



RESEARCH ARTICLE

THE INFLUENCE OF LEARNING MEDIA AND LEARNING STYLE ON STUDENTS' ENGLISH-SPEAKING PROFICIENCY (EXPERIMENT STUDY IN ISLAMIC SENIOR HIGH SCHOOL IN BEKASI)

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Abstract: The purpose of this research is to show the influence of learning media and learning styles on the English-speaking proficiency of class XI high school students. The research method used was experimental, data analysis using two-way ANOVA with 2x2 factorial. The sample in this study consisted of 80 students. Sample collection using random sampling technique (Random Sampling). The results of the research show: (1) There is a significant influence of Learning Media on the English-Speaking Proficiency of class XI students at Alexandria Islamic School, Bekasi City. This is proven by obtaining a Sig value = 0.001 < 0.005 and a calculated F value = 65.6. (2) There is a significant influence of student learning style on the English-speaking proficiency of class XI students at Alexandria Islamic School, Bekasi City. This is proven by obtaining Sig = 0.001 < 0.05 and calculated F = 5.8. (3) There is an insignificant interactive effect of Learning Media and Learning Style on the English-Speaking Proficiency of class XI students at Alexandria Islamic School, Bekasi City. This is proven by obtaining a value of Sig = 0.121 > 0.05 and calculated F = 0.007. To improve students' English-speaking skills, teachers must pay attention to the learning model that will be implemented so that it influences the choice of interesting learning media in English learning. Apart from encouraging students, teachers are encouraged to be able to understand the characteristics of students in an effort to optimize the expected learning achievements.

Keywords: learning media; learning style; English-speaking proficiency

PENGARUH MEDIA PEMBELAJARAN DAN GAYA BELAJAR TERHADAP KEMAMPUAN BERBICARA BAHASA INGGRIS SISWA (STUDI EKSPERIMEN DI SEKOLAH MENENGAH ATAS DI BEKASI)

Abstrak: Tujuan penelitian ini adalah untuk: menunjukkan pengaruh media pembelajaran dan gaya belajar terhadap kemampuan berbicara bahasa Inggris siswa kelas XI SMA. Metode penelitian yang digunakan adalah eksperimen, analisis data menggunakan ANOVA dua jalur dengan faktorial 2x2. Sampel dalam penelitian ini berjumlah 80 siswa. Pengambilan sampel menggunakan teknik pengambilan sampel secara acak (Random Sampling). Hasil penelitian menunjukkan: (1) Terdapat pengaruh yang signifikan Media Pembelajaran terhadap Kemampuan Berbicara Bahasa Inggris siswa kelas XI di Alexandria Islamic School Kota Bekasi. Hal ini dibuktikan dengan diperolehnya nilai Sig = 0,001 < 0,005 dan nilai F hitung = 65,6. (2) Terdapat pengaruh yang signifikan gaya belajar siswa terhadap kemampuan berbicara bahasa Inggris siswa kelas XI di Alexandria Islamic School Kota Bekasi. Hal ini dibuktikan dengan diperolehnya Sig = 0,001 < 0,05 dan F hitung = 5,8. (3) Terdapat pengaruh interaktif yang tidak signifikan antara Media Pembelajaran dan Gaya Belajar terhadap Kemampuan Berbicara Bahasa Inggris siswa kelas XI di Alexandria Islamic School Kota Bekasi. Hal ini dibuktikan dengan diperolehnya nilai Sig = 0,121 > 0,05 dan F hitung = 0,007. Untuk meningkatkan kemampuan berbicara bahasa Inggris siswa, guru harus memperhatikan model pembelajaran yang akan dilaksanakan sehingga berpengaruh terhadap pemilihan media pembelajaran yang menarik dalam pembelajaran bahasa Inggris. Selain memberikan motivasi kepada siswa, guru juga dituntut untuk mampu memahami karakteristik siswa dalam upaya mengoptimalkan capaian pembelajaran yang diharapkan.

