THESIS

A DESCRIPTIVE ANALYSIS OF EFL LEARNING STYLES IN ORAL PRODUCTION TASK OF THE FIFTH SEMESTER STUDENTS AT ENGLISH EDUCATION DEPARTMENT OF MAKASSAR MUHAMMADIYAH UNIVERSITY

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Written and Submittted by

DWI DIAN PERMATA SARI

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Yang membuat pernytaan

Dwi Dian Permatasari

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Dwi Dian Permata Sari

ABSTRACT

Dwi Dian Permata Sari. A descriptive Analysis of EFL Learning Styles in Oral Production Task of the Fifth Semester Student at English Education Department of Makassar Muhammadiyah University) (supervised by Abidin Pammu and M. Amir P).

The research aims at investigating various EFL learning styles in carrying out the oral production tasks.

The research used the qualitative descriptive design investigating the students' different learning styles based on Kolb's experiental learning styles. Slef-assestment questtionaires were distributed to determine the students' learning styles. Interview were conducted to the students concerning how different kinds of the oral production task affected their performance. Audio recording was employed during the interviews before they were then transcribed. The transcribed data were then clustered into the categories including how match and mismatch of the learning styles and oral production task affected the student the students in learning.

The research result supports the traditional narration in the learning styles that when the students are taught based on their preferences, the students' motivation and participation will increase, and therefore, the students' performance will also increase. Furthermore, the research reveals that the learning styles are not always the major variable which affects and contributes to the increase of the learning motivation and participation. The research reveals that in the certain mastery level, the students tend to the more proritized learning needs than the preferences and as an implication to the style being stretched.

Key words: Learning style, Oral Production Task, EFL Student

ABSTRAK

Dwi Dian Permata Sari. Analisis Deskriptif Gaya Belajar EFL dalam Tugas Produksi Lisan Mahasiswa Semester V Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar (dibimbing oleh Abidin Pammu and M. Amir P).

Penelitian ini bertujuan untuk menyelidiki berbagai gaya belajar mahasiswa EFL dalam pengerjaan tugas produksi lisan.

Penelitian inni menggunakan desain deskriptif kualitatif yang menyelidiki mahasiswa dengan gaya belajar yang berbeda berdasarkan *experiential learning Kolb.* Kuesioner penilaian diri dibagikan untuk mengetahui gaya belajar mahasiswa. Wawancara dilakukan terhadap mereka mengenai berbagai jenis tugas produksi lisan memengaruhi kinerjanya. Rekaman audio digunakan selama wawancara yang dialnjutkan dengan pentranskripan hasil wawancara. Data hasil pentranskripan dikelompokkan ke dalam kategori sesuai dan tidak sesuai dengan gaya belajar dan tugas produksi lisan yang memengaruhi mahasiswa dalam belajar.

Hasil penelitian mendukung narasi tradisional dalam gaya belajar bahwa ketika mahasiswa diajar berdasarkan preferensi mereka, itu akan meningkatkan motivasi dan partisipasi mahasiswa dan karenanya mengahsilkan peningkatan kinerja. Lebih lanjut, penelitian ini mengungkapkan bahwa gaya belajar tidak selalu merupakan variable utama yang memngaruhinya dan berkontribusi terhadap peningkatan motivasi belajar dan partisipasi. Hasil lainnya terungkap bahwa di tingkat penguasaan tertentu, mahasiswa cenderung lebih mengutamakan kebutuhan belajar daripada preferensi dan sebagai implikasi dari gaya yang digeliati.

Kata kunci: gaya belajar, tugas produksi lisan, pembelajar EFL

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CHAPTER I
INTRODUCTION

A. Background of the Study

In the EFL setting, language learning has shifted to a more practical approach, particularly in the speaking subject, forcing students to orally create their words, whether in response to taught material or their own phrases. Not surprisingly, many instructors encourage students to imitate native language performance by mimicking pronunciation, accent, and so on. This is often accomplished via different forms of creative active learning, including drama, debate, sing a song, conversation, discussion and any other oral activity. To their credit, such methods are regarded essential in speaking practice.

