidabadi and Yamat (2012) in their research shows that there is a significant positive correlation between the learners' English listening proficiency levels and their learning style preferences.

Different from the previous studies which have been conducted in writing learning models, listening proficiency and student's English ability, 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

1.2 Research Problems

The above mentioned argument inspired the researchers to phrase the statement of the problem of the study as follows:

a. Is there any significant difference among task designed based on student's learning style in terms of quantity and quality of speaking?

b. Is there any difference of students' quantity and quality in speaking among students with different learning style and the speaking task?

1.3 Objectives of the Research

a. 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

b. 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

1.4 Uses of the Research

The uses of the research are:

<u>Theoretically</u>

- This result is also expected to give an input and references in analyzing the type of students' learning style that achieve to speaking skill

- The result of this research is expected to give an input and reference in designing learning activity that appropriate for learning style

<u>Practically</u>

- This research can be a source of information and knowledge for English teachers in designing speaking task that appropriate for their students' learning style

- For the writer, she can get the larger knowledge and experience about designing speaking task based on her students learning style.

1.5 Scope of the Research

This research was conducted at Darmajaya Language Center (DLC) of IBI Darmajaya B. Lampung. The researcher took 16 students as the sample of this research that has been chosen by using learning style questionnaire. 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. Further the students' speaking quantity and quality were taken when they did the interaction

1.6 Definition of the Term

- Speaking is an activity used by someone to communicate with others.

- Quantity in speaking can be defined as the considerable number or amount of utterance

- Quality in speaking can be defined as the general excellence of standard or level in utterance

- Teaching speaking means that teach the language in order to produce the speaker's competence to communicate in the target language which will improve student's communication skill

- Speaking task is an activity that requires learners to participate in a non-threatening environment, emphasis is on meaning, to arrive at an outcome but the outcome is not that important, involvement in the process of learning is more important.

- A learning style can be defined as the manner in which individuals perceive and process information in learning situations Brown (2000) in Gilakjani (2012)

II. FRAME OF THEORIES

To fulfill the purpose of this study, this chapter contains some theorist that support learning style in education and the previous research review relevant to the learning style, as well as the categories of learning styles and their pedagogical relationship in learning.

2.1 Speaking

People learn a language for a variety of reasons, but the most important one is to communicate in that language. So, language teaching in the twentieth century captures in term Communicative Language Teaching is an elected blend of the contributions of previous methods into the best what a teacher can provide in authentic uses of the English language in the classroom.

Chaney (1998) in Malihah (2010) believed that speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of context. From four key language skills, speaking is deemed to be the most important in learning a second or foreign language. As stated by Ur (1996) in Khamkhein (2010) speaking included all other skills of knowing that language.

Realizing or not speaking is a speech production that becomes a part of our daily activities, Thornburry (2005:8) in Akhyak and Indramawan (2013). Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information Brown (1994) in Kosar and Bedir (2014). While Underwood (1997:11) as citied in Akhyak and Indramawan (2013) says that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion.

Speaking skill can also be defined as oral communication that shows how well a speaker is able to arrange the words in order to express his or her thought and can be understood by listener. Byrne (1986:8) in Alam (2013) states, "Oral communication is a two way process between the speaker and the listener and involves the productive skill of speaking and receptive skill of understanding.

From all of theories of speaking which have been mentioned above it can be concluded that speaking is an activity used by someone to communicate with others. It takes place everywhere and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information with other through communication.

2.2 The Quantity and Quality of Speaking

As with any other area of language assessment, the fundamental issues to be considered in a speaking assessment are: (a) whether or not the test is used as intended, and (b) what its consequences may be. To ensure that the uses and

consequences of a speaking test are fair, the operational definition of speaking ability in the testing context should be examined, since the definition of speaking ability varies with respect to the targeted use and the decisions made. One way to elicit the construct of speaking ability for a certain context is through a scoring rubric which informs test users what a test aims to measure, Luoma (2004) in Kim (2006). However, a scoring rubric can affect the speaking assessment, as there may be an interaction effect between the rating criteria and examinees' performance, Luoma (2004) in Kim (2006). Different interpretations of the construct may cause biased effects on test takers' performance, leading to unfairness in scoring and test use. Thus, careful examination of how rating scales interact with speaking performance needs to be considered to determine the fairness of the speaking assessment. The first issue in examining rating scales is whether the scores given based on the rating scale truly reflect the quality and quantity of the test-taker's speaking.

The quantity in speaking can be defined as the considerable number or amount of utterance, while quality in speaking can be defined as the general excellence of standard or level in utterance. There are many factors and conditions influence the quality and quantity of speaking task accomplishment. The quantity of interaction is measured by three elements, namely the length of speaking time, the number of turns taken, and the number of c- units (Yufrizal, 2007).

2.2.1   The Concept of Length Time in Speaking

When the students like to do their speaking task, they will have opportunity to decide when they should start the conversation, and of course it will be based on their own readiness. They also have chance to stop the conversation if they think they have finished their speaking task. In completing different task each student may require different lengths of time. Consequently, it also affects the opportunities for production of other components of other interaction. Thus, the length of speaking time can be used as an indicator to determine which task types, and which learner characteristic stimulate communicative interaction. To obtain the data this activity can be achieved by using stop watch tool.

2.2.2   The Concept of Turn Taking

According Kato (2000) turn-taking is one of the basic mechanisms in conversation and the nature of turn taking is to promote and maintain talk. For smooth turn-taking, the knowledge of both the linguistic rules and the conversational rules of the target language is required. Turn-taking is one of the basic facts of conversation: speakers and listeners change their roles in order to begin their speech (Coulthard 1985: 59).

There is a set of rules that govern the turn-taking system, which is independent of various social contexts (Sacks, Schegloff & Jefferson 1974: 704): (a) when the current speaker selects the next speaker, the next speaker has the right and, at the same time, is obliged to take the next turn; (b) if the current speaker does not

select the next speaker, any one of the participants has the right to become the next speaker. This could be regarded as self-selection; and (c) if neither the current speaker selects the next speaker nor any of the participants become the next speaker, the current speaker may resume his/her turn.

In this research the number of turns taken will be calculated based on the amount of turns a speaker produced when the student interacts with another student. A turn will be begun when a student starts an utterance and it will be ended when the other student produces another utterance. In a kind of conversation it will be possible if the turn by a speaker overlaps with the turn of the next speaker. The turn of the first speaker will be calculated from the beginning of the relevant utterance until the speaker stopped speaking and the turn of the interlocutor will be also calculated from the start of speaking even though the first speaker hasn't stopped yet.

2.2.3. *The Concept of C- Units*

A c- unit is defined as an independent utterance that provides referential or pragmatic meaning, that is, c- units are utterances produced by any individual which are meaningful though not necessarily complete (Crook, 1990 in Yufrizal 2007).

Crookes (1991) in Yufrizal (2007) showed that the difference between t unit and c- unit lies in the method of dividing utterances into clauses or units of meaningful communicative value. The t- unit analyzes utterances on the basis of clause

division, while c- unit analyzes utterances based on communicative meaning born by the utterances.

The *c-unit* (communication unit: Loban 1966 in Crookes 1990) is closely related to the T-unit, but it has the advantage that isolated phrases not accompanied by a verb, but which have a communicative value, can be coded. Such phrases typically appear in answer to a question:

Question   : Where's my hat?
Answer   : On the table.