Kata kunci: media pembelajaran; gaya belajar; kefasihan berbicara bahasa Inggris

INTRODUCTION

In language learning, especially English, speaking ability is one of the skills that plays a very important role. In terms of daily communication, speaking proficiency is one of the skills that must be taught as part of learning English at school. The aim of teaching speaking is to train students to be able to express communicative skills that are meaningful and contextual in real life. Based on Rachmi & Rachmawati (2014), there are five important components of speaking skills that students need to master in order to speak well: pronunciation, grammar, fluency, vocabulary, and comprehension. To reach educational goals, it follows that efforts must be taken to build a learning process that can bridge numerous aspects, notably current shortcomings. The student learning media component is the variable that is the subject of this study. According to Supardi et al. (2015), learning media is a technique, instrument, or procedure that is utilized in the educational process to transfer information from the message's source to its intended audience.

In order to maximize student accomplishment, Hariyadi & Darmuki (2019) emphasize the significance of the learning styles of the students. Finding the foundation for successful learning is made easier with this examination of students' learning styles. These are the particular methods that students employ to take in, process, and resolve problems; they also encompass actions and mindsets that support learning (Reiff, 1992). Each student experiences learning differently depending on how they process knowledge and overcome obstacles. Researchers find that there are two distinct aspects of student styles in the way that students absorb knowledge in the classroom. Research by Ehrman and Leaver (in Marashi, 2014) explains what has been identified to date about the two characteristics of learning style classifications that play an important role in how effectively students learn a language, namely field dependency (FD) and field independence (FI). style learner. This is because many scholars have studied FI&D extensively in the widest possible application to educational problems. FI learners refer to how learners in the classroom involve analysis, attention to detail, and

mastery of drills, exercises, and other focused activities. In contrast, FD learners have a higher level of success in everyday language situations that require interpersonal communication skills.

According to Sukmawati (2021), there are two categories of learning media: traditional learning media and modern learning media, in terms of how they are applied. Traditional learning media are those that are created with basic materials or non-electronic means in order to transmit information to pupils. Computers, smartphones, the internet, and other electronic devices are examples of modern learning medium. *Learn Frame* defines e-learning as an educational system that makes use of all electronic applications, such as computer networks (internet, intranet, satellite), electronic media (audio, TV, CD), and computer software to support teaching and learning. Adri (2007) highlights how crucial it is for educators to be able to use and promote the usage of online resources as a source of instructional materials and learning resources. In actuality, despite advancements in technology, print media continues to be the primary medium for learning.

From an educator's perspective, teachers must be able to integrate aspects of English-speaking skills into managing learning in the classroom, one of which is how to use media to facilitate the delivery of material as well as the acceptance of learning material by students. There needs to be an effort to bridge these problems in order to achieve teaching success. If the choice of learning media is not appropriate, it will cause problems for students, which will result in decreased interest and motivation to learn. This is because the learning medium is less interesting, especially if the average number of students per class reaches 40 or 50 people (Mutakin and Sumiati, 2011). Besides that, each student has a different interest in learning from one student to another; there are students whose interest in learning is high and some are low. Therefore, when teachers know the learning characteristics of each student, they are expected to be able to provide optimal support for them to achieve achievement in learning.

It combines the strengths of student learning styles—field dependent and independent learning styles—with the support of learning tools, such as internet-based and internet-based learning media, based on internal and external factors, which are a crucial combination in promoting the success of students' speaking skills in English classes. Even though it is the students themselves who carry out the learning and their personalities and abilities that are considered to produce the same results, printed books can demonstrate notable differences from learning systems that teach the same material, the same methods, and the same assessment methods to all students. According to Tulis & AInley (2011), 8–9, students' emotions and interests continue to differ. Given the foregoing explanation, it is clear that the success of students' language performance depends critically on the impact that learning media and learning styles have on their ability to speak English fluently.