Moreover, speaking exercise assigned to students in the University of Muhammadiyah Makassar requires good attention by teachers. This is mostly due to the EFL situation where most students only learn in the classroom considering the absence of daily life exposure to English which include conversation to proficient speakers and/or English guide that help foster their skills. Furthermore, it is important to pay attention to students' perspective in an EFL teaching context (Reiser et al., 2021; Al-Mahrooqi et al., 2015; Wan et al., 2011). Thus, in order to facilitate efficient language learning and teaching, both learner skills and learner assumptions must be taken into consideration. Furthermore, students should be given opportunity

to explain and assess their choices while promoting this concept, especially when it comes to defining learning goals in general and the knowledge of learning methodologies in particular. This, at the same time, allows teacher to help students' metacognitive competence.

Students' requirements in the learning process may be addressed by categorizing their preferences in learning. Teacher provided strategies may be effective in certain cases, but not in others. One of the reasons the learning goals cannot be effectively communicated to pupils is because of the disparity. This means that cooperation between teachers and students is essential if learning is to be successful (Paulsrud & Nilholm, 2020; Kopylova, 2019; Krajewska, 2019). Teachers must use student choice in learning activities as a teaching approach to increase student involvement in the learning process.

Using learning style as a dependable technique of working that represents the root reasons of learning behavior has been around for some time. Both a trait and an instructional technique educate students on cognition, context, and material using learning style. There has been an increasing interest in taking learning styles into account. For example, Gappi's (2013) research looked at the preferred learning methods of students and their academic performance. The study's specific goals were to show students' learning style preferences, establish if students' learning style preferences varied by age, gender, and academic program, and assess whether there was a connection between students' learning style

preferences and their academic achievement. Furthermore, learning styles are said to have an effect on students' ability to recognize and respond to the information in a learning environment (Azlinda, 2006).

Learning styles, according to this theory, have an impact on students' abilities to acquire knowledge and adapt to their learning environment (Azlinda, 2006). If language learners are able to identify their preferred learning methods, they may better organize and arrange their language-learning activities. This may help students "improve and take use of their inherent talents and inclinations, since students' motivation will be maintained and they can progress well in the language process" (Azlinda, 2006).

The research trend investigating learning styles mostly focused on its association with learners' learning outcome or performance that support learning styles narrative that each style category best work in certain task setting (Fakomogbon & Bolaji, 2017; Haider et al., 2010). Number of scholars have likewise addressed learning styles into more practical approach. For instance, Sadeghi et al., (2012) discuss how basic personality traits contributes in shaping preferences and becoming a major influential factor affects performance, especially in foreign language study. Furthermore, early study by Armstrong & McDaniel (1986) investigated the association of learning styles with problem-solving task which suggested the development of metacognition along with learner problem solving skill which deemed to be influenced by the types of learning styles.

These previous studies whether experimental or explorative focus on the association of learning styles with learner's performance in non-spoken task. Little attention has been directed to how this preference may be a factor contributing to learners in oral production exercise. Furthermore, the learning styles paradigm appears to take preferences for granted; for example, when a student is a visual learner, they learn best when explained through visual objects; similarly, when a student is kinaesthetic or auditory, they learn best when explained through kinaesthetic or auditory objects. The fact is that, as witnessed during the researcher's teaching activity, students enrolled in speaking classes are compelled to engage in oral output. While it is very debatable how students perceive the different kinds of oral production activities chosen by the instructor.

Thus, there needs to be an investigation to explore how oral exercises the teacher implement is influential to different preferences. The outcome of the investigation in this approach is considered a reasoning for why students who are treated accordingly depending on their learning styles perform differently in speaking subject.

B. Research Question

Based on the explanation above, the present study formulates the following questions:

1. What types of oral production tasks were assigned to students in the 5th semester of English Education Department of Muhammadiyah University of Makassar?

2. How do different oral tasks affect students with different learning styles?

C. Objectives of the

1. To describe the types of oral production tasks assigned to students in the 5th semester of English Education Department of Muhammadiyah University of Makassar.

2. To investigate the ways of different oral tasks affect students with different learning styles.

D. Significance of the Study

The result of the present study is expected to contribute to the learning styles theory by describing each styles similarity and differences when given oral task using various teaching strategies. This direction is important to reveal several possible aspects in the teaching process such as learning motivation, outcome, barrier, and environment.