In this case, the answer is not a T-unit, and could not appear in an analysis using T-units, but it is a c-unit. If we see from the answer there is no main clause which is the characteristic of T- unit, but it has communication value as meant that showing the position of the hat.

In this research, the researcher used C- unit to analyze the students' utterance because it permits all meaningful utterances to be included rather than only the major clause that form the basis of t- unit. So it means that the researcher only analyzed the student's utterance based on the independent clause or independent modifier which has communicative value.

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define the quality of speaking, the bottom-up and the top down approach. Skehan (1998) in Pashaie and Khalaji (2014) distinguished three aspects of production: (1) fluency; (2) accuracy and (3) complexity

2.2.4 The Concept of Fluency

Fluency in speaking is the aim of many language learners. According Fillmore (1979) fluency is the ability to fill time with talk, a person who is fluent in this way does not have to stop many times to think of what to say next or how to phrase it. Fluency means the ability to speak or write a foreign language easily, effectively and accurately. In a narrow meaning fluency is a component of language performance, specifically the "delivery of speech" (Schmidt, 1992, p. 358) in Vercelloti (20012). Sign of fluency include a reasonably fast speed of speaking and only a small number of pause and "um" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. Brumfit (1984) see the fluency as the maximally effective operation of the language system so far acquired by the students. This definition suggest that fluency can be measured by looking at (1) the speed and flow of language production, (2) the degree of control language items, (3) the way language and content interact.

The goal of fluency directed communication activities is to enable the learner to integrate previously encountered language items into an easily accessed, largely unconscious, language system as a result of focusing on the communication of message. Such activities are essential to language learning if the learner is to be able to use the language.

2.2.5. *The Concept of Complexity*

Complexity has been described as "elaborated language" (Ellis & Barkhuizen, 2005, p. 139) in Vercelloti (20012). The complexity of produced language has been the most difficult to define and this component of language performance is most easily conflated with language development or progress. By describing complexity as "more advanced" or "challenging language", it seems as though complexity is not a property of language production but just an indication of development or proficiency (Pallotti, 2009) in Vercelloti (20012).

Wolfe-Quintero et al (1998) defined complexity as the degree to which a learner uses varied and sophisticated structures and vocabulary in and it is divided into syntactic complexity (also called grammatical complexity, syntactic maturity, and linguistic complexity) and lexical complexity (often separated into lexical variation, lexical density, lexical sophistication, lexical richness, and others).

2.2.6 *The Concept of Accuracy*

In this research, accuracy refers to the accuracy in speaking English. Accuracy in speaking English is the ability to effortlessly name words or to draw on a mediated process when unfamiliar words cannot be automatically recognized (Evanchan, 2010). While according the researcher accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy of the performance can be measured by self-repair attempts or as a function of errors produced (or the lack thereof). Self-repair has been measured as a percentage of self-repairs or as a ratio of self-repairs to errors (Michel, K, & Vedder, 2007) in Vercelloti (20012). It is unclear

how a lower score or a higher score of self-repairs reflects accuracy in the language produced.

Heaton (1998: 100) in his book assumed that, there are three components of students' language performance that can be measured by their English teacher especially for the lower intermediate level of students. They are fluency, accuracy and comprehensibility.

2.2.7 The Concept of Comprehensibility

Comprehensibility is related to how understandable the speech of the speaker is. It means that speakers' utterances should able to be understood by the listener. Comprehensibility denotes the ability of understanding the speakers' intension and general meaning, Heaton (1991) in Rahman, A and Deviyanti, R (2012). It means that if a person can answer or express well and correctly, it shows that he/she comprehends or understand well. Comprehensibility is considered an element of language control. Lack of language control shows as errors in speech or writing that generally impedes comprehensibility.

Considering that the population of this research comes from non English department students where it means that they are including into lower intermediate level of the students then the researcher is going to see their speaking quality in term of accuracy, fluency and comprehensibility.

2.3 Teaching Speaking

Teaching speaking is a very important part of language learning. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teach speaking by designing task that can facilitate students in learning, by providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed before can contribute a great deal to students in developing basic interactive skills necessary for life. These task make students more active in the learning process and at the same time make their learning more meaningful and fun for them. It is in line with Rivers (1968) in Rahimy and Safarpour (2012) who stated that the language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner's interaction as the key to teaching language for communication because "communication derives essentially from interaction.

Speaking is a crucial part of language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According Aungwatanakun (1994) as citied Oradee (2012) in foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Shumin (2002) in Oradee (2012) stated that speaking English is the most difficult for learners. In particular, EFL learners often stammer when speaking English. This results from learners' lack of exposure to authentic English language environments that allow them to use English for communication and expression. Furthermore, learners are not exposed to the cultures of the native English speakers. Ur (1996) in Aliakbari, and Jamalvandi (2010) points out that among the four language skills, speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language; as if speaking includes all required knowledge for a language.

Some teaching theorist agree that speaking skills can be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem-solving, and Role-playing. In addition, Hedge (2008) in Oradee (2012) supported this idea that the activities that can assist better speaking skills are free discussion and role-playing. Harmer (1993) ac citied in Oradee (2012) also stated that the language activities are important factors in teaching language for communication. Activities help create interaction in the language classroom. Additionally, communicative activities can motivate the learners and establish good relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning.

From all of theorist about teaching speaking, the researcher assumes that teaching speaking means teach the language in order to produce speaker's competence to communicate in the target language which will improve student's communication skill.

2.4. The Task in Language Teaching

There are different types of task in language teaching. The first kind of task, as Nunan (1991) in Pashaie and Khalaji (2014) states, is related to real world and is labeled target task, and the second one is pedagogical. Pedagogical tasks are fulfilled within the classroom while target tasks are employed for authentic users out of the classroom. Based on Richards" definition and Ellis" (2003) in Pashaie and Khalaji (2014) point of view, the narrow definitions of pedagogic tasks indicate that most tasks include and involve language and the focus is on „eliciting language use and meaning is the most important part of tasks.

A more pedagogically oriented definition of tasks was proposed by Richards, Platt & Webber (1985) in Yufrizal (2007) defined a task as:

> An activity or action which is carried out as the result of processing or understanding language (i.e.as response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as task. Task may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative…… since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake (p.289).

The definition above has a closer relation to language teaching since the aim of task is communication. It contains a process where a learner comprehends a message, produces and interacts in the target language.

A task refers to a language learning effort that requires learners to comprehend, manipulate and produce target language as they perform the set task, involving real-world language (Richards, 1986) in Ismaili. According to Willis (1998), tasks are activities in which the target language is used for a communicative purpose to achieve an outcome. On the other hand; Nunan (2004) uses the word 'task' instead of 'activity.' Ellis (2003) defines "tasks" as activities that are primarily focused on meaning whereas exercises are activities that are primarily focused on form.

Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes. The primary focus of classroom activity is the task considered an instrument to get the students involved in the language practice naturally. The task activities given to the students are the opportunity to use language to achieve a specific outcome. The activity helps the students to think of the real life situation and they can focus on meanings of the words they use. The students are free to choose which are relevant to their activities to be performed. The task learning activities are such as playing games, solving problem, sharing information and gathering experiences. All of these activities are considered as relevant and authentic task to engage students with a focus on mastering speaking English Willis and Willis (2007) in

Thanghun (2012).While Nunan (1992) in Chuang stated that "task learning" increases students' talks, makes the classroom atmosphere relaxing, and reinforces students' comprehensible input. Therefore the main purpose of identifying students' learning style preferences is to help the teachers design tasks that can facilitate students' learning.

