

## **MALE AND FEMALE STUDENTS' LEARNING STYLES AND THEIR ENGLISH-SPEAKING SKILLS: A QUALITATIVE CASE STUDY**

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### **Abstract**

In teaching English, student learning styles are factors that influence student learning tactics. Learning style is an overall pattern that offers learning behavior a widespread direction. To reach their full potential, a person will expand their abilities that help a person learn in several approaches. Particularly in speaking abilities. In understanding speaking abilities, students often experience numerous issues, one among which is gender differences, male students dominate spatial abilities, while female students dominate verbal abilities. The motive of this research is to conduct studies in analyzing learning styles of speaking abilities that are most customarily applied by students and finding significant differences in learning styles of speaking skills based on gender in teaching English. Descriptive qualitative studies is a research design in this research. From this research review, it changed into found out that male and female students use identical learning styles, but different in the frequency of using the learning fashion. Based on the results of a comparison of the student learning style (SLS) achievement scores conducted by male and female students, it was found that female students use the visual learning style with a mean of 4.1, while male students with an average of 3.5. The average of female students who use auditory is 4.6, while the common of male students is 3.4. For the common female student who uses kinesthetics is 3.7 but the average male student is 2.8.

**Keywords:** *English language teaching, Speaking skills, Student learning style*

### **Introduction**

Factors that have an impact on students' learning processes in teaching English are their learning styles. Skehan (1994) states that students use specific learning styles, and character variations have an effect on learning such as age, attitude, intelligence, social and different factors. Based on their respective variations, students use unique styles. Students who are capable of using a ramification of learning styles will affect learning and higher learning effects

(Felder, 1995; Reid, 1987, Reid, 1998; Claxton and Murrell, 1987). There are numerous styles and choices for students and in distinctive conditions. For instance, a few students pick verbal explanations, while others decide upon studying by reading textbooks (Riazi and Riasati, 2007). Similarly, a few human beings additionally prefer graphics or photographs which can be the most effective manner of their knowledge. In different phrases, in a variety of various approaches and situations, students learn and exhibit their knowledge. Cognitive, emotional, and mental conduct is referred to through studying styles which function signs which can be pretty constant, and how students perceive, interact with, and reply to the mastering environment cannot be changed (Keefe, 1982). Oxford (2003) confirms that the overall approach used by students in acquiring a brand new language or in studying other subjects is the perception of learning style. Cornet (1983) states that these styles are the overall pattern that offers learning behavior a preferred route. To reach their full potential, a person will expand their abilities that help a person learn in several approaches. Particularly in speaking abilities, Rao (2019) states that in widespread, speaking, is the maximum essential factor in learning a second/overseas language. Making displays, sending data, supplying motives, making well-mannered requests, drawing things, replacing ideas with others, and expressing their critiques are the way of learners in speaking (Lui, 2014). In English, speaking abilities are a priority that has to be mastered for lots of second or overseas language novices. Aliakbari & Jamalvandi (2010) states that contributors are assessed with this skill. Many students assume that before they can communicate in English, they ought to realize English. Achievement in language learning is measured in phrases of the capacity to carry out conversations in the target language.

In understanding speaking abilities, students frequently revel in numerous problems. The problems include self-confidence and grammar. Similarly, every other factor in the achievement of speaking abilities is the distinction in gender. Commonly, there are male and female students in the class, in almost all schools in Indonesia. Within the same class, they study together, and the lesson they get is also the same as the identical teacher without discrimination. Further, the teacher additionally treats male and female students similarly. However, under distinct

situations, women and men are not identical, they are different. They may be now not handiest specifically mentally and psychologically, but in their ability to speak English, they are also one of a kind. Females dominate verbal abilities, while males dominate spatial abilities (Swann, 1992). In addition, males tend to use visuals, while females tend to use hearing (Viriya and Sapsirin, 2014). Within the learning process related to the abilities of men and women, they have got their style (Natsir et al., 2016). In addition, one of the affective factors that play a sure role and influence mastery of a second language is gender variations (Zoghi et al., 2013). Additionally, they introduced males and females also are fundamentally specific in terms of learning styles and cognitive abilities, from an organic factor of view. Gender is a factor that affects person learner differences in language learning (Zafar and Meenakshi, 2012). Therefore, gender and language contribute substantially to mastering due to the fact the abilities of males and females are distinct, which affects unique achievements, especially in learning a foreign language.