E. Scope and Limitation of the Study

The present study focuses to investigate what might be teaching strategies or oral task assigned to students during their speaking practice in the classroom and how this affect them in learning. The study uses VAK learning styles by Kolb's (Kolb, 1984) experiential learning. In determining

students learning styles, they VAK assessment questionnaire was handed out to students before the interview.

The present study investigates only students in 5th semester in English Department of Muhammadiyah University of Makassar as researcher have taught. The grade has been in the speaking subject where different type of treatment and strategies were implemented in carrying out the oral production activity.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Various studies design and result has suggested notable points to explain the effect of learning styles to students' performance.

The study conducted by Prasetyo (2021) aimed at investigating the correlation of students' achievement with the association of learning styles. The study employed quantitative study by utilizing observation and questionnaire in collecting the data. The study suggests that learning styles have no effect on students learning outcome. As critics, this study mere relied upon observed data from a non-experimental design. Therefore, it is not clear that whether the intended necessary revealing data was present to suggest direct influence after compared using performance from control and experimental group study.

Adewale et al (2018) conduct a study entitled "The Relationship between teacher's/students' characteristics and their learning styles in a visual communication class". The study aimed at understanding the influence of the students' character traits and the teacher's personality on their learning styles and outcomes. The research discovered that certain socioeconomic variables affecting both students and teachers had a negligible effect on students' learning styles and the result of engaging those

identified patterns. This indicates that the instructor must be adaptable in his or her facilitation of courses in order to meet the social demands of the students.

Tam (2021) did an intriguing research in which examined the relationship between humour and learning styles. The research included a variety of qualitative methodologies, including lesson analysis, pilot studies, self-declaration of a preferred learning style, and semi-structured interviews. The result of the study revealed that although humour is considered harmless, its usefulness is interpreted differently by the four distinct kinds of adult learners for the purpose of motivating them to complete an online course. It is discovered that teachers' commonly held idea that by employing comedy in the classroom, pupils would obtain greater motivation is not accurate.

Furthermore, study by Marzulina (2019) entitled "Learning Styles and English Proficiency of Undergraduate EFL Students at One State Islamic University in Sumatera, Indonesia". The study's objective is to 1) investigate the relationship between different learning styles and English competence. 2) determine the effect of each learning technique on undergraduate EFL students' English ability. The study concluded that learning styles has no correlation and big impact on students learning outcome.

Jaya (2019) conducted study entitled "Learning styles used and english proficiency of the students of English education study program Faculty of Teacher Training and Education Sriwijaya University". The study

uses a non-experimental study relying on descriptive study from observational data. The result of the study suggests that there was no positive or statistically significant relationship between learning style and achievement. This occurs because, the author suggests, they have not yet recognized the trend of their learning style preferences, and as a result, they do not maximize their potential by using the sort of learning style that best fits them. The author suggests that there needs to be further study to confirm this result.

Munir et al. (2017) performed an experimental research to determine if students' learning styles impacted their learning outcomes favourably. The research employed a two-by-four experimental design to compare the effects of various teaching approaches on students' learning performance depending on their learning preferences. According to the research, learning styles do not have a significant impact on learning outcomes. More precisely, it is recommended that teaching material must be presented using suitable learning strategies. Additionally, there is a need to provide the content progressively from simplest to most difficult.

To conclude, the study above resulted those different fields showed different incidence of experiential learning. This study focused on the types and the kinds of experiential learning provide the students in college university and their ways to affect the students' learning achievement.

B. Theoretical Discussion

1. Learning Styles and Preferences

Learning is something that occurs very organically and often goes undetected by the individual involved. Learning is not restricted to the confines of a formal educational system. Learning starts a long time before school, continues for much longer after school, and occurs quickly and in tandem with school in a plethora of various methods and settings, as well as in a large number of distinct ways and situations (Pritchard, 2009). According to Sabatova (2008), learning styles are essentially various methods or ways of approaching or approaching learning. Learning styles, according to Brown (2002), are the ways in which people perceive and process information while they are in a learning environment. In his opinion, one element of learning style preference is the preference for one learning scenario or condition over another, which relates to the selection of one learning circumstance or condition over another. Learning styles, as described by Rebecca (2003), are the broad methods, such as global or analytic, aural or visual, that students employ while learning a new language or any other topic, such as mathematics.