In this research, the researcher is going to design some tasks which are based on four types of students' preference in learning. The names of them are speaking task design for concrete learners, analytical learner, communicative learner and authority oriented learner. Each of them will be described as follows:

1) Speaking Task for concrete learner

Concrete learners employ very direct means of taking in and processing information – they like games, pictures, video, talking in pairs, and practicing outside classrooms. They disfavor learning monotonously and written work. They have strong desire to be entertained by using games, and enjoy conducting experiments, exploring and performing tasks. Felder and Henriques (1995) stated that concrete learners or more specifically kinesthetically oriented learners prefer to receive information by means of physical sensations and desire to be concrete.

Referring to the characteristics of concrete learner, the researcher will teach the students by using speaking task that invite them to participate directly in the activity and create the activity as the real situation out of the class if it is necessary. To achieve it the type of speaking tasks that is suggested for concrete learners might be role play, where is the students are asked to learn by doing something.

2) Speaking task for communicative learner

Communicative learners have a desire for a communicative learning approach, like to learn by watching, listening to native speaker, talking to friends in English and watching television in English. They prefer to use English out of class in shops, trains, etc. learning new words by hearing them, and learning by conversation.

Referring to the characteristics of communicative learner, the type of speaking tasks that is suggested for communicative learners might be speaking task that invite them to talks more, and it can be facilitate by using methods which can be use through interaction and media aids listed in Willing's questionnaire and take into consideration inclusion of group discussions and teacher student conferences as students prefer to talk with classmates and their teachers. An information change is also effective technique which can be used to teach in order to facilitate students in learning.

For illustration, the teacher will show English film or video to the students and ask them to pay attention on it. After watching this English film or video the teacher will invite the students for discussing about the content of the English film in a group, it can be about the character, plot, moral value etc. of this English film. Every student will be asked to give their opinion by using their own word. In order to facilitate the learning process of the communicative learners, the teacher will ask the students to share the information that they have to the other friends,

while the other friends can give additional information or suggestion even objection of what her/ his friend's statement (information change).

3) Speaking task for authority oriented learner

Authority-oriented learners prefer the teacher to explain everything to them, like to have their own textbooks, to write everything in a notebook, learn by reading, and learn new words by looking at them. They depend on their teachers in learning, textbooks, and their notebooks.

Referring to the characteristics of Authority oriented learner, the type of speaking tasks that is suggested for authority learners might be speaking task that involve into teacher centered activity, and it can be achieved by lecturing technique where is the students get more explanation directly from the researcher (teacher centered). The students will be allowed to ask the researcher directly if they need further information about the material. For the illustration the researcher will teach the students by giving the material and complete explanation which is needed by the students, after that the researcher will give the students chance for asking the question about the material. Speaking task that involve in memorizing drill is also suitable for authority learner since they prefer to learn by writing everything in their notebook.

4) Speaking task for analytical learner

Analytical learners whose cognitive strengths lead them not only to analyze carefully and demonstrate great interest in structures but also studying grammar,

studying English book and reading news paper, studying alone, finding their own mistakes and working on problems set by the teacher.

Referring to the characteristics of Analytical learner, the researcher will teach the students by using speaking task that invite them into analyzing activity, and it can be achieved by giving problem solving activities which is appropriate for them in order to make them interest in learning. For the illustration the teacher will give a kind of conversation text and then the students could be asked to analyze the structure and language of that conversation text.

2.5. The Advantages of Tasks in Speaking Instruction

In a short period of time English displaced other languages and became the leading means of communication worldwide. Because of the significant role of speaking, many researchers have proposed methods to enhance speaking skills by means of syllabus design, teaching principles, types of tasks or materials, and speaking assessment. In recent years in SLA research there has been a considerable growth of interest in tasks.

With the emergence of communicative and task- based approaches in language teaching, syllabus designers have tried to make use of meaningful tasks so that they are similar to real life tasks. According to Harmer (2001) in Soleimani (2013), the major elements which are necessary for spoken language are 'connected speech'. He argues that proficient speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent

connected speech. It is assumed that this fluent speech cannot be separated from the characteristics in task and task's structure

Apparently, using group work and pair work throughout tasks increases the amount of learner's talk going on in a limited period of time and lowers the inhibitions of learners who are unwilling to talk in front of the full class thus increases their motivation, Ur (1996) in Torky (2006) .

The   great advantage of tasks is that they allow for learner engagement in realizing the communicative potential of the encoded semantic resource, Widdowson (2003) in Salimi and Dadashapour (2012).

Torky (2006) in her research explained some advantages of tasks based instruction for the English Foreign Language speaking class room, they are:

a. Meaning

When tasks are the means of learning, the target language takes on meaning as students try to focus on actual problem solving. Instead of the TENOR situation (Teaching English for No Obvious Reason), students have a reason for learning (Norman, 1996: 598; Willis, 1996, b: 54 and Hedge, 2000).

b. Ownership

If students are allowed to see the task through all of its stages (task completion), without the teacher playing an interventionist role, they can achieve a valuable (and motivating) sense of fulfillment and heightened self confidence that comes from understanding, performing, and reflecting on the task by themselves. In other

words, tasks transform the curriculum from one that is teacher -based to one that is learner-centered (Lee, 2000 and Furuta, 2002:28).

c. Learning levels

Learners take on content matter (input) that is appropriate to their current stage. In this way, students are allowed to progress through tasks at their own rate, and this helps them to concentrate on aspects that are suitable for their learning level (Ellis, 2003).

d. Assessment

Tasks help students focus on outcome, show them their learning needs, and help them evaluate their communicative competence (Finch, 1997 & Ellis, 2003).

e. Error-correction

When students are conducting problem solving in groups, errors in communication become evident to the whole group, and the teacher (functioning as a language resource) can be asked to supply the necessary language, giving "the right information to the right people at the right time" (Ellis, 2003).

f. Skills integration

Tasks always imply several skills areas, not just one. In this way the four language skills are approached in an interconnected way (Brown, 2001: 244)

Considering that every person has his or her own individual way of gathering and processing information, including differences in the way we learn something. This purposes us a strong belief that learners have individual preference or style of learning, which enable them to cope with tasks at hand in a manner that is different, but not necessarily more or less effective from others.

2.6. Students' Preference in Learning (Students' Learning Style)

Educational institutions are moving towards more emphasis on students'
preferences in learning. Research shows that if teachers can give students
instructions relevant to their learning styles, the performances are usually better,
Dunn and Price, 1979; O'Brien, 1989; Oxford and Ehrman (1993) in Jhaish
(2010). When the learners' learning styles are matched congenial with the
instructional styles, their motivation, performances, and attainments will be
enhanced (Brown 1994) citied in Jhaish (2010). This notion is similar to Reid
(1995) in Tabanlioglu (2003) who states that developing an understanding of
learning environments and styles will enable students to take control of their
learning and to maximize their potential for learning.

Learning styles may be defined in multiple ways, depending upon one's
perspective. Here are a few definitions of learning styles. Brown (2000) in
Gilakjani (2012) 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. Celcia-Marcia (2001) in Gilakjani
(2012) defines learning styles as the general approaches—for example, global or
analytic, auditory or visual—that students use in acquiring a new language or in
learning any other subject. The manner in which a learner perceives, interacts
with, and responds to the learning environment. Each learner has his or her own
learning style(s) that is (are) employed when doing a specific task. They learn in

different ways; some tend to learn by seeing, others by hearing and some desire to learn on their own, while others prefer to learn by interacting with their peers, Riazi & Riasati, (2007) in Hamidah (2012).