Further, a few professionals say that in speaking English, females are extra successful and higher than males. Normally, female students get higher grades and are extra active than male students (Smith & Wilhelm, 2002). The Education Alliance (2007) stated that not only are females better at reading. However, females are also higher at writing and speaking. Boyle (1987) stated that a survey changed into performed on 490 Hong Kong students (233 boys and 233 ladies) approximately their English learning discovered that significantly, female students' English skill ability test ratings were better than male students. The explanation above stimulated the writer to conduct research in studying the learning style of speaking abilities that students apply most often and finding significant differences in learning styles of speaking abilities based on gender in English Language Teaching. Searching at studies above, some researchers have conducted investigations related to the learning types of male and female students in English, particularly in speaking abilities. A look at student learning styles, specifically in the scope of learning for English language teaching, continues to be lacking, meaning that this needs attention in this local context, as stated by Cornet (1983) states that learning style is a basic sample that provides fashionable route learning

conduct. To attain their full potential, a person will broaden their capabilities that help a person learn in several approaches, especially in speaking abilities.

For powerful communicate in any language, speaking is one of four required macro abilities, specifically when speakers no longer use their mother tongue. The manner someone expresses thoughts, critiques, and emotions to others orally is the meaning of speaking. According to Derakhshan, Khalili, & Beheshti, (2016), there are important categories of manufacturing abilities in speaking: fluency and accuracy. Fluency considers the potential to hold going whilst speaking spontaneously, whereas, through a few sports, accuracy includes the use of grammar, vocabulary, and pronunciation.

### **Speaking Skill**

Tarigan (2008) states that the capability to articulate and produce words, and sounds to bring, specific, or bring thoughts, thoughts, and emotions is a speaking period. In the meantime Bailey and Nunan (2005) say that to convey meaning, talking includes producing verbal utterances. So, speaking is an interactive system of receiving, conveying, and processing records in spoken shape by using two or more people. In language, learning to speak is a productive skill and is an important element or an essential component that requires common practice. English rookies are regularly evaluated to enhance their speaking abilities and for their fulfillment in language mastering, as well as the effectiveness of English publications (Richards, 2003). There are five essential components of speaking abilities, particularly: pronunciation, vocabulary, understanding, fluency, and grammar to decide students' proficiency in English. Pronunciation is the primary factor in speaking. An important part of speaking (oral verbal exchange) is pronunciation which includes making suitable sounds of a selected language and how the spoken streams of these sounds are prepared. Accurate pronunciation could be very crucial in English because pronunciation is the act of producing sounds and how we produce words. The second issue is vocabulary, whether or not in spoken or written form, this is the selection of words we use. In language learning, vocabulary is a crucial element as a good vocabulary knowledge will improve students verbal exchange ability. The third is understanding, proper understanding is needed to

recognize oral or written bureaucracy. Getting the intended meaning of a written or spoken communicate is the definition of expertise (Richards and Schmidt, 2010). It may be concluded that in a foreign language, the key to knowing the level of students' knowledge is seen from their understanding. The fourth aspect is fluency, to speak fluently, fluency needs to be carried out, including when speaking, students want to control the rate of speaking, without small pauses, along with using 'um'. According to Pfauwadel (1986) as quoted in Zellner (1994, p. forty-eight) says "when he speaks effortlessly, with smooth onset and transition, and at fairly fast clips is a fluent speaker". Communication makes it easier for listeners to be fluent in a foreign language. Listeners will be distracted if students communicate intermittently, on the other hand, listeners will find it hard to capture conversations if students communicate too speedy.

The final element is grammar. The rules of language that help them use suitable sentences both in spoken and written bureaucracy are the perception of grammar. Further, language vocabulary may be very complex and large (Locke 2013).