Utilizing the definition from Pritchard (2009), learning style is described as a preferred method of learning and studying, such as using images instead of text; working in groups rather than alone; or learning in an organized rather than an unstructured manner. The learning process is seen differently by the pupils in various ways. They use their

own learning methods. According to Rezaeinejad et al. (2015), various pupils use a variety of learning methods in order to succeed in school. Indeed, learning style refers to the many ways in which learners comprehend and apply the information throughout the learning and teaching processes, and it is through the application of learning styles that learners may address their issues during the learning process.

1.1 Types of Learning Styles

There are many different types of learning styles. In this research, the author focuses on the different learning styles that people have when it comes to their physical sense. Visual, auditory, and kinesthetic are the three types of sensory input (VAK). Also discussed will be additional models such as the Myers-Briggs type indicator (MBTI), Kolb's Learning Style Model, and Felder-Silverman Learning Style Model, all of which will be summarized.

There are a number of different tools that may be used to assess a student's learning style. Using Neuro-Linguistic Programming as an example, Pritchard (2009) discovered that learning styles originate from a separate, but clearly connected, field of human study, namely neuro-linguistic programming (NLP). Neuro-Linguistic Programming (NLP) is concerned with how we communicate and how this impacts our ability to acquire new skills and behaviors. Over many years and many study investigates, including careful and thorough observation of the way

people communicate, three distinct learning styles - visual, auditory, and kinaesthetic – have been discovered and categorize as follows:

The VAK model was chosen for this study by the researcher because it is one of the models that is easier to grasp and comprehend than the other models.

a. Visual

Visual learners prefer to learn by seeing rather than hearing. They have excellent visual memory and like information to be conveyed graphically, such as via diagrams, graphs, maps, posters, and other visual aids (such as displays) (Pritchard, 2009). According to Herod (2004), learners with a visual learning style like to use their eyes to learn; for example, they prefer to see things written down, watch a presentation or video, and so on. In order to learn most successfully, these students must be able to "see" the information or material in some way, which is why the use of visual aids such as diagrams and charts help them learn more efficiently.

Visual learners, on the other hand, are confident in their ability to learn by looking. In the learning process, the image aids students in grasping and comprehending the information presented. Reid (2005) asserts that visual learners would benefit from the following; The use of visual diagrams, Use of video, flashcards, charts and maps,

Practicing visualizing words and ideas, Writing out notes for frequent and quick visual scan and review,

Visual learners exhibit the following characteristics; Visual learners learn through by seeing, Visual displays of information are especially useful. Tools to utilize: diagrams, charts, pictures. When taking notes, rewrite words with symbols or initials. Try different spatial arrangements with your notes.Underline and use different colors and highlighter.

Reid (2005) discovered that visual learning has both benefits and drawbacks, according to his research.

i. Advantages

They will be excellent at picturing events and information, and they may even be able to utilize their imagination to their benefit in some situations. They have the ability to recall knowledge via the use of visual methods. They may also get a great deal of enjoyment from acquiring skills that require visual and creative abilities. When they are talking or working on a topic or job, they may be able to see the big picture more clearly.

ii. Disadvantages

It is possible that they may need more time to accomplish duties. There is the possibility that they are more concerned with the look of something than with its real worth; this may be a negative in certain circumstances, but not in others. It is possible that they will not devote sufficient time or attention to particular details.

b. Auditory

Auditory learners like to learn through listening to what is being spoken. They have excellent auditory memory and benefit from discussions, seminars, interviews, hearing tales, and listening to audio recordings, among other activities (Pitchard, 2009). Auditory learners are notorious for talking to themselves. They may also move their lips and speak out while reading. It is possible that they will have difficulties with reading and writing activities. They typically do better while speaking with a colleague or using a tape recorder and listening to what was said (Sabatova, 2008). To learn, auditory learners will prefer to use their hearing, which means that they will rather hear a lecture about a particular topic rather than reading about it, or they will prefer to talk about the material with others or through "self-talk" (talking to themselves "in their heads," as Herod (2004) explains. For auditory learners, listening is, without a doubt, the most effective method of learning. They take pleasure in listening to the learning material.

