

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter, the researcher will present the result and discussion of the research that has been done. Data collection used by the researcher through observation, interviews, and documentation, which is discussed based on the concepts and theories from the previous chapter, namely chapter II. This chapter will also present the basic research focus formulated in the first chapter. Which this chapter also covers about the data that will be described about the types of students' learning styles with high emotional intelligence on their speaking skills and how the learning styles can encourage their speaking skills at the eleventh grade science 2 students of SMAN 3 Pamekasan.

A. Result of Research

In this section, the researcher will describe all the data that has been obtained and found at the research location, namely at SMAN 3 Pamekasan.

To obtain data about speaking skill of students' learning style with high emotional intelligence at the eleventh grade science 2 students of SMAN 3 Pamekasan, the researcher made several direct observations in the English learning process at the eleventh grade science 2 students of SMAN 3 Pamekasan.

The researcher will explain in three steps. The three steps include the pre-teaching, while teaching, and post-teaching steps. To describe more clearly about this, the researcher will explain things as follows:¹

¹ Observation on wednesday, October 14, 2020.

1. The types of students' learning style with high emotional intelligence commonly use on their speaking skill at the eleventh grade science 2 students of SMAN 3 Pamekasan.

a. The First Observation

The researcher did the first observation on October 14, 2020. The researcher entered the class together with the English teacher of eleventh-grade science 2. The research began in the third lesson until the fourth lesson. The third class period starts at 8:00 a.m. until the fourth lesson at 9:00 a.m. There are three steps in the speaking learning process to describe how the speaking skill of students' learning style who have high emotional intelligence. The three steps include the pre-teaching, while teaching, and post-teaching steps. Each step will be explained by the researcher as follows:

1) Pre-Teaching

- a. The teacher prepares a lesson plan with English song material.
- b. The English teacher said greetings and prayed together.

Teacher: Assalamualaikum Wr. Wb. Good Morning, class.

Student: Waalaikumsalam Wr. Wb. Good morning, sir.

Teacher: How are you today?

Shiva: Alhamdulillah, I am fine, sir. How about you?

Teacher: Alhamdulillah, I am fine too. Thank you.

- c. The English teacher gives motivation before starting the class.

Teacher: On this morning, I hope you are still excited to learn English. As good students, you need to study hard even though the current situation and conditions are not good due to the covid-19

pandemic. Hopefully, you will always be enthusiastic and more motivated to study diligently even though school hours must be reduced.

- d. The English teacher discusses the material previously and tells what material will be discussed.

Teacher: Do you still remember the material that we discussed last week?

Students: Yes, sir.

Teacher: What materials have we discussed last week?

Students: Special text in the form of a formal invitation, sir.

- e. The English teacher tells the new material that will be discussed.

Teacher: All right. Today we will learn to speak with new material, namely English song. On this opportunity, we will use a different way of learning as usual. Usually, I explain more about the material to be discussed, but on this opportunity, I will let you listen to several songs so that you can understand the meaning of the lyrics, then you present it to the class.

Students: Yes, sir.

2) While Teaching

- a. The teacher asks one of the students to write down the song lyrics and 10 practice questions on the whiteboard provided by the teacher.



- b. The teacher gives time to the students to write the song lyrics and practice questions.

Teacher: I will give you 10 minutes to write the song lyrics and practice the questions. Then I will tell you what you have to do.

Students: Yes, sir.

- c. The teacher prepares a sound system to play the songs that will be discussed.

Teacher: Alright, now you must listen to this song first.

Students: Yes, sir.

- d. The teacher asks students to do the practice questions that have been given previously. These questions are related to the song that was discussed at that time.

Teacher: Now, you must answer these questions. There are 10 questions that you must answer. You answer these questions become a story. Not answered one by one as usual, but you answer

it into a story whose answer is related to the lyrics of the song. Do you understand? Please ask me if anyone doesn't understand.

Student: Understand, sir.

Teacher: before you answer the questions, I will play this song so that you can better understand the meaning contained in this song.



- e. The teacher asks students to sing the song together.
- f. Then the students listened to the song and they sang it too because it turned out that many students know the lyrics of the song.
- g. The teacher asks randomly the students about the meaning of the song lyrics to several students.

Teacher: Surya, can you explain what the lyrics of the song mean? Explain your understanding now.

Student: Ok, sir. The song tells about a girl who misses her mother because her mother lives far from her daughter. So that the daughter misses and wants to meet his mother. Even the girl also wants to introduce the man she loves later when she can meet her mother.



Teacher: Very good, Surya. It means you already understand what the lyrics of the song mean. What about the others? Do you agree with what Surya explained earlier?

Student: Yes, sir.

- h. Due to the short and very limited time, which is only 60 minutes. The class time before the Covid-19 pandemic is 90 minutes. So the teacher continues the material via online or WhatsApp and gives students tasks related to songs to improve their speaking skills.

Teacher: Okay, because the time is up. Now I will give you an assignment related to the song. Your assignment is to make a video and find English songs. After that, you answer the questions on the whiteboard. The way you answer it is to turn the answers into a story, then you present them via video. Not only that, I will ask you to come forward one by one and present your song analysis next week. Do you understand the assignment?

Student: What songs, sir? As long as it's English?

Teacher: Yes, up to you. Don't forget to send the songs and lyrics to me via WhatsApp.

Students: OK, sir.

The assignment is one of the efforts of the teacher to improve students' English speaking skills through songs. These students will certainly use different learning styles in learning or doing these assignments. Due to the very short and limited time, the teacher cannot ask all students to present the meaning of the song

lyrics given by the teaching teacher by answering the questions into a story and asking all students to come forward and present their understanding of the song.

There are only a few students who have presented their answers. This is also very important because it can increase students' knowledge and understanding of English songs while improving their speaking skills. This assignment can allow students to find out the information they did not know.

3) Post-Teaching

- a. The teacher provides conclusions about the material that has been discussed that day.

Teacher: All right. On this opportunity, we have just discussed the English song material. I hope that through this material, you can better understand the meaning of each song's lyrics that you listen to. Especially English songs. Which then you can improve your speaking ability just through a song. By listening to the songs, you will also know how to pronounce correctly in English.

Students: Yes, Sir.

