ABSTRACT

DEVELOPING SPEAKING ACTIVITIES FOR LEARNERS WITH DIFFERENT LEARNING STYLES BASED ON ANTI-SUGGESTIVE BARRIERS OF SUGGESTOPEDIA

By

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Students often have difficulties in learning English due to the factors of anti-suggestive barriers in terms of critical logical, intuitive-affective, and ethical barriers and learners with different learning styles have different needs with respect to three of anti-suggestive barriers.

The current research was therefore aimed to investigate i) the students' needs of speaking activities based on their anti-suggestive barriers in terms of critical logical, intuitive-affective, and ethical barriers by learners from different learning styles, and ii) the difference of speaking improvement between the students with different learning styles after they learned speaking through the models of speaking activities developed on the basis of three anti-suggestive barriers.

The result show that the students with different learning styles have different needs in speaking activities with respect to three kinds of anti-suggestive barriers; critical logical, intuitive-affective, and ethical barriers.

The result also show that there is statistically significant improvement of the students' speaking achievement between the students with different learning styles after the implementation of learning models developed on the basis of the students' needs.

This suggests that learning activities developed on the basis of students' needs with respect to the three anti suggestive barriers lower student's difficulties and stress, but increase their interest, self-confidence, and motivation which in turn facilitate students to improve their speaking achievement.

Keywords: Students' Need *Analysis, Speaking Activities, Anti-Suggestive Barrier, Learning Styles.*