Auditory learners, according to Reid (2005), would benefit from the following activities; Sounding out words in reading, Verbal instructions, The use of tapes, Rehearsing information, repeating it many times to get the sound.

Audio learners exhibit the following characteristics; Auditory learners learn trough listening, Lectures and discussion groups are important for this type of learners. Tool to utilize: read text out loud, pay attention to tone of speaker, discuss concepts with others for increased understanding, Record your summarize notes on tape and listen to them later, Discuss and concept being taught with another person. Use these discussion to expand your lecture notes (leave extra space so this is possible). Attending lectures and tutorials is very important you want to hear how the professor will explain a concept

Reid (2005) discovered that auditory learning method has both benefits and drawbacks, according to his research.

i. Benefits

If your child is an auditory learner, you will benefit from listening to presentations and lectures with them in the classroom. They will also get a great deal of knowledge by listening to radio programs. Their ability to sequence and organize information, as well as their systematic approach to many areas of their lives, will be highly regarded by their peers. Using a checklist, they may be

better able to recall facts. They are often seen as a dependable and self-sufficient individual in work.

ii. Drawbacks

There is a chance that they will be required to finish one job before proceeding to the next. There is also the chance that they will concentrate on little pieces of information and will not get a comprehensive and comprehensive picture of whatever it is that they are working on. They may also prefer to work on their own rather than in a group setting as well.

c. Kinesthetics

kinaesthetic learners like to learn via hands-on experience. They take pleasure in physical exercise, field excursions, handling things, and other hands-on, practical learning opportunities (Pitchard, 2009). These learners are referred to as "hands on" learners because they need physical participation in order to learn the most efficiently. They may participate in an activity, practice a skill, or manipulate material in order to learn the most successfully (Herod, 2004). Indeed, kinaesthetic learners are confident in their ability to learn by doing. They are more likely to retain and comprehend knowledge if they are physically engaged in the learning process. Reid (2005) asserts that kinesthetic learners would benefit from the following; Tracing words as they are being spoken, Learning facts by writing them out several

times, Moving around while studying, Taking risks in learning, Making written notes but also discussing these with others, Making study plans.

Kinaesthetic learners exhibit the following characteristics; Kinaesthetic learners learn through doing, se all of your senses-sight, touch, taste, smell, hearing, Tools to utilize: incorporate examples into notes, attend labs or tutorial, Use of practice exams or questions will be especially helpful.

According to Reid (2005), the following are the benefits and drawbacks of the auditory learning style:

i. Advantages

They will benefit from active learning, which will be helpful while assembling and manufacturing goods. They will be able to show to others how to do a certain task or function. They will almost certainly be able to take pleasure in the actual learning process.

ii. Disadvantages

The disadvantages include they may miss some instructions or information if it is presented orally, They may find it difficult to concentrate on a lengthy written task while seated, They may not pay attention to detail, especially if it is in written form.

1.2 Kolb's Learning Style Model

Kolb's learning theory, according to Sabatova (2008), establishes four different learning styles that are based on a four-stage learning cycle

that may be divided into two categories. It varies from previous models in that it provides both a method for understanding individual learning styles, which he called the "Learning Styles Inventory" (LSI), as well as an explanation of a cycle of "experiential learning" that applies to all learners.

Kolb (as cited in Sabatova, 2008) distinguishes four types of learning:

- Concrete experience based on a question, "What is it?"
- Reflective observation with a typical question, "What does it mean?"
- Abstract conceptualization and the typical question, "What follows on?"
- Active experimentation with typical questions, "What……if…?" "How does it function?"

Furthermore, Pritchard (2009) said that Kolb's learning styles are divided into four broad learning types, each of which is built on two aspects, as follows:

a) The concrete experience mode or the abstract conceptualization mode (the dimension concerning how the learner takes in information).

b) The active experimentation mode or the reflective observation mode (the dimension concerning how the learner internalizes information).