- b. The teacher closes the meeting.

Teacher: I think enough for our meeting today, don't forget to do the assignment that I gave to you. Thank you for your attention. See you next week. Assalammualaikum.

Students: OK, sir. Waalaikumsalam.

- c. The teacher leaves the classroom and returns to prepare to teach another class.

In the first observation, the researcher found that some students seemed to have good emotional intelligence. When the teacher asks one of the students to answer a question from the teacher, one student points to a friend in front of him to answer the teacher's question. The student's name is Surya. Even though Surya did not raise his hand to answer. However, Surya looks relaxed. So the teacher asked Surya to answer the question. In a relaxed manner, Surya answered the teacher's questions properly. Surya looks good at managing his emotions and appreciates his friends even though his friend casually asks Surya to answer questions from the teacher.

To find out which students have good emotional intelligence, the researcher does not only use observations to observe students. The researcher also finds out the truth by asking other students, English teacher, and also teachers who teach at the eleventh-grade science 2. Through this data source, the researcher will get a lot of information and help the researcher in determining which students have high emotional intelligence.

Based on the first observations by the researcher regarding the types of learning styles used by students with good emotional intelligence at the eleventh-grade science 2 students of SMAN 3 Pamekasan, the learning activities run well, students seemed to really enjoy the teaching and learning process and also many students could participate well during the teaching and learning process takes place. The process of learning English on that day was different from the usual day. The teacher uses sound system media to play English songs because it is adapted to the current material, namely English song material. This way of learning is preferred by students who are comfortable with the Auditory learning

style, or students who like learning styles by listening to songs. This also attracted the attention of students, because the researcher saw that students looked very enthusiastic and interested in the material at that time.

Also, the researcher using observation, the researcher used an interview with the students and English teacher related to the students' learning style at the eleventh-grade science 2 students of SMAN 3 Pamekasan.

b. The second observation

The researcher did the second observation on October 21, 2020, and on that day the researcher re-entered the research location. The second observation was carried out during the third and fourth lesson hours starting at 08:00 a.m until 09:00 a.m. There are three steps in the process of learning English with English song material for the eleventh-grade science 2 students of SMAN 3 Pamekasan. The three steps include the pre-teaching, while teaching, and post-teaching steps. Each step will be explained by the researcher as follows:²

1) Pre-teaching

- a. The teacher prepares a lesson plan that will be used for teaching
- b. The teacher said greetings and prayed together.

Teacher: Assalamualaikum warahmatullahi wabarakatuh. Good morning, class.

Students: Waalaikumsalam warahmatullahi wabarakatuh. Good morning, sir.

Teacher: How are you today?

Students: Alhamdulillah, I am fine, sir. How about you?

² Observation on wednesday, October 21, 2020.

Teacher: Alhamdulillah, I am fine too. Last week I gave you the assignment of song analysis. Have you finished it?

Students: Yes, sir.



2) While Teaching

- a. The teacher asks about the assignment that has been given at the previous meeting, and asks students to come forward one by one to present the song analysis assignment that has been given by the teacher.

Teacher: Now I want you to come forward one by one to present your song analysis assignment.

Student: OK, sir.

Teacher: Who wants to come forward first?

Shafa: Me, sir.

Teacher: Yes, Shafa, please come forward.

A student namely Shafa Nurlaili Rosyida is willing to come forward first.

Teacher: after Safa has finished presenting her assignment, who wants to come forward? You can accompany Shafa in front of the class, but present his duties in turn after Shafa presented her song analysis.

Lisda: Me, sir.

Teacher: Yes, Lisda. Please come forward.

- b. The student namely Shafa presented her song analysis task accompanied by Lisda who would also present her assignment in turn.

Shafa: Assalammualaikum warahmatullahi wabarakatuh., good morning everyone. My name is Shafa Nurlaili Rosyida. On this opportunity, I would like to present my song analysis assignment. (then Shafa presented her task aloud and confidently)

- c. After Shafa finished presenting her assignment, now it was Lisda's turn to present her assignment.

Lisda: Assalammualaikum warahmatullahi wabarakatuh., good morning friends. My name is Lisda Lanchira Syahjian, I would like to present my song analysis. (then Lisda presented her song analysis task well)



- d. After Lisda and Shafa presented their song analysis assignment, the teacher praised them because they had the courage to present their song analysis task to the class in front of their friends.

Teacher: Very good, Shafa and Lisda. Thank you for being brave and showing confidence in front of the class.

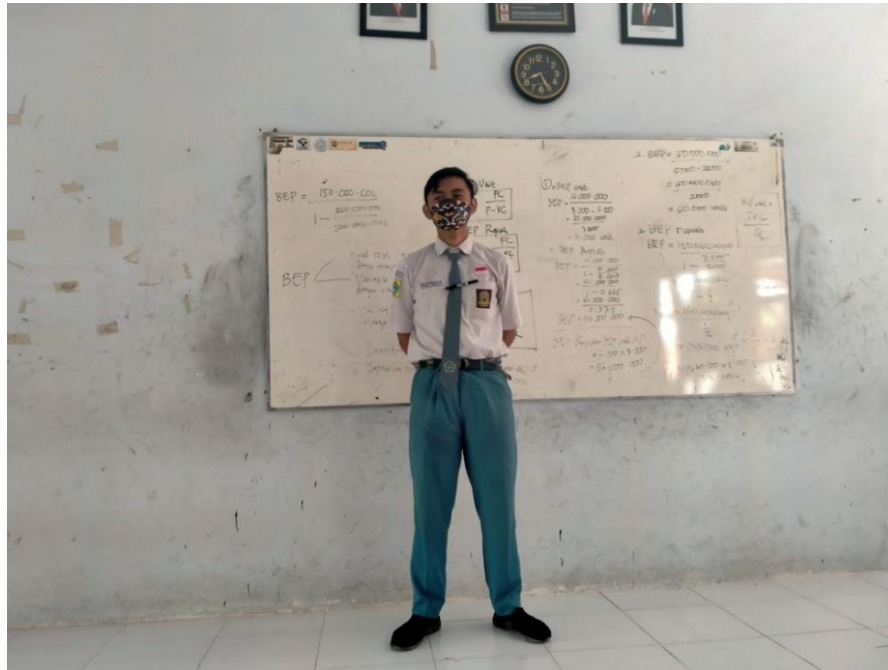
Lisda and Shafa: You're welcome sir.