A learning style is a student's consistent way of responding to and using stimuli in the context of learning. Keefe (1982) in Kaminska (2014) defines learning styles as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment. While according to Willing (1988) in Batang (2014), learning style is inherent and pervasive and is a blend of cognitive, affective, and behavioral elements. He stressed that an individual's learning style is an intrinsic and innate behavior that individual has in him which is influenced by several factors in their life that has caused them to have a particular learning style or preferences. Thus, learning styles are not really concerned with *what* learners learn, but rather *how* they prefer to learn.

Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

Learning styles in education refers to the contested hypothesis of systematic differences in individuals' natural or habitual pattern of acquiring and processing information in learning situations. A core concept is that individuals differ in how they learn. The idea of individualized learning styles originated in the 1970s, and has greatly influenced education. In fact, there is a stunning variety of learning styles. Most people possess a dominant or preferred learning style. Learning styles may also prove useful for helping students with mastering meta learning (being aware of and taking control of one's learning). However, one or more of these styles is usually dominant. This dominant style defines the best way for a person to learn new information. This style may not always be the same for all tasks. Learners may prefer one style of learning for one task, and a combination of others for another task

All these definitions of learning styles are directed towards the notion of the preferred ways applied by individuals to concentrate on, process, internalize and retain new information; a preferred way implies that it will be effective for those who prefer it, and less effective for those who prefer another learning style. However, non- preferred styles are not necessarily exclusive; they can be learned, although it would be probably hard, especially for those who have strong or extreme preferred styles.

2.7. The Classifications of Learning Style

Naturally, there are many different models of learning styles classification in education based on theorist who concerns and has done many researches in this field, such as:

2.7.1 Fleming's categories of learning style

Fleming (2001) in Bidabadi and Hamidah. (2012) defines learning style based on four information processing modalities: visual, auditory, read/write, and kinesthetic learning style category. Fleming later added a fourth, read/write, changing the acronym to VARK.

No	Learning Style Categories	Characteristic
1	Visual learner	They learn through what they are able to see with their own eyes. Visual learners have a tendency to describe everything that they see in terms of appearances. People with a visual learning style absorb information by seeing it in front of them and storing the images in their brains.
2	Auditory learner	They are very good listeners. They tend to absorb information in amore efficient manner through sounds, music, discussions, teachings, etc. Auditory learners appreciate books on tape and may find that reading aloud will help them to retain information
3	Kinesthetic learner	They learn best by doing: moving around and handling physical objects. They like to explore the outdoors, are often very coordinated, may excel in athletics and performing arts, and usually express their feelings physically, such as with hugging and hitting. They prefer trying new skills for

		themselves rather than being given directions or shown a demonstration. They may find it hard to sit still for long periods of time and struggle with reading and spelling.
4	Read/ write	They learn best through the written word. They absorb information by reading books and handouts, taking lots of notes (sometimes word-for-word), and making lists. They prefer lectures, diagrams, pictures, charts, and scientific concepts to be explained using written language. They are often fast readers and skillful writers.

2.7.2. Dõrnyei categories of learning style

Dõrnyei (2005) categorizes learners' learning style according to sensory preference into several types, they are:

No	Learning Style Categories	Characteristic
1	Visual learners	They absorb information most effectively if it is provided through the visual channel. Thus, they tend to prefer reading tasks and often use colorful highlighting schemes to make certain information visually more salient.
2	Auditory learners	They absorb information most effectively through auditory input such as lectures or audiotapes. They like to talk the material

		through by engaging in discussions and group work.
3	Kinesthetic learners	They will learn most effectively through complete body experience such as body movement
4	Tactile learners	They like a hand-on, touching learning approach.

2.7.3. Kolb categories of learning style

Kolb (1984) in Richmond & Cummings (2005) classifies leaning styles into four categories, such as:

No	Learning Style Categories	Characteristic
1	Concrete learners	The have a plenty of opportunities for direct human interpersonal interactions. These individuals also prefer to feel and experience rather than think. Kolb describes them as intuitive decision makers, who value circumstances involving people in real world situations.
2	Reflective Observation learners	This mode focuses on the ability to understand the meaning of ideas. Individuals who are characterized by this mode value objective judgment, impartiality, and patience. They prefer abstract understanding over practical applications, and they prefer to reflect and observe rather than act on a situation.
3	Abstract Conceptualization learners	Individuals oriented toward abstract conceptualization typically attend to tasks that

		involve logical investigation of ideas and concepts. This learning mode is characterized by a preference to depend on cognitive rather than emotional skills. People in this mode also value rigorous idea analysis and well defined conceptual systems. Finally, this mode involves the use of "systematic planning, manipulation of abstract symbols, and quantitative analysis"
4	Active experimentation learners	The active experimentation learning mode focuses on actively influencing people and changing situations. In other words, individuals in this learning mode prefer to be involved in peer interactions that allow them to play an integral role in the decisions made in these interactions. This mode emphasizes practical applications or solutions rather than reflective understanding of a problem. People who use this mode are pragmatists and focus on doing rather than observing; they enjoy and are especially efficient at getting the "job done"

2.7.4. Reid's categories of learning style

Reid (1995) in Nirmala and Karthigeyan (2013) classifies learning styles categories based on how students learn best using their perceptions, they are:

NO	Learning Style Categories	Characteristic
1	Visual learners	They like to read and obtain information from visual stimulation. These learners prefer using pictures, imageries, and spatial perceptions.

2	Kinesthetic learners	They like lots of hands on movement and enjoy working. They favor using body, hands, and tactile sense.
3	Auditory learners	They are comfortable without visual input and learn from unembellished lectures, conversations, and oral directions.
4	Group (interpersonal): learners	They favor learning in groups or with other people.
5	Individual (intrapersonal) learner	They prefer to work alone and to be a self reader.

2.7.5. Willing's categories of learning style (1988)

Willing (1988) in Yufrizal (2007) categorized learners into the following types of learning style, they are:

No	Learning Style Types	The Characteristic
1	Concrete learners	Concrete learners tend to like games, pictures, films, video, using cassettes, talking in pairs and practicing English outside class. They disfavor learning monotonously and written work. They like variety. They prefer verbal and visual experiences. They have strong desire to be entertained by using games, and tend to be involved in learning physically. Felder and Henriques (1995) stated that concrete learners or more specifically kinesthetically oriented learners prefer to receive information by means of physical sensations and desire to be concrete.
2.	Analytical learner.	Analytical learners whose cognitive strengths lead them not only to analyze carefully and demonstrate great interest in structures but also studying grammar, studying English book and reading news paper, studying alone, finding their own mistakes and working on problems set by the teacher.

3.	Communicative learners	Communicative learners who have a desire for a communicative learning approach, like to learn by watching, listening to native speaker, talking to friends in English and watching television in English, using English out of class in shops, trains, etc. learning new words by hearing them, and learning by conversation.
4.	Authority-oriented (Teacher oriented learner)	Authority-oriented learners prefer the teacher to explain everything to them, like to have their own textbooks, to write everything in a notebook, like to study grammatical rules, learn by reading, and learn new words by looking at them. They depend on their teachers in learning, textbooks, and their notebooks.

Yufrizal (2007) provides one example of research on learning style by applying Willing's model of learning categorizes. This studies has at least shown how Willing's model which has been adapted by him could be applied to categories second/ foreign language learner's learning style preference.