### **Learning Styles**

One of the main supports for the success of learning is learning style. In learning, learning style refers to learners' preferences. The wider idea of personality is part of this. Experts define learning patterns in different approaches. To learn new facts, learning style is a person's favored approach (Felder & Brent, 2005; Fleming, 2001). The characteristic of the cognitive, affective, and physiological behavioral traits of learning styles is an enormously solid indicator of ways students interact, perceive, and reply to the learning surroundings (Keefe, 1979). According to Pashler, McDaniel, Rohrer, and Bjork (2008) expressed in words as to what kind of coaching or learning is easiest for them can be quite overwhelming for everyone, it is a concept that learning style refers to the advantage of a deeper knowledge of a particular challenge, facilitating the student in finding out this simplest way for them and making the learning process easier for them, it is very important. The learning style theory emerged in the early 1900s.

## **English Language Teaching**

According to Natsir et al (2016), literature notes the characteristics of a male and female students as well as their variations in English as a foreign language. Females are greater subjective, use greater emotions, rely on the field, cooperative, the left mind and the right mind are balanced. In addition, female and male students usually have their own abilities, for example, females are higher in verbal responsibilities such as fluency, spelling, and so on, although males are dominant in class assignments. Females' linguistic abilities evolved higher than males, this assertion is agreed upon using several different researchers. Sugiarto (2020) states that the influence to the abilities and the overall performance of female linguistic superiority is very small. They reject the belief that genetic, hormonal, or mind structure elements affect gender variations. However, receive that environmental and social, and mental factors influence them extra. In the development pace and level of specialization, the girl and male brains are very distinct, this has been proven with the aid of mental research. Qian (2015) also said that during phrases of spatial capacity males use the right brain which makes them better than females. In the meantime, in terms of quick-time period reminiscence and language expression, females use the left brain which makes them higher at teaching English. Teaching English refers to the understanding of subject or content material, teaching abilities, and the capacity to educate in English, talents that can be regularly regarded as influenced by an instructor's language skill ability.

Based on the facts, the researcher conducted a study entitled "Student Learning Styles for Males and Females in Speaking by English Language Teaching. Three theoretical studies discussed above regarding student learning styles, speaking abilities, and teaching English stimulated the writer to conduct research in analyzing the learning styles of speaking abilities that have been most customarily applied with the aid of students and finding differences in speaking skills learning styles based on gender in teaching English.

## **Methods**

Descriptive qualitative research is a research design used in this research. In keeping with Creswell (2014), a qualitative research method aims to explore and understand the means of people or agencies ascribed to social or human problems. The procedures include several data collection and analysis techniques namely interviewing, gathering records, analyzing facts, and deciphering studies outcomes is a research system. Further, Moleong (1988) states that the qualitative studies device is the researcher himself, and the data is in words form, and pictures, not facts. That is research to explain data in the form of descriptions of whole facts in the form of lengthy reviews and narratives in addition to in the form of phrases or pics by using a growing deep knowledge is the means of qualitative studies. Then the information is defined in the narrative form. The intention is to offer a naturalistic social context, belief, description, and class. Method to describe and give an explanation for the outcomes of research is the goal of qualitative research.

This study takes its case from a junior high school. Participants in this research were all eighth-grade students of Al-Kautsar Kraksaan Islamic Taruna Junior High School for observation and a total of 4 students out of 18 students were taken to an interview. Four students consisting of 2 male students and 2 female students. These students were deliberately recruited because they were the most dominant in experiencing unique learning styles in speaking, and that was also based on their speaking scores in the class. The research participants, in this case, were recruited of their own accord, and only those who were willing to sign the research consent that voluntarily became research participants. This study uses qualitative research that describes the learning styles used by male and female students who have good English proficiency speaking skills. The researcher is interested to know the differences within the learning types of grade eight students in junior high schools based totally on gender. There are six stages of this study's technique, namely research design, research subjects, facts, assets, information series techniques, research units, and data analysis techniques. Interviews with students represent the data in this study. In the end, the researcher made observations to find out differences in learning styles in speaking abilities based on gender. In descriptive qualitative research, the primary instrument that may

examine students is the researcher. Hence, the researchers attempt to make meanings and interpretation based on the data and findings which have been collected.