Teacher: Next, who's ready for the presentation?

Tegar: Me and Yudha, Sir.

Teacher: OK, please come forward.

- e. After Shafa and Lisda finished presenting their song analysis assignment, now it is Tegar and Yuda's turn to come forward to present their song analysis.



When Tegar and Yudha present their song analysis, they look relaxed in their speaking. They also can arrange their words well when presenting in front of their friends. They also make eye contact with the audience, by staring at all their friends while talking. The aim is to create a more personal relationship between the speaker and the audience. Their body language is good. The way they stand and move is good and not nervous. His gaze was facing forward. Body language is also important. Because it is preferable to stand or move with a good movement or facial expression.

- f. After Tegar and Yudha presented their song analysis, then Muhaimin was ready to present his song analysis.



From several students who have presented their song analysis, some students match the characteristics of students who have good emotional intelligence. Beside Tegar, Yudha, Shafa, Lisda. Namely Muhaimin, Dafis, Nathan, Nabila, Surya and Tiyaz. Their way of speaking during a presentation in

front of their friends seemed to be focused on seeing their friends and focused on the material to be discussed. So they look relaxed and comfortable in their speaking skill. They also act calm so that their emotions are stable. It is related to Goleman's statement at Purwa Perwira Atmaja's book page 159, he stated that emotion is a personal power that allows humans to think as a whole. Able to recognize their own emotions of others and know how to express it appropriately.³ And it is also related to the characteristics of high emotional intelligence at Muchlis Solichin's book page 116 in managing emotions. Managing emotion is an ability possessed by someone who has high emotional intelligence. A person can handle feelings so that they can express it properly. When someone can manage emotions well, then he will be able to control emotions.⁴

3) Post-teaching

- a. The teacher gives conclusions about the materials that have been discussed

Teacher: All right. On this opportunity, we have just discussed the song analysis task. I am very happy and proud of you who dare to speak in front of the class in presenting your assignments without me asking for it. As a student, you must be brave to speak in front of many people. You don't need to be afraid of mistakes.

Student: OK, sir.

³ Prawira, *Psikologi Pendidikan*, page. 159

⁴ Muchlis Solichin, *Psikologi Belajar dengan Pendekatan Baru* (Surabaya: Pena Salsabila, 2017), page. 116.



- b. The teacher closes the class.

Teacher: I think enough for our meeting today. Thank you for your attention. See you next week. Wassalammualaikum warahmatullahi wabarakatuh.

Students: Waalaikumsalam warahmatullahi wabarakatuh.

- c. The teacher leaves the class and returns to preparing to teach another class.

From several students who came forward to present their song analysis, the researcher found students who had good emotional intelligence. When they spoke English in front of their friends, the researcher saw that they could speak in a relaxed and confident manner. They look confident because, in accordance with the characteristics of people who have high emotional intelligence, they believe in their potential and abilities. So that he has good motivation in learning compared to students who have low emotional intelligence. Their eyes also focus on their friends, so they look more relaxed and comfortable when speaking English.

When the researcher did observations when the speaking learning process was taking place, some students have high emotional intelligence, who seemed to be focused and earnestly listening to the song played by Mr. Hanafi and they also listened to Mr. Hanafi explain the material on that day. The researcher concluded that these students are students who are included in the auditory learning style, in which students with the auditory learning style prefer to listen. Whether it's listening to explanations from other people or listening to music.

However, there are also students with high emotional intelligence who prefer to see what is on the whiteboard. Students with this learning style are included in students who use visual learning styles, in which they prefer to see rather than listen during the learning process. Students with auditory learning styles will focus on listening to explanations from the teacher when the teacher explains the material. There are also students with high emotional intelligence who are believed to be included in the kinesthetic learning style, because when the teacher is explaining the material, these students look bored if they only listen to explanations from other people without doing anything.

To ensure the truth based on observations from the researcher during the process of research, the researcher conducted interviews with teachers and students who have high emotional intelligence at the eleventh-grade science 2 students of SMAN 3 Pamekaan. After that, the researcher conducted interviews with students who have high emotional intelligence. On that opportunity, the researcher asked a student about the type of learning style that they commonly use in their speaking skill. Namely Tegar Yudha Firmanzah. Tegar said that:

“Gaya belajar saya dalam belajar berbicara bahasa Inggris adalah dengan mendengarkan lagu. Cara ini dapat meningkatkan mood saya sehingga saya lebih semangat belajar berbicara bahasa Inggris. Dengan gaya belajar ini, saya dapat meningkatkan kemampuan berbicara saya. Saya juga suka menonton film berbahasa Inggris. Melalui film dan mendengarkan lagu, saya akan mengetahui bagaimana cara pengucapan bahasa Inggris dengan benar. Saya juga merasa sangat nyaman dengan gaya belajar seperti itu.”⁵
 (My learning style in learning to speak English is by listening to songs. This method can improve my mood so that I am more enthusiastic about learning to speak English. With this learning style, I can improve my speaking skills. I also like watching English language films. Through the film and listening to the song, I will find out how to pronounce English correctly. I also feel very comfortable with that kind of learning style.)

Based on the results of the researcher interview with Tegar, it can be concluded that Tegar's learning style is a learning style that is included in the sensory preference dimension, especially in the auditorial and visual categories. Apart from being included in the dimension of sensory preference, it is also included in the dimension of biological differences. In accordance with the statement from Tegar, he likes listening to songs while studying and watching a film.

The researcher also asked to student, namely Tri Yudha Febriyanto, Yudha said that:

“Gaya belajar yang biasa saya gunakan saat belajar berbicara bahasa Inggris adalah melalui lagu dan menonton film. Melalui lagu dan film lah saya dapat meningkatkan kemampuan berbicara saya, yang pada awalnya saya tidak tahu bagaimana mengucapkan suatu kata dalam bahasa Inggris, kemudian saya akan mencari tahu melalui lagu dan film. Jadi intinya, saya lebih suka mendengarkan. Seperti mendengarkan musik atau mendengarkan penjelasan orang lain.”⁶
 (The learning style that I usually use when learning to speak English is through songs and watching movies. It is through songs and films that I can improve my speaking skills, which at first I don't know how to pronounce a word in English, then I will find out through a song and film. So in essence, I prefer to listen. Such as listening music or listen others people explanation.)