Based on the explanation above it can be concluded that there are so many learning style classifications from many experts, but Willing's learning style categories are more acceptable for language learning context especially for Indonesian learner.

2.8. The Advantages of Identifying Learning Styles

Learning style has an important place in the lives of individuals. When the individual knows his/her learning style, s/he will integrate it in the process of learning so s/he will learn more easily and fast and will be successful. Another advantage of the identification of the own learning style by the student is that it will help the student to become an effective problem solver. The more successful the individual is at solving the problems s/he faces, the more control s/he will take over his/her own life Biggs (2001) in Gilakjani (2012). It is important that individuals receive education in areas suitable for their learning styles. A person educated in an area having no relationship to his/her learning style may lack confidence and s/he may be less successful; s/he may as a result become frustrated.

Knowledge of learning style also provides information to the student as to why s/he has learnt in a different way than others. It helps to control the process of learning. It is vital because one of the most important signals in learning is to learn to be autonomous, that is, for the individual to take responsibility for his/her own learning. Because of this, she/he should know what learning style is. This has to be part of the learning process to enable the individual to obtain knowledge, which constantly shifts and changes, without any help from others. Briefly, confidence in learning will consistently rise when learners know how to learn. Learning to learn and grasping knowledge in a suitable manner will lessen the need for an overbearing control by teachers. At this point, teachers guide the students. The students take responsibility for their learning, they are at the centre

of the process and everything is under their control. They search answers to the problems and benefit from their unique performances and preferences in their learning styles. Those people will identify their aims, unlike those whose learning style preferences are not identified. They know what they want to learn and "how." This awareness will change their perspectives on learning new things, Fidan (1986) in Gilakjani (2012).

Moreover, Claxon and Murel (1987) in Ho (1999) said that identifying a students' style and then giving instruction that match that style contributes to more effective learning. It means that when learners recognize their types of learning style preferences, they try to learn in general and listen in particular in a way which is effective to their learning and listening in terms of using top-down, bottom-up and interactive strategies. Therefore, identifying and understanding the types of learning styles and their potential in enhancing English language listening proficiency is crucial for these EFL learners.

2.9. The Previous Research

There were several researcher who ever conducted research in this field, such as Windu (2009), who conducted *"Perbandingan Prestasi Menulis B.Inggris Berdasarkan Strategi Pembelajaran dan Gaya Belajar Siswa di Politeknik Negeri Lampung",* found that there is a significant interaction between the writing learning models of individual and group work learning models and the students learning style towards their writing English Achievement.

Meanwhile, Nonetis'ah (2009) in her research "*Perbedaan Gaya Belajar Siswa, Gaya Mengajar Guru dan Lamanya Belajar Siswa di luar Sekolah Terhadap Kemampuan Berbahasa Inggris Siswa Kelas IX SMPN 16 B. Lampung*", found that there is a significant difference in English skill among students with concrete learning style with students who have learning style communicative orientation instruction, analytical and students with a mixture of style.

Claxon and Murrell (1987:52) in Ho (1999) in their research also found that students who were taught in ways that matched with their learning style obtained higher reading scores and viewed their educational experience more positively. Another previous research also shows that there is a correlation between the learners' English listening proficiency levels and their learning style preferences, Bidabadi and Hamidah (2012)

2.10. Theoretical Assumption

Based on the literatures reviewed above the researcher have assumption that students with different learning style must be have different way in accomplishing task which is given to them. Therefore as a teacher we should prepare task which is suitable with their preference in order to facilitate them in learning.

Concrete learner has characteristic to employ very direct means of taking in and processing information – they like games, pictures, video, talking in pairs, and practicing outside classrooms involved in learning physically. They disfavor learning monotonously and written work. That is why the task which might be

suggested for concrete learners is a kind of task that can invite the students in role play activity in order to make the students learning by doing something.

While communicative learners have a desire for a communicative learning approach (like talking to friends or watching television in English), might be the appropriate task for them is a kind of task which include into group discussions or information exchange. It's because communicative learners prefer learning English in the conversation based.

Authority-oriented learners prefer the teacher to explain everything about material, they like to have their own textbooks, write everything in a notebook, like to study grammatical rules, learn by reading, and learn new words by looking at them. The task which suitable for them is a kind of task that can be involved in lecturing or memorizing, this is because they depend on their teachers in learning, textbooks, and their notebooks.

The analytical learners have characteristic to find their own mistakes and working on problems set by the teacher, like to analyze carefully and demonstrate great interest in structures or studying grammar, the task that is suitable for them is involve into problem solving. This is because analytical learners prefer to learn by giving a case.

2.11. The Hypothesis

Based on the theoretical assumption above, the researcher formulates the

hypothesis as follows:

Hi   : There is a significant difference among task design based on students'

            learning style in terms of quantity and quality of speaking

Ho   : There is no significant difference among task design based on students'

            learning style in terms of quantity and quality of speaking

Hi   : There is a difference of students' quantity and quality in speaking

            among students with different learning style and the speaking task

Ho   : There is no difference of students' quantity and quality in speaking

            among students with different learning style and the speaking task

Based on all of explanation above it can be summarized that speaking is an activity used

by someone to communicate with others. Teachers have responsibility to prepare the

students as much as possible to mastery speaking English and it can be started by

analyzing their learning style. The task design that is given to the students included as one

of effectives way to make every student with different learning style get better

performance in learning.

III. RESEARCH METHODS

This chapter described the participants, operational definition of variables, instrumentation, data collection, and data analysis. The ultimate goal of the study was to improve the curriculum to better accommodate students with different learning styles.

3.1 Research Design

This research was quasi experimental research. One group repeated measures design has been carried out in this research. This kind of design was used since the tasks were administered to one group of students, and there were eight times for them to perform the tasks.

First of all, the researcher gave students learning style test in order to know their preference in learning. After getting the data, the researcher chose the students randomly by using lottery in order to decide the samples that would be involved in concrete, communicative, authority and analytical group. The researcher took 16 students as the sample of the research who consisted of 4 students with concrete learning style, 4 students with communicative learning style, 4 students with

authority learning style and the last 4 students with analytical learning style. The sample of the research has been collected into one class.

After getting the group of concrete, communicative, authority and analytical students, the researcher gave speaking test. It was done in order to make sure that the students had similar ability in speaking. And then the researcher gave treatments by teaching the students with specifically speaking tasks design which were based on the students learning style such as concrete, communicative, authority and analytical speaking tasks design. After each treatment there was a speaking test in order to see the significant different between tasks and the significant effect of learning style on the quantity and quality of student's speaking. Therefore the research design has been formulated as follows:

X1 T1 X2 T2 X3 T3 X4 T4 X5 T5 X6 T6 X7 T7 X8 T8

X1: First treatment with learning style based

T1: First speaking test

X2: Second treatment with learning style based

T2: Second speaking test

X3: Third treatment with learning style based

T1: Third speaking test

X4: Fourth treatment with learning style based

T4: Fourth speaking test

X5: Fifth treatment with learning style based

T5: Fifth speaking test

X6: Sixth treatment with learning style based

T6: Sixth speaking test

X7: Seventh treatment with learning style based

T7: Seventh speaking test

X8: Eight treatment with learning style based

T8: Eight test

3.2 Population and Sample of the Research

The researcher chose Darmajaya Language Center (DLC) students as the population of this research. There were six classes of DLC for holiday season, they were Bheta 1.1, Bheta 1.2, Bheta 1.3, Bheta 1.4, Bheta 1.5 and Bheta 1.6. Each class consisted of 10 students, so the amount of population was 61 students.