### **Results and Discussion**

According to Bire et al (2014) and DePorter & Hemacki (2015) one of the supports for achieving student learning performance is their learning fashion. Learning styles are divided into 3, namely: visual, auditory, and kinesthetic. A person's learning style incorporates the ease with which information is absorbed, organized, and processed. A good way to reach their full capacity, someone will expand their abilities, which helps a person learn in several approaches. Brown and Yule (1983) stated that the ability most assessed using students in actual life is speaking. To reap learning a foreign language or a second language, the speaking ability is the maximum crucial skill a number of four fundamental language abilities. According to Brown (2005), a systematic manner of speaking thoughts or emotions is the use of language, which uses signs and symptoms, gestures, sounds, or conventional symbols after information means. According to Cameron (2001), teachers are obliged to offer possibilities for language exposure and learning through magnificence sports in teaching foreign languages.

The current take a look at involved four informants, which include 2 male students and 2 female students at SMP Taruna Islam Al-Kautsar Probolinggo. Qualitative research is the approach used in this examination. This method serves to explain exact English learning styles with the aid of male and female students with speaking skills.

Interviews and observations are collection techniques used by researchers to determine studying styles in students' speaking capabilities in English primarily based on gender. Based on the results of the study, students' speaking ability in English changed into still classified as intermediate. It turned into tested after the researchers without delay located the activities of male and female students interacting with their friends in class.

Based on the results of observations and interviews to students on December 26-29, 2022, located in the eighth grade. The first to third days were found to be the



result of three types of student learning styles (visual, auditory, and kinesthetic, and the fourth day was an additional meeting. In this case, it involves all eighth-grade students consisting of 18 students and with a total of 4 students out of 18 students taken to be interviewed, 2 male students and 2 female students who will be presented and explained below:

From observation experience that has been directly in the field, it was found that male and female students use the same learning style in their speaking skills, namely: visual, auditory, and kinesthetic. Although they use the same learning style, but it differs in its application. Male students are more dominant in visual learning styles, with a description of 60% of male students using visual learning styles, 25% using auditory learning styles and 15% using kinesthetic learning styles. While female students are more dominant in auditory learning styles, with a description of 50% using auditory learning styles, 30% using visual learning styles, and 20% using kinesthetic learning styles.

There are a few very fluent English students, clear and prepared too. To speak and engage with other human beings, the researcher analyzed that the students had exact speaking capabilities. In addition, the researcher found that there were additional students who have been still labeled as intermediate in speaking English abilities. It changed into located that the woman students' English speaking abilities were more prominent. They have got unique characters and also distinctive learning styles. However, they may be additionally restrained using a loss of mentality and self-confidence, so the students' speaking capabilities in English may be affected.

Students might be awkward to start speaking when they're paired with students who have equal abilities. They nevertheless depend upon the text they make, even though they are forbidden to hold the text. Similarly, the researcher observed that the level of talking capabilities of some students changed into nonetheless very low, even speaking and interacting with friends who had been less lively. Students felt less in terms of vocabulary, confidence, and grammar. There have been additionally a number of them who failed to realize the pronunciation of

the words they were announcing, and male students made up the maximum of the problem.

So, the researchers concluded the experience during observation, starting from the differences in learning styles used by male and female students, their speaking skills while learning took place in the classroom. Although male and female students use the same learning style, but male students are more likely to use a visual learning style that is by video, while female students are more likely to use an auditory learning style that is by listening to the teacher's explanation. Primarily based on the results of this have a look at, it became located that a student's learning styles were very influential in learning English, especially in speaking abilities.