On the basis of the two aspects, Kolb distinguishes four general learning kinds, which are as follows:

a. Diverger (concrete, reflective)

Diverging learners often ask the question 'Why?' and react favourably to explanations of how new information connects to their previous knowledge and interests, according to research. Diverse learners tend to learn via observation, brainstorming, and information collecting rather than through formal instruction. They have a lot of imagination and are quite sensitive.

b. Assimilator (abstract, reflective)

Assimilating learners often ask the question 'What?' and react favorably to material that is given in an ordered, logical manner, according to research. They will gain if they are given the opportunity to reflect. Students who assimilate knowledge like to learn by arranging information in a clear, logical arrangement and by observing their surroundings.

c. Converger (abstract, active)

Learners who are convergent often ask the question 'How?' and express appreciation for having the opportunity to participate actively in activities that are clearly described. They learn via trial and error in a safe atmosphere that enables them to fail without repercussions. Converging learners like to learn by solving problems and doing technical tasks, and they are particularly adept at putting concepts to practical use.

d. Accommodator (concrete, active)

When faced with a problem-solving scenario, accommodating learners often ask the question 'What if?' and do well when they are able to apply new information to it. Accommodating learners are people-oriented, hands-on learners who make decisions based on their emotions rather than on facts.

2. Oral Production in Language Learning

Oral skill, as defined by Herrera and González (2017), is the ability to express oneself verbally for the purpose of communicating, according to the linguistic norms of a language. Oral ability is classified into four dimensions that are significant in this study: fluency and coherence; lexical resources; grammatical range and correctness; and pronunciation. The Institutional English Language Testing System IELTS (2007) defines these characteristics as follows:

Coherence and fluency: This feature refer to the capacity to talk in a continuous manner in order to be coherent and to speak in a linked manner. Speech pace and speech continuity are the two primary markers of fluency. Additionally, this feature relates to having distinct ideas throughout a debate and coherence during the argumentation process.

Bibliographical Source: This metric relates to a person's ability to communicate ideas, attitudes, and views via a diverse variety of language.

The main indications are the diversity of language employed, the terms with which a person can communicate.

Grammatical range and accuracy: This criteria relates to the rule's proper and suitable application. The complexity of spoken sentences, the proper use of subordinate clauses, and sentence structures are the primary markers of grammatical range.

Pronunciation: This is the capacity to communicate in a clear and comprehensible manner. The critical indications are the participant's concentration on the amount of work required to create and the incomprehensible speech generated by the participant.

2.1 Teacher in oral production

The teacher's involvement in oral production is critical to each student's learning process, since speaking ability is just as challenging as listening, writing, and reading. As a result, it is prohibitively difficult for pupils to learn this talent on their own. Thus, it is critical to understand how instructors may assist students in improving oral production skills in English as a foreign language.

To begin, it is critical for the teacher to focus not only on the various aspects of oral production (fluency and coherence; lexical resources; grammatical range and accuracy; and pronunciation), but also on the various needs and requirements that students have when communicating in a variety of environments, situations, and circumstances. Having said

that, it is critical for the instructor to have a strong understanding of the student's social and emotional components in order to comprehend his or her learning process.

Second, instructors must be active in class in order to engage pupils in the many subjects covered in class. Additionally, instructors must create activities that encourage students to connect with one another and with the rest of the class in order to encourage them to communicate their wants and needs verbally. Teachers may give instruments to their pupils in order to assist them with oral output. As Goh, Goh, and Burns (2012) describe, the teacher's job is to organize students' learning experiences in such a way that their speaking growth is supported both within and outside the classroom. Teachers may do this by creating engaging and suitable tools.

2.2 Teaching Strategies in Oral Production

Pratama & Awaliyah (2015) suggest at least sixteen distinct strategies in promoting oral production in speaking subject, as follows;

a. Discussion

A conversation might follow a content-based instruction for a variety of reasons. Students may work in their discussion groups to reach a conclusion, exchange views on an event, or identify solutions. Prior to the discussion, it is critical for the instructor to establish the aim of the discussion activity. Thus, the discussion

points are pertinent to this objective, and students do not waste time conversing with one another about other topics.

b. Simulations

The concept of simulations is quite similar to that of role-playing, but what distinguishes simulations from role-playing is that they are more detailed. The students may bring objects to the lesson in order to create a more realistic setting during simulations. For example, if a student is playing the role of a singer, she will bring a microphone and perform with it.