The researcher used 16 students as the sample of this research that has been chosen randomly by using learning style questionnaire. They were consist of 4 students with concrete learning style, 4 students with communicative learning style, 4 students with authority learning style and the last 4 students with analytical learning style. They were taught in the same class, during ninety minutes in each treatment.

3.3 Research Procedure
The procedures of this research were as follows:
1. Administering questionnaire

    The researcher administered Yufrizal's questionnaire in order to know

    students preference in learning. The questionnaire consisted of 40 questions

asking the students how they preferred to learn English. Students have been asked to indicate their preferences by giving checklist for STS (sangat tidak setuju), TS (tidak setuju), S (setuju), SS (sangat setuju).

2. Determining the sample of the research

The sample has been determined by using learning style questionnaire in order to get 16 students who consist of concrete, communicative, authority and analytical students' preference in learning. The sample also has been chosen randomly based on the consideration that they have similarity in speaking.

3. Preparing the task

The researcher prepared speaking task which would be given to the students in the treatments, to fulfill the content validity, materials of the task have been prepared based on English syllabus for Darmajaya Language Center (DLC) Institution.

All of those speaking tasks were made based on student's preference in leaning as follows:

Speaking task 1 (concrete speaking task design) → was given in the first treatment

Speaking task 2 (communicative speaking task design) → was given in the second treatment

Speaking task 3 (authority speaking task design) → was given in the third treatment

Speaking task 4 (analytical speaking task design) → was given in the fourth treatment

Speaking task 5 (concrete speaking task design) →was given in the fifth treatment

Speaking task 6 (communicative speaking task design) →was given in the

sixth treatment

Speaking task 7 (authority speaking task design) → was given in the

seventh treatment

Speaking task 8 (analytical speaking task design) → was given in the

eight treatment

4. Giving treatments

The researcher conducted eight treatments in this research. It was ninety

minutes for each meeting. The researcher taught the students by using

speaking task which provided the students preference in learning. The research

was conducted from August 15th until September 19th 2016, and the first

treatment was conducted on August 19. In this below is the table of

conducting the research

Table 6. The Schedule of Research Treatment

Day and Date	Activity	Type of Speaking Tasks
Friday / August 19th 2016	1st treatment	Concrete task
Monday / August 22nd 2016	2nd treatment	Communicative task
Friday / August 26th 2016	3rd treatment	Authority task
Monday / August 29th 2016	4th treatment	Analytical task
Friday / September 2nd 2016	5th treatment	Concrete task 2
Monday / September 5th 2016	6th treatment	Communicative task 2
Friday / September 9th 2016	7th treatment	Authority task 2
Friday / September 16th 2016	8th treatment	Analytical task 2

5. Speaking test

The speaking test has been administered after each treatment in order to see

the students' significant effect of learning style on the quantity and quality in

students' speaking after teaching by using specifically task design.

6. Analyzing the data

   After conducting some procedures the researcher analyzed the data. Related to this, the researcher used ANOVA to see whether there were a significant effect of different tasks and also to see the effect of learning style on the quantity and quality of students' speaking.

   This research also used inter- rater in finding the quality of students' speaking in term of accuracy, fluency and comprehensibility. After that the data was counted based on each term of J. B. Heaton's rating scale to analyze it. The rating scale starts from one scale until six

3.4 Data Collecting Technique

The data had been gotten from the students' utterances when they do the interaction with their group. The utterances had been recorded, transcribed, analyzed and also measured. There were some steps which had been done by the researcher in order to get the data, they were as follows:

1. Determining the instrument

Since this research was going to find out the quantity and quality of students' speaking then the instrument which had been used in this research was speaking test. For getting the quantity of the students' speaking, the researcher gave speaking test after each treatment which focused on students' speaking in term of length time, turn taking and number of c- unit.

In the length time of speaking, the researcher analyzed how long each student utters her or his utterances in their conversation. Because of the speaking test

was in form of pair group then the researcher calculated the length time of students' conversation and then divided in two. The researcher also used stop watch tool in order to get the data of students' quantity in term of length time.

For turn taken it was calculated based on the amount of turns from each student when they interacted in their group. The turn of the first speaker was calculated from the beginning of the relevant utterance until the speaker stopped speaking and the turn of the interlocutor also be calculated from the start of speaking even though the first speaker wasn't stopped yet

And for C unit it was analyzed based on communicative value which was born by the utterance of each student. Every utterance which has communication value from the speaker has been counted into one unit even though it was different topic.

While for getting the quality of students' speaking, the researcher gave speaking test which focused on students' accuracy, fluency and comprehensibility in speaking. In accuracy, it had been seen whether the speaker used the language system (grammar, pronunciation, vocabulary) in correct way or not. The researcher used J.B. Heaton's justification in scoring students' accuracy by giving rating scale from one scale until six rating scale.

For Fluency it had been seen whether the speaker used foreign language easily, effectively and accurately in their utterances or not. Sign of fluency included a reasonably fast speed of speaking and only a small number of pause and "um" or "ers". These signs indicated that the speaker didn't have to spend a lot of

time searching for the language items needed to express the message. In scoring the students' fluency in speaking quality the researcher also used J.B. Heaton rating scale

Then in comprehensibility it had been seen whether the speaker's utterances could be understood by the interlocutor or not. If an interlocutor could answer or expressed well and correctly from what the speaker said, it showed that he/she comprehend or understand well. Then the researcher gave rating scale for the student's comprehensibility, from one until six rating scale depends on the category level of their comprehensibility based.

Questionnaire was also another instrument that used in this research. As mentioned in the literature reviews that there were many questionnaires to measure and defined the student's preferred in learning (LSI, LASS, LTI, VARK). In this research the researcher used Yufrizal's questionnaire as the instrument. The questionnaire consisted of 40 questions asking the students how they preferred to learn English. Students asked to indicate their preferences on a 4 abbreviations. STS for *sangat tidak setuju*, S for *setuju*, TS for *tidak setuju* and SS for *sangat setuju*.

Willing's questionnaire model was adapted by Yufrizal (2007) and it had been proven that Willing's model which had been adapted by him could be applied to categories second/ foreign language learner's learning style preference, especially in an Indonesian context.

2. Treatments

After determining the instruments, the researcher conducted treatments. In each treatment the researcher taught the students ninety minutes by using

speaking task design which provided the students preference in learning. There were eight speaking tasks which consist of speaking task design for concrete learner, speaking task for communicative learner, speaking task design for authority and speaking task design for analytical learner.

3. Speaking Test

As mentioned above, speaking task was given after each treatment in order to get the students' speaking quantity and quality after being taught by using specifically speaking task design.

4. Recording the students' utterances

To obtain the data, the researcher recorded the students' speaking by using recorder application in the cell-phone. In fact, the students recorded the utterances produced with their own cell-phones. Besides that, the researcher also used camera video in order to get the data.

5. Transcribing the students' utterances

The students' utterances had been transcribed. It meant the spoken form was transferred into the written form. Having done it, the written utterances of each speaker was seen from the quantity in the term of length time of speaking, turns taken and the number of C- unit. While for the quality of utterances from each speak was seen in the term of accuracy, fluency and comprehensibility.

3.5 Validity and Reliability of the Instruments

In order to get a data which was valid and also reliable then the instruments of this research had fulfilled the validity and reliability.