RESEARCH METHOD

This research was conducted at Islamic School, Bekasi City, West Java, Even Semester of the 2023/2024 academic year, and lasted for 2 months, starting from November 2023 and January 2024. This research is to prove the influence of learning media and learning styles on the English speaking proficiency of class XI high school students. The research method used was experimental, data analysis using two-way ANOVA with 2x2 factorial using SPSS 29.00, while the random sampling technique (Random Sampling) was based on Factorial Group Design with 80 students as the research sample. Four groups of twenty students each were formed from the 80 total pupils. Twenty students each belong to the following four groups: the first group uses internet-based learning resources for field-dependent learning, the second group uses printed book learning resources for field-dependent learning, the third group uses internet-based learning resources for field-independent learning, and the fourth group uses printed book resources for field-independent learning.

Random sampling based on Factorial Group Design is the method used in this study, and it involves the following steps: (1) Population data. (2) Use a technique called shuffling, in which all student names are placed in a closed space and then mixed; the names that emerge are used as study samples. (3) Gather information from sample participants and then provide them with research tools.

The research instruments used for data collection consisted of field dependent and independent learning style assessment questionnaires and English speaking proficiency practice tests. The English speaking proficiency test uses public speaking practice tests, namely drafting notes and presentations with assessment categories.

The data analysis technique used in this is descriptive and inferential statistical techniques. Descriptive statistical techniques are used to describe the data, including: mean, median and standard deviation (Sd). Inferential statistical techniques to be used is the two-way ANOVA variance analysis technique (2x2 factorial design) with a significant level of 0,05. Before the two-way ANOVA is carried out, first the requirements analysis test is carried out, namely the normality and homogeneity test. to test for normality requirements using the Lilliefors test, while for the homogeneity test requirement of variance using Levene test.

Hypotheses tested for the research include: (1) The difference in English speaking proficiency of students using internet-based learning resources with students using print book learning resources. (2) The difference in English speaking proficiency of students for field dependent learning style with students for field independent learning style. (3) Interactive effect of learning media and learning style on the English speaking proficiency.

RESULTS AND DISCUSSION

The data description of students' english speaking proficiency are depicted in the following table.

Table 1. Descriptive Statistics

Dependent Variable: English Speaking Score				
Learning Media	Learning Style	Mean	Std. Deviation	N
Internet	FD	89.59	1.805	17
	FI	90.83	2.708	23
	Total	90.30	2.420	40
Printed Book Media	FD	85.24	2.359	17
	FI	86.57	2.313	23
	Total	86.00	2.397	40
Total	FD	87.41	3.026	34
	FI	88.70	3.292	46
	Total	88.15	3.226	80

Based on the table above, the data of students' English speaking proficiency who learn using internet-based learning resources and field dependent learning style consists of 17 samples, obtaining an average of 89,59 and standard deviation of 1,805. While the data of Students' English speaking proficiency who learn using internet-based learning resources and field independent learning style consists of 23 samples, obtaining an average of 90,83 and standard deviation of 2,708. Moreover, according to the table above, we can see the data of students' English speaking proficiency who learn using printed book learning resources and field dependent learning style consisting of 17 samples, obtaining an average of 85,24 and standard deviation of 2,359. The data of students of English speaking proficiency who learn using printed book learning resources and field independent learning style consisting of 23 samples, obtaining an average of 86,57 and standard deviation of 2,313.

In connection with prerequisite test results stating that data from each data group is normally distributed and homogeneous. Then testing the hypotheses through two ways ANOVA is used to test the main effect and interaction effect. The main effect consists of: 1) The hypothesis of differences in students' english speaking proficiency between groups of students who using internet-based learning resources and print book learning resources; 2) The hypothesis of differences in students' english speaking proficiency between groups of students for field dependent learning style and students for field independent learning style. And the hypotheses of interaction effect, that is: 3) The effect of interaction between learning media and learning style on the English speaking

proficiency. The results of the calculation are in accordance with the steps of the two way ANOVA test listed in the following table.