c. Role Play

Students pretend to be in a range of social situations and to be in a variety of social roles in order to improve their social skills. When students participate in role-play exercises, the instructor provides them with information about themselves, such as who they are and what they believe or feel. Consequently, the instructor may advise the student, "You are David; you should go to the doctor and tell him what occurred last night," and so on.

d. Brain Storming

Students may generate thoughts on a specific subject in a short amount of time. Individual or group brainstorming may be beneficial depending on the situation, and learners create ideas fast and freely while working in groups. The positive quality of brainstorming is that

students are not chastised for their ideas, which encourages them to be open to discussing new ones.

e. Storytelling

Students may either describe a narrative or story they heard from someone else before telling it to their classmates, or they can make up their own tales to share with their peers. The sharing of stories encourages the development of creative thinking. It also assists students with expressing ideas in the framework of a tale's beginning, middle, and finish, as well as the characters and setting that a story must have to be successful.

f. Information Gap

Students are expected to work in groups of two throughout this assignment. One student will be in possession of knowledge that the other partner does not possess, and the partners will communicate their information. Information gap activities may be used for a variety of objectives, including issue solving and information gathering. In addition, each partner has a vital role to play since the work cannot be accomplished if the partners do not offer the information that the other partners need to perform the assignment.

g. Interviews

Students may interview a variety of persons on a variety of themes that they choose. Although it is a good idea for the instructor

to present students with a rubric so that they are aware of the kind of questions they may ask and the route they should take, students should prepare their own interview questions. Following the interviews, each student will have the opportunity to present his or her research to the class. Furthermore, students may conduct interviews with one another and "introduce" their partners to the rest of the class.

h. Story Completion

When a teacher begins to tell a narrative, he or she pauses after a few phrases because the exercise requires them to do so. Afterwards, each pupil begins to narrate from the point at where the prior one had ended his or her narration. Each student is expected to provide between four and ten sentences. Student authors may create new characters, events, and descriptions, among other things.

i. Reporting

Students are required to read a newspaper or magazine before arriving to class, and during class, they are requested to report to their classmates on the most fascinating news they have discovered. Students may also discuss whether or not they have had any noteworthy experiences in their everyday lives that they would want to share with their peers before class.

j. Playing Cards

Students should divide themselves into groups of four for this activity. Each suit will be associated with a certain theme. Among other things, diamonds indicate gaining financial success, hearts represent love and relationships, spades represent an amazing memory, and cards represent the most effective instructor. Each student in a group will choose a card from a deck of cards. Then, for each subject, each student will compose 4-5 questions that they will then present to the rest of the group. For example, if the subject "diamonds: making money" is chosen, the following are some examples of potential questions: Is money a significant factor in your life? Why? Or What is the quickest and most convenient approach to make money? Alternatively, what are your thoughts on the lottery? Etc. However, the instructor should emphasize at the outset of the exercise that students are not permitted to prepare yes-or-no questions since by answering yes or no, children get minimal experience in spoken language production skills. Instead, students pose open-ended inquiries to one another, prompting them to respond with entire sentences in return.

k. Picture Describing

Students may work in groups for this project, and each group is given a different image to work with. A representative for each group then discusses the image to the whole class after the students have

had a chance to debate it within their groups. This practice encourages the learners' imagination and creativity, as well as their ability to speak in front of a group of people.

l. Find the Differences

Students may work in pairs on this project, and each pair is given two different photographs to choose from, such as a picture of guys playing football and another picture of girls playing tennis. Students work in pairs to explore the similarities and differences between the two images presented.

m. Picture Narrating

This exercise is based on a series of photographs that are shown sequentially. Students are expected to narrate the tale that is going place in the sequential photographs by paying close attention to the criteria that the instructor has supplied as a rubric for them. In addition to the terminology and structures they will need to utilize when narrating, rubrics might contain other information.