Researchers will describe and explain the interview below:

Descriptions:

MS 1: Male Student 1

MS 2: Male Student 2

FM 1: Female Student 1

FM 2: Female Student 2

### **MS 1**

*“Sepertinya saya menggunakan ketiganya, tapi biasanya saya lebih sering menggunakan video di youtube untuk meningkatkan berbicara saya, karena menurut saya dengan melihat video saya bisa lebih tertarik untuk belajar dan lebih asik”. (Participant 1)*

*(Translated excerpt) “I’ve been using all three styles, however, I watch Youtube videos more often to improve my speaking skills, because by watching the videos I get more interested to learn and learning feels more fun”. (Participant 1)*

### **MS 2**

*“Tentu saja saya harus banyak berlatih berbicara bahasa inggris, salah satunya dengan nonton film yang berbahasa inggris”. (Participant 2)*

*(Translated excerpt) "I surely need to practice speaking in English, one of the ways to do it is by watching English movies." (Participant 2)*

Based on the interview results of the three learning styles mentioned above (visual, auditory, kinesthetic) indicated that male students are more dominant in using visual learning styles than auditory and kinesthetic. Visual learning styles include learning styles that allow students to understand and produce a new language. With this learning style, students can produce language material indirectly.

### **FM 1**

*"Saya tipe orang yang tidak terlalu paham jika tidak dijelaskan terlebih dahulu, jadi sering kali saya meminta penjelasan lebih dari guru terkait bagaimana saya meningkatkan kemampuan berbicara saya. Terkadang praktek berbicara juga saya lakukan, tetapi tidak berhasil, karena pada dasarnya saya memang lemah dalam berbicara bahasa inggris". (Participant 3)*

*(Translated excerpt) "I tend to have difficulty in understanding things when there's no explanation in the beginning, so I often ask for an explanation from a teacher about how to improve my English. Sometimes I also practise it by myself, but I don't think it's effective, because my English skill is really poor." (Participant 3)*

### **FM 2**

*"Film menjadi alat pembelajaran berbicara saya, tapi terkadang saya tidak paham karena percakapannya yang terlalu cepat. Jadi saya meminta teman saya untuk menjelaskan apa yang ada di film tersebut. Karena jujur saya tidak bisa hanya menonton saja tapi harus ada penjelasan". (Participant 4)*

*(Translated excerpt) "Film has been a tool which helps me improve my speaking skills, although sometimes I don't understand what the speakers are talking about as they speak too fast. So, I ask my friend to tell me what's happening in the film. I can't just watch the movie, but there must be someone explaining about it." (Participant 4)*

Based on these data, both Student 1 and Student 2 use the same learning style in speaking skills, namely using the auditory learning style. Although Student 1 and Student 2 said that film and practice are tools for learning to speak. Student 1 did not succeed and Student 2 still needed an explanation to understand it. The researchers concluded that they were more dominant in using auditory learning styles than visual and kinesthetic learning styles.

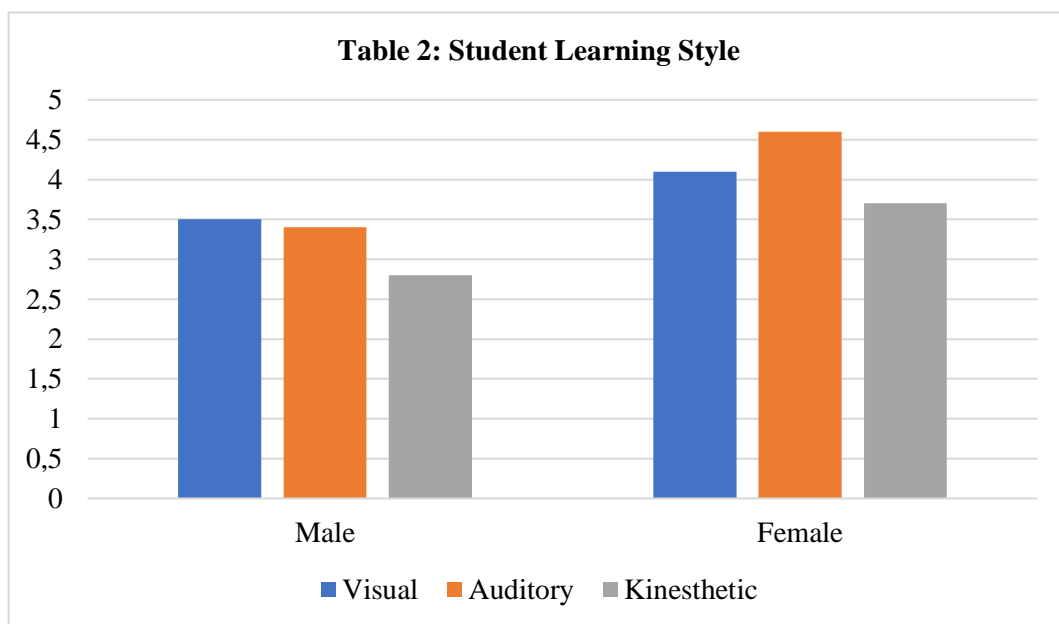
### **Similarities and differences in the learning styles of male and female students in speaking skills**