⁵ Tegar Yudha Firmanzah, Student (October 21, 2020)

⁶ Moh. Tri Yudha Febriyanto, Student (October 21, 2020)

The researcher also asked the same question to student, namely Lisda Lanchira Syahjian. Lisda said that:

“Jenis gaya belajar yang biasa saya gunakan adalah gaya belajar auditorial. Saya juga suka makan sambil belajar. Jika kelas ramai dan saya mendengarkan guru menjelaskan materi, konsentrasi saya akan terganggu dan menjadi tidak fokus. Sedangkan upaya yang saya lakukan untuk meningkatkan kemampuan berbicara saya adalah dengan mendengarkan orang lain sehingga saya tahu bagaimana berbicara bahasa Inggris dengan baik dan sesuai dengan struktur tata bahasanya.”⁷

(The types of learning styles that I usually use are auditorial learning styles. I also like eat while studying. If the class is crowded and I am listening to the teacher explain the material, my concentration will be distracted and become unfocused. Meanwhile, the effort I make to improve my speaking skills is by listening to other people so that I know how to speak English properly and according to the grammar structure as well.)

The researcher also asked the same question to student, namely Shafa Nurlaili Rosida. Shafa said that:

“Saya suka mendengarkan lagu saat belajar. Saya juga bisa belajar dengan situasi apapun, entah itu situasi ramai atau tidak. Selain sambil mendengarkan lagu, saya juga suka menonton film asing untuk meningkatkan kemampuan berbicara saya. Saya juga suka belajar dengan cara berjalan sambil menghafalkan materi yang saya pelajari.”⁸

(I like listening to songs while studying. I can also learn in any situation, whether it's busy or not. Apart from listening to songs, I also like to watch foreign films to improve my speaking skills. I also like to learn by walking while memorizing the material I am learning.)

The researcher also asked the same question to student, namely Mohammad Muhaimin. Muhaimin said that:

“Saya sangat menyukai suasana belajar yang tenang di dalam ruangan. Sementara itu, upaya yang saya lakukan untuk meningkatkan kemampuan berbicara bahasa Inggris saya adalah dengan menonton konten pendidikan di YouTube. Saya suka menonton konten pendidikan tentang berbicara bahasa Inggris, seperti cara mengucapkan kata-kata bahasa Inggris dengan benar.”⁹

(I really like the quiet learning atmosphere in the room. Meanwhile, the effort I have made to improve my speaking English is by watching

⁷ Lisda Lanchira Syahjian, Student (October 21, 2020)

⁸ Shafa Nurlaili Rosyida, Student (October 21, 2020)

⁹ Mohammad Muhaimin, Student (October 21, 2020)

educational content on YouTube. I like watching educational content about speaking English, such as how to pronounce English words correctly.)

The researcher also asked the same question to student, namely Dafis Ihza

Mahendra. Dafis said that:

“Jenis gaya belajar berbicara bahasa Inggris yang biasa saya gunakan adalah mendengarkan lagu bahasa Inggris. Kadang saya juga suka belajar sambil ngemil. Dengan mendengarkan lagu-lagu berbahasa Inggris, saya akan menjadi terbiasa dengan bahasa Inggris. Selain itu, dapat menambah kosakata saya juga jika saya tidak tahu artinya tentunya saya akan mencari tahu artinya.”¹⁰

(The type of learning style to speak English that I usually use is listening to English songs. Sometimes I also like to study while snacking. By listening to English songs, I will become familiar with English. Besides that, increase my vocabulary too if I don't know the meaning of course I will find out what it means.)

The researcher also asked the same question to student, namely Nathanael.

Nathan said that:

“Saya lebih suka belajar berbicara melalui lagu, dan terkadang melalui game online juga. Dengan begitu saya lebih tahu bagaimana berbicara bahasa Inggris dengan benar dan menambahkan kosakata baru untuk diri saya sendiri. Sehingga gaya belajar seperti itu sangat membantu saya dalam memahami materi, khususnya berbicara. Selain itu, saya juga cenderung lebih suka mendengarkan penjelasan orang lain. Seperti saat Pak Hanafi menjelaskan materi yang dipelajari.”¹¹

(I prefer to learn speaking through a song, and sometimes through online games too. That way I know better how to speak English properly and add new vocabulary for myself. So that learning styles like that really help me in understanding the material, especially speaking. Besides that, I also tend to prefer listening to explanations from other people. Such as when Mr. Hanafi explained the material being studied.)

The researcher also asked the same question to student, namely Nabila

Maretha A. Nabila said that:

"Saya tidak bisa konsentrasi ketika belajar di lingkungan yang bising. Apalagi dalam hal belajar berbicara. Saya juga lebih suka belajar dengan mendengarkan penjelasan dari orang lain dan orang lain yang mengajari saya, seperti mendengarkan penjelasan guru. Kalau saya terbiasa untuk

¹⁰ Dafis Ihza Mahendra, Student (October 21, 2020)

¹¹ Nathanael, Student (October 21, 2020)

mendengarkan orang lain berbicara bahasa Inggris, saya otomatis akan tahu cara mengucapkan bahasa Inggris dengan benar.”¹²

(“I can't concentrate when studying in a noisy environment. Especially in terms of learning speaking. I also prefer to learn by listening to explanations from other people and other people who teach me, such as listening to teacher explanations. If I get used to listening to other people speak English, I will automatically know how to pronounce English correctly.)