2.3 Steps for the teachers to make oral production easier

Teachers must understand that oral production development is a process that must be managed appropriately. According to Jorda (2002), there are many actions that may be taken to make speaking simpler. These procedures include the following:

a) Teachers must avoid pressuring learners to practice; rather, they must allow pupils to speak when they are ready. Allow pupils to talk when they have been prepared. Allow children time to absorb what they want to say; speaking in front of others is too stressful for many.

b) With speaking exercises, teachers must take a risk. If instructors place a greater emphasis on speaking activities, pupils will have more chances to express their thoughts and views verbally.

c) Students should not be pushed to achieve flawless pronunciation and near-native grammar. Reserve such activities for future times.

d) Following any necessary pre-communicative activities to prepare learners, ensure that the emphasis is on genuine communication challenges, not on justifications for language practice. Prepare authentic communication challenges for pupils and avoid activities just for language practice.

e) Assume that pupils will succeed. Occasionally, instructor expectations have an effect on pupils, either favourably or adversely.

f) Teachers should attentively listen to students; they should concentrate on many elements of pupils as they talk, such as their emotions and attitudes.

Teachers should avoid focusing only on appropriate grammar and language usage. The function of the student in oral production as with

instructors, it is critical for students to participate in oral production in order to foster an atmosphere in which they have many motives when expressing themselves in a communicative setting. Each student must enhance their oral output by using the many resources provided by the instructor.

By recognizing all of the criteria for spoken language, the learner may take responsibility for their own speaking growth. Additionally, students must devise methods for correcting their errors in order to aid and assist their public speaking before their peers. Interaction is critical in this stage of the process because oral output is easier to grow when individuals engage with one another, by initiating and engaging in discussions, debates, and communication situations. As Goh, Goh, and Burns (2012) note, although speech production is an individual effort, each learner's growth of second language speaking may be significantly aided by collaborative work with peers.

All of this must be directed by the instructor, who serves as the primary resource for pupils. Students will be induced to assist others in their learning journey via the employment of various methods by the instructor. As Goh et al. (2012) point out, instructors should encourage students to assist one another's speaking growth not only as communication partners during a speaking assignment, but also as learning partners who share their learning objectives and goals. Thus, each student will be encouraged to communicate in the foreign language

via participation and conversational interaction with the rest of the class. As a result, students will express their goals by describing why these objectives are significant to them.

2.4 Communicative competence

Along with oral production, it is critical to emphasize the importance of communicative skills in the language acquisition process. While there have been many definitions of communicative competence throughout history, Noam Chomsky is usually credited with introducing it to the linguistic world. Nowadays, Bagari and Djigunovi (2007) define communicative competence as the capacity to operate in a genuinely communicative context – that is, in a dynamic exchange in which linguistic competence must adjust to the entire input of one or more interlocutors, both linguistic and paralinguistic.

Communicative competence is a determining factor when it comes to strengthening oral production, as both oral production and communicative competence are more interpersonal than intrapersonal in nature, which means that they both work in tandem to improve students' ability to interact with one another.

2.5 Communication strategies

In order to be able to speak effectively in another language, studying a foreign language becomes centered on communication. Therefore, it is necessary for learners and instructors to use

communication techniques to enhance oral output. Using communication techniques helps learners bridge gaps in their understanding of a foreign language, whether those gaps be in vocabulary, grammar structures, idioms, or other concepts. Furthermore, Ya-Ni (2007) asserts that communication techniques are crucial in negotiating meaning when a second language learner and a native speaker of the target language do not share the same linguistic structures or sociolinguistic guidelines. As a result, effective communication techniques are vital for improving oral output among language learners.

C. Conceptual Framework

The structure of the present study involves several steps. Firstly, it is important to determine students learning preferences category based on VAK using learning styles assessment questionnaire. Furthermore, oral production tasks in the student setting was revealed. Students stand points of in this study is the key in revealing some insights which possibly reveal how this affect motivation, performance, metacognition, and, possibly, learning autonomy. A model is then possible to propose suggesting the learning schema of students in oral production task in association of learning styles.

Figure 1. Conceptual Framework

The Analysis of EFL Learning Styles in Oral Production Task (A Study in the Fifth Semester Student at English Education Department of Makassar Muhammadiyah University)

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Theories:
1. VAK Learning Styles by Kolb's (1984) Experiential Learning
   - Visual Learner
   - kinaesthetic Learner
   - Audio Learner
2. Teaching Strategy in Oral Production Task by Pratama & Awaliyah (2015)

⬇

Focus of Investigation
1. Effect of Match in Learning Styles and Oral Task
2. Effect of Mismatch in Learning Styles and Oral Task

⬇

Study Output