1.   Validity

Validity refers to the extent to which the result of the procedure serve the uses for which they were intended (Hatch and farhady, 1982: 250). It means that a test is considered valid if the test measure the object to be measured and suitable with the criteria

In this research, to measure whether the test had good validity or not, the researcher analyzed its content and construct validity.

a.   Content Validity of the test

Content validity means that the test is good reflection of what has been taught and the knowledge which the teacher wants the students to know, Shohamy, E and Seliger, W (1989). It means that the items of the test presented the material has been discussed. Then, the test was determined according to the materials that had been taught to the students. In other words, the test was based on the materials in the English curriculum, so that it could be said that the test had content validity since the test was good representation of material which would be studied in the classroom. In this research the researcher used material which had been included in students' module for the second level of DLC's students as the guide line for choosing the topic which would be taught. The speaking tasks were made based on student's preference in leaning such as concrete, communicative, authority, and analytical style.

Another instrument that was also used in this research was questionnaire. The item of questionnaire which was distributed to the students represented their preference in learning.

b. Construct Validity of the test

Construct validity was concerned with the capability of test to measure specific characteristics in accordance with a theory of language behavior and learning, Heaton (1988). It means that the test construction should be referred to the theory of objective learning.

In this research, the speaking test which was given to the students has full filled the construct validity since the speaking test which was given to the students represented three aspect of speaking skill justification. Those three speaking aspects were comprehensibility, accuracy and also fluency.

Questionnaire which was also used in this research has full filled the construct validity since the questionnaire which was distributed to the students indicated the student's preference in learning based on Willing's theory.

2. *Reliability*

Since the researcher would find out the students' speaking in their quality and quantity then the reliability of the instrument was also be seen in the term of quality and quantity of speaking.

For the Quantity the researcher measured the speaking in the term of length time of speaking from each speaker when she or he uttered her or his

utterances, turn taken of each speaker, and also C- unit which was produced by each speaker.

While for the reliability of instrument in speaking quality was seen in term of accuracy, fluency and comprehensibility. In order to make the instrument of students' speaking more reliable, the researcher used inter- rater. The first rater was the researcher self and the second rater was an English lecturer from Darmajaya language Center (DLC). The researcher used Heaton's rating scale for lower intermediate level in speaking which consist of six rating scale.

Another instrument that was used by the researcher was questionnaire. The questionnaire which was used in this research has reliable since it was tested by the previous researchers.

3.6 Data Analysis

After getting the data the researcher used ANOVA in analyzing it, it was a statistical method that stands for analysis of variance which was developed by Ronald Fisher in 1918. It was used to analyze the differences among group means and their associated procedures (such as "variation" among and between groups). There were three types of anova, such as: one way anova, two way anova. One way repeated measure anova, and two ways repeates measure anova. In this research the researcher used one way anova.

The researcher also used inter- rater reliability in order to get the quality of students' speaking in term of accuracy, fluency and comprehensibility. The first rater was researcher self and the second rater was an English lecturer in

Darmajaya Language Center (DLC). After that the data was counted based on each term of J. B. Heaton's (1988) rating scale to analyze it. The rating scale starts from one scale until six as in this below:

Accuracy	Fluency	Comprehensibility
6. Pronunciation is only very slightly influenced by the mother –tongue .Two or three minor grammatical and lexical errors	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required
5. Pronunciation is slightly influenced by the mother-tongue A few minor grammatical and lexical errors but most utterances are correct	Has to make an effort at times to search for words .nevertheless smooth delivery on the whole and only a few unnatural pauses	The speaker's intention and general meaning are fairly clear .A few interruptions by the listener for the sake of clarifications are necessary.
4. Pronunciations is still moderately influenced by the mother-tongue but no serious phonological errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses .fairly smooth delivery mostly .occasionally fragmentary but succeeds in conveying the general meaning .fair range of expression.	Most of what the speaker says is easy to follow .His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarifications.
3. Pronunciations is influenced by the mother-tongue but only a few serious phonological errors .several grammatical and lexical errors ,some of which cause confusion	Has to make and effort for much of the time .Often has to search for the desired meaning .Rather halting delivery and fragmentary Range of expression often limited.	The listener can understand a lot of what is said, but the must constantly seek clarifications Cannot understand many of the speaker's more complex or longer sentence.
2. Pronunciations seriously influenced by the mother – tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning frequently fragmentary and halting delivery. almost gives up making the effort at times limited range expression.	Only small buts (usually short sentences and phrases) can be understood –and then with considerable effort by someone who is used to the speaker.
1. Serious pronunciations errors as well as many 'basic 'grammatical and lexical	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up	Hardly anything of what is said can be understood .Even when the listener

errors No evidence of having mastered any of the language skills and areas practiced in the course.	making the effort .Very limited range of expression.	makes a great effort of interrupts , the speaker is unable to clarify anything he seems to have said.

3.7 Hypothesis Testing

Hi : There is a significant difference among task design based on students'

   learning style in terms of quantity and quality of speaking

Ho : There is no significant difference among task design based on students'

   learning style in terms of quantity and quality of speaking

Hi : There is a difference of students' quantity and quality in speaking

   among students with different learning style and the speaking task

Ho : There is no difference of students' quantity and quality in speaking

   among students with different learning style and the speaking task

V. CONCLUSION AND SUGGESTION

This chapter consist of two sub chapters. They are Conclusion and Suggestion of the research

5.1. Conclusion

Considering all the data gathered after finishing the research which was conducted in Darmajaya Language Center, some conclusions were taken as follows:

1. The first research question is to find out whether there is a significant difference among task designed based on student's learning style in terms of quantity and quality of speaking. The analysis of this research question shows that there is a significant difference among task designed based on student's learning style in terms of quantity of speaking such as length time, turn taking and the number of c- unit.The reason why there is a significant difference might be caused by the design of speaking task that was designed by the researcher matched with the students' preference in learning language especially in the quantity of speaking. The students will learn easier and get better understanding when they are taught by using speaking task design which is based on their learning style.

2. Even there is a significant difference among task designed based on student's learning style in terms of quantity of speaking such as length time, turn taking and the number of c- unit unfortunately the significant difference can not be found among task designed based on student's learning style in terms of quality of speaking. The students' speaking quality are relative different when they are taught by using every speaking tasks design. It might be caused by the result of speaking performance measures which were vary according to a great variety of factors, such as tasks, a test-taker's proficiency, real-time processing, and other individual variables. However, it seems that there are no studies that examined the relative effect of each factor on speaking performance measures.

3. The second research question is 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. The analysis of this research question shows that there is no difference of students' quantity and quality in speaking among students with different learning style and the speaking task. It might be caused by some other factors that could not be explained by Anova analysis. In another word, the success of students' speaking may come from the internal factor such as motivation on the students themselves and the external factors like the role of the instructor, teaching media, the design of the curriculum or the way the test was conducted. In conclusion, students' success in speaking is not significantly affected by their preference to employ particular learning style.

5.2 Suggestions

Based on the result of the research and the conclusion stated previously, the researcher would like to propose some suggestions as follows:

5.2.1   Suggestion For The English Teacher

1. Based on the evidence that there is a significant difference among task designed based on student's learning style in terms of quantity of speaking, it is suggested for the English teacher to design the speaking tasks which is appropriate with students' preference in learning. Then it will invite the students to be more active in speaking and directly the goal of teaching speaking will be easy to be achieved.