The researcher also asked the same question to student, namely Surya

Nuril Huda. Surya said that:

“Upaya saya dalam meningkatkan keterampilan berbicara bahasa Inggris saya adalah dengan mengikuti kursus atau komunitas bahasa Inggris. Dengan begitu saya bisa langsung belajar dan mengetahui kesalahan saya saat berbicara bahasa Inggris. Seperti cara mengucapkan bahasa Inggris dengan benar. Dalam belajar berbicara, saya suka mencatat dan menghafal materi berbicara yang saya pelajari. Saya juga merasa nyaman saat mendengarkan penjelasan dari orang lain tentang materi pelajaran. Jika saya menggunakan gaya belajar yang tidak biasa saya gunakan, akan sulit bagi saya untuk memahami materi berbicara yang saya pelajari.”¹³

(My effort in improving my English speaking skills is by joining English language courses or communities. That way I can immediately learn and know my mistakes when speaking English. Like how to pronounce English correctly. In learning speaking, I like to take notes and memorize the speaking material that I am studying. I am also comfortable when listening to explanations from other people about the subject matter. If I use learning style that I don't normally use, it will be difficult for me to understand the speaking material that I am studying.)

The researcher also asked the same question to student, namely Yunita

Anggraini Imtiyaz. Tiyaz said that:

“Dalam memahami kemampuan saya untuk belajar berbicara bahasa Inggris, saya lebih suka mempraktikkannya secara langsung. Misalnya dengan berbicara bahasa Inggris secara langsung. Saya juga menyukai suasana belajar yang tenang sehingga saya bisa lebih fokus dalam memahami materi. Gaya belajar ini sangat membantu saya dalam meningkatkan kemampuan saya untuk belajar berbicara bahasa Inggris. Selain itu terkadang saya juga belajar melalui lagu-lagu bahasa Inggris dan menghafalnya. Saya juga akan kesulitan memahami materi jika saya menggunakan gaya belajar yang tidak biasa saya gunakan.”¹⁴

¹² Nabila Maretha A, Student (October 21, 2020)

¹³ Surya Nuril Huda, Student (October 21, 2020)

¹⁴ Yunita Anggraini Imtiyaz, Student (October 21, 2020)

(In understanding my ability to learn to speak English, I prefer to practice it directly. For example, by directly speaking English. I also like the quiet learning atmosphere so that I can focus more on understanding the material. This learning style has really helped me in improving my ability to learn to speak English. Besides that, sometimes I also learn through English songs and memorize them. I will also have difficulty understanding the material if I use learning style that I don't normally use.)

Based on the results from the interviews with the students who have good emotional intelligence, it can be concluded that they tend to use the learning style dimensions of sensory preferences which include the visual, audiometric, and kinesthetic fields. In addition, some students use the dimensions of biological difference learning styles based on their learning behavior. Such as listening to songs and eat while studying.

The researcher also asked about the students' learning style in their speaking skills of students with high emotional intelligence to a teacher at the eleventh-grade science 2 students of SMAN 3 Pamekasan since they were in the tenth grade. So that the teacher knows enough about the character and their learning styles. The teacher's name is Mr. Awaluddin. Mr. Awaluddin said that:

"Sebagai seorang guru yang telah mengajar mereka selama 2 tahun sejak mereka duduk di kelas sepuluh, saya mengenal karakter mereka dengan baik. Terutama mengenai kecerdasan emosional mereka. Ada beberapa siswa yang memiliki kecerdasan emosional yang baik antara lain Tegar, Nabila, Shafa, Lisda, dan Tiyaz. Mereka cenderung bisa mengatur emosi mereka. Mereka juga berani berbicara di depan kelas, di depan teman-temannya. Jika ada penjelasan dari saya yang tidak mereka mengerti, mereka tidak malu bertanya. Mereka juga sangat aktif selama proses pembelajaran."¹⁵

(As a teacher who has taught them for 2 years since they were at the tenth grade, I know their characters well. Especially regarding their emotional intelligence. There are some students who have good emotional intelligence, including Tegar, Nabila, Shafa, Lisda, and Tiyaz. They tend to be able to regulate their emotions. They also dare to speak in front of the class, in front of their friends. If there is an explanation from me that they

¹⁵ Mr. Awaluddin, Teacher (October 24, 2020)

don't understand, they are not ashamed to ask. They are also very active during the learning process.)

Based on the statement from Mr. Awaluddin, several students were known to have good emotional intelligence according to Mr. Awaluddin. He knows enough because he has been teaching in that class for 2 years. Mr. Awaluddin knows the emotional intelligence of his students through how they speak in front of the class and those who are not ashamed to ask questions about the material.

The researcher also asked how the teacher adapts his teaching style with their students' learning style that different from others. Mr. Awaluddin said that:

“Untuk menyesuaikan gaya mengajar saya dengan gaya belajar siswa, saya akan melihat gerak tubuh mereka selama proses pembelajaran. Siswa yang cenderung lebih suka mendengarkan penjelasan orang lain pasti akan konsentrasi saat saya menjelaskan materi. Namun, ada juga siswa yang lebih suka membaca sendiri dan lebih fokus melihat tulisan atau gambar di papan tulis. Sebagai seorang guru, terkadang saya tidak selalu menggunakan gaya mengajar yang sama setiap kali saya mengajar mereka dan mencoba menyesuaikan dengan gaya mengajar mereka yang berbeda.”¹⁶

(In order to adapt my teaching style with the student's learning style, I would like to see their gestures during the learning process. Students who tend to prefer to listen to explanations from other people, he will definitely concentrate when I explain the material. However, there were also students who preferred to read alone and focused more on seeing the writing or pictures on the whiteboard. As a teacher, sometimes I don't always use the same teaching style every time I teach them and try to adapt to their different teaching styles.)

Based on the statement from Mr. Awaluddin, Mr. Awaluddin also used different teaching methods to adapt to the different learning styles of his students. This allows students with different learning styles to absorb and receive material from the teacher during the learning process. because at the eleventh-grade science 2, there are students who easily receive information by listening to explanations from others, there are also students who easily receive information

¹⁶ Mr. Awaluddin, Teacher (October 24, 2020)

by watching videos, and there are also students who prefer to move immediately to practice what they learn. So, as much as possible Mr. Awal combined his teaching methods with these various learning styles.