Table 2. Tests of Between-Subjects Effects

Dependent Variable: Speaking Score						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	402.067 ^a	3	134.022	24.244	<,001	
Intercept	606320.226	1	606320.226	109680.358	<,001	
Media Pembelajaran	362.641	1	362.641	65.600	<,001	
Gaya Belajar	32.226	1	32.226	5.829	<,001	
Media Pembelajaran * GayaBelajar	.041	1	.041	.007	.122	
Error	420.133	76	5.528			
Total	622456.000	80				
Corrected Total	822.200	79				

From the table, the previous Anova table tested three research hypotheses.

The hypothesis of differences in students' english speaking proficiency between groups of students who using internet-based learning resources and print book learning resources

Based on the result of the two way variance analysis, with calculation results using SPSS 29.00, it was found that the Sig value is $0.001 < 0.005$ and the calculated F value is 65.6. So H_0 is rejected. It can be stated that there is a significant difference in students' English speaking proficiency between groups of students who use internet-based learning resources and print book learning resources. The average English-speaking proficiency of students using Internet-based learning media is higher than that of printed book-based learning media, so the experimental class with Internet-based learning media's effect on English-speaking proficiency is significantly higher than the class using printed book-based learning media, so it can be concluded that there is a significant influence of learning media on English-speaking proficiency. Based on the research results above, to improve students' English-Speaking Proficiency, changes are needed in the application of Learning Media that are adapted to students' characteristics and needs, one of which is maximizing Internet-based Learning Media in English Speaking learning.

The hypothesis of differences in students' English speaking proficiency between groups of students for field dependent learning style and students for field independent learning style

Based on the result of the two way variance analysis, with calculation results using SPSS 29.00, it was found that the value of Sig = $0.001 < 0.05$ and F count = 5.8, then H_0 is rejected. It can be stated that there is a significant difference in students' English speaking proficiency between groups of students for field dependent learning style and students for field independent learning style. So it can be concluded that students' learning styles have a significant influence on their' English-speaking proficiency. Students' English-speaking skills are influenced by internal and external factors, one of the internal factors in learning is Learning Style. Students who are categorized as Field Dependent Learning Style which tends to be sensitive to social interactions and Independent Learning Style which tends to have a high level of focus will influence learning achievement in this case students' English-Speaking Proficiency. In order to improve students' English-Speaking Proficiency, efforts are needed to change the implementation of the Learning Model which is adapted to the characteristics and needs of students, one of which is adjusting students' Learning Style which refers to the potential within students in order to achieve the best learning achievement, especially in aspects of English-Speaking Proficiency.

The Influence of Interactive Learning Media and Learning Styles on English-Speaking Proficiency

Based on the table above, the Sig value is $0.121 > 0.05$ and the calculated F is 0.007, so H_0 is accepted. This means that there is an insignificant interactive influence of learning media and learning style on students' English-speaking proficiency. The research results show that there are differences in English-speaking proficiency when viewed from the perspective of learning media and student learning styles. So it can be concluded that it is a very good learning style that can be developed through learning through competency training and practice of English speaking proficiency.

To improve students' English-Speaking Skills, changes are needed in the application of Learning Models that are adapted to student characteristics, one of which is adjusting student Learning Styles as an effort to maximize students' talents and potential towards achieving optimal learning outcomes by creating an interesting English-Speaking Skills learning model.

CONCLUSIONS

From this research, it can be drawn three conclusions. At first, there is a significant difference in students' English-speaking proficiency between groups of students who use internet-based learning resources and print book learning resources. Secondly, there is a significant difference in students' English speaking proficiency between groups of students for field dependent learning style and students for field independent learning style. Finally, there is an insignificant interactive influence of learning media and learning style on students' English-speaking proficiency.

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