2. It is better for English teachers to know their students learning style when they are teaching in the class since learning style help the teacher to create the variety of speaking tasks design and avoid the dominancy of particular students' learning style in their class. While for the students, they can get better understanding about the material which is given

5.2.2   Suggestion For Further Researcher

Since this research only focus to find out the students' speaking quantity and quality due to their learning style then the researcher suggests for the next researcher to also focus on the student speaking achievement with their learning style.

REFERENCES

Akhyak and Indramawan, A (2013). *Improving The Students' English Speaking Competence through Story Telling* (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia. International Journal of Language and Literature, Vol 1, No. 2. December 2013.

Alam, Q (2013). *Improving English Oral Communication Skills Of Pakistani Public School's Students*. International Journal of English Language Teaching. Karachi-Pakistan

Aliakbari, M and Jamalvandi, B (2010). The Impact of Role Play on Fostering EFL Learners' Speaking Ability: A Task Based Approach. Ilam University of Iran

Barmeyer, I, C (2005). *Learning styles and their impact on cross-cultural training: An international comparison in France, Germany and Quebec*. International Journal of Intercultural Relation. France

Batang, L, B (2014). *Communicative Competence And Language Learning Styles Of Prospective Teachers Of English.* Isabela State University, Cabagan, Isabela, Philippines

Bidabadi, F. S and Yamat, H. (2012). *The Relationship between English Listening Proficiency Levels and Learning Styles.* University Kebangsaan Malaysia.

Chuang, Y. Y. *Task Based Language Approach to teach EFL Speaking*. Department of Applied Foreign Language: Cheng Shiu University

Crookes, G (1990) *The Utterance, and Other Basic Units for Second Language Discourse Analysis*. Oxford University Press

Dornyei , Z (2005). *The Psychology Of The Language Learner Individual Differences In Second Language Acquisition*. University of Nottingham

Gilakjani, A. P (2012). Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching. Islamic Azad University, Iran.

Hyland, K. (2008). Culture and Learning: A study of the Learning Style preference of Japanese Students. International Pacific College. New zealand

Hatch, E. and Farhady, H. 1982. *Research Design and Statistic for Applied Linguistics.* Massachussette: Newbury House Publisher.

Heaton., JB. (1988). *Writing English Language Test, new Edition*. Longman handbooks for language teachers. London and NewYork.

Ho.Belinda. (1999) *Identifying students' learning style preferences and task design.* University of Hongkong

Ismaili, M. *The Effectiveness of the task based learning in developing students' speaking skill in academic settings on the EFL classroom- A study conducted at South East European University (SEEU).* Albania International Conference on Education

Jhaish, M.A (2010). The Relationship among Learning Styles, Language Learning Strategies, and the Academic Achievement among the English Majors at Al-Aqsa University. The Islamic University Deanery

Kaminska, P. M (2014). *Learning Styles and Second Language Education*. Cambridge Scholars Publishing

Karthigeyan, K and Nirmala, K (2013). *Learning Style Preference of English*

Language Learners. University Research Fellow, Department of Education, Periyar University, Salme Tamilnadi, India.

Khamkhein, A (2010) *Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective.* Department of Liberal Arts, Faculty of Liberal Arts and Science Kasetsart University of Thailand

Kim, H. J. (2006). Issues of Rating Scales in Speaking Performance Assessment. Columbia University Working Papers in TESOL & Applied Linguistics

Kosar, G and Bedir, H (2014). *Strategies-Based Instruction: A Means Of Improving Adult Efl Learners' Speaking Skills.* International Journal of Language Academy. University of Çukurova

Malihah, N (2010). *The Effectiveness of Speaking Instruction Through Task Based Language Teaching.* English Department of Education Faculty. STAIN of Salatiga

Murad, T. M. (2009) The Effect of Task Based Language Teaching on Developing Speaking Skills among the Palestinian Secondary EFL Students in Israel and Their Attitudes toward English. Department of Curriculum and Instruction Faculty of Education. University of Yarmouk

Nonetis'ah (2009). "Perbedaan Gaya Belajar Siswa, Gaya Mengajar Guru dan Lamanya Belajar Siswa di luar Sekolah Terhadap Kemampuan Berbahasa Inggris Siswa Kelas IX SMPN 16 B. Lampung"Unpublished Thesis. Lampung University.

Oradee, T (2012). *Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem Solving, and Role Playing).* International Journal of Social Science and Humanity, Vol. 2, No. 6, November 2012.

Pashaie, S and Khalaji, H (2014). *The Effect of Task Outcome on Speaking Improvement of Pre- Intermediate High School Students in Malayer.* Intrrnational Journal of Educational Investigation.

Rahimy, R and Safarpou, S (2012). The Effect of Using Role Play on Iranian EFL
  Learners' Speaking Ability. Department of English Language. Islamic
  Azad University, Iran.

Rahman, A and Deviyanti, R (2012). *The Correlation between Students'*

  Motivation and Their English Speaking Ability. Jurnal Ilmiah ESAI
  Volume 6, Nomor 1, Januari 2001

Richmond, A. S., & Cummings, R. (2005). Implementing Kolb's learning styles
  into online distance education. *International Journal of Technology in
  Teaching and Learning, 1*(1)*, 45-54

Salimi, A And Dadashapour, S (2012). *Task Complexity And Sl Development:
  Does Task Complexity Matter?* Procedia - Social And Behavioral Sciences
  46（2012）726 – 735. Iran

Shohamy, E and Seliger, W (1989). *Second Language Research Methods.* Oxford
  University Press.

Soleimani, H (2013). *The Impact Of Increase In Task Cognitive Complexity On
  Iranian Efl Learners' Fluency.* International Journal of Language Learning
  and Applied Linguistics World. Payame Noor University, Iran

Tabanlioglu, S. (2003). The Relationship Between Learning Styles And Language
  Learning Strategies Of Pre-Intermediate Eap Students. The Partial
  Fulfillment Of The Requirements For The Degree Of Master Of Arts In
  English Language Education. Middle East Technical University

Thanghun, K (2012). Using of Task Based Learning to Develop English Speaking
  Ability of Prathom 6 Students at Piboonprachasan School. The Partial
  Fulfillment of the Requirements for the Master Art Degree in Teaching
  English. The University of Srinakharinwirot.

Torky , F. (2006). The Effectiveness of a Task- Based Instruction program in
  Developing the English Language Speaking Skills of Secondary Stage
  Students. Curricula and Methods of Teaching English as a Foreign
  Langauge. Ain Shams University

Troike, S (2006: 177). *Introducing Second Language Acquisition*. University of

  Arizona

Vaezi, S (2015). *Iranian EFL Learners' and Teachers' Sensory Preferences and the Learners' Speaking Ability*. International Journal of English Language Education**.** Iran University of Science and Technology, Tehran, Iran.

Vercelloti, M. L (2012). "Complexity, Accuracy, and Fluency as Properties of Language Performance: The Development of the Multiple Subsystems over Time and in Relation to each Other." The partial fulfillment of the requirements for the degree of Doctor Philosophy. University of Pittsburgh

Windu, Y. (2009). "Perbandingan Prestasi Menulis B.Inggris Berdasarkan Strategi Pembelajaran dan Gaya Belajar Siswa di Politeknik Negeri Lampung". (Unpublished Thesis). Lampung University .

Xu Wen ((2011). *Learning Styles and Their Implications in Learning and Teaching*. Theory and Practice in Language Studies, Academy Publisher Manufactured in Finland.

Yufrizal, Hery (2007). *Negotiation of Meaning by Indonesia EFL Learners*. PRC Book