The researcher also conducted interviews with the English teacher, namely Mr. Hanafi. Mr. Hanafi said that:

“Gaya belajar berbicara bahasa Inggris yang biasa digunakan oleh siswa saya, terutama siswa yang memiliki kecerdasan emosional yang baik. Cenderung menggunakan gaya belajar yang berbeda-beda, namun perbedaannya tidak banyak. Karena ada beberapa siswa yang berani berbahasa Inggris, entah karena permintaan saya atau kemauan sendiri. Saya bisa melihat dari cara mereka berbicara bahasa Inggris. Biasanya, mereka yang memiliki kecerdasan emosional yang baik akan lebih mudah mengendalikan emosinya ketika berbicara bahasa Inggris. Dengan nada yang tenang, rileks, dan tidak gugup. Jika terdapat siswa yang terlihat gugup dan tidak dapat mengontrol emosinya saat berbicara, maka dapat dipastikan bahwa mereka memiliki kecerdasan emosional yang kurang baik. Meskipun sebenarnya dia pintar, hanya saja dia tidak bisa mengendalikan emosinya saat berbicara. Jadi, sebagai seorang guru sangat penting untuk mengetahui bagaimana gaya belajar siswa berdasarkan kecerdasan emosional mereka.”¹⁷

(The learning style to speak English that is usually used by my students, especially students who have good emotional intelligence. Tend to use different learning styles, but there are not many differences. Because some students dare to speak English, either because of my request or of their own accord. I can tell from the way they speak English. Usually, those who have good emotional intelligence will find it easier to control their emotions when speaking English. In a tone that is calm, relaxed, and not nervous. If there are students who seem nervous and cannot control their emotions when speaking, it can be ascertained that they have poor emotional intelligence. Even though he's smart, it's just that he can't control his emotions when he speaks. So, as a teacher, it is very important to know how students' learning styles are based on their emotional intelligence.)

Based on the statement from Mr. Hanafi, he said that students with good emotional intelligence tend to use sensory preference learning styles, especially in the visual, auditory, and kinesthetic categories. Students with visual learning styles prefer to watching a video or look at a picture. Students with auditory

¹⁷ Mr. Hanafi, Teacher (October 24, 2020)

learning styles prefer listening, such as listening to songs and listening to explanations from others. Meanwhile, students with a kinesthetic learning style prefer to speak English directly. Either they can familiarize themselves with speaking English in their daily life or speaking in front of the class during the English learning process.

The researcher also asked how the teacher adapts his teaching style with their students' learning style that different with others. Mr. Hanafi said that:

"Tidak mudah untuk dapat menyesuaikan metode pengajaran saya dengan gaya belajar yang dimiliki oleh setiap siswa saya di kelas XI MIPA 2. Seperti yang kita ketahui bahwa setiap siswa memiliki keunikannya masing-masing. Terutama mengenai gaya belajar mereka dalam meningkatkan kemampuan berbahasa Inggris mereka. Cara saya mengajar tergantung dengan kondisi kelas. Jika kondisi kelas ramai dan tidak kondusif, maka saya akan menggunakan metode pengajaran yang berbeda. Misalkan saya lebih banyak menjelaskan materi kepada mereka, hal ini tentunya disukai oleh siswa yang biasanya menggunakan gaya belajar auditori. Namun menjadi tidak nyaman bagi siswa yang biasanya menggunakan gaya belajar kinestetik, karena biasanya siswa yang memiliki gaya belajar kinestetik akan lebih memilih untuk segera mempraktekkan apa yang dipelajarinya."¹⁸

(It is not easy to be able to adapt my teaching methods to the learning styles that each of my students have in the eleven science 2 students class. As we all know that each student is unique. Especially regarding their learning style in improving their English language skills. The way I teach depends on the classroom conditions. If the class conditions are crowded and not conducive, then I will use a different teaching method. Suppose I explain more material to them, this is certainly preferred by students who usually use the auditory learning style. However, it becomes uncomfortable for students who usually use kinesthetic learning styles, because usually students who have kinesthetic learning styles will prefer to immediately practice what they learn.)

Based on Mr. Hanafi's statement, it can be concluded that it is not easy to adapt learning methods to student learning styles. Therefore, sometimes Mr. Hanafi tries to combine his teaching styles with the various types of learning styles of his students.

¹⁸ Mr. Hanafi, Teacher (October 24, 2020)

2. The way of students' learning styles with high Emotional intelligence can encourage students' speaking skill.

Learning styles used by students who have high emotional intelligence are very beneficial and can encourage their English speaking skills. Every learning style they choose in their learning to speak English is a learning style that they find comfortable and easily absorb the information.

Based on the observations and interviews that the researcher has conducted with teachers and students who have good emotional intelligence, the learning styles they choose in learning to speak can encourage their English speaking skills, as follows:

- a. Students with auditory learning styles can encourage their English speaking skills through songs and listening to explanations from teachers and others. Thus, these students will get the many benefits they get. Among them, students will know how to pronounce various words correctly in English and can enrich their vocabulary. One of the students I interviewed, Moh. Tri Yudha Febriyanto said that:

“Saya cenderung menyukai gaya belajar dengan mendengarkan lagu-lagu bahasa Inggris, karena itu akan menambah kosakata bahasa Inggris saya yang sebelumnya tidak saya ketahui dan saya akan tahu artinya. Karena ketika saya mendengarkan lagunya, dan saya tidak tahu apa arti beberapa kata dalam liriknya, saya akan mencari tahu artinya”¹⁹
(I tend to like the learning style of listening to English songs because it will add my English vocabulary that I didn't know before and I will know the meaning. Because when I listen to the song, and I don't know what some of the words in the lyrics mean, I'll find out what it means).

Statement from Tri Yudha Febriyanto is supported by statements from other students. Tegar Yudha said that:

¹⁹ Moh.Tri Yudha Febriyanto, Student (October 21, 2020)

“Saya suka gaya belajar dengan mendengarkan lagu dan menonton film. Mendengarkan lagu dan menonton film dapat menambah kosakata bahasa Inggris saya.”²⁰

(I like the learning style by listening to songs and watching movies. Listening to songs and watching movies can increase my English vocabulary).

Statement from Surya Nuril Huda is supported by statements from other students. Surya said that:

"Saya cenderung suka mendengarkan penjelasan dari orang lain dan mengoreksi kesalahan satu sama lain dengan teman saya yang lain. Dengan begitu saya tahu cara mengucapkan kata-kata bahasa Inggris dengan benar."²¹

(I tend to like listening to explanations from other people and correcting each other's mistakes with my other friends. That way I know how to pronounce English words correctly.)