Based on the results of interviews, male students and female students use the same learning styles, namely visual, auditory, and kinesthetic learning styles. Although the learning style applied students is the same, it has differences in its application. Female students are more dominant in the auditory learning style, while male students are more dominant in the visual learning style. This study found that good achievement in learning styles in speaking skills can be due to many factors. Differences in achievement between male and female students can be caused by differences in learning styles used. Female students are more dominant than male students. The combination of observations and interviews with students is evidence of the results of this study. In the visual learning style, the average male student was 3.5 and the average female student was 4.1, and in the auditory learning style the average male student was 3.4 and the average female student was 4.6. While in the kinesthetic learning style, the average female student was 3.7, and the average male student was 2.8.

Learning styles in students' speaking capabilities in class primarily based on gender have been the primary things investigated by using researchers in this research. The writer uses interviews and observations as the record. Getting to know patterns are divided into 3, namely visual, auditory, and kinesthetic. Based on the analysis of the effects of studies, it shows that male and female students have identical learning styles, particularly using the three learning patterns in speaking ability.

Table 1: Results of the combination of observation and interview Student Learning Style (SLS) used by male and female

KINDS OF LEARNING STYLE	MALE STUDENTS				FEMALE STUDENTS			
	MS1	MS2	TOTAL	MEAN	FM1	FM2	TOTAL	MEAN
Visual	3.4	3.6	7	3.5	3.8	4.3	8.1	4.1
Auditory	3.4	3.3	6.1	3.4	4.4	4.8	9.2	4.6
Kinesthetic	2	3.6	5.6	2.8	3.6	3.8	7.4	3.7



A comparison of the consequences of the table is evidence of this finding. Female students use the visual learning fashion with an average of 4.1, while male students with a mean of 3.5. The average of female students who use auditory is 4.6, at the same time as the average of male students is 3.4. The common female student who uses kinesthetics is 3.7, and the common male student is 2.8. It can be concluded that female students are at a higher level than male students in three learning styles.

To expand their fluency in speaking, male and female student participants in this study applied identical learning styles, namely: visible, auditory, and kinesthetic. However, there are variations in the frequency of the usage of learning

styles applied with the aid of male and female students. According to Nambiar (2009), one of the factors in how students use positive learning styles is gender. This is the difference in learning styles used by male and female students. In keeping with above research, there are differences among the learning styles used in this study. The similarity lies in the type of learning a style utilized by each. However, differs in the frequency of the usage of the learning style.

### **Conclusion**

From this research review, it became found that male and female students used the equal learning style in speaking skills in step with English teaching, but differed in the frequency of using studying fashion. Female students are more dominant in the auditory learning style, while male students are more dominant in the visual learning style. Female students use the visual learning style with a median of 4.1, while male students with a median of 3.5. The average of female students who use auditory is 4.6, while the average of male students is 3.4. The average female student who uses kinesthetics is 3.7 but the average male student is 2.8. It can be concluded that girl students are at a higher degree than male students in 3 learning styles.

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