This is supported by a statement from Nabila Maretha A. Nabila said:

“Saya lebih suka mendengarkan orang lain berbicara bahasa Inggris. Dengan begitu saya bisa tahu bagaimana mengucapkan kata-kata bahasa Inggris dengan benar dengan mendengarkan orang lain ketika mereka berbicara bahasa Inggris.”²²

(I prefer to listen other people to speak English. That way I can know how to pronounce English words correctly by listen to other people when they speak English.)

- b. Students with a visual learning style can encourage their English speaking skills. Students will get many benefits in increasing their knowledge about speaking. Among them, they will be able to identify how to pronounce the correct English text directly from native speakers, enrich their English vocabulary, know the correct language structure in

²⁰ Tegar Yudha Firmanzah, Student (October 21, 2020)

²¹ Surya Nuril Huda, Student (October 21, 2020)

²² Nabila Maretha A, Student (October 21, 2020)

English. This is supported by Mohammad Muhaimin. Muhaimin said that:

“Gaya belajar saya saat belajar berbicara bahasa Inggris adalah dengan menonton konten pendidikan di YouTube. Biasanya saya menonton konten edukasi tentang berbicara, dan itu membuat saya tahu bagaimana berbicara sesuai dengan aturan tata bahasa yang benar. Tidak hanya itu, saya juga suka mendengarkan lagu untuk meningkatkan kemampuan berbicara saya.”²³

(My learning style when learning to speak English is by watching educational content on YouTube. Usually I watch educational content about speaking, and it makes me know how to speak in accordance with the correct grammar rules. Not only that, I also like to listening of the song to improve my speaking skill)

- c. Students who prefer to practice what they learn right away in their learning to speak English can familiarize students with speaking English, so that their English skills become more fluent. This is in accordance with the statement of a student named Yunita Anggraini Imtiyaz. Yunita said that:

“Saya lebih suka mempraktikkannya secara langsung dalam kehidupan sehari-hari. Kadang-kadang saya berbicara bahasa Inggris dengan teman-teman saya sehingga saya bisa terbiasa berbicara bahasa Inggris dan menjadi lebih lancar dalam berbicara bahasa Inggris.”²⁴

(I prefer to practice it directly in my daily life. Sometimes I speak English with my friends so that I can get used to speaking English and become more fluent in speaking English.)

Yunita's statement is also supported by a statement from Surya Nuril Huda.

Surya said that:

“Saya biasanya langsung mempraktikkannya. Kadang-kadang saya berbicara bahasa Inggris dengan teman-teman saya, terutama selama kursus bahasa Inggris. Jadi, saya akan terbiasa berbicara bahasa Inggris dan menjadi lebih lancar berbicara bahasa Inggris.”²⁵

(I usually put it into practice right away. Sometimes I speak English with my friends, especially during the English course. So, I will become

²³ Mohammad Muhaimin, Student (October 21, 2020)

²⁴ Yunita Anggraini Imtiyaz, Student (October 21, 2020)

²⁵ Surya Nuril Huda, Student (October 21, 2020)

accustomed to speaking English and become more fluent in speaking English.)

B. Discussion

1. What are the types of learning style do students with high emotional intelligence commonly use in their speaking skill at the eleventh grade science 2 students of SMAN 3 Pamekasan?

Learning style is a way that someone usually uses in understanding or learning something. It is the same with a student who has their learning style, which is different from the other students. The learning style they use is a learning style that makes them comfortable so that it is easier for them to understand what they are learning. Suppose their learning style in learning to speak English.

Learning styles are related to emotional intelligence. Students who have good emotional intelligence at the eleventh-grade science 2 easier to understand. They can motivate themselves to learn and believe in their abilities. It is in accordance with the characteristics of emotional intelligence as stated in Sooriya's book (*Emotional Intelligence of Student-Teacher*) page 13, including self-awareness and self-motivation.²⁶

The learning style of speaking English at the eleventh-grade science 2 students of SMAN 3 Pamekasan who has high emotional intelligence has almost the same learning style but there are also differences. Based on the data obtained during the research process, students with good emotional intelligence tend to use the learning style dimension of sensory preferences. Especially in the visual, audiometry, and kinesthetic categories. But the most dominant students' learning style in their speaking skill is the auditory learning style. However more students

²⁶ P. Sooriya, *Emotional Intelligence of Student Teachers* (United States: Lasmi Book Publication, 2017), page. 13.

are included in the auditory learning style, some students use the dimensions of biological difference learning styles based on differences in students' learning enjoyment based on their place and behavior while studying. They usually used to listen to songs while studying and eat while studying. This is in accordance with the theory put forward by Ehrman and Rebecca Oxford, they stated about 4 dimensions of learning styles. One of them is the dimension of biological difference learning styles.²⁷

Based on the results of interviews between the researcher and students who have high emotional intelligence, this section presents a discussion based on the research findings. In this study, the researcher examined 10 students with high emotional intelligence at the eleventh-grade science 2 students of SMAN 3 Pamekasan as informants or data sources. The researcher will explain and describe the types of students' learning style with high emotional intelligence on their speaking skill, the researcher explains the following:

a. Sensory Preferences

1) Auditory Learning Style

Students who are included in the auditory learning style use their sense of hearing, namely the ear. Students who have an auditory learning style are easily distracted by noise and do not like a busy atmosphere while studying. They also like verbal discussion, find it easier to understand what the teacher explains through their hearing, and like to learn by listening to songs to encourage their speaking skills.

²⁷ Erfan Gazali, "Tinjauan Umum Tentang Gaya dan Strategi Belajar Bahasa", *El-Ibtikar*, 02 (Juli, 2013) page., 84.

2) Visual Learning Style

Students who are included in the visual learning style that plays an important role are the eyes or vision (visual). In this case, the teaching methods used by teachers should be more focused on media or videos related to the lesson. Students with this learning style also like to take notes on the material the teacher explains. Students with a visual learning style are not easily distracted by noise. Based on the results of interviews with students who are included in this learning style, the results show that they like to watch movies and watch educational content on YouTube to encourage their speaking skills.

3) Kinesthetic Learning Style

Students who are included in the kinesthetic learning style learn through moving, touching, and doing. Students with this learning style get bored easily and cannot if they just sit still for long during the learning process, because they get bored easily and want to do an activity immediately. For example, they will get bored if they only listen to the teacher explain the material over and over without doing anything. In learning speaking material, students with this learning style want to immediately present and discuss the material they are learning. Based on the results of interviews with informants, the results show that students with this learning style prefer to practice what they learn. For example, to encourage their speaking skills, they prefer to get used to speaking English in their daily life.

b. Biological Differences

This type of learning style is divided based on differences in student learning enjoyment according to time, place, and behavior while studying. When

viewed by time, some students prefer to study in the morning, afternoon, or evening. Based on the location, some students prefer to study in class or outdoors. Meanwhile, based on learning behavior, some students prefer to eat while studying, but some students prefer to listen to music while studying. Based on the results of interviews with informants who are included in this learning style, the results show that students with high emotional intelligence at the eleventh grade science 2 students will be more enthusiastic and can increase their mood when learning to speaking English while listening to songs, and some students like to eat while learning. This is in accordance with the theory put forward by Ehrman and Rebecca Oxford about the dimensions of biological difference learning styles.²⁸

Based on the explanation, it can be concluded that the learning style of students with high emotional intelligence at the eleventh grade science 2 students of SMAN 3 Pamekasan on their speaking skill tends to use the learning style dimensions of sensory preferences, especially in the visual, auditory, and kinesthetic categories. This is in accordance with the theory put forward by Ehrman and Rebecca Oxford (1990) about 4 dimensions of learning styles.²⁹ This statement also is in accordance with the discussion in Febi's journal (*Pentingnya Mengetahui Gaya Belajar Siswa dalam Kegiatan Pembelajaran di Kelas*) page 11,

²⁸ Erfan Gazali, "Tinjauan Umum Tentang Gaya dan Strategi Belajar Bahasa", *El-Ibtikar*, 02 (Juli, 2013) page., 84.

²⁹ Erfan Gazali, "Tinjauan Umum Tentang Gaya dan Strategi Belajar Bahasa", *El-Ibtikar*, 02 (Juli, 2013) page., 84.

which explains that in general, students have more than one learning style. For example, students have a combination of visual and auditory learning styles.³⁰

Based on the results of the interview with the teacher, it can be concluded that the teacher also needs to know the student's learning style so that the learning process is successful. This is in accordance with the theory put forward by Torre (2013) in Arjulayana's journal (Indonesian Student's Learning Style in English Speaking Skill) page 2, which stated that learning style is an instrument in the field of education that has a role to determine the student's learning process to be successful and in accordance with what is expected.³¹

Not only for students, teachers also need to know and evaluate their students' learning styles in the learning process, so that learning objectives run well and in accordance with previously planned goals. The effort of the teachers to adapt their teaching style with their students' learning style is by combining their teaching style in order to adapt with different students' learning styles.

2. How does these learning styles can encourage students' speaking skill of students with high emotional intelligence at the eleventh grade science 2 students of SMAN 3 Pamekasan?

The learning style used by students who have good emotional intelligence at the eleventh-grade science 2 students of SMAN 3 Pamekasan is very helpful for them in encouraging their English speaking skills. Based on the results of interviews with informants, many students said that the learning style they chose as their way of learning English helped them encourage their speaking skills. The

³⁰ Febi Dwi Widayanti, "Pentingnya Mengetahui Gaya Belajar Siswa dalam Kegiatan Pembelajaran di Kelas." *Erudio*, 1 (December 2013) page., 11.

³¹ Arjulayana, "Indonesian Student's Learning Style in English Speaking Skill." *Dinamika UMT*, 2 (Mei, 2016) page., 2.

following is a summary of the results of interviews with students with high emotional intelligence regarding this statement:

a. Sensory Preferences

1. Auditory Learning Style

Students with auditory learning styles can encourage their English speaking skills through songs and listening to explanations from teachers and others. Thus, these students will get the many benefits they get. Among them, students will know how to pronounce various words correctly in English and can also improve vocabulary memory to increase their memorization of English vocabulary more effectively. This statement is in accordance with Brown's theory of the 4 components in speaking English, one of the components is vocabulary.³²

2. Visual Learning Style

Students with a visual learning style can encourage their English speaking skills by watching films and watching educational content on YouTube. In this way, students will get many benefits in increasing their knowledge about speaking. Among them, they will be able to identify how to pronounce the correct English text directly from native speakers, enrich their English vocabulary, know the correct language structure in English so that they can get used to pronouncing it clearly and correctly. This is also in accordance to Aseptiana's journal (Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication) page 44, which stated that when students watch English films, it can enrich their English vocabulary.³³

³² David P. Harris, *Testing English As a Second Language* (United State of America: McGraw Hill, 1969), Page 81

³³ Aseptiana Parmawati, Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication, *ELTIN Journal*, 7 (October 2019), page., 44.

3. Kinesthetic Learning Style

Students with kinesthetic learning styles prefer to directly practice whatever they are learning. Based on the interview results, students said that it could make them more accustomed to speaking English and also increase their confidence in speaking English in front of many people. Not only that, but it also makes them more fluent in English. Such as knowing how to use the correct sentence structure, use of words, and also the right intonation of speech. This statement is in accordance with the function of speaking as interaction proposed by Brown and Yule who divided the 3 speaking functions.³⁴ Because it can make them know where their mistakes in speaking. Not only that, but they will also be more confident when speaking in front of the class. Such as during a presentation to the class. This statement is in accordance with the function of speaking as a performance which was also put forward by Brown and Yule.³⁵

b. Biological Differences

Students with this dimension of learning styles of biological differences can also increase their enthusiasm and motivation in learning to speak English. Students with this learning style admit that they like to eat while studying and some students like to listen to music while studying. Thus, this can build their motivation in learning, increase creativity, and be able to change the learning atmosphere to be more calming and fun.

Based on the result above, it can be concluded that each learning style used by students has its benefits for students to encourage their English speaking skills.

³⁴ Jack C. Richards, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2008), page. 21.

³⁵ Jack C. Richards, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2008), page. 21.

Such as increasing memorization of English vocabulary, knowing how to pronounce words correctly, knowing the correct English sentence structure